

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
MANGALORE UNIVERSITY
(Accredited by NAAC Grade)



ಕ್ರಮಾಂಕ/No. : MU/ACC/CR.36/2023-24/A2

ಕುಲಸಚಿವರ ಕಛೇರಿ
ಮಂಗಳಗಂಗೋತ್ರಿ - 574 199
Office of the Registrar
Mangalagangothri - 574 199
ದಿನಾಂಕ/Date: 06.01.2026

NOTIFICATION

Sub: Implementation of National Higher Education Qualifications Framework [NHEQF] measures in Post graduate degree programmes at Mangalore University

Ref: Academic Council approval vide agenda No.: ಎಸಿಸಿ:ಶೈ.ಮ.ಸಾ.ಸ.3:3
(2025) dtd 22.12.2025.

Mangalore University has adopted the National Higher Education Qualifications Framework [NHEQF] measures in the curriculum of post graduate degree programmes which has been approved by the Academic Council at its meeting held on 22.12.2025 is hereby notified for implementation with effect from the academic year 2025-26 and onwards.

Copy of the same shall be downloaded from the University Website (www.mangaloreuniversity.ac.in)

 06/01/2026
REGISTRAR

To,

1. The Registrar (Evaluation), Mangalore University.
2. The Director, IQAC, Mangalore University.
3. The Deputy Registrar, O/o the Registrar, Mangalore University.
4. The Asst. Registrar (ACC), O/o the Registrar, Mangalore University.
5. The Director, Computer Centre, Mangalore University – with a request to publish in the website.
6. Guard File.

MANGALORE UNIVERSITY

NATIONAL HIGHER EDUCATION QUALIFICATIONS FRAMEWORK (NHEQF) GUIDELINES ADOPTED FOR ALL PROGRAMMES UNDER ARTS, SCIENCE AND TECHNOLOGY, COMMERCE AND EDUCATION DISCIPLINES

The University Grants Commission, New Delhi, has introduced the National Higher Education Qualifications Framework (NHEQF), an instrument for the development, classification, and recognition of qualifications. Each level is structured based on the defined learning outcomes. Students on completion of the chosen programme(s) of study under the NHEQF would possess and demonstrate the attributes/profile defined in terms of the expected learning outcomes. These may be acquired through one mode of learning or the other, or through a combination of different modes of learning such as direct in-person/face-to-face instruction, open and distance learning, online education, and hybrid/blended modes.

The NHEQF represents a comprehensive framework that classifies qualifications based on a set of performance criteria, approved nationally and comparable with international quality standards. It specifies qualification types and framework levels and the expected learning outcomes corresponding to these qualification types. Qualification type refers to the broad discipline-free nomenclature such as a Certificate, Diploma, Bachelor's degree, PG Diploma, Master's Degree, and Doctoral Degree used in the NHEQF to describe each category of NHEQF qualification. Each qualification is aligned to an academic credit system based on the attainment of defined learning outcomes and the academic workload of students who complete the chosen programme(s) of study.

The main purposes of the NHEQF are:

- Provide an integrated framework for recognizing and accrediting qualifications offered by different types of institutions engaged in higher education
- Furnish higher education providers with points of reference when setting and assessing academic standards, designing curricula, teaching-learning-assessment strategies, and periodic review of programmes.
- Enable prospective students, parents, higher education providers, employers, and other stakeholders to understand the nature and level of the expected learning outcomes (knowledge, skills, attitudes, values, and competencies) and defined attributes/profiles associated with the qualifications concerning higher education.
- Assist in the identification of potential progression pathways from one level of education to the higher level of education and in the context of lifelong learning.
- Help ensure the confidence of the public in higher education qualifications and academic standards by facilitating public understanding of the defined learning outcomes, profile, and academic achievements expected of students completing specific programmes of study.
- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student mobility.
- Support the development and maintenance of pathways that provide access to qualifications and assist people to move between different education and training sectors and between those sectors and the labour market.
- Support individuals' lifelong learning goals and processes by providing the basis for their progression in education and training and gaining recognition for their prior learning and experiences.
- Guide quality assurance arrangements for education and training offered by higher education institutions.
- Support and enhance the national and international mobility of graduates and workers through increased recognition of the value and comparability of the qualifications concerning higher education in India.

