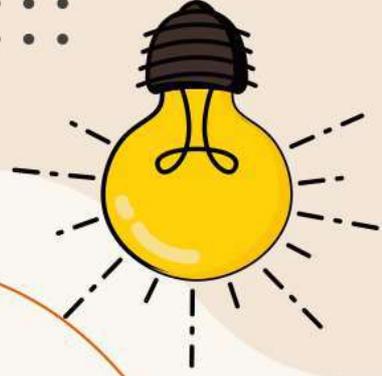




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**Current Affairs
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34. What is The National Credits Framework (NCrF). How it will achieve equivalence between general and vocational education? Give your opinion on its potential to be a game changer for the education sector in India.

नेशनल क्रेडिट फ्रेमवर्क (एनसीआरएफ़) क्या है। यह सामान्य और व्यावसायिक शिक्षा के बीच समानता कैसे प्राप्त करेगा? भारत में शिक्षा क्षेत्र के लिए गेम चेंजर बनने की इसकी क्षमता पर अपनी राय दें।

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34. What is The National Credits Framework (NCrF). How it will achieve equivalence between general and vocational education? Give your opinion on its potential to be a game changer for the education sector in India.

Introduction

National Credit Framework is an umbrella framework for skilling, re-skilling, up-skilling, accreditation and evaluation in educational & skilling institutions. It proposes to integrate the credits earned through school education, higher education and vocational and skill education.

National Credits Framework (NCrF) :

- It encompasses **National Higher Education Qualification Framework (NHEQF), National Skills Qualification Framework (NSQF) and National School Education Qualification Framework (NSEQF).**
- The NCrF has been proposed as part of **the National Education policy**
- For the first time it brings the entire school education system under the ambit of credits .
- So far, only the **National Institute of Open Schooling (NIOS)** followed a credit system. It covers skill and vocational education.

Equivalence between general and vocational education:

1. **By Converting** learning to recognizable skills to ensure people's movement in their career of their interest.
2. **Aid in breaking** the myopic perception that short-term courses are standalone courses with no well-defined linkages either with long term qualifications within vocational education framework and any equivalence with the general education.
3. **Enable the learner** to drop a subject already studied or take the next level course in that subject which will bring flexibility in learning.
4. **Seek direct admission** to higher-level such as direct second-year admission and providing vocationalisation for the same will help in saving credits.
5. It would **facilitate multiple entry and exit** and facilitate the persons with prior experience and undergoing RPL mobility in their career.
6. It **sets mechanisms** for assigning and accumulating credits across various forms of education covering a large number of boards and university ecosystems so as to ensure seamless mobility across academic and vocational education.
7. It **will establish and formalize a system of credit** allocation accumulation and transfer not only within the **skill development ecosystem** but also with forward linkages to academic education.
8. By **helping educational institutions** in organizing their study programmes whereby both credit accumulation and transfer, facilitate **lifelong learning** and access to **workplace training**.
9. It will ensure **that vocational and academic education are interlinked** with provisions for mobility with vocational education, vocational to academic and vice versa
10. The vocational courses offered in schools **can be mapped to ITIs, B. Voc and higher education institutions under NSQF** so that weightage could be given to students for entering higher-level vocational education to ensure vertical mobility.

Potential of being game changer:

For students

- Ensures flexibility in the duration of study/ courses through multiple entries and exit/work options.
- Creditisation of all learning hours, including academic, vocational and experiential learning is paved.
- Anytime – anywhere learning. It Gives the provision for lifelong learning.

For institutions

- Unification of higher education institutions can be achieved.
- Will Promote multidisciplinary education
- Stronger collaboration between institutions can be promoted.
- Focus on research and innovation will be increased.

For government

- Will help government in increasing the enrolment of students
- The national vision of complementing the demographic dividend can be accomplished.
- It can aid in transforming India into the Skill capital of the world

For industry

- Allows students to attain NSQF-approved foundational skills
- Helps students be more employable in the work sector.
- Integration of educational upskilling through micro credentials will help.

Challenges ahead:

- **Defining credit value** for various levels of formal education and technical education for accumulation and transfer especially in India where there exists diversity across school boards and also levels of higher education, pedagogy and curriculum variation.
- **The dilemma** of focusing on duration or depth of course or both for assigning credit values.
- **Defining time duration** for achieving a particular competency will create issues.
- **Providing credit** to experiential learning and mapping it to NSQF will be a great challenge.



- **Issues with Mapping** of ITI courses with the higher education system and NSQF.
- **Progression from short term courses to schools**, given short-term courses do not have well-defined progression pathways.
- While the credit framework **can be designed theoretically**, implementation needs to be monitored. It may face problems in actual implementation.

Way forward:

- India is adopting technology at an unprecedented pace. There is a need **to bring reforms** to incentivise knowledge, skills & experience.
- **Credits for knowledge acquisition**, hands-on training, and positive social outcomes will be a key step for achieving 100% literacy in the next 2-3 years.
- All institutions, schools, ITIs, AICTE-affiliated engineering colleges, centrally-funded HEIs, state universities and regulatory authorities/bodies should **host the public consultation** for NCrF on their website for seeking suggestions from citizens.
- **Supporting educational acceleration** for students with gifted learning abilities and Recognition of Prior Learning for the workforce that has acquired knowledge and skills informally through the traditional family inheritance, work experience or other methods.

Conclusion

National credit framework will provide holistic and **multidisciplinary learning** which focuses on principles such as learning by doing value-based and multidisciplinary education through local **industry internships, research internships, community engagement**. **There is need of coordinated approach and will to implement..**

