

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

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National Skill Qualification Framework (NSQF)

Introduction

Recognizing the high demand for skill in the country, Central Advisory Board of Education (CABE) emphasized the need for a National Vocational Education Qualification Framework (NVEQF) that provides a common reference framework for linking various vocational qualifications and setting common principles and guidelines for a nationally recognized qualification system and standards.

In pursuance of the decision of the Cabinet Committee on Skill Development in its meeting held on 19th December 2013, Ministry of Finance vide notification No. 8/6/2013-Inv. dated 27th December 2013 notified the National Skill Qualification Framework (NSQF). As per the notification all other framework including NVEQF would cease to exist and will be superseded by NSQF

In view of the new notification by the by Ministry of Finance. The Council decided to run the existing programmes approved under NVEQF by AICTE after aligning them as per the provisions of NSQF.

Observations

- 80 percent of new entrants to the workforce have no opportunity for skill training.
- Against approximately 15 million per annum new entrants to the workforce, the existing training capacity is approximately 3 million per annum.
- Additionally a large number close to 200 Million at IX, X, XI, XII drop out who need Vocational skills to be employable. This number is likely to be 500 Million by 2020.
- Mere skill building is not widely accepted within the society
- Mere Acquiring degrees or Diplomas does not guarantee jobs. Hence a new paradigm is required to build skills and education together for multiple pathways and multipoint entry exit opportunities.

Current Scenario

- Water tight educational entry and exit levels
- Increasing drop outs
- Social non acceptance to Vocational Education as an alternate to higher education.

- Loss of productive youth
- Over qualified youth and non availability of appropriate jobs.
- Mismatch between Qualifications and Industry needs.
- Need to provide seamless integration between Vocational education and Regular Higher Education
- Enhancement in GER
- Need to Enhance employability potential

Objectives

- Bridge skill gap and provide trained manpower to various emerging service sectors in India
- Strive towards development of skilled manpower for diversified sector through short term, structured job oriented Courses.
- Prepare the youth for a vocation of their choice;
- Build a formidable work force of international quality for Demand not only in India but also in all other countries.
- Reduce unemployment by supplying world-class skilled people.
- Reduce cost and improve productivity of services and manufacturing by providing skilled manpower to international standards

Principles adopted for NSQF

Localised approach

- Maximum Impact skills and sectors selected
- Subsidized Fee Structure to provide accessibility
- Skills for Women – (Hair Dressing, Beauty Therapy, Teaching, Driving, etc.)
- Centrally administered ‘Train The Trainers’
- Placement assistance connecting candidates to jobs
- Building pathway for international progression.
- Recognition of prior learning

Features of NSQF

- Across sectors and across the country
- Short duration, focused and modular programs
- Practical hands on focus
- Delivery in the local language
- Full day, half day or week end programs
- A network of centres
- Full mobility between formal, Vocational streams of education and the Job market with multi Point Entry and Exit

Operational Methodology: Integrating VE with & Conventional Education

- Skill Knowledge Providers / Trainers (SKP) to be registered by AICTE or other authorised bodies for imparting specific skills.
- A student registers with an AICTE approved Technical Institute or any other college for a Vocational Diploma or a Vocational Degree or registers with any other Institute affiliated to any Technical Board or a University.
- The student completes the skill modules as required at various certification levels, one level at a time, acquires the necessary credits from the Skill Knowledge Provider/Trainers (SKP), and gives them on to the Institute where he is registered for a Diploma, Post Diploma or a Degree.
- These credits are transferred to the Technical Board or the University as the case may be, which compiles the Vocational Skill credits and the formal education credits and if all such credits are available as required by the certification level, then the Technical Board or the University shall award the certification at that level.
- Certification levels as required will entail the student for the award of a Vocational Degree or a Vocational Diploma or a Vocational Post Diploma.
- The candidates may enter the job market after each certification level or may continue to acquire additional credits in part time / full time mode in order to complete the requirements of Vocational Diploma, Post Diploma or a Vocational Degree.
- In all seven certification levels of 'Knowledge and Skill' have been identified. First two levels refer to standard IX and X at school level. These shall be with the CBSE schools or schools affiliated to State Boards and equivalent other boards.
- Each level requires 1000 hours of education and training per annum. For the vocational stream leading to a Degree or a Diploma or a Post Diploma, these hours shall have both vocational and academic component. The vocational component will go on increasing as the level of certification increases. The Skill modules or the Vocational content at a certification level could be a single skill or a group of skills of the number of hours prescribed.
- A candidate shall have freedom to choose either a vocational stream or a conventional stream to reach graduation level. In addition, a candidates shall have freedom to move from vocational stream to current formal higher education stream or vice versa at various stages. This multi level entry and exit system shall allow the candidate to seek employment after any level and rejoin the education as and when feasible to upgrade qualifications / skill competency.
- A student entering a Vocational stream from general stream can enter at a certain level provided the skills required at that level are acquired, from a registered SKP

