SVSU

Shri Vishwakarma Skill University

(1st Government Skill University of India, set up by the Government of Haryana)

Recognition of Prior Learning (RPL)
In
Higher and Vocational Education through Credit Based System



Shri Vishwakarma Skill University
Haryana

Policy Document Version 1.0
January, 2021

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"Guided by the principle of Antyodaya, Recognition of Prior Learning in Higher Education is dedicated to empowering the poor, marginalized and those left behind in order to transform their quality of life and contribute meaningfully towards the nation's economic progress".

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Shri Vishwakarma Skill University, Govt. of Haryana

vcoffice@svsu.ac.in

www.svsu.ac.in

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ABBREVIATIONS

Abbreviation	Full Form
AICTE	All India Council For Technical Education
AISHE	All India Survey on Higher Education
APEL	Assessment Of Prior Experiential Learning
APL	Assessment Of Prior Learning
ASER	Annual Status Of Education Report
ATI	Advanced Training Institute
B. Voc.	Bachelor Of Vocational Education
CEOs	Chief Executive Officers
DGM-SCM	Deputy General Manager-Supply Chain Management
DGT	Directorate General Of Training
EDP	Electronic Data Processing
etc.	Et cetera
GER	Gross Enrolment Ratio
Govt.	Government
H/VCs	Honorable Vice-Chancellors
HE	Higher Education
IIMs	Indian Institute Of Managements
IITs	Indian Institute Of Technologies
ILC	International Labour Conferences
ITI	Industrial Training Institute
IT-ITeS	Information Technology-Information Technologies Sector
MHRD	Ministry Of Human Resources Development
MSDE	Ministry Of Skill Development And Entrepreneurship

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NAPS	National Apprenticeship Promotion Scheme
NEET	Not in Education, Employment, or Training
NOS	National Occupational Standards
NOSs	National Occupational Standards
NSDC	National Skill Development Council
NSDC	National Skill Development Corporation
NSQF	National Skill Qualification Framework
NSQF	National Skill Qualification Framework
NSSO	National Sample Survey Organisation
OJT	On Job Training
OJT	On The Job Training
PG	Post Graduate
PLA	Prior Learning Assessment
PLAR	Prior Learning Assessment And Recognition
PLFS	Periodic Labour Force Survey
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
QA	Quality Assurance
QPs	Qualification Packs
RAC	Recognition Of Acquired Competences
RAS	Recognition Of Acquired Skills
RCC	Recognition Of Current Competences
RNFIL	Recognition Of Non-Formal And Informal Learning
RPL	Recognition Of Prior Learning
RVCC	Recognition, Validation, And Certification Of Competences
RVTI	Regional Vocational Training Institute

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SAMVAY	Skill Assessment Matrix For Vocational Advancement Of Youth
SCFC	Skill Credit Framework Cell
SCQF	Scottish Credit And Qualifications Framework
SLQF	Sri Lanka Qualification Framework
SP	Special Project
SSC	Sector Skill Councils
STT	Short Term Training
SVSU	Shri Vishwakarma Skill University
TVET	Technical And Vocational Education And Training
UG	Under Graduate
UGC	University Grants Commission
UGC	University Grant Commission
USA	United State Of America
VAE	Validation Des Acquis De l'Expérience
VET	Vocational Education And Training
VNFIL	Validation Of Non-Formal And Informal Learning

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CHAPTER - 1

1. INTRODUCTION

Learning is a continuous process and people learn throughout the course of their lives. When learning is performed through the formal education system, it is valued, recognized and gives the required weightage to an individual that they strive for. However, learning that takes place outside the formal education and training system is often, not well understood, remains unvalued and never recognized. On-the-job training, informal apprenticeships, managing a household, caring for the sick and for elderly relatives are all activities that result in learning outcomes, but which often do not come with a certificate of competencies, recognizing the knowledge, skills and experience acquired.

Recognition of all types of learning can result in benefits to the labour market, formal education and training, financially and in terms of self-esteem of learner. Across the world, countries increasingly recognize the value of informal and non-formal learning and many are establishing systems to acknowledge competencies gained through the modalities. RPL is useful for all type of applicants who are looking for skill enhancement and / or to obtain certification and/or higher education degrees based on their existing skills and experience. Through this, dropouts from the formal system will be reintegrated to formal education system by aligning their practical experience with the relevant level of the Framework. The Credit-Based Framework will also facilitate mobility across 'general' and vocational education. The existence of a large, disaggregated base of training providers and the need for recognition of prior learning, competency-based modular courses & credit framework across educational streams for transferability of learning, has highlighted the requirement of a University-based system to lend credibility to the skills framework.

Terms Used alternatively for RPL Globally

APEL - Assessment of prior experiential learning

APL - Assessment of prior learning

PLAR - Prior learning assessment and recognition

RAC - Recognition of acquired competences

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RAS - Recognition of acquired skills

RCC - Recognition of current competences

RNFIL - Recognition of non-formal and informal learning

RPL - Recognition of prior learning

RVCC - Recognition, validation, and certification of competences

VNFIL - Validation of non-formal and informal learning

VAE - Validation des Acquis de l'Expérience

PLA – Prior Learning Assessment

Sharada Prasad Committee Report (2017) recommended for creating a well-defined RPL framework be made an integral part of the Vocational Education and Training System for all trainees. The committee recommended that to strengthen RPL, the government must Identify skill gaps first- in terms of process, professional knowledge, professional skills, core skills and responsibility and train to make up those gaps.

Sandra Rothboeck, Paul Comyn & Partha S. Banerjee (2018) Role of recognition of prior learning for emerging economies: learning from a four sector pilot project in India highlighted that existing PMKVY RPL had a positive effect on income opportunities, occupational safety, social status and openness to further learning. The paper further discusses the challenges encountered during the implementation of the RPL projects before concluding with recommendations, highlighting the aspects required for quality RPL in an emerging economy. It closes by emphasizing the importance of conducting tracer studies to determine impact and the need to provide complementary training during the RPL process.

German Corporation giz (2019) provided technical support to the Govt of Karnataka and recommended developing Implementation strategy for RPL system in the state of Karnataka that could best suit the state's labour market needs by suggesting roles that key institutional stakeholders could play in state level RPL program.

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1.1. RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of prior Learning (RPL) refers to an assessment process used to evaluate a person's existing skill sets, knowledge, and experience gained either by formal, non-formal or informal learning. Additional formal learning may also be taken in to account when establishing RPL. Through RPL, dropouts from the formal system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The Credit-Based Framework will also facilitate mobility across 'general' and vocational education.

As per NSQF Gazette notification Dec 2013, "**Recognition of Prior Learning**" or "**RPL**" is the process of recognizing previous learning, often experiential, towards gaining a qualification.

RPL acknowledges that learning outcomes can be acquired in different ways, forms and settings, with a **distinction between formal, non-formal and informal learning contexts as follows:**

- **Formal learning**: Instruction given in education and training institutions or specially designed training areas, including within enterprises in formal apprenticeship systems. Training is structured and has precise learning objectives.
- **Non-formal learning**: Learning taking place in activities not exclusively designated as learning activities, but which contain an important learning element.
- **Informal learning:** Learning resulting from activities undertaken daily at work, in the family or in leisure activities.

RPL puts the focus on the outcomes of an applicant's learning and not on the way competencies were acquired. Due to lack of appropriate qualifications, large proportion of people face severe disadvantage in getting decent jobs, migrating to other regions and accessing further education, even though they might have the necessary knowledge and skills. The RPL process can help such persons to acquire a formal qualification that matches their knowledge and skills, and thus contribute to improve employability, mobility, lifelong learning, social inclusion and self-esteem. International Labour Standards and International Labour Conferences (ILC) have emphasized the importance of RPL and recommended establishing the systems for RPL. RPL promises to address the disconnect between education and life. In the absence of recognized qualifications, a large proportion of people face severe disadvantage in getting decent jobs, migrating to other regions,

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and accessing further education, even though they might have the necessary skills and knowledge. The RPL process can help these individuals acquire a formal qualification that matches their knowledge and skills and thereby contribute to improve their employability, mobility, lifelong learning, social inclusion and self-esteem. Recognition of Prior Learning shall guarantee a win-win situation for everyone and shall change the face of the Indian Education system.

1.2. WHY RPL:

Due to a lack of appropriate formal degree / qualifications, a large proportion of people face severe disadvantage in getting decent jobs and need to migrate to other regions and accessing further education, even though they might have the necessary knowledge and skills. India's Labour Force Participation Rate (Economy's active workforce) dropped to 49.2 % in Dec 2020, compared to 49.3 % in the previous year. India Labour Force Participation Rate is updated yearly. It is available from Dec 1990 to Dec 2020, with an average rate of 57.5 %. The data reached an all-time high of 58.4 % in Dec 1990 and a record low of 49.2 % in Dec 2020 (Fig. 1.1)

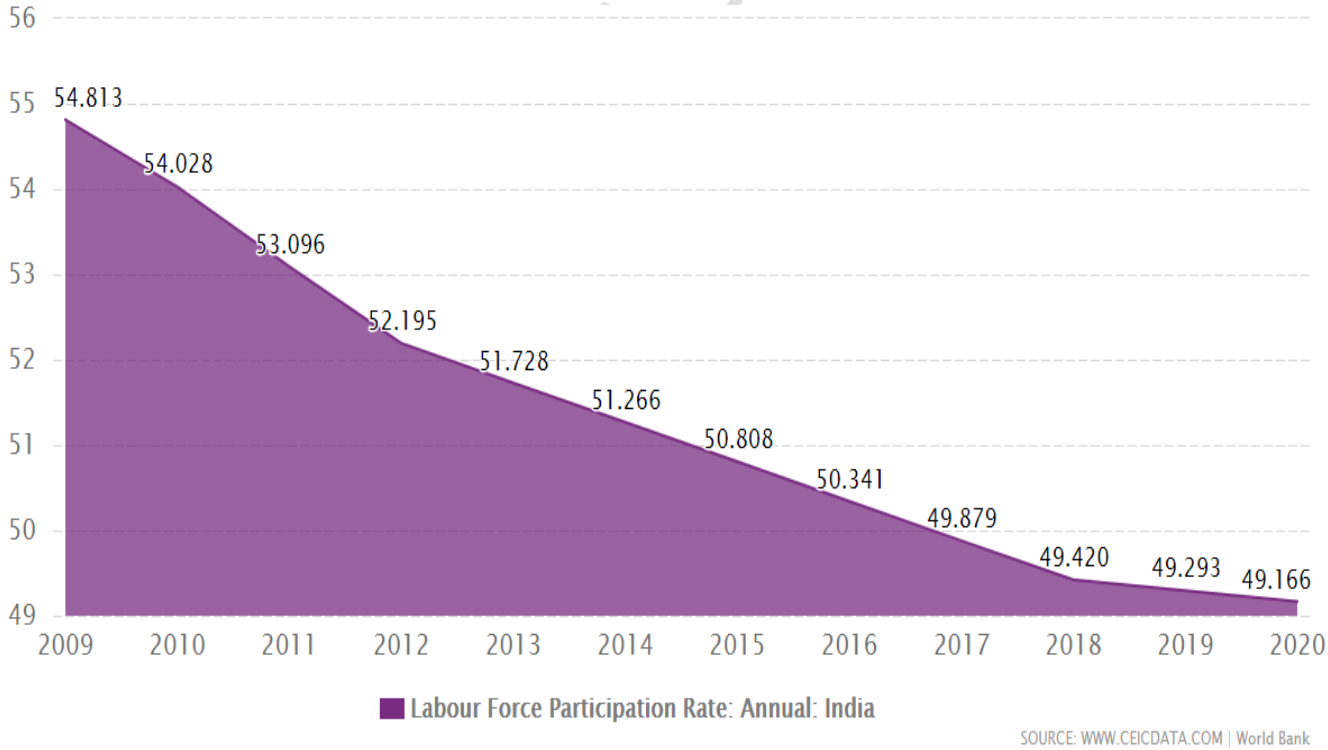


Fig.1.1 Labour force participation in India

Source*: Census and Economic Information Center (2020)

India Labour Force Participation Rate is reported in CEIC Data. In the latest reports, India Population reached 1,341.0 million people in Mar 2020. Unemployment Rate of India increased to 5.4 % in Dec 2020. Around 12 million people are expected to join the workforce yearly, whereas current training capacity of the country is around 4.3 million, thereby depriving around 64% (7.7 million) entrants of the opportunity of formal skill development every year in India. The RPL process can help such persons acquire a formal qualification that matches their knowledge and skills, and thus contribute to improve employability, mobility, lifelong learning, social inclusion and self-esteem.

1.3. NEED OF RPL IN THE COUNTRY

Education has vigorous role to play in "Samagra Vikas Overall Development" of the citizen of any country. In India, while the gross enrolment ratio (GER) was 97.2 % at the Primary Level (ASER, 2018), it Is less than 80 % at the secondary level and is yet to reach 60 % at the senior secondary.