Provisions:

- NHEQF envisages the award of qualifications based on the demonstrated achievement of the expected learning outcomes that specify what students completing a particular programme of study associated with the chosen fields of learning, work/vocation, or professional practice are expected to know, understand and be able to do at the end of their programme of study.
- NHEQF incorporates the qualifications from each education and training sector, including Technical and Vocational Education and Training and professional and technical education programmes, into a single comprehensive qualifications framework. The NHEQF reflects the learning outcomes and academic standards that the holders of the relevant qualification are expected to demonstrate.
- NHEQF framework allows for flexibility and innovation while upholding the autonomy of the University to frame our own curriculum or design of the programme of study and syllabi development, teaching-learning process or pedagogical approaches, and students’ learning assessment procedures/ practices and periodic review of the programme(s)/courses of study within a broad framework of agreed expected programme/course learning outcomes and academic standards.
- The NHEQF recognizes that each student has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles, and approaches to future career-related actions. The quality, depth, and breadth of the learning experiences made available to the students help develop their characteristic attributes.
- The attributes/profile reflect disciplinary knowledge, understanding, and skills related to the chosen field(s) of learning, generic learning outcomes that all students enrolled in different programmes of study should acquire/achieve and demonstrate.

NHEQF LEVELS:

The NHEQF is an outcome-based framework for qualifications of different types. The NHEQF levels represent a series of sequential stages expressed in terms of a range of learning outcomes against which typical qualifications are positioned/located.

NHEQF level	Qualifications located within each level	Credit Requirements (Minimum)
Level 5.5	Bachelor’s Degree: Programme duration: Three yr (six semesters) of UG.	120
Level 6	Post-Graduate Diploma: Programme duration: One yr (two semesters)	40
Level 6.5	Master’s degree. (M.A., M.Com. M.Sc., etc.): Programme duration: Two years (four semesters) after obtaining a 3-yr Bachelor’s degree (e.g. B.A., B.Sc., B.Com. etc.).	80
Level 8	Doctoral degree	Course Work credits, Thesis and Viva

NHEQF LEVEL DESCRIPTORS

Each NHEQF level is structured based on the defined learning outcomes which lead to the expected attributes/profile. The level descriptors reflect the expected outcomes of learning that should be achieved and demonstrated by graduates/postgraduates/PhD awardees of a specific programme of study leading to a qualification at a specific NHEQF level.

Learning outcomes descriptors for qualification at level 5.5 on the NHEQF (UG)

Element of the descriptor	NHEQF level descriptors
Knowledge and understanding	The graduates should be able to demonstrate the acquisition of: • comprehensive, factual, theoretical, and specialized knowledge in broad