- A student who has acquired the skills through work experience, can also enter the Vocational stream at an appropriate level provided he is assessed for the skills acquired from a registered SKP
- The qualification frame work with upward mobility is shown as under:

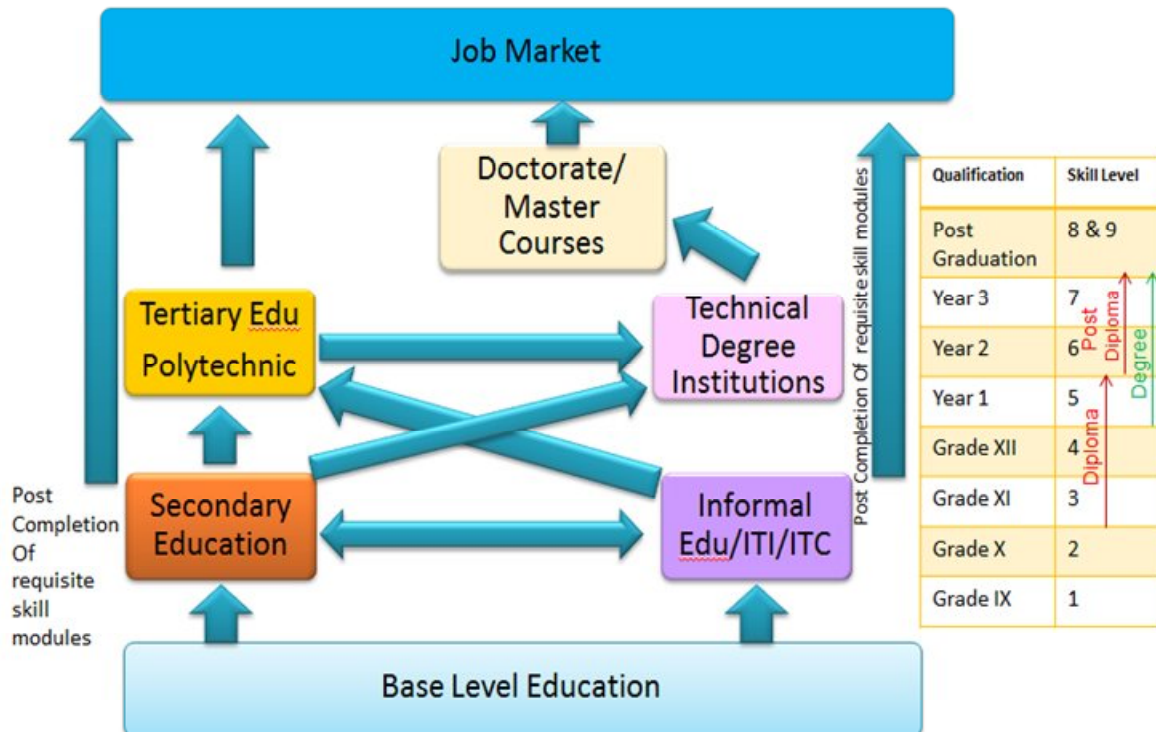
Duration and Entry Level Qualifications under the framework