The GER in higher education for India is lower as compared to developed nations because a large population of students in the relevant age group drops out and do not enroll into higher educational institutions. This is because either they have not completed their prior class successfully to become eligible for next level admissions or in case they have done so, they prefer to enter into labor market due to financial needs. As per various data and AISHE reports available, total enrolment in higher education has been estimated to be 37.4 million that makes a Gross Enrolment Ratio (GER) of 26.3%. GER in Higher education in India is calculated for 18-23 years of age group. At present, according to the AISHE-2019, the higher education sector in India consists of 37.4 million students across 993 universities, 39,931 colleges, and 10,725 stand-alone institutions. The population in 18-23 years is more than 140 million. It means approximately 102.6 million population does not enroll themselves in higher education and drops out from education.

If we look from the prism of eligibility enrolment ratio, (EER: The ratio of eligible population those who have at least passed Class 12 in the 18-23 age group) as per a paper published by AIU. There is approx. 54.8 million population who would be eligible to enroll in Higher education. By bringing them in the ambit of education India's GER ratio can go up to 64.9% and be at par with GER of developed nations.

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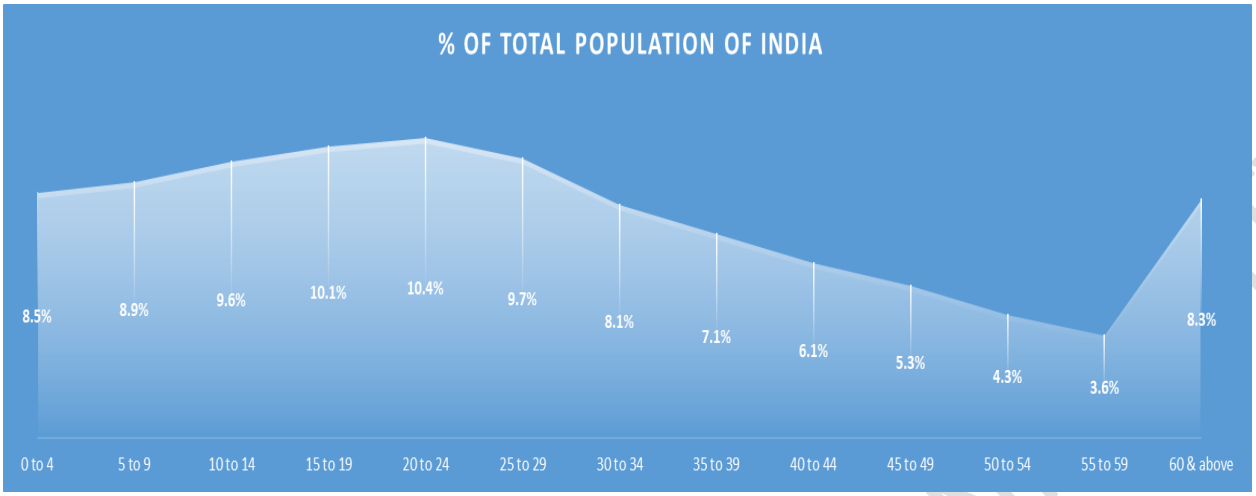


Fig. 1.2 India Population as per Census Sample Registration System 2016
(Age wise population distribution that makes 1.3 billion population of India)

The (Fig 1.1) from the census shows that the majority of population belongs to the age of 15 to 24. Out of the total population of India, 20.5% is from the age of 15 to 24. In Haryana, also we can observe the same trend, i.e. 21.1% of total population of Haryana state belonging to the age of 15-24.

Given 92.4 % informal workforce (with no written contract, paid leave or other benefits) in Indian economy, population reaching 1,385.0 million people & unemployment rate in India increased to 5.4% in Dec 2020; there is strong need for improving employment rate and ensuring that human capital of the country is given opportunities to its best.

In another data of Joint Review Mission of the Sarva Shiksha Abhiyan, Haryana reveals a much direr picture. The net enrolment ratio for Classes VI to VIII was reported as 54 percent, i.e. just 54 percent of all children in the age group 11-14 years were actually enrolled. This means that approximately 44 million children in this age group do not go to school. For Classes I to V, net enrolment ratio of 97% was reported, leaving out nearly 4 million children. But the biggest problem facing the schooling system is that over 50 percent of children who join up in class-I drop out by class VIII.

As per India Skills Report 2020, Employability of India's youth has remained stagnant for the past three years, lingering around 46% of participants who are job-ready. The state of employability has not improved over the last few years, implying the need for more robust actions. The report has

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highlighted that, candidates with 1-5 years of experience continue to remain in maximum demand (over 40%) while freshers make up for only 15% of the overall talent demand.

1.3.1. DROPOUTS IN SCHOOL EDUCATION IN INDIA

As per the ASER report 2020, due to COVID-19 Pandemic schools were closed, many young children could not secure admission to Std 1 in time. The increase in not enrolled children in the 6-10 age group is therefore likely to be more a reflection of children waiting to enroll in school rather than of children who have indeed dropped out. With schools closed, in a sense all children are currently out of school, and the 'true' proportion of out of school children is difficult to measure. However, the age-wise breakdown of children in the 6-10 age group who are not currently enrolled shows that while the increase in this proportion over 2018 is visible at each of these ages, the biggest spike is visible for the youngest children – those who are 6 years old, especially among girls Fig 1.3.

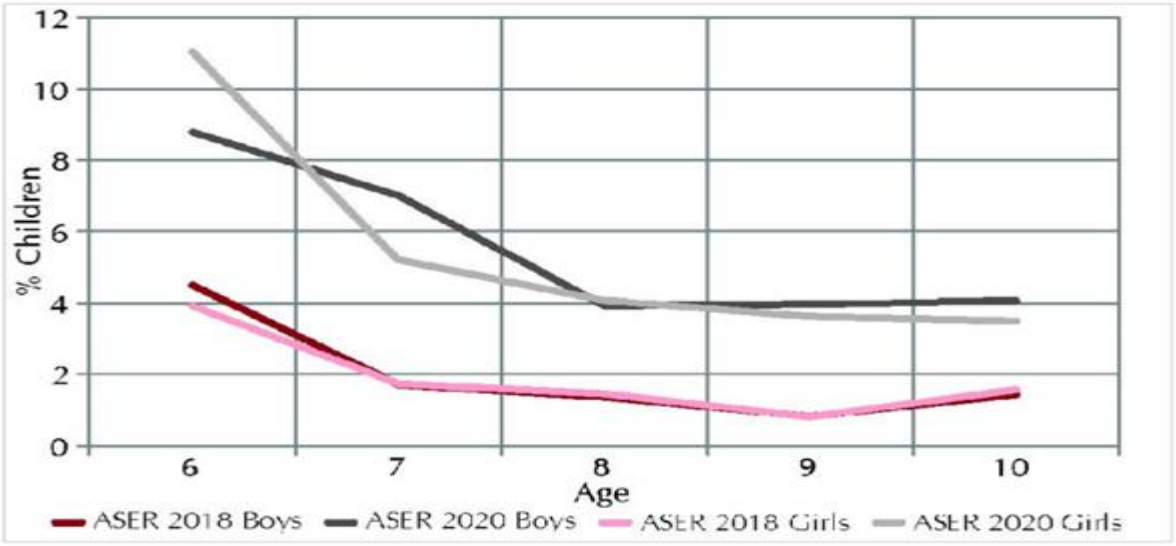


Fig.1.3. Percentage of children not enrolled in school. By age and sex.

Source*: Annual Status of Education Report **(2020)**

Fig. 1.3 data shows that while there have indeed been changes in children's enrolment status, these vary across age groups. Among boys in the 6-10 age group, for example, there has been a sharp increase in the proportion of children not currently enrolled, from 1.8% in 2018 to 5.3% in 2020; with a similar increase among girls in this age group. However, this proportion has increased much

less among children in the 11-14 age group, among both boys and girls. The proportion of children not currently enrolled has actually decreased.

Drop-out children: Despite near universal enrolment at the primary level, over 1 in 3 children drop out before Class 8, with higher rates for children from Schedule Castes and Tribes.

1.3.1.1 DROPOUTS IN SCHOOL EDUCATION IN HARYANA

Following table 1.1 shows the proportion of children enrolled in school by grade, sex, and school type for 2018 and 2020. For example, of all boys enrolled in Std I-II in Haryana in 2018, 31.4% were enrolled in government schools. In comparison, of all girls enrolled in Std I-II, 41.6% were enrolled in government schools. In 2020, 37.7% of boys in Std I-II are enrolled in government schools and 36% of girls in Std I-II are enrolled in government schools.

All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

Table.1.1. Drop outs rate in India and Haryana (In %age)

Age	India	Haryana
6 to 10	5.30	3.2
11 to 14	3.90	4.9
15 to 16	9.90	8.4

Source: Annual Status of Education Report **(2020)***

1.3.2. HIGHER EDUCATION GROSS ENROLLMENT RATIO

Gross Enrolment Ratio (GER) is used to determine the number of students enrolled in education at different levels (like primary, school and higher education). GER the ratio of the number of students who live in that place to those who are studying in that particular school / college grade level. GER as per Table 1.2 in Higher education in India is 26.3%, which is calculated for 18-23 years of age group.

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Table.1.2. GER Ratio in Indian Education System

Age/Education Level	India	Haryana
6 to 10	94.8	96.8
11 to 14	95.4	95.1
15 to 16	89.4	91.6
Higher Education	26.3	29.2

Source: Annual Status of Education Report* ***(2020)***

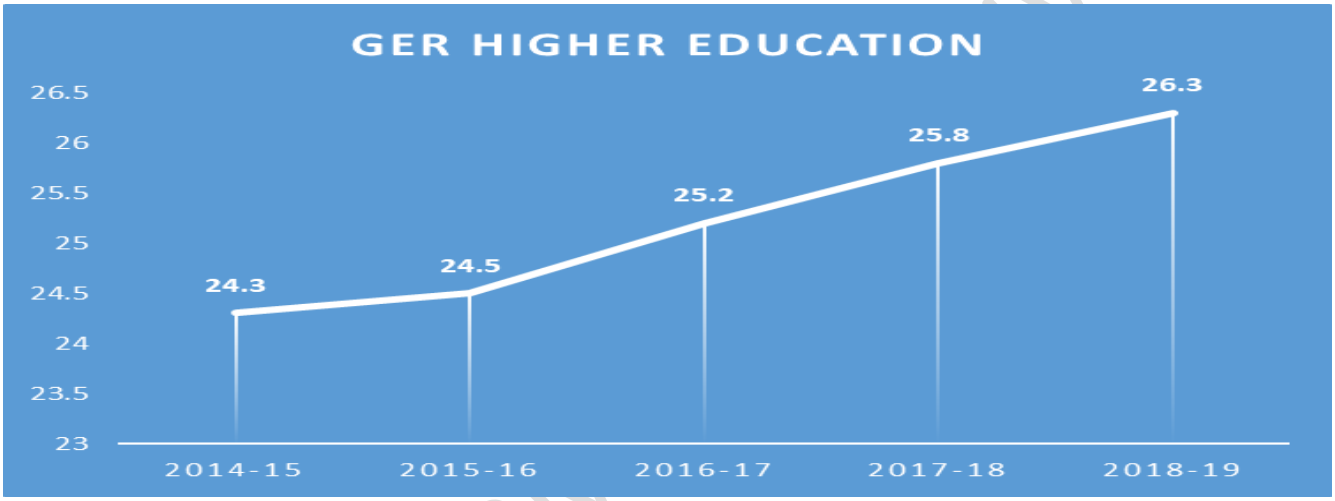


Fig.1.4. Gross Enrolment Ration of Higher Education, India

Source*: All India Survey on Higher Education Report (2018-2019)

Gross Enrolment Ratio (GER) in India has increased during the last 5 years, from 24.3 in 2014-15 to 26.3 in 2018-19. The developed nations have GER as high as 94% (Korea), 88% (USA), 84% Singapore etc. Lower GER in India means that there are millions of people who for many reasons could not pursue a higher or professional education, Instead, they entered labour market and started working. Perhaps millions still desire to have a degree or diploma to facilitate their progress and growth for a more rewarding future.

Asymmetric information in the labour market is the other issue that is quite upsetting if the workers are not formally educated so that no employer has information regarding their productivity or because the labor markets do not share information efficiently across regions. The prevalence of asymmetric information and other critical issues where experienced youngsters information and

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aspirations goes unchecked and untapped often leads to statistical discrimination in the labor market.

The lack of formal education or qualification amongst workers deprive them of being visible or available to labor and employment market. This creates a serious roadblock to millions of deserving and experienced workforce from getting and exploring work opportunities in the vast and diverse labor market and therefore hampers their mobility. Besides this, it also hampers their sustainable career progression and growth due the limited visibility and therefore get exploited by employers who engage them. The prevalence of asymmetric information thereby leads to a statistical discrimination and exploitation of this class of workforce.

