National Vocational Education Qualifications Framework (NVEQF)

An Indian Perspective
Ministry of Human Resource Development

Presentation Structure

- Need for NVEQF

- Design and Envisaged Reforms in Technical Vocational Education and Training (TVET)

- Operationalisation of NVEQF
  - ✓ Management Mechanism
  - ✓ Roles-Responsibilities
  - ✓ Pilot Project
  - ✓ Implementation Frame

The Need for National Vocational Education Qualification Framework ?

- Indian workforce largely in informal employment in unorganized sector - with low levels of literacy and numeracy- no mechanism available for them to enter formal education system

- Hence, desirable to focus on educational component to build a sound TVET system

- Also, need to build a general education element into VE, and vice versa, to ensure a holistic approach to human resource development

Magnitude of Problem

Age Group	Population (crore)	No. in school (crore)	Gross Enrolment Ratio (GER)
14-15	4.84	2.89	59.82
16-17	4.86	1.66	34.25
18-24	10.54	1.70	13.58

Dropout rate

- **Class 1-8 : 43%**

- **Class 1-10: 57%**

Lack of Skilled Manpower

- **Age Group 15-29**
  - **only 2% have undergone formal vocational training**
  - **8% acquired skills at work place**

- **93% of workforce in unorganized sectors**

- **New entrants to the workforce every year: 12.8m**

- **Existing skill development capacity: 3.1 million**

National Policy on Education (NPE) 1986

- *"The introduction of systematic, well-planned and rigorously implemented programme of vocational education is crucial in the proposed educational re-organization... Vocational education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity."*

- The Plan of Action, 1992, for implementation of NPE 1986, reset the targets of diversification of students to vocational steams at +2 level to 10% by 1995 and 25% by 2000.

Design of NVEQF and Envisaged Reforms

What NVEQF aims to Address?

- Lack of uniformity in qualifications across Institutions
- Lack of clear recognized pathways of learning
- Lack of credibility among stakeholders
- Lack of horizontal and vertical mobility
- No formal recognition of informal (prior) learning
- Input based traditional education system that promotes rote learning

General Education *vis-a-vis* TVET

- General education: vertical progression possible
- Technical Vocational Education and Training (TVET)
  - ITI and VE in higher secondary schools : **a dead-end**
  - ITI to Polytechnics – **pathway needed**
  - Polytechnic student has difficulty in entering Engineering College – **bridge course needed**
  - VE and General Education: horizontal mobility **difficult**

Recognition of Prior Learning

- Unorganized sector employs 93% workforce
- Most skills in unorganized sector acquired informally, outside of VET system
- Certification of prior learnt skills would raise
  - Incomes
  - Dignity
  - Promote upward mobility

Standardization

Large variations in

- Course providers

- Course content

- Duration of courses

- Delivery, both theory and practical

- Competency neither examined nor certified

Limited involvement of industry in VE

- Courses not based on requirement of industry: lack of labour market information system (LMIS)
- No involvement in curriculum design
- Little or no internship offered to students
- Not engaged in assessment and certification
- More emphasis on qualification than competencies relevant to industry

Reform 1:
Architecture of NVEQF

Level	General Education Qualifications	TVET qualifications	Proposed Certificate Awarding Bodies
5	Diplomas	NCC 3	Jointly by Colleges / Polytechnics /Universities /IGNOU/State Open Universities and SSC*
4	Class XII (General Academic/Vocational Education)	NCC 2	Jointly by CBSE/ State Boards /NIOS /State Open Schools and SSC*
3	Class XI (General Academic/ Vocational Education)	National Competence Certificate 1 (NCC 1)	- Do -
2	Class X (Pre-vocational)	NCWP-2	Jointly by Institution and SSC*
1	Class IX (Pre-vocational)	National Certificate for Work Preparation 1 (NCWP-1)	- Do -

* SSC = Sector Skill Councils to be established by National Skill Development Corporation

Reform 1:
Architecture of NVEQF (contd.)

Level	General Education Qualifications	TVET qualifications	Proposed Certificate Awarding Bodies
10	Doctorates	NCC 8	Universities and SSC
9	Masters	NCC 7	Jointly by Universities / IGNOU/ State Open Universities and SSC
8	Post Graduate Certificates, Post Graduate Diplomas and Bachelor Degrees (Honours)	NCC 6	- Do -
7	Bachelor Degrees and Graduate Diplomas	NCC 5	- Do -
6	Graduate Certificates/Advanced Diplomas	NCC 4	- Do -