Certification Level	Normal Qualification	Case I		Case II	
		Vocational Qualification	Certifying Body	Vocational Qualification	Certifying Body
1	Secondary School Grade IX	Grade IX (Vocational)	School	Grade IX (Vocational)	School
2	Secondary School Grade X	Grade X (Vocational)	School	Grade X (Vocational)	School
3	Higher Secondary School Grade XI	Diploma (Vocational)	Board of Technical Education	Grade XI (Vocational)	School
4	Higher Secondary School Grade XII			Grade XII (Vocational)	School
5	1 st yr bachelors			Degree (Vocational)	University
6	2 nd yr bachelors	Advanced Diploma (Vocational)	Board of Technical Education		
7	3 rd yr bachelors				

Suggested Credits:

Qualification	Equivalence		Skill certification Level	Competency based Vocational skill Building (in Hrs) (approximate)	General learning (in Hrs.) (approximate)	Total Hrs.
IX std.	IX	IX	1	250	750	1000
X std.	X	X	2	250	750	1000
XI std.	Diploma (Vocational)	XI (Vocational)	3	400	600	1000
XII std.	Diploma (Vocational)	XII (Vocational)	4	450	550	1000
Year I	Diploma (Vocational)	Degree (Vocational)	5	550	450	1000
Year II	Advanced Diploma (Vocational)	Degree (Vocational)	6	600	400	1000
Year III	Advanced Diploma (Vocational)	Degree (Vocational)	7	750	250	1000

Pathways in NSQF:



Community College Courses in Existing Polytechnics

Introduction

There are more than 3500 polytechnics and equivalent technical institutions which have potential to provide skill training to millions of youth through their own facilities and or by establishing extension centres in collaboration with ITIs, or Vocational Skill Knowledge providers, NGOs, and other colleges in the Arts Science and Commerce streams. These polytechnics can also render useful services in adoption of appropriate technologies and providing technical and support services to rural people and slum dwellers.

AICTE approved polytechnics are considered to be a viable vehicle for providing the intended services as mentioned above.

The rationale for choosing AICTE approved Polytechnics for the implementation of Scheme of Community Development through Polytechnics is based on the fact that AICTE approved Polytechnics are equipped with the following type of resources:

- Polytechnics are equipped with physical facilities in the form of buildings, lecture halls, laboratories, workshops, hostels etc. which could be used as Knowledge and Skill Centres for rural community and slums dwellers;
- Polytechnics have qualified and trained faculty who can scientifically formulate, implement and monitor community oriented programs and projects especially where the activity of adoption of appropriate technology is involved;
- Polytechnics have technicians and craftsmen whose services can be utilized to some extent for imparting skill training and adoption of appropriate technologies.

Students of Polytechnics could be of tremendous help in making meaningful contribution to community and rural development. Polytechnics can, therefore, render vital assistance in the community development work. This, they can do partly by utilizing their own resources and partly by mobilizing the resources available at the higher technological institutions. The involvement of Polytechnics in implementing the Scheme of Community Development through Polytechnics is need of the hour.

In order that the human resource is developed for gainful employment/self employment, the training must be need based, and should provide employable/ self-employable skills. The purpose of the skill development is to create skilled and knowledge based manpower by empowering them technically so that they can earn their sustainable livelihood.

All training programs should be well-designed through graded exercises, keeping in view the market requirements for various trades. Short term non-formal, modular courses of 3-6 months duration, depending on the local needs and commensurate with the available local resources with proper structures, yet having the desired flexibility to pave the way for self paced open learning mode (OLM), should be offered.

Depending upon local circumstances in some cases Multi-skill training may be offered to make self employment viable in the rural economy. In some of the trades, advance skill course for 3 to 6 months duration may be designed and offered as per the interest of trainees or as per the demands of local companies/industries/market. Preferences may be given to the training courses with technical bias.