1.4. RPL MENTION IN THE NSQF GAZETTE NOTIFICATION:

As per extract from NSQF gazette notification*, "RPL will give an option for personal or career development or* ***to gain credit towards other qualifications*** *or learning programs to learners who have the skills but no certificate to prove it. It will help learners make clearer connections between the learning they have already achieved and* ***future learning and/or career opportunities.***

Benchmarking an individual's learning against the ***NSQF Level Descriptors will help them to identify the appropriate level of options for progression****. This will* ***improve career progression and skill upgradation of learners*** *as well as facilitate the engagement of the experienced practitioners as resource persons."*

1.5. NEW EDUCATION POLICY 2020:

The new education policy 2020, has mentioned that harmonization of various education streams including VET and Higher education is on the top agenda of the policy. Given that the higher education system in India is fraught with high level of segmentation and specialization, which restricts the students to develop a holistic understanding of different concepts. RPL can provide an effective pathway towards integration. Introducing RPL in higher education will also help in the horizontal mobility from one stream to another and also encourage in vertical mobility based on the area of expertise or interest. The integration of VET and HE will improve the diversity within the

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institutions and will further promote the outcome based learning approaches that academics need to adopt. Students joining higher education institutions through RPL will also bring along various skills and competencies that will nurture cross pollination between the world of work and world of academics.

1.6. OBJECTIVES OF RPL IN THE STATE OF HARYANA

The Purposes of RPL is not to be a substitute for education and training, but to contribute towards distinguishing between a 'skills gap' from a 'recognition gap' and accordingly applying the measures for assessing and assigning NSQF aligned academic credits towards a qualification for vertical and horizontal mobility.

1. To understand in depth RPL and its processes for educational mobility.
2. To increase GER in higher education
3. Promote life long learning and life wide learning among youth of the state for a sustainable livelihood
4. To have social inclusion among citizens of the state
5. Respect for vocational education and make it aspirational
6. Mobility in higher and vocational education
7. Skilling, reskilling, upskilling and cross skilling of youth for higher productivity, innovation and economic growth
8. Flexible, innovative credit based learning model with multiple entry and exit model
9. Align the competencies of unorganized workforce with standardized NSQF framework.
10. Enhance the career/ employability opportunities of the applicant.
11. Identify the skill of applicant and award them with credit certificate.
12. Creditize the RPL under PMKVY certificate
13. Enhance skills of workforce for sustainability and opportunity for further education and lifelong learning.
14. Adopt RPL international practices best suited to the state / countries labour market needs.
15. Utilize RPL as a tool for education Mobility.

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These objectives can promote the National Skills Development agenda further and ensure a continuous supply of qualified people and skilled people & promote their absorption.

The data points shared in this chapter are important as it indicates the challenges and incongruity between demand and supply side. We have a situation where millions enter the higher education but 54% are not job ready while we have millions of people dropping out and entering labor market but they do not have pathways for mobility because their experience is not recognized for a qualification as per market need. India Skills report also indicates that experienced candidates have higher demand in the job market, the Recognition of Prior Learning process can help such persons acquire a formal qualification that matches their knowledge and skills, and thus contribute to improving their employability, earn-ability, mobility, lifelong learning, social inclusion and self-esteem, consequently adding to the economic progress of the nation.

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CHAPTER – 2

RPL IN INDIA

2.1. INTRODUCTION – PMKVY RPL:

The Ministry of Skill Development and Entrepreneurship (MSDE) launched Pradhan Mantri Kaushal Vikas Yojana (PMKVY) in the year 2015. This Scheme was further extended in the year 2016. The objective of this Skill Certification Scheme is to enable a large number of Indian youths to take up industry-relevant skill training that will help them in taking up the employment and helps them in securing a better livelihood. For assessment and certification of individuals with prior learning experience and skills is introduced under the Recognition of Prior Learning (RPL) component of the Scheme. ore than 6 lakh individuals have been RPL certified under PMKVY Scheme.

2.2. Procedure of PMKVY RPL:

The RPL under PMKVY has focused on the informal sector workers on priority basis. All RPL candidates undergo a following 5-step RPL process to gain RPL certificate

1. **Mobilization:** Mobilization involves activities related to mobilization of potential candidates who are skilled but uncertified.
2. **Counselling and pre-screening:** Potential candidates are counselled about PMKVY, what is RPL, and how the skill certification will assist them in transforming their life. After counselling, a pre-screening test is conducted to ascertain the job role which matches the prior knowledge and existing skill sets of the potential candidates. Pre-screening test involves collection of supporting documentation/ evidences from the candidates and a candidate self-assessment.
3. **Orientation:** All candidates are mandatorily provided orientation of 12 hours. This orientation includes 6 hours of domain specific training, 4 hours of training on soft skills and entrepreneurship, and 2 hours on familiarization with the assessment processes and methods. Knowledge gaps identified during the counselling stage are also addressed during the orientation delivery. Candidates may opt to receive.
4. **Final assessment:** Assessment of candidates is conducted by the assessment bodies accredited by the Sector Skill Councils (SSCs). Under PMKVY RPL, the candidate is assessed

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on both Core as well as Non-Core NOSs [National Occupational Standards (NOS) describe best practices by bringing together performance criteria, knowledge and skills pertaining to a job role. A set of NOSs related to a specific job role is called Qualification Pack (QP). Qualification Pack for every Job Role is pegged at a NSQF Level.] of a Qualification Pack (QP). Core NOSs carry 70% weightage and Non-Core NOSs carry 30% weightage in the total assessment score of the candidate. SSCs may choose to conduct offline as well as online assessment depending upon the characteristic of the sector and availability of online modules.

5. **Certification and pay out:** SSC upon approving the result issues the certificate to successful candidate. Pass percentage in the assessment exam for job roles of NSQF level 1, 2, 3 is 50% and for job roles of NSQF level 4 and above is 70%. A candidate who achieves greater than or equal to the pass percentage for a QP is awarded the PMKVY RPL Certificate, Mark sheet and a candidate pay-out of INR500. A candidate who achieves less than the pass percentage mentioned for a QP, but at least 30% or above of the total score, receives only mark sheet and candidate pay-out of INR500. A candidate who scores less than 30% of the total score, shall receive only the mark sheet and be encouraged to undergo Short Term Training under PMKVY.

5-step RPL process under PMKVY



Fig.2.1 PMKVY RPL Process Steps

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2.2.1. **CERTIFICATE OF RPL UNDER PMKVY:**

Following Fig. 2.3 is a sample certificate issued post PMKVY RPL assessment for a particular QP of respective NSQF Level. Large number of people are certified under PMKVY scheme in Haryana and in the country and finally be the skilled manpower for employment.

Limitations of the present PMKVY certificate is that it does not provide educational mobility of the certified candidates for completion of a qualification / degree / diploma.



Fig.2.2. Sample of RPL Certificate

2.2.2. BENEFITS OF EXISTING RPL IN INDIA UNDER PMKVY INCLUDE:

- RPL recognizes the value of learning acquired outside a formal setting and provides a government certificate for an individual's skills
- Every successfully certified candidate receives INR 500
- Candidate receive exposure to concepts of digital and financial literacy
- Candidate receive an accidental insurance coverage for three years at free of cost

Post RPL certification, applicants qualify for a QP / Job role with specified NSQF Level but do not get the opportunity to have educational mobility / exemption in Academic Credits of Certificate / Diploma / Degree of the levels cleared.

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2.3. PMKVY RPL Impact

The Recognition of Prior Learning (RPL) process can help these individuals acquire a formal qualification that matches their knowledge and skills, and thereby contribute for improving their employability, mobility, lifelong learning, social inclusion and self-esteem. Following Fig.2.4. shows the data of the current RPL Report of Haryana state where 83,452 trainees were enrolled, 68,770 trainees trained in RPL under PMKVY.



Fig.2.3. Progress under RPL in State of Haryana as on Nov 2020

In RPL, 48,554 trainees got assessed for RPL out of which 42,200 trainees were declared certified. Among the certified trainees 13,219 were placed for SURYA/ PMKVY & EDP. 8,918 out of 42200 trainees got Apprentices optional trade.

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Table No: 2.1. Current RPL Status update of Haryana under NSDC

Gender	Numbers	Sectors Covered
Total Female (Candidates Trained)	7930	Tourism & Hospitality, Apparel, Beauty and Wellness, Rubber, Textiles And Handlooms, Construction, Logistic, Leather, Security, Telecom
Total Male (Candidates Trained)	32,668	Automotive, Agriculture, Plumbing, Electronics and Hardware, IT-ITeS, Tourism & Hospitality, Apparel, Beauty and Wellness, Rubber, Textiles And Handlooms, Construction, Logistic, Leather, Security, Telecom

As on date, total 89 Job roles from 31 sectors in 22 districts are going on with the help of 69 active training centers. Sectors covered include Tourism & Hospitality, Apparel, Beauty and Wellness, Rubber, Textiles and Handlooms, Construction, Logistic, Leather, Security, Telecom, Automotive, Agriculture, Plumbing, Electronics and Hardware, IT-ITeS, Tourism & Hospitality etc.

Total working age population (aged 15 to 59 years) is 185.35 Lakhs out of 288.31 Lakhs of overall population of Haryana State. The labour population in Haryana is 64.30% of overall population.

Labour Force: 50.41% (93.43 Lakh Labor force includes employed and unemployed persons.

NEET (Youth **not** in **employment**, **education** or **training): 31.81%** (58.96 Lakh) excludes persons

a) in the labor force (employed/unemployed),

b) who reported their status as 'attended educational institution' (categorized as 'Students'),

c) Retirees.

STUDENTS: 16.18% (29.99 Lakh)

RETIREES: 1.6% (2.97 Lakh)

(NEET), Students and Retirees are defined using usual principal (and subsidiary) activity status under PLFS 2018-19 survey.

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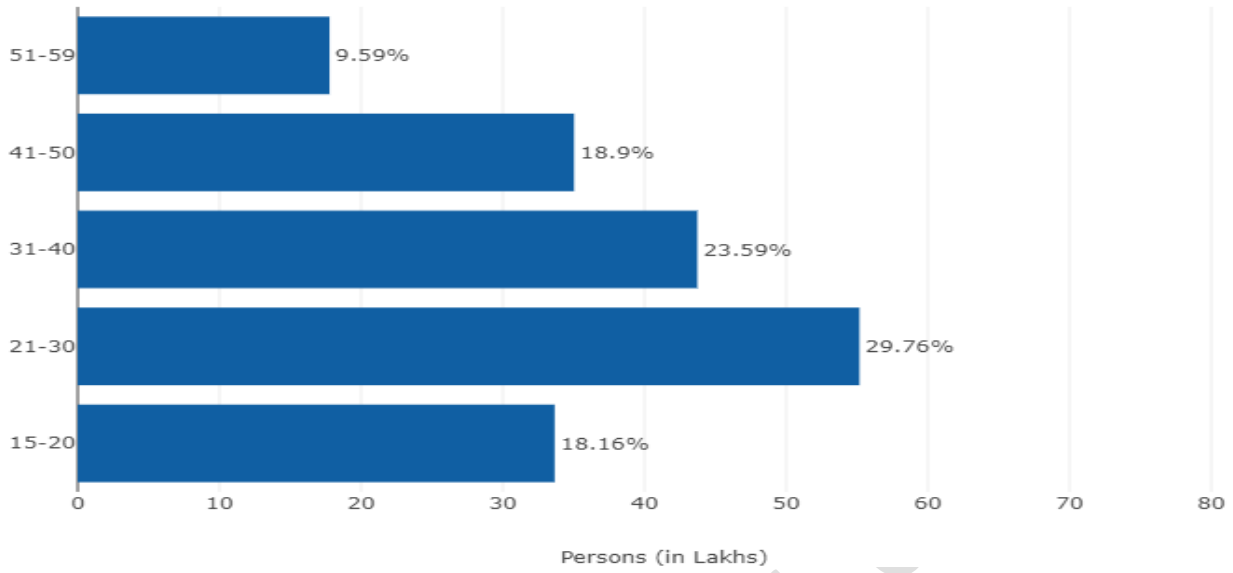


Fig.2.4: Age group participating in Working Labor group of Haryana

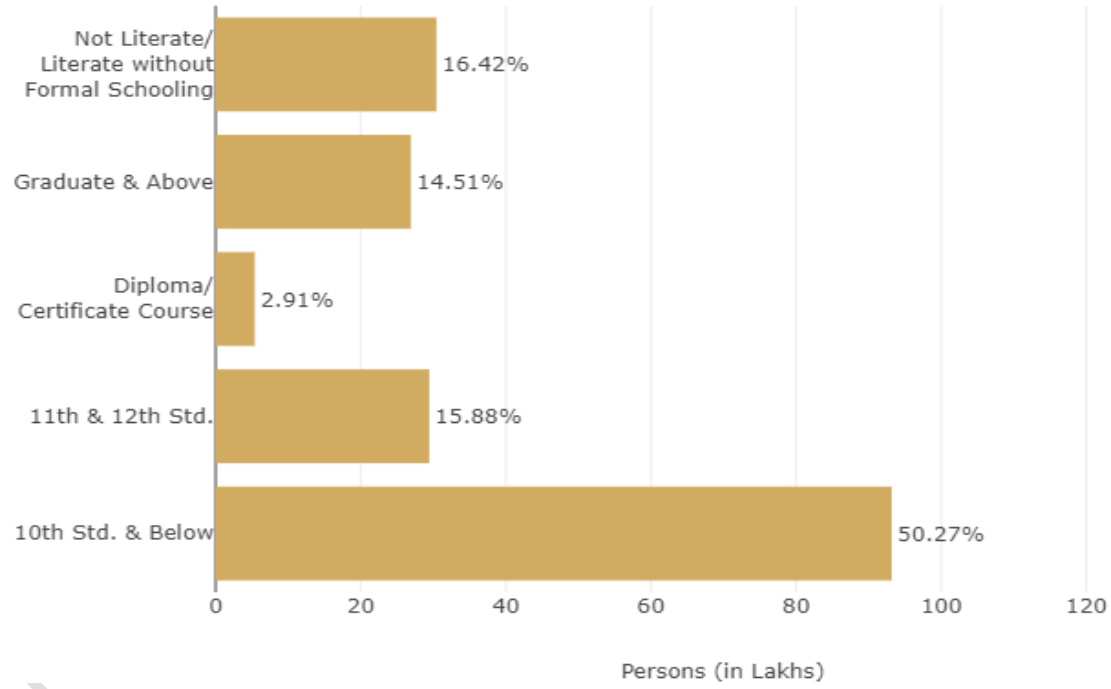


Fig.2.5. Education participation of Working Labor in Haryana

The Working Population overview of Haryana has 53.2% Male and 46.8% Female participation. In the state of Haryana there is a large workforce (81.55 Lakhs) which have already been informally

skilled and is engaged in meaningful self-wage employment. However, the skills acquired by them is not recognized at any platform. These **81.55 Lakhs** informally Trained skilled manpower needs recognition.