Reform 2:
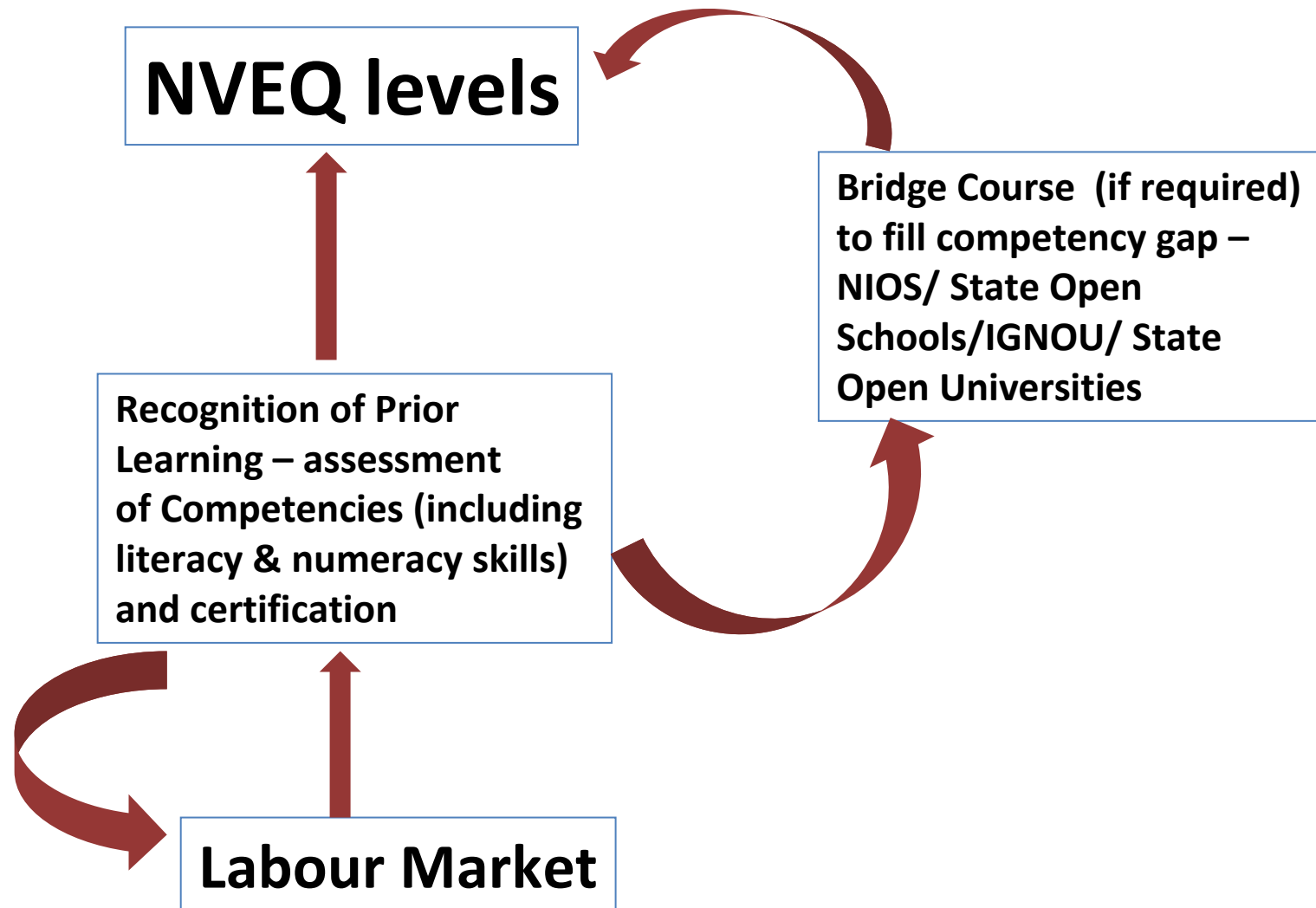## Annual to Semester (Credit Based) Examination System

Annual Examination System	Credit Based Semester System
Single final examination at the end of academic year	**Periodical assessment and feedback for improved performance**
Encourages rote learning	**Encourages performance based learning – with definable competencies**
Rigid system and does not allow for multi-entry and exit	**Flexibility for building 'Learning Units' through accumulation of credits over time and encourages multi-entry and exit**

Reform 3:
Industry and Employers Major Players in TVET reforms

Existing TVET	NVEQF
<u>Supply Driven</u> - do not reflect labour market requirements	**<u>Demand Driven</u>- Involvement of Industry to identify skills required and gaps in demand and supply (LMIS based)**
Courses not aligned with skill requirements of employers	**Learning Units to align with skill requirements of employers/labour market.**
Lack of involvement of industry in delivery of TVET and certification of qualifications	**Industry's involvement in delivery and joint certification**
Lack of involvement of Industry in financing TVET	**Financing of TVET through National Skill Development Corporation (NSDC)**

Reform 4 : Recognition of Prior Learning (RPL)

NVEQ levels

Bridge Course (if required) to fill competency gap – NIOS/ State Open Schools/IGNOU/ State Open Universities

Recognition of Prior Learning – assessment of Competencies (including literacy & numeracy skills) and certification

Labour Market

Reform 5:
Standardization of Courses within National Standards

Existing TVET	NVEQF
Non-uniformity in nomenclature, duration, curriculum design, content and examination system of TVET courses.	**Uniformity to be ensured through registration of NVEQs and accreditation of programs, institutions. Online register of all NVEQs will be maintained**
No provision for vocational courses at higher education level	**NVEQ levels to be introduced in Polytechnics, Universities & Colleges for seamless vertical pathways**
Lack of provision for progression from VE at +2 /ITI/polytechnic level to higher education courses	**NVEQ levels from 1-4 will be aligned with NVEQ levels 5-10 for progression**

Reform 6:
Fragmented to a Unified TVET System

Existing TVET	NVEQF
Fragmented governance: more than 17 Ministries offering TVET courses	**Unified governance through registered and accredited TVET courses/programs under one umbrella i.e., Indian Qualifications Authority**
Centralized allocation and monitoring of TVET courses/ programs by Departments (e.g., Directorate of Education for vocational courses in schools)	**Registered Education and Training Providers (RETPs) to decide courses in consultation with Skill Development Centres (to be created at District level) of NSDC.**
Lack of monitoring and feedback system to improve efficiency of TVET system	**Management Information System (MIS) to be set up for feedback from RETPs and Quality Assurance.**

Synergy with Ministry of Labour & Employment

- **The Modular Employable Skills (MES) associating industry for recognition of prior learning through a standardised framework to form part of the NVEQF at the appropriate levels**

- **Craftsmen Training Scheme run in the ITIs will need to be revamped to fit into levels 1-4 of NVEQF**

- **Representation in the Coordination Committee drafting the NVEQF**

THANK YOU