	multidisciplinary contexts with depth in the underlying principles and theories relating to one or more fields of learning. • knowledge of the current and emerging issues and developments within the chosen field(s) of learning. • procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.
General, technical and professional skills required to perform and accomplish tasks	The graduates should be able to demonstrate the acquisition of: • cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning. • cognitive and technical skills required to evaluate and analyze complex ideas, • cognitive and technical skills required to generate solutions to specific problems associated with the chosen fields of learning.
Application of knowledge and skills	The graduates should be able to demonstrate the ability to: • apply the acquired specialized technical or theoretical knowledge, and cognitive and practical skills to gather and analyze quantitative/ qualitative data to assess the appropriateness of different approaches to solving problems, • employ the right approach to generate solutions to problems related to the chosen fields of learning.
Generic learning outcomes	The graduates should be able to demonstrate the ability to: • listen carefully, to read text related to the chosen fields of learning analytically and present complex information in a clear and concise manner to different groups/audiences. • communicate in writing and orally the constructs and methodologies adopted for the studies undertaken relating to the chosen fields of learning, • make coherent arguments to support the findings/results of the study undertaken to specialist and non-specialist audiences. • meet one's own learning needs relating to the chosen field(s) of learning, • pursue self-paced and self-directed learning to upgrade knowledge and skills that will help adapt to changing demands of the workplace and pursue higher level of education and training. • critically evaluate evidence for taking actions to generate solutions to specific problems associated with the chosen fields of learning based on empirical evidence. • make judgement and take decisions based on the analysis and evaluation of information for formulating responses to problems, including real-life problems, • exercise judgement across a broad range of functions based on empirical evidence, for determining personal and/or group actions to generate solutions to specific problems associated with the chosen fields of learning.
Constitutional, humanistic, ethical, and moral values	The graduates should be able to demonstrate the willingness and ability to: • embrace constitutional, humanistic, ethical, and moral values, and practice these values in life. • identify ethical issues related to the chosen fields of study, • formulate coherent arguments about ethical and moral issues, including environmental and sustainable development issues, from multiple perspectives. • follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset	The graduates should be able to demonstrate the acquisition of: • knowledge and essential skills set and competence that are necessary to take up a professional job relating to the chosen field of learning and professional practice, • entrepreneurship skills and mindset required for setting up and running an economic enterprise or pursuing self-employment requiring the exercise of full personal responsibility for the outputs of own work, and full responsibility for the output of the group, • the ability to exercise management and supervision in the contexts of work or study activities involving unpredictable work processes and working environments.

Learning outcomes descriptors for qualification at level 6.0 on the NHEQF (PG DIPLOMA)

Element of the descriptor	NHEQF level descriptors
Knowledge and understanding	The graduates should be able to demonstrate the acquisition of: • advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/ interdisciplinary context. • a coherent understanding of the established methods and techniques of research

	and enquiry applicable to the chosen fields of learning. • an awareness and knowledge of the emerging developments and issues in the chosen fields of learning, • procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning.
General, technical and professional skills required to perform and accomplish tasks	The graduates should be able to demonstrate the acquisition of: • a range of cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning, • cognitive and technical skills relating to the established research methods and techniques, • cognitive and technical skills required to evaluate complex ideas and undertake research and investigations to generate solutions to real-life problems, • generate solutions to complex problems independently, requiring the exercise of full personal judgement, responsibility, and accountability for the output of the initiatives taken as a practitioner.
Application of knowledge and skills	The graduates should be able to demonstrate the ability to: • apply the acquired advanced technical and/or theoretical knowledge and a range of cognitive and practical skills to analyze the quantitative and qualitative data gathered drawing on a wide range of sources for identifying problems and issues relating to the chosen fields of learning, • apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.
Generic learning outcomes	The graduates should be able to demonstrate the ability to: • listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/ audiences, • communicate technical information and explanations, and the findings/ results of the research studies relating to specialized fields of learning, • present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues. • meet own learning needs relating to the chosen fields of learning, • pursue self-paced and self-directed learning to upgrade knowledge and skills that will help accomplish complex tasks and pursue a higher level of education and research. • a keen sense of observation, enquiry, and capability for asking relevant/ appropriate questions, • the ability to problematize, synthesize and articulate issues and design research proposals, • the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, • the capacity to develop appropriate tools for data collection, • the ability to plan, execute and report the results of an experiment or investigation, • the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in own research work, regardless of the funding authority or field of study, • examine and assess the implications and consequences of emerging developments and issues relating to the chosen fields of study based on empirical evidence. • make judgement in a range of situations by critically reviewing and consolidating evidence, • exercise judgement based on evaluation of evidence from a range of sources to generate solutions to complex problems, including real-life problems, associated with the chosen field(s) of learning requiring the exercise of full personal responsibility and accountability for the initiatives undertaken and the outputs/outcomes of own work as well as of the group as a team member.
Constitutional, humanistic, ethical, and moral values	The graduates should be able to demonstrate the willingness and ability to: • embrace and practice constitutional, humanistic, ethical, and moral values in life. • adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice. • present coherent arguments in support of relevant ethical and moral issues. • participate in actions to address environmental and sustainable development issues. • follow ethical practices in all aspects of research and development, including