Source: PLFS 2018-19

Source: https://skillsip.nsdcindia.org/pifs-dashboard (https://jobinthomas.shinyapps.io/PLFS/)

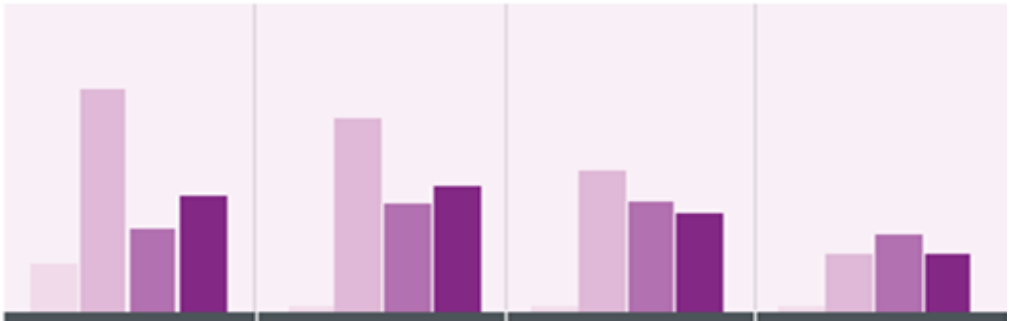
PMKVY RPL IMPACT IN THE COUNTRY

The Recognition of Prior Learning (RPL) mechanism of counselling, orienting, and certifying workers in the informal sector holds great promise for improving their livelihoods, and can be implemented more locally, at the Gram Panchayat level, for their convenience. The PMKVY II scheme has successfully achieved its target of benefiting 10 million youth over its four-year tenure (STT + SP + RPL). Fig.2.6. and Fig 2.7



Progress of PMKVY II scheme

STT AND SPECIAL PROJECTS

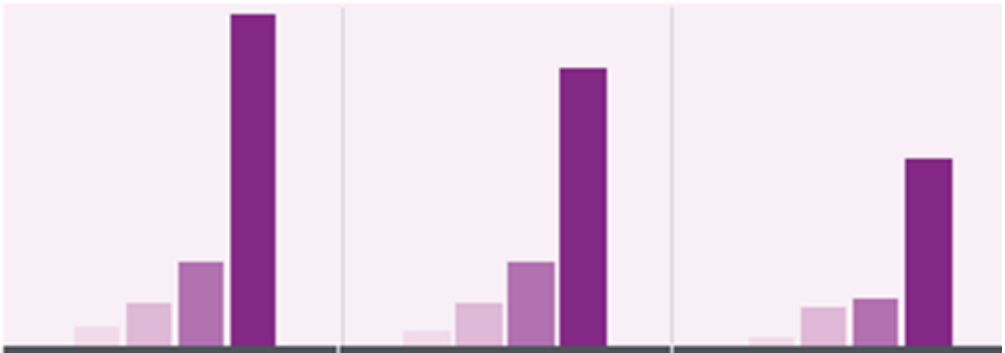


	Total enrolled	Total trained	Total certified	Reported placed
FY 2016/17	396,433	50,854	10,248	281
FY 2017/18	1,891,461	1,624,752	1,186,404	453,003
FY 2018/19	676,578	900,415	8,99,433	671,184
FY 2019/20	945,728	1,032,536	8,32,345	49,3321
Total	**3,913,200**	**3,608,557**	**2,928,430**	**1,617,789**

Fig.2.6. Progress of PMKVY II Scheme

Additional 40K+ candidates enrolled on Skill India Portal (SIP) in North east Region after 17 March 2020. The Large no. of candidates trained under PMKVY offers enhancement in terms formal certificate of a certified candidate but does not provide any further path for academic qualification/ educational mobility to individuals, who could not pursue their formal education due to various reasons.

RPL



	Total enrolled	Total trained	Total certified
FY 2016/17	2,00,781	173,031	74,856
FY 2017/18	5,16,940	530,131	438,291
FY 2018/19	1,049,922	994,426	558,893
FY 2019/20	4,199,758	3,588,589	2,336,352
Total	**5,967,401**	**5,286,177**	**3,408,392**

Fig.2.7. RPL Status under PMKVY

Additional 2,23,000 enrolled on Skill India Portal.

Academic credits could be assigned by assessment of candidates, skill gaps identification of Qualification packs (QPs) and with the intervention of College / Skill University / Community College etc. Post skill gap training and respective assessments in association with Industry, diploma / degree can be awarded to successful candidates. Such opportunities will help a large no. of people to enter formal education system through RPL gained NSQF aligned credits.

Government of India got a study conducted in 2018, with the help of ILO, to pilot test the RPL. The study was jointly conducted wit ILO as a part of its system reforms agenda. Four sectors were identified and industry was roped in to understand the effectiveness of RPL in these sectors with a purpose to replicate it in other sectors as well.

The results from the study were highly encouraging. It showed that the RPL had a positive effect on various dimensions including income opportunities, occupational health and safety, social status and openness to further learning. The study indicated that impact observed on income was minimal on the occupational health and safety practices and social standing were more positive with 34%, 14%. On the willingness to undergo further training dimension the responses were highly positive. A strong desire to upgrade knowledge, skills and attain higher qualifications was indicated by more than 60% trainees. The study report is also indicative of reforms that are required to leverage the RPL as a path way that promotes life long and life wide learning besides social inclusion in the country. The RPL approach uses assessments to address the skill gaps by offering bridge trainings that will further upskill the candidate, besides certification, and help meet the national and international labour market requirements.

RPL in India focusses on enhancing employability opportunities by reducing inequalities among those who do not have and have the formal qualifications. The initiative of RPL under the PMKVY 2 is expected to enable a large number of Indian youths to take up industry-relevant skill training, which will help them secure a better livelihood, however it has yet not been used as a tool to strengthen educational mobility by providing higher education pathways. This requires government to make policy changes that recognises the higher qualification earned through RPL mode.

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CHAPTER – 3

GLOBAL REFERENCES - RPL CASE STUDIES OF DIFFERENT COUNTRIES

3. INTRODUCTION

Recognition of Prior Learning concept is almost a century old and is there globally since 1926, which is being used for certifying the applicants for their lifelong learning. This lifelong learning was then replaced as lifelong education in many literatures. From 1972 onward, prior learning assessment was quite popular in Australia and Europe. In United Kingdom RPL exists since 3 decades and is still not completely utilized asthere is still scope of further development and it supports formal and informal education to get into academic pathways. In recent publications, there are special RPL based journals, which talk about shaping the institution structures, policies, and mission & vision while assigning credits to RPL.

This chapter is an attempt to understand the broader dimensions of RPL in line with practices adopted by some countries and how RPL can be adopted in India as a pathway that will facilitate access to future higher learning to the eligible population, which has remained excluded for some reasons Various papers, practices were studied along with existing RPL models of different countries to understand the methodology and its impact and to learn on how we can use these practices in for shaping our RPL policy

Following are few recent publications in literature on RPL execution globally:

Table: 3.1: Recent publications on "RPL execution globally"

#	Title of paper	Journal	Year of Publication	Results / Outcomes
1	Introducing research on recognition of prior learning	International Journal of Lifelong Education	2013	Provides new insights into the challenges and opportunities of RPL practices and, particularly, insight into RPL research where theoretical concepts are guiding the analysis of empirical material. Theoretical analysis takes our understanding of RPL to a much deeper level, and as Young stated in the introduction, it is when we free RPL from its rhetorical roles it can offer exclusive contexts

				for a debate of fundamental, but also contemporary, issues in education
2	Moving Toward Meaningful Change: A Case Study in Implementing a Prior Learning Assessment Program	Journal of Prior Learning Assessment Inside Out	Nov-19	The community college leaders were able to shape their institution's practices and more effectively disseminate knowledge about PLA. The results of this study can be used by peer institutions to develop new PLA policies, procedures and strategies to gain institutional commitment to PLA implementation and, overall, to support their adult learners.
3	Recognition of prior learning: opportunities and challenges for higher education	Journal of Work-Applied Management Emerald Group Publishing Limited	2015	Although RPL has been practiced in higher and vocational education in the UK for 30 years, it may still be under-used. The growing significance of workforce development and the development of work based and work-applied learning programs has demonstrated how to extend the use of RPL. The use of RPL for admission and/or credit in standard programs enables individuals to have their work-based knowledge acknowledged as relevant, worthwhile and equivalent to learning obtained in the higher education classroom. The use of RPL within negotiated work-based programs highlights the potential of reflective practice to act as a tool to achieve organizational development as well as individual recognition.
4	Credit for Prior Learning (CPL): A Practical Guide for Community Colleges	Journal of Prior Learning Assessment Inside Out	November-2019	With solid support, human and financial resources, and a CPL professional development program in place, community colleges that use the guide will be well-equipped to offer successful CPL programs, ensuring the pipeline of college graduates that is needed to meet future workforce skills demands.

3.1. AUSTRALIA – RPL CASE STUDY

Unique Features of Australian RPL

The wide range of technical and vocational courses are available with support of RPL implementation. Australia have many institutes recognized as Registered Training Organization (RTO). The horizontal and vertical mobility is possible and successfully implemented.

3.1.1. RPL as per Australian Qualification Framework:

The Australian Qualifications Framework (AQF) defines RPL – "Recognition of Prior Learning (RPL) is an assessment process used by Registered Training Organizations (RTOs) to evaluate a person's skills, knowledge and experience gained through working and learning - be it work, life experience or other activities (such as volunteering) - and map them into a current nationally recognized unit of competency or full qualifications".