Objectives of Skill Development Training Programs:

Providing basic skills, knowledge and attitudes for self/wage employment to intended beneficiaries in their own villages/communities or nearby areas.

Imparting entrepreneurial skills for initiating micro/tiny enterprises especially for the rural youth and community.

Offering skill up-gradation programs in their own fields, or for adoption of appropriate technologies for enhancing their employment prospects e.g. masons may be trained for construction of bio-gas plants, low cost latrines, water storage tanks, ferro-cement articles; blacksmith may be trained in welding, fabrication, etc.

Identifying and conducting special skill training programs for Women, SCs/STs, OBCs, minorities, school dropouts, street children, physically handicapped, economically weaker sections of the society and other under-privileged persons

Special training programs on health and hygiene, sanitation and mechanization of sanitary services and skill programs pertaining to liberation and rehabilitation of scavengers may be organized.

Features under Skill Development and Training:

The skill development programmes chosen for training shall be based on need assessment survey and felt need of the locality. A lot more emphasis needs to be given to meet the growing demands of the service sector.

Each identified Polytechnic should conduct a survey for identification of priority needs for skill training programs of a cluster of 10 to 20 villages every year. DRDA, NGOs, Voluntary Agencies, Village Panchayats and retired teachers, engineers and other reputed persons should be involved in the process.

The skill programs offered should be flexible and non-formal with open access to all, without any precondition of age, sex and educational qualification.

The identified Polytechnics should target the poor and deprived sections of society in both urban and rural areas specifically Women, SCs/STs, OBCs, minorities, school dropouts, street children, physically handicapped, economically weaker sections of the society and other under-privileged persons.

To facilitate self-employment in service sector, emphasis should be on multi- skill training, while for employment in production centres, training may be given either on specialized designated skills or multi-trade skills depending on needs and requirements.

Possibility of sharing of financial/infrastructural/skill resources available with different institutions/ organizations/agencies may be explored.

Infrastructure facilities available in the polytechnics should be utilized in conducting various training programmes.

The infrastructure available in ITIs/Vocational Schools/Colleges/ Technical Institutions wherever available may be utilised for the skill development training programs.

Achievements of the trainees in terms of competencies developed may be done by way of issuing certificates, indicating the level of proficiency the beneficiary has attained through participation in the skill programs. Such certificate issued by the Polytechnics will help the employing agencies in making recruitment.

The identified polytechnics may collaborate with potential employers in their vicinity to awarding certificates to the participants of skill programmes jointly.

The identified Polytechnics should develop a proper feedback mechanism to know the post-training status of the trainees specifically with regard to their getting self/wage employment.

The major criteria for judging the effectiveness of the training imparted are the rate of employability and the skills attained by the trainees. The polytechnics should start only the need-based skill training programs.

Skill Development Training Programmes through Community Colleges: NSQF and Community College Framework

Duration and Entry Level Qualifications

NSQF Certification Level	Community College Level	Competency Based Vocational Skill Building (in hrs)	General Education (in hrs)	Total (in hrs)	Who is eligible	What will be given (Certification) and who will provide
I	I	200	Communication Skills (250)	1000	Any	Polytechnics will conduct and Board will certify level I
II		300	Basic Sciences (250)			
III	II	400	Communication Skills (100)	1000	Above and any provided the skills at I are certified	Polytechnics will conduct and Board will certify level II
IV		400	Basic Sciences (100)			
V	III	600	Computing skills (200) Any Foreign language or any other Indian language other than native: (200)	1000	Above and any provided the skills at I, II are certified	Polytechnics will conduct and Board will certify level III
VI	IV	700	Basic accounting and Book Keeping skills (150) Entrepreneurial Skills, Setup small business etc. (150)	1000	Above and any provided the skills at I, II, III are certified	Polytechnics will conduct and Board will certify level IV
VII	V	800	Presentation, grooming and finishing skills (200)	1000	Above and any provided the skills at I, II, III, IV are certified	Polytechnics will conduct and Board will award Community Skill Diploma