	avoiding unethical practices such as fabrication, falsification, or misrepresentation of data or committing plagiarism.
Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset	The graduates should be able to demonstrate the acquisition of: • adapting to the future of work and to the demands of the fast pace of technological developments and innovations that drive a shift in employers’ demands for skills, particularly with respect to the transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes. • managing complex technical or professional activities or projects, requiring the exercise of full personal responsibility for the output of own work as well as for the outputs of the group as a member of the group/team. • exercising supervision in the context of work having unpredictable changes.

Learning outcomes descriptors for qualification at level 6.5 on the NHEQF (PG)

Element of the descriptor	NHEQF level descriptors
Knowledge and understanding	The postgraduates should be able to demonstrate the acquisition of: • advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning, • advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen field(s) of learning or professional practice, • procedural knowledge required for performing and accomplishing complex and specialized and professional tasks relating to teaching, and research and development.
General, technical and professional skills required to perform and accomplish tasks	The postgraduates should be able to demonstrate the acquisition of: • advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning. • advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge, • specialized cognitive and technical skills relating to a body of knowledge and practice to analyze and synthesize complex information and problems.
Application of knowledge and skills	The postgraduates should be able to demonstrate the ability to: • apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyze problems and issues, including real-life problems, associated with the chosen fields of learning. • apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.
Generic learning outcomes	The postgraduates should be able to demonstrate the ability to: • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • communicate, in a well-structured manner, technical information and explanations, and the findings/results of the research studies undertaken in the chosen field of study, • present in a concise manner view on the relevance and applications of the findings of recent research and evaluation studies in the context of emerging developments and issues. • evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, andaddressing opposing viewpoints. • meet one’s own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice, • pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue a higher level of education and research. • problematize, synthesize, and articulate issues and design research proposals, • define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and

	predict cause-and-effect relationships, • develop appropriate tools for data collection for research, • the ability to use appropriate statistical and other analytical tools and techniques for the analysis of data collected for research and evaluation studies, • plan, execute, and report the results of an investigation, • follow basic research ethics and skills in practicing/doing ethics in the field/ in one's own research work. • make judgements and take decisions regarding the adoption of approaches to solving problems, including real-life problems, based on the analysis and evaluation of information and empirical evidence collected. • make judgement across a range of functions requiring the exercise of full responsibility and accountability for personal and/or group actions to generate solutions to specific problems associated with the chosen fields/subfields of study, work, or professional practice.
Constitutional, humanistic, ethical, and moral values	The postgraduates should be able to demonstrate the willingness and ability to: • embrace and practice constitutional, humanistic, ethical, and moral values in one's life, • adopt objective and unbiased actions in all aspects of work related to the chosen fields/subfields of study and professional practice, • participate in actions to address environmental protection and sustainable development issues, • support relevant ethical and moral issues by formulating and presenting coherent arguments, • follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants, avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset	The postgraduates should be able to demonstrate the acquisition of knowledge and skills required for: • adapting to the future of work and to the demands of the fast pace of technological developments and innovations that drive a shift in employers' demands for skills, particularly with respect to the transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes. • exercising full personal responsibility for the output of own work as well as for group/team outputs and for managing work that is complex and unpredictable requiring new strategic approaches.

Learning outcomes descriptors for qualification at level 8.0 on the NHEQF (PhD)