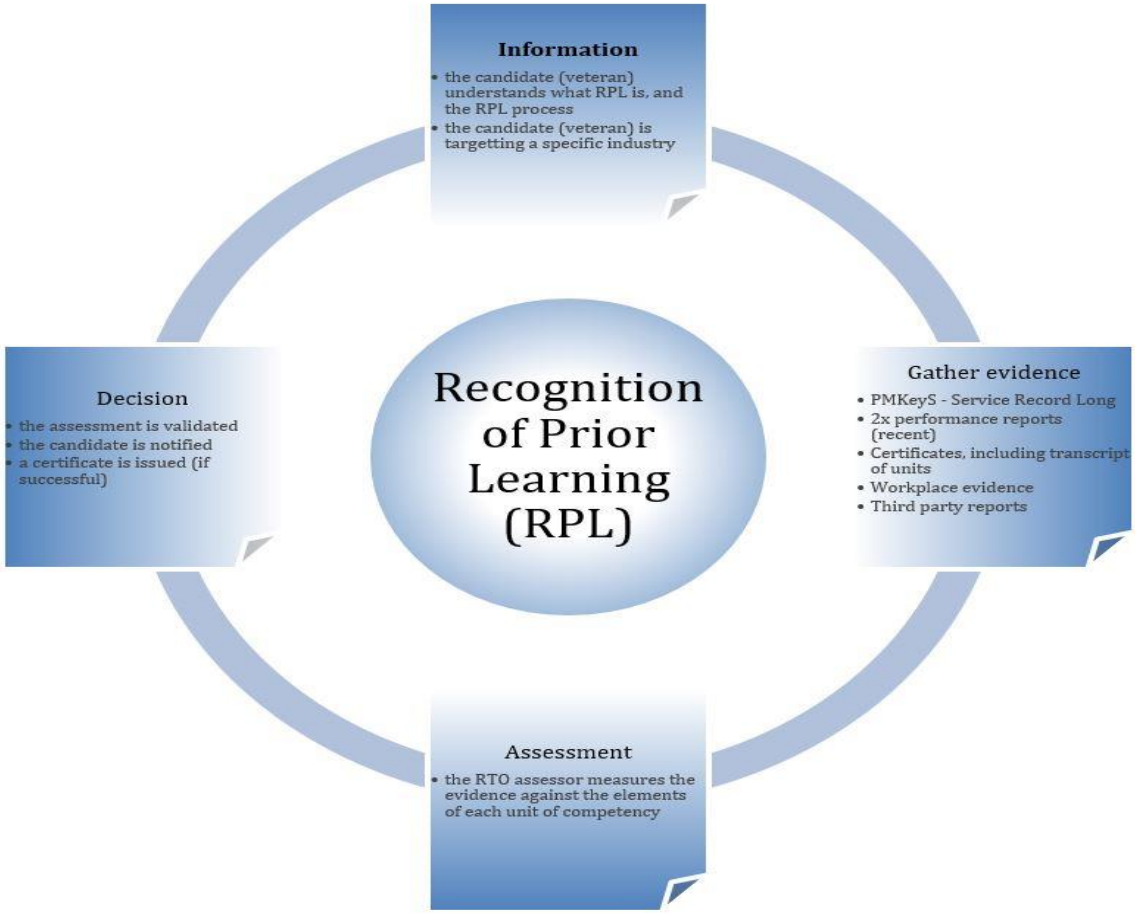


Fig. 3.1. RPL Process in Australia

3.1.2. RPL Assessment Requirements: -

The **experiences and skills learnt through a job**, as well as **any other non- formal learning can be assessed.** The **evidence considered will differ** slightly **between education providers**, but generally, some of the following documentation and evidence are considered

- Work history and a description of responsibilities /Performance appraisals
- Certificates and training as well as workshops taken part in through a previous employer
- Courses (non-formal) such as first aid etc.
- Licenses: working with children etc.
- Membership to Associations and the member criteria
- References from previous employers / Volunteer work / Internships
- Other documents that showcase his/her skills and experience

3.1.3. Qualification Frame Work: AQF (Australian Qualification Framework)



Fig.3.2. The Australian Qualifications Framework Levels

3.1.4. RPL Entry Level: Level 5 i.e. Diploma



Fig.3.3. Credit Exemption at Diploma and Advanced Diploma Level in Australia

References- https://www.cdrreport.org/what-is-rpl-assessment-for-australia-immigration/

Credit Provided - Yes

Age Criteria: Age of the candidate should be **18+** or 16+ (age is permitted with his/her **parent consents**.)

Merits of Australian RPL:

Australia has successfully implemented the RPL and it have various merits points as follow.

- Australia Qualification Framework (AQF) is standard for education standard in Australia.
- All the institute of Australia territory strictly follow the AQF, which gives, best standard to education.
- Large number of technical Institutes, Educational institutes are available in Australia where admission in higher education for aspirant is made easy with implementation of RPL.
- Australia also have institutes who recognized as **Registered Training Organisation (RTO)** and they follow AQF to provide training to unemployed or the aspirant in need of job or higher education based on his/her prior experience.
- Large number of certification, graduation and post-graduation courses have been covered in Australia.
- The horizontal and vertical mobility is possible and successfully implemented in Australia.
- There **are various government sponsored** courses and they are free of cost available for aspirant willing to **choose them based on their prior experience.**
- RPL Institutes are easily accessible to aspirants.

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3.2. CANADA

Unique Feature-Written Challenge, Oral Exam, Interview, Product Assessment and Portfolio Assessment.

3.2.1. Introduction – RPL Canada

In Canada terms used are PLAR/RPL stands for Prior Learning Assessment and Recognition and Recognition of Prior Learning. Prior learning assessment and recognition defines processes that allow individuals to identify, document, have assessed and gain recognition for their prior learning. The learning may be formal, informal, non-formal, or experiential. The context of the learning is not key to the process as the focus is on the learning.

PLAR processes can be undertaken for several purposes, including self-knowledge, credit or advanced standing at an academic institution, for employment, licensure, career planning or recruitment. Some organizations in Canada use PLAR to describe processes associated with assessment and recognition of non-formal and informal learning only. Tools such as challenge exams, demonstrations, structured interviews, simulations and portfolios can be used alone or in combination, for experiential learning and competency assessment in such instances.

3.2.2. Canada - RPL Process

Applicants can take part in RPL/PLAR by following processes to identify, organize and describe their knowledge and skills:

Portfolio Development: A Portfolio is an organized collection of materials which records and verifies learning achievements of applicants and relates them to the requirements of an education or training program, a work standard or a professional qualification.

Portfolio development produces a valuable product but the process is also important in helping analyze, understand and explain to others what applicant know and can do, as well as what is still need to be learnt.

A portfolio must have the following:

A paper outlining Applicant education and career goals

Learning outcomes and competency statements

Documentation verifying the learning claim

Portfolios may also include: A chronological record of applicant's significant learning experiences, A life history paper, A resume, Formal and Informal records of his/her past learning achievements. The process of portfolio development can provide a structured opportunity for applicant to review and evaluate applicant's past experiences and the learning.. Once it is complete, applicant's portfolio will provide up-to-date information and evidence of learning for applicant to use in a variety of work and educational settings. Some colleges, universities and professional and trade associations offer workshops in portfolio development.

Assessment of educational documents

- Standardized tests and program reviews of employer-based training
- Product assessment
- Interviews and oral exams
- Performance testing and demonstrations, Essays
- Challenge exams, Self-assessment
- Not all courses can be challenged. It is important that applicant consult the college, university or other organization from which he/she want recognition to determine

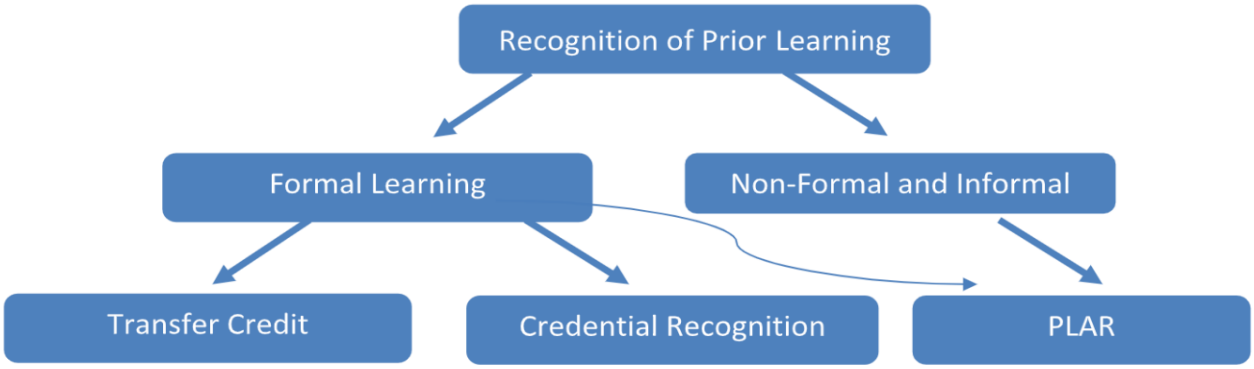


Fig.3.4. Learning and Hierarchy of RPL

UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning. The overall aim of these Guidelines is to propose principles and mechanisms that can assist Member States in developing or improving structures and procedures to recognize the outcomes of all forms of learning, particularly those of non-formal and informal learning.

More specifically, the purposes are:

- To advocate for the importance of recognizing the value of non-formal and informal learning;
- To develop a common understanding of RVA and outline the major considerations in developing a national RVA system;
- To assist Member States in developing tools, standards and mechanisms to identify, document, validate and recognize the learning outcomes of non-formal and informal learning; and
- To create an international platform to facilitate and ensure continuous dialogue on RVA among Member States

3.2.3. The History of Canadian Association for Prior Learning Assessment (CAPLA):

The Canadian Association for Prior Learning Assessment (CAPLA) is the national voice for the recognition of prior learning (RPL) in Canada. From its early days in Belleville, Ontario, CAPLA was nurtured by First Nations Technical Institute (FNTI) and continues to benefit from the legacy of its founders.

CAPLA has been operating since 1994 and was incorporated in 1997 as a non-profit organization. Its members include adult learners, PLAR practitioners, researchers, employers, labour, academic and training institutions, government, occupational bodies, settlement and integration organizations, NGOs (non-governmental organizations) and industry councils. CAPLA continues to host yearly face-to-face conferences on a range of recognition of prior learning (RPL) programs, practices, policies, projects and research with local, provincial/territorial, national and international emphasis.

CAPLA has a voluntary Board of Directors from across Canada who are involved with PLAR in a variety of ways. They are elected by CAPLA Members at the Annual General Meeting which coincides with CAPLA's fall conference each year.

Since the early 1990s, those interested in the recognition of adult learning have come together to share effective practices connected to the assessment of experiential, informal and non-formal learning and how it can be articulated against academic, regulatory or industry standards. They have worked tirelessly within their communities, institutions and organizations to build a culture for adult learning, assessment and recognition, in order to facilitate social inclusion, individual growth, equity and economic prosperity for all.

CAPLA has provided the expertise, advocacy and support for the development of PLAR in Canada. The existence of PLAR, the communities' understanding and use of it, and adult learners' awareness and access to it are key to removing barriers to recognition, regardless of the end uses of the recognition process.

3.2.4. Qualification Framework- CDQF/ACF

3.2.5. One Credit- One Hour of Instruction over a 15 Week Period with a Min. of Two Additional Hrs. per Week of Study

3.2.6. Credit Provided - Yes

3.2.7. Credit Transfer/ Concession Provision- Up to 75 % of Credits

3.2.8. Age Limit- 17+ Years

Sources: https://capla.ca/, https://capla.ca/unesco-guidelines-for-rva/

3.3. FINLAND

Unique Feature-

The replacement and inclusion-anyone can be opted by the candidate on the basis of the RPL assessment.

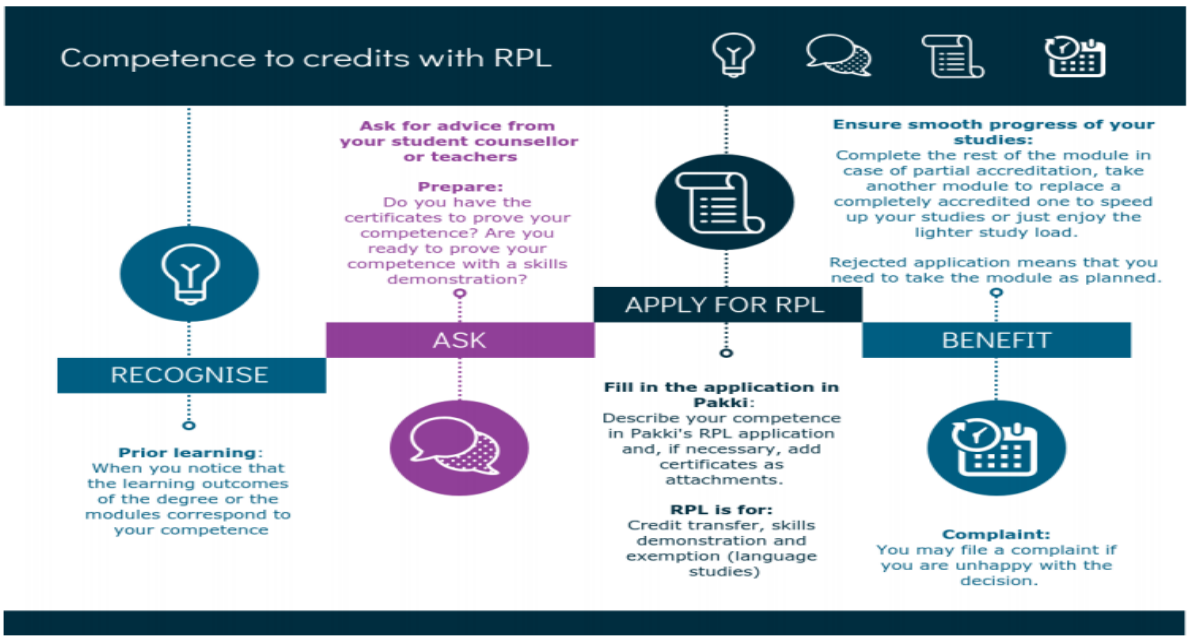


Fig.3.5.RPL Pathways in Finland

Recognition of Prior Learning

A student can make use of his/her previous competence as part of his/her degree, irrespective of where the competence has been gained: in an institution of higher education, in work life, leisure activities, in other education, etc.

- Student can map his competences before starting his studies. Compare his skills and knowledge to those required in the degree program and its competence standards.
- The application for RPL requires a written documentation of applicant's skills & knowledge and sometimes applicant also need to give further evidence of his/her competence by showing/ giving proof of his/her skills and knowledge.
- A applicant can apply for recognition of credits for those studies, work placements and other competences completed elsewhere which are in accordance with the objectives of the curriculum.
- The application for RPL requires a written documentation of applicant's skills and knowledge and sometimes also need to give further evidence of his/her competence by showing/ giving proof of skills and knowledge.
- Student's personal study and career plan (PSP) is a student-based channel to utilize student's previously acquired competences, as this plan combines previously acquired competence, study plan and student's objectives.

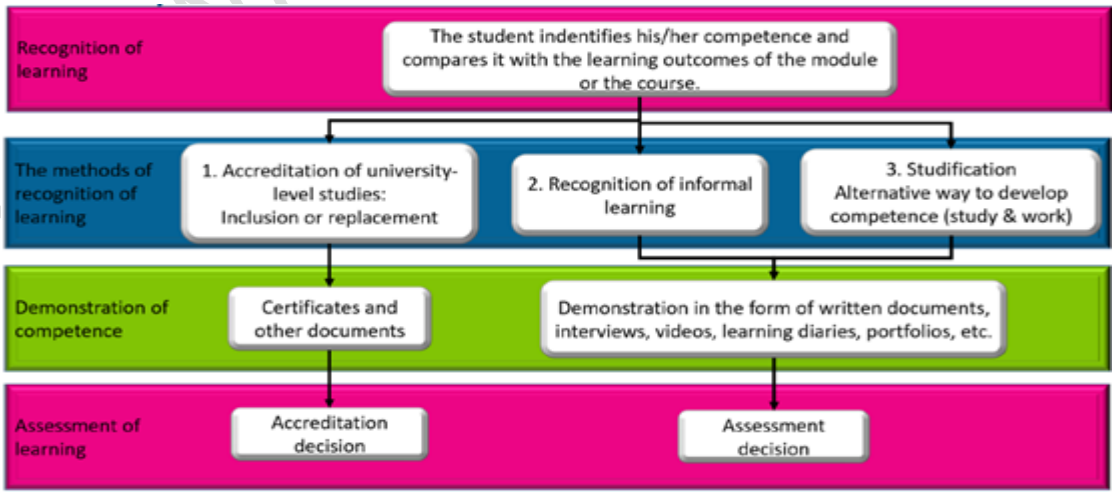


Fig.3.6. Recognition of Prior Learning and Experience

3.3.1. Merits of RPL in Finland:

- Finland has successfully implemented the RPL and it have various merits points as follow.
- The credit earned through RPL assessment can be replaced in selected course subject or it can be exempted.
- The studification (Study + Work) is also included as prior experience to proceed higher education in terms of RPL.
- With demonstration of prior experience credit can be earned to pursue further education.

3.3.2. Qualification Framework- FQF

3.3.3. One Credit- 27 Hrs. of Work

3.3.4. Credit Transfer/ Concession Provision- Based on Competency Assessment but not fully degree can be accredited

3.3.5. Age Limit- 18+ Years

Sources:- https://portal.savonia.fi/amk/en/students/information-new-students/recognition-prior-learning-rpl

3.4. FRANCE

Unique Features:

Three years at least of work experience as an employee, an independent worker or a volunteer required for RPL. The right to have his experience validated to get a full or a partial degree.

3.4.1. Introduction – RPL France

Recognition of prior learning (RPL) is called validation des acquis de l'expérience (VAE) in France. It recognizes informal and formal prior learning acquired in various situations (professional, social, volunteering etc.). It is an individual right in French law that entitles people to gain part of or full qualification, no matter the level.

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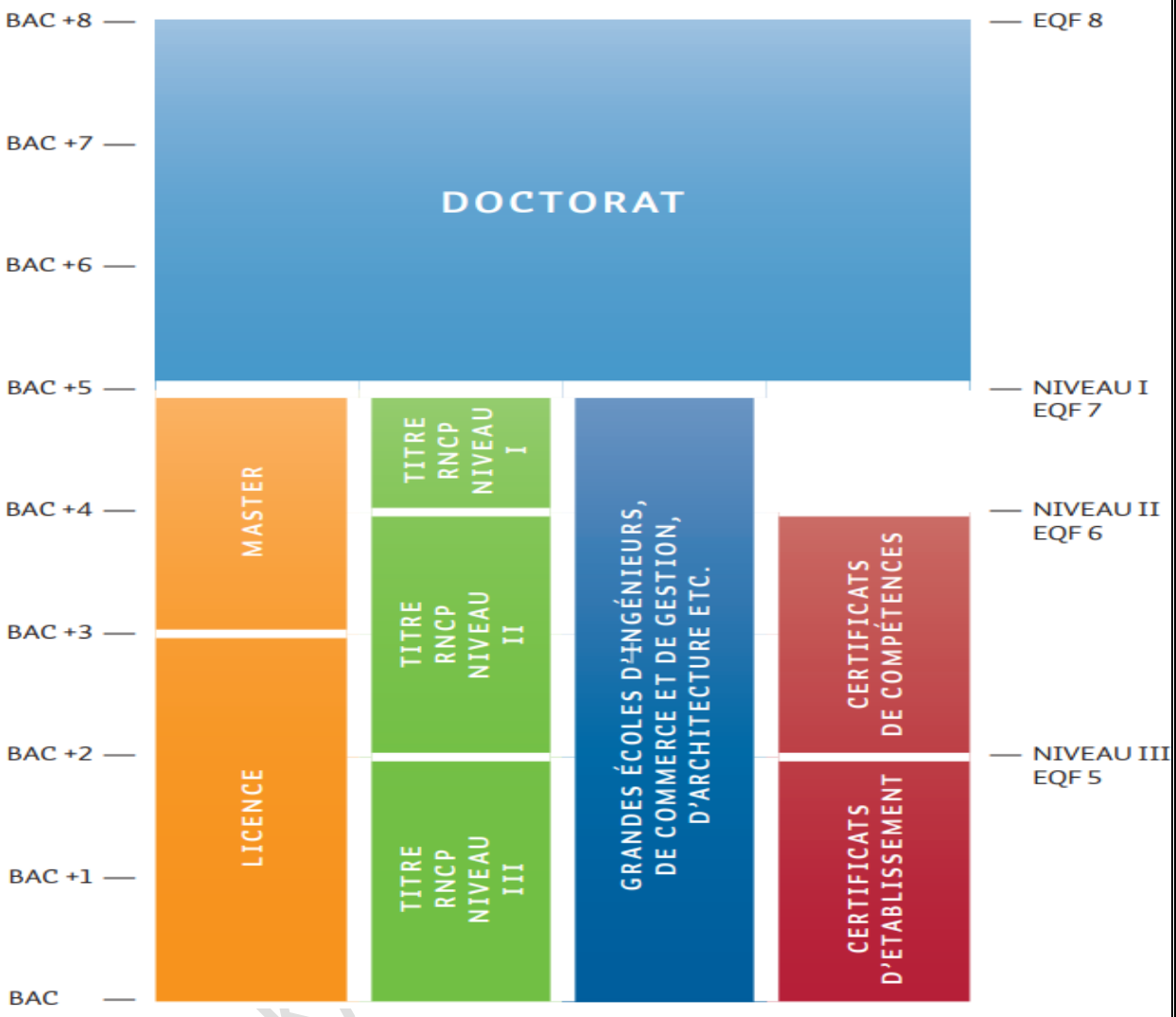


Fig. 3.7 Le système d'enseignement supérieur enFrance(RNCP)

3.4.2. RPL process in France:

The **different steps** of the VAE (validation des acquis de l'expérience) process

i. Information / counselling: Regarding the professional experience of the candidate, identification of the diploma whose learning outcomes are coherent with the experience of the candidate

ii. Advice / choice of a diploma: Administrative advice /pedagogical advice

iii. Monitoring: Not compulsory, Methodological help by teachers or administrative staff, Preparation of a file, set of documents the candidate has to show his skills and competences

iv. Dossier: The applicant has to give evidence the LO acquired out of any academic institution matches with the LO acquired in formal education

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v. Jury: Formal presentation to a panel of experts (teachers, people from companies)

vi. Decision: a. **Full diploma** OR b. Part of the diploma (recommendations if some skills, LO and competences are lacking) OR c. Failure

The VAE process enables an individual to get all or part of a certification (diploma, certificate with a Professional end or professional qualification certificate) based on his/her professional experience (salaried, non-salaried or voluntary). If the VAE process leads to an academic qualification, it is directly conducted by the Higher Education Institution. The diploma obtained has exactly the same validity as a diploma obtained by an ordinary path. All diplomas, certificates and qualifications with a professional end are available through VAE. They are registered in a public registry (RNCP- National Register of Professional Certifications, http://www.rncp.cncp.gouv.fr/). Academic diplomas registered in RNCP cover a variety of levels, from secondary education to the master level. All engineering degrees (master level diplomas) are included by law in RNCP and have thus the obligation of delivering their diploma through VAE.

3.4.3. RPL Background in France:

1934: RPL Experience, having a 5 years' work experience in engineering field access to an engineer diploma

1985: VAPP, Recognition of Personal and Professional Experience for those who don't meet the regular access requirements. Access to a program (exemptions can be awarded for part of a program) does not get a qualification / diploma or a part of diploma.

1992: VAE, Recognition for people having a 5-year professional experience Qualification awarded by 2 Ministries (Education and Agriculture) + Ministry of Youth and Sports (1999) possibility to obtain a complete diploma or part of a diploma.

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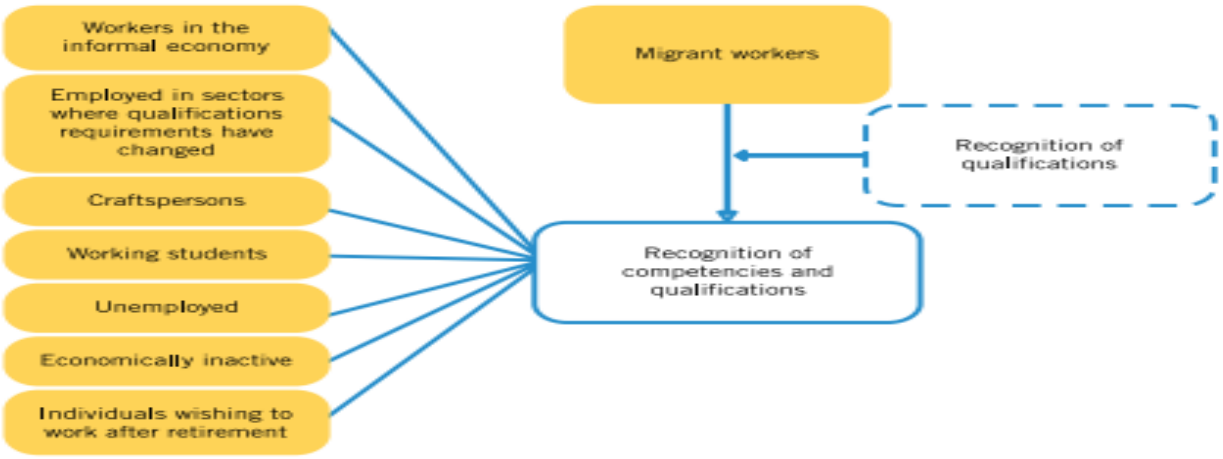


Fig. 3.8. RPL Framework in France

2002 onwards: A new RPL era in France. New paths for getting a qualification. VAE for people having a 3-year professional, professional-like or any form of experience (whatever their age, profession, gender, situation…). Gives possibility to validate part of a diploma or obtain it fully. RPL is extended to all type of qualification (not only HE levels) provided they are registered in the RNCP (National qualification directory). A right for everybody. The same qualification / diploma can be awarded through VAE as it is through initial/ regular or continuing education. VAE is inscribed in Education and Labour codes. VAE is part of the policy for further training for employees. Collective VAE is currently encouraged and developed in some companies.

3.4.4. RPL Assessment:

Each university determines its procedure within the legal of the 2002 framework: – Compelling each University to validate RPL provisions – Recognizing its prerogatives over its awards.

3.4.5. RPL Fund Sources: In France RPL is government funded

3.4.6. Qualification Framework: The National Register of Professional Certifications (RNCP)

3.4.7. One Credit: 1 credit= 25-30 hours

3.4.8. Credit Provided: Yes

3.4.9. Credit Transfer/ Concession Provision: 50% Credit

3.4.10. Age Limit: 18+

Source: https://www.vae.gouv.fr

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3.5. GERMANY

Unique Feature:

Adaption program is made available based on RPL assessment to achieve benchmark skills to gain job in Germany. After assessment the adaption program is suggested to achieve the required credits

3.5.1. Introduction

Due to Germany's federal structure, there is no common legal framework and standardized system for the validation of non-formal and informal learning at national level and across education sectors in the country. Validation of non-formal and informal learning is taking place in all education sectors.