Element of the descriptor	NHEQF level descriptors
Knowledge and understanding	The PhD awardees should be able to demonstrate the acquisition of: • highly specialized knowledge, including knowledge at the most advanced frontiers of the chosen fields of study. • mastery of the established research methods and techniques applicable to the chosen fields of learning. • procedural knowledge required by personnel engaged in complex research and development activities.
General, technical and professional skills required to perform and accomplish tasks	The PhD awardees should be able to demonstrate the acquisition of: • most advanced and highly specialized cognitive and technical skills required for performing and accomplishing complex tasks related to research and development that make original contributions to knowledge, professional practice, and innovations. • cognitive and technical skills required for conceptualizing, designing, and implementing fundamental and/or applied research at the forefront of the chosen field(s) of learning to generate original knowledge. • cognitive and technical skills required for doing transdisciplinary research.
Application of knowledge and skills	The PhD awardees should be able to demonstrate the ability to: • apply the acquired highly specialized knowledge, skills, and methods of research to design and conduct original and high quality disciplinary or multidisciplinary or interdisciplinary research to generate evidence-based solutions to complex problems, including real-life problems, relating to the chosen field(s) of study.
Generic learning outcomes	The PhD awardees should be able to demonstrate the ability to: • listen carefully, read texts and research papers analytically, and present complex

	information in a clear and concise manner to non-specialist and specialist groups/audiences. • present, in a well-structured and logical manner, technical information and explanations pertaining to the results/findings of research studies undertaken. • present views on the relevance and application of recent research and their applications in the context of the emerging developments and issues related to the chosen field(s) of study or professional practice. • meet own learning needs relating to research and investigations in the chosen fields of study. • pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue higher level of research related to new frontiers of knowledge. • critically analyze and synthesize a body of knowledge in their major and allied fields, identify critical gaps and ask new questions, develop new tools and techniques of data gathering and analysis, and at the end of it be able to conduct research independently. • evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints. • make judgements and take decisions regarding the formulation of responses to problems, including real-life problems, based on the analysis and evaluation of information and empirical evidence relating to the problems. • make significant judgment across a broad range of functions requiring the exercise of responsibility for determining personal and/or group actions to generate solutions to specific problems associated with the chosen field(s) of study, work/vocation, or professional practice.
Constitutional, humanistic, ethical, and moral values	The PhD awardees should be able to demonstrate the willingness and ability to: • practice constitutional, humanistic, ethical, and moral values in life, adopt objective and unbiased actions in all aspects of work, • identify ethical issues related to the chosen fields of research, including those relating to environmental and sustainable development issues, • follow ethical practices in all aspects of research and development, including avoiding practices such as fabrication, falsification or misrepresentation of data or committing plagiarism, and not adhering to intellectual property rights, • acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/in own research work, regardless of the funding authority or field of study.
Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset	The PhD awardees should be able to demonstrate the acquisition of knowledge and essential skill sets required for: • adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive shift in skill needs relating to work and professional practices, including those relating to teaching, research, and development, • exercising full personal responsibility for outputs/outcomes of own work and outputs/outcomes of group efforts, • exercising substantial authority, innovation, autonomy, professional integrity, and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

THE NHEQF QUALIFICATION SPECIFICATIONS (Table below) for the different programmes of study inform the design and accreditation of qualifications used by the standard-setting and accrediting authorities in the higher education sub-sector, industry, and professional bodies, regulatory bodies, students, and employers.

Qualification type	Purpose of the qualification
Bachelor’s degree	The Bachelor’s degree qualifies students who can apply a broad and coherent body of knowledge and skills in a range of contexts to undertake professional work and/or for further learning.
Post-Graduate Diploma	The PG Diploma qualifies students who can apply a body of advanced knowledge and skills in a range of contexts to

	undertake professional or highly skilled work and/or further learning.
Master’s degree (2 years /4 semesters of study)	The Master’s degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning. Master’s degree holders are expected to demonstrate the ability to apply the established principles and theories to a body of knowledge or an area of professional practice.
Doctoral degree	The Doctoral degree qualifies students who can ask relevant and new questions and develop appropriate methodologies and tools for collecting information in pursuit of generating new knowledge and new data sets; and apply a substantial body of knowledge to undertake research and investigations to generate new knowledge, in one or more fields of inquiry, scholarship or professional practice. Graduates at this level is expected to have a systematic and critical understanding of a complex field of learning and specialized research skills for the advancement of knowledge and/or professional practice and making a significant and original contribution to the creation of new knowledge relating to a field of learning or in the context of an area of professional practice.