3.5.2. Recognition:

Higher education entrance qualification: aptitude examination (Begabtenprüfung), university access without "Abitur", Possibilities afforded under the Vocational Training Act (Berufsbildungsgesetz, BBiG). e.g., Crediting of previous vocational education and training (berufliche Vorbildung) or equivalence of examination certificates (Zeugnisgleichstellung). It continued professional development system; the validation processes (Validierungswege) for non-formally and informally acquired competences continue to apply in Germany that have been in place since 2011:

3.5.3. Crediting:

- External examinations [for individuals meeting the requirements of general lower secondary school qualification (Hauptschulabschluss), higher education entrance qualifications (Abitur) up to the requirements of section 45 of BBiG or section 37 of the Trade and Crafts Code (Handwerksordnung, HwO)],
- IT continued professional development system,
- Professionally acquired competences credited towards university degree courses.
- A new development which, however, is less relevant to the subject of validation is an act for improving the assessment and recognition of VET qualifications acquired abroad (Gesetz zur Verbesserung der Feststellung und Anerkennung im Ausland erworbener Berufsqualifikationen), "Anerkennungsgesetz" for short. It came into force on 1 April 2012 and serves to improve the recognition of professional qualifications of individuals from what are known as third countries. However, it has had no real impact on the situation.

- The validation processes mentioned here only relate to the processes recognized in the education system such as equivalency assessments for formal qualifications or the crediting of prior qualifications towards (parts of) a course of education. At the same time, the non-formal education sector and the labour market operate a large number of their own "competence balancing" (Kompetenzbilanzierung) methods and certificates, not all of which are recognized in the formal education system.

3.5.4. History-

The process of identifying and then valuing in some way the prior learning of individuals and its results is widely practiced, around the world. This experience and the capacities that have been developed during its course provide the starting point for all further learning" (Dewey 1938, p. 74).

1 We use the term "recognition and validation system" in a broad sense including national systems for accrediting prior learning, regional / sectoral approaches as well as project-based and local initiatives.

It is a paradigmatic framework of lifelong learning where the value of prior learning, acquired outside the formal education and training systems, becomes an emerging field of educational, sociological, political and economic research, especially in the so-called "Western World".

It reinvents the discussion on the training of those who are involved in the recognition and validation process (teachers, trainers, assessors etc.) as well as it demands research on the assessment and value of different types of learning and its results. Second, we can anticipate that the recognition and validation practices will not stop at any national or international obstacles.

Demographic changes, the shift to learning outcomes (in terms of any type of learning results) and the strive for countries' competitiveness all push forward regional, national and supranational agendas for recognizing and validating prior learning. Preconditions to implement a validation system (Dyson / Keating 2005, p. 58)

- Clear rationale Long-term and sustainable implementation process Information to all key players
- Implementation should be cost and time effective
- Post-assessment is fair and equitable

- Review process should be representative

3.5.5. Qualification Framework- DQR

3.5.6. One Credit- 25 Hours of Notional Study

3.5.7. Credit Transfer/ Concession Provision- Up to 75 % of Credits

3.5.8. Age Limit- 17+ Years

Sources:https://www.pedocs.de/volltexte/2012/6575/pdf/Bohlinger_Muenchhausen_2011_Recognition_and_validation_of_prior_learning_D_A.pdf, https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/64-validation-non-formal-and-informal-learning-germany giz.de and dji.de.

3.6. MALTA

Unique Feature

Education specially for adult is emphasized in Malta. Adult can utilize their prior experience to gain education or skill-oriented training to enhance their skills.

3.6.1. Introduction

Recognition of prior learning (RPL) is the process through which students can gain exemption to, or credit within a nationally recognized qualification course/s based on learning outcomes or competencies gained through formal, non-formal and informal learning.

The two most common methods for gaining skills recognition are:

1. Credit Transfer (CT)
2. Recognition of Prior Learning (RPL)

3.6.2. RPL Process:

During the RPL process University applicants are assisted to collate a portfolio of their learning experiences, that can be verified and validated.

Prospective applicants are asked to contact the Students Advisor Services in order to start the RPL process and identify the learning outcomes achieved through prior certified and experiential learning.

Applicants are advised to start this process eight month ahead of the deadline for submission of applications.

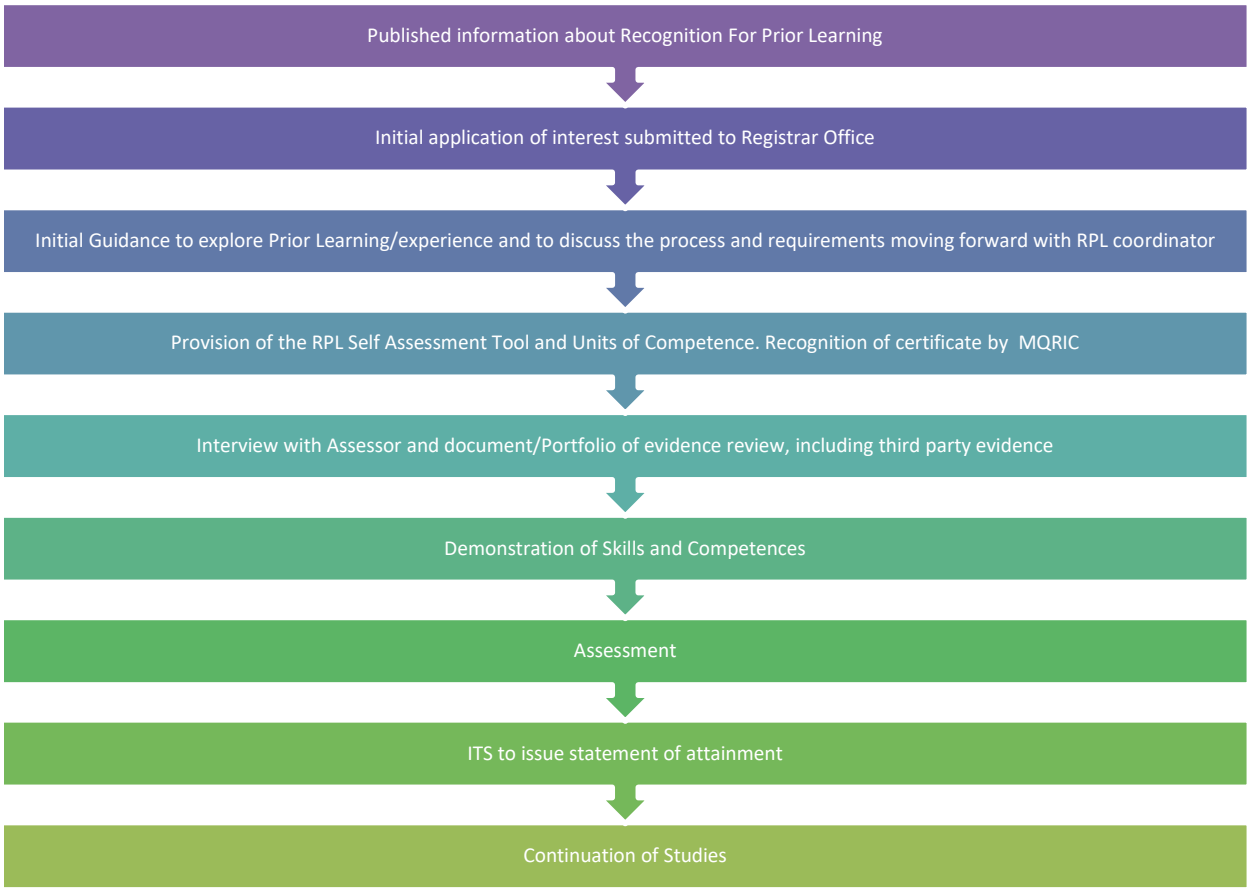


Fig.3.9. Recognition of Prior Learning Process of Malta

3.6.3. Merits of RPL in Malta;

Malta has successfully implemented the RPL and it have various merits points as follow.

- Education specially for adult is emphasized in Malta.
- Adult can utilize their prior experience to gain education or skill oriented training to enhance their skills.
- RPL is governed and it comes under ministry of Malta which makes it more authentic.

3.6.4. Evaluation Process:



Fig. 3.10. Step to Gain a Nationally Recognized Qualification Through RPL

3.6.5. Qualification Framework- Malta Qualification Framework

3.6.6. One Credit- 25 Hrs**.**

3.6.7. Credit Transfer/ Concession Provision- Except 60 ECTS Credits – Remaining

3.6.8. Credits can be earned through RPL: 66.67% of total course

3.6.9. Age Limit- 23 Years

Sources: https:// www.um.edu.mt/services/health-wellness/sas/rpl

3.7. NEW ZEALAND

Unique Feature- Video/Audio Interviews Professional Conversation with an Expert. A 'common credit currency' is the basis for a credit recognition and transfer policy.

3.7.1. Approach to vocational learning

- New Zealand takes a life-long learning approach which is 'learner-centric', and accepts that learning can take place anywhere and be assessed anywhere.
- Qualification Outcome Statement Used by employers and other tertiary education organization for comparing qualifications, and indicate the minimum achievement expected from a qualification Each outcome statement must include information on
- Graduate pathways
- Education pathways
- Employment pathway or contributions to the community

3.7.2. RPL Provides opportunity for employers and individuals to:

- Capitalize on what has been learned already – saves time and resources θ Gives formal assessment of previously unrecognized skills and knowledge
- Build confidence and motivation and thus encourage ongoing learning and development. Develop workforce capability through up-skilling or updating qualifications for improved employment opportunities / industry outcomes.

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- Address skill shortages.
- RPL is a valid method of enabling individuals to claim credit for competency standards and/or qualifications, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria through prior learning or through a formal programme of study.
- RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.
- Assessment methods for RPL must be of equal rigor to other assessment methods and relate to the evidence of learning. They should be equitable, culturally inclusive, fair, flexible, valid, sufficient and authentic.

3.7.3. Principles underpinning RPL:

- There is no one RPL model that is suitable for all qualifications and all situations. In particular, different sectors give rise to different models.
- The model of RPL that is implemented must be aligned with the outcomes, goals and objectives of the qualification.
- The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.
- RPL assessment should be structured to minimize costs to the individual. Principles underpinning RPL
- RPL is a learner-centered, voluntary process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.
- This information and support should be actively promoted among employers, easy to understand and recognize the diversity of learners. Funding models should not impede the implementation of RPL.

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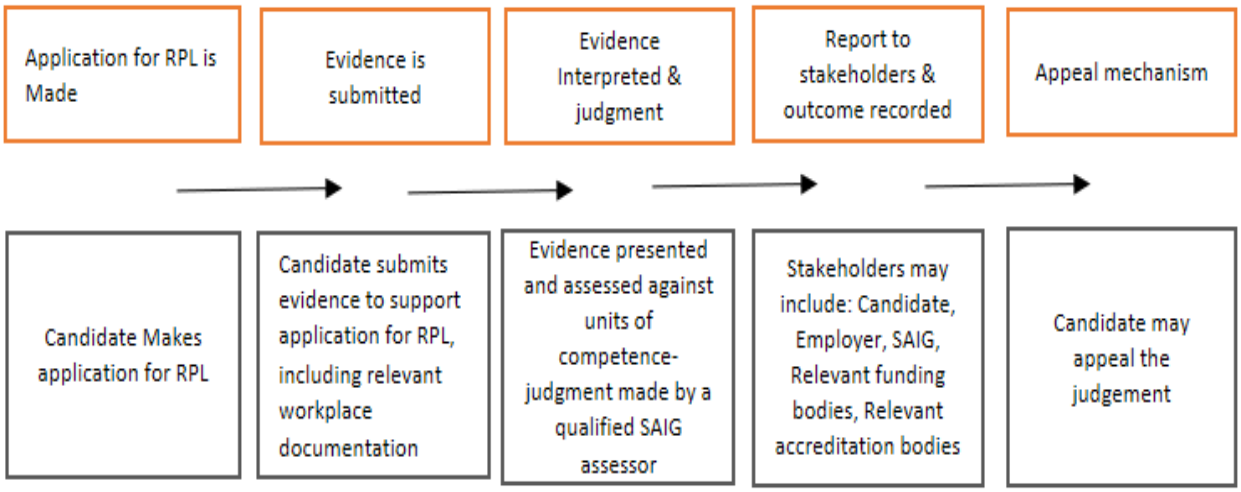


Fig. 3.11. RPL-Process Overview

3.7.4. Qualification Framework- NZQF

3.7.5. One Credit- 10 Hours

3.7.6. Credit Provided: Yes

3.7.7. Credit Transfer/ Concession Provision- Up to 66.67 **%** of Credits

3.7.8. Age Limit- 16+ Years

Source:http://www.nzqa.govt.nz/assets/Studying-in-NZ/Tertiary/creditpolicy.pdf

3.8. SINGAPORE

Unique Feature: Train-The-Trainer (TTT) qualifications have been mapped for recognition against ACLP. Gain Credit Exemptions through Recognition of applicant's TAE qualifications.

3.8.1. Introduction

The Recognition of Prior Learning Model ("RPL") is a form of assessment that recognizes learning and capabilities acquired outside of classroom training. RPL is an accredited assessment process of documenting and awarding credentials to learning that participants have acquired primarily through work contexts. Under the Recognition of Prior Learning Consultancy, it has developed a RPL process which also serves as an avenue leading to the award of WSQ Statements of Attainment ("SOAs") and/or WSQ qualifications.

3.8.2. RPL Process in Singapore

- Identify at least 2 years' relevant prior experience

- Signup for complementary advisory chat
- Complete Credit Exemption Application form
- Receive credit exemptions for ACLP modules
- Take remaining modules with; classroom training and assessment or complete assessment only.

3.8.3. RPL Background in Singapore

As the key pillar of national CET system, WSQ offers nationally recognized skills qualifications. Today, there are WSQ standards and courses in 26 industry frameworks and skills areas. Since the launch of WSQ in 2005, more than 600,000 workers have benefited from WSQ training conducted by some 500 WSQ Approved Training Organizations (ATOs). As we expand the WSQ system, we need to raise the quality of WSQ providers and programs so as to achieve better outcomes from training. Recognition of Prior Learning and Equivalent Qualifications. Trainers, assessors and curriculum developers possessing equivalent qualifications or relevant experience can apply for partial or full exemption from the requirements.

3.8.4. RPL Assessment

ACLP for the Existing Technical Adult Education (TAE) Professional (Enhanced Recognition of Prior Learning). If applicant has already attained the WSQ Advanced Certificate in Training and Assessment (ACTA) full qualification, he/she continues to be recognized by Skills Future Singapore (SSG) as meeting SSG's Adult Education (AE) Qualifications Requirements for the training and assessment of SSG-Funded Certifiable courses.

3.8.5. For the Existing TAE Professional

As an existing TAE professional, it's totally in the interest of applicant to be updated with blended learning facilitation methods and design learning solutions to enhance learning effectiveness for performance outcomes to pursue his/her ACLP journey by being recognized for his/her TAE qualifications and/or experience and gain credit exemptions, embark on the enhanced Recognition of Prior Learning (RPL) pathway.

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3.8.6. Merits

- Applicants prior experience can be assessed with industry expert or institute and with earned credits they can work anywhere in Singapore or enroll for further education.

3.8.7. Qualification Framework: WSQ

3.8.8. One Credit: 10 Notion hrs

3.8.9. Credit Provided: Yes

3.8.10. Credit Transfer/ Concession Provision: Based on competency assessment.

3.8.11. Age Limit: 18+

Sources: https://www.ssg-wsg.gov.sg/content/dam/ssg-wsg/ssgwsg/news/media-release/10072012/Annex%20A.pdf

3.9. SOUTH AFRICA

Unique Features:

RPL to recognize experience and informal learning in the workplace to structure and legitimize succession planning. Increase the flexibility of entrance into studies, and allow not to redo the proven tasks. . For employment opportunities RPL was instituted.

3.9.1. Introduction

Candidate's skills, knowledge and experience of specific standards and the associated assessment criteria of a qualification are matched with candidate's skills. C Applicant is assessed against the defined standards. Applicant is given credits based on skills, knowledge and experience which is earned through formal, informal and non-formal learning that occurred in the past.

The National Qualification Framework (NQF) objectives relevant to RPL include:

a. Facilitate access to, and mobility and progression within education, training and career paths;
b. Accelerate redress of past unfair discrimination in education, training and employment opportunities.

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3.9.2. RPL background:

- The South African NQF was implemented in 1995 and provides the context wherein South African education and training takes place with a population of nearly 50 million, of which more than 41% live in poorer rural areas, and close to 54% are 24 years or younger.
- Between 1995 and 2004 the total number of qualifications awarded increased with an average annual growth rate of 4.3%, with the highest growth in four-year first degrees, honors degrees and master's degrees.

3.9.3. RPL Assessment:

Assessment for the Recognition of Prior Learning is, as mentioned before, and, as for any assessment, subject to the following principles: Credible assessment; The quality of the evidence; An assessment planned and designed on the basis of understanding the requirements of the unit standard, part qualification or whole qualification; The use of various methods and instruments; The requirements for a credible assessment process; and Moderation and quality assurance of assessments.

3.9.4. Qualification Framework: SAQA

3.9.5. One Credit: 10 Notional hours

3.9.6. Credit Provided: Yes

3.9.7. Credit Transfer/ Concession Provision: up to 50%.

3.9.8. Age Limit: 23+

Sources: https://www.gsb.uct.ac.za/rpl-requirements

3.10. SWITZERLAND

Unique Features:

The prior experience can be implemented at different level of education which begins from Primary, secondary higher education. Accepts the personal experience also as prior experience.

3.10.1. Introduction

Recognition–refers in fact to all initiatives or practices designed to take stock of non-formal and informal learning without issuing a qualification.

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3.10.2. RPL Process in Switzerland

Phase 1: Information and advising

Phase 2: Self-evaluation

Phase 3: Assessment

Phase 4: Accrediting

Phase 5: Certification

3.10.3. RPL Background in Switzerland

Swiss Quality Competencies and Qualifications (SQCQ)" with main seat in Solothurn is an independent non-profit association since December 2008. The association was founded by Swiss experts in the field of competencies and qualifications. They have worked as prime developers of evidence based competency portfolio systems and researched and developed in Switzerland since 2000 a new framework of competencies and qualifications with portfolio for the primary, secondary, further education, higher education and tertiary level.

SQCQ has the following main aims:

The research and development of key and core competencies and qualifications with high quality for a sustainable success.

The development and research of courses, programmes, projects, services in different languages and on different levels (EQF 1-8) who are supporting competencies and qualifications with high quality.

The promotion / valorization and certification of high quality competencies and qualifications

The accreditation of organisations and programs / projects / services for Swiss Quality Competencies and Qualifications Publications and keynotes in the field of competencies and qualifications and their quality Symposia and conferences in the field of high quality competencies and qualifications.

3.10.4. RPL Assessment

- Experts responsible for final exams of federal VET diploma, will also assess the dossier.
- They will verify the equivalence between the evidenced skills and the competency profile as recorded in the VET decree.
- This validation dossier is complemented by an interview (between experts and applicants).

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- The aim of the interview is to clarify topics that have emerged from the dossier.
- The experts verify if the assertions made are important, reliable and significant (evaluation pertaining to the content of the dossier and credibility of the self-evaluation, analysis of eventual equivalence).
- The evaluation permits ascertaining the level of the professional competences as well as the LCS competences, and if those levels meet the criteria for obtaining a qualification. If there are uncertainties in the evaluation, other methods can be used. Their use is explained and notified to the applicant.
- These methods can be: observation of the applicant on her/his place of work, tests in concrete situations or achievement of practical work, of a product, of an item, etc. Moreover, the professional organizations may require, for some professions, traditional check methods in accordance with the decrees concerning safety and health at work. The experts jointly write the evaluation report for the attention of the evaluation body.

3.10.5. Merits

- In Switzerland it shows that the prior experience can be implemented at different level of education which begins from Primary, secondary higher education.
- It openly accepts the personal experience also as prior experience.
- It is possible to gain partial credit exemption in further education through RPL.

3.10.6. Qualification Framework: EQF

3.10.7. One Credit: 25 Hrs

3.10.8. Credit Provided: Yes

3.10.9. Credit Transfer/ Concession Provision: Up to 50%.

3.10.10. Age Limit: 18+

Sources: https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_CH.pdf

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3.11. UNITED KINGDOM

Unique Feature-

Course are designed in a way such that the RPL can be utilized and it motivate the aspirant to pursue for education. In case credits are less than 60, RPL application may be rejected.

3.11.1. Introduction

Accreditation of Prior Learning (APL) / RPL is an opportunity for students to be credited for learning that they have done before they started at the University. It avoids the necessity of duplicating previous learning, whilst ensuring students have attained the learning outcomes appropriate to their award.

Prior learning may be certificated or experiential:

Certificated learning is learning for which there is a formal qualification, for example a Certificate or Diploma of Higher Education, a Foundation Degree, or individual modules/course units completed at another institution.

Experiential learning is learning achieved outside of a formal learning environment. It may include learning gained as part of work experience, volunteering or as part of a training course, but for which there is no formal qualification.

Qualification Framework aligned to RPL: Framework for Higher Education Qualifications (FHEQ) / National Qualification Framework

3.11.2. RPL History

The concept of RPL has a history that pre-dates the QCF and has existed under several different titles. Developed in North America during the 1960s, the term first came into use in the UK in the early 1980s, usually termed either 'the Assessment of Prior Learning' or 'the Accreditation of Prior Learning' (APL).

The advent of National Vocational Qualifications (NVQs) in the late 1980s saw the term APL begin to be used within vocational qualifications for the first time, and from 1989-92 considerable resources were devoted to developing APL procedures within the NVQ framework. The term RPL was adopted within the Regulatory Arrangements for the QCF in 2008.

in 2016, the National Institute of Adult Continuing Education (NIACE) merged with the Centre for Economic and Social Inclusion to form the Learning and Work Institute.

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3.11.3. RPL Process:

There is no universal approach to validating or recognizing non-formal and informal learning in England and there is no data to show the extent to it takes place.

The most commonly used term for the validation of non-formal and informal learning is the 'recognition of prior learning' (RPL), which is usually used in relation to formal, regulated qualifications. There are two types of RPL categories:

For the recognition of prior learning in higher education, guiding principles of Assessment

- Assessment methods and criteria are aligned to learning outcomes and teaching activities.
- Assessment is reliable, consistent, fair and valid.
- Assessment design is approached holistically.
- Assessment is inclusive and equitable.
- Assessment is explicit and transparent.

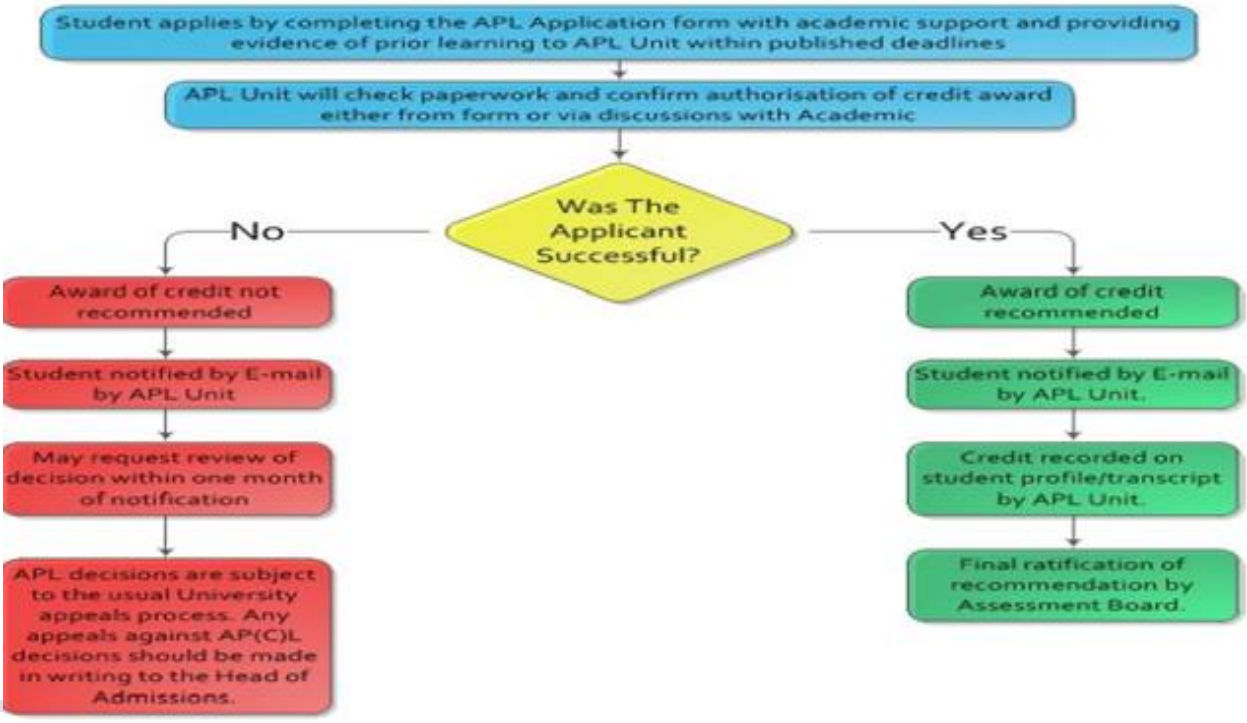


Fig. 3.12. Accreditation of prior Certificated Learning (AP(C)L) Process

3.11.4. Merits:

- Course are designed in a way such that the RPL can be utilized and it motivate the aspirant to pursue for education. i.e. Certification Diploma, Graduation and Post-Graduation.

- With the clear guidance of credit exemption allowed for specific courses make more attractive to pursue education in UK.
- The prior Experience based and Certificate based RPL is categorized in UK explicitly which clearly states any type of experience can be accumulated in form of credit.

3.11.5. Qualification Framework: FHEQ (Framework for Higher Education Qualifications)

3.11.6. One Credit: 10 Hrs. of Notional Study

3.11.7. Credit Provided: Yes

3.11.8. Credit Transfer/ Concession Provision: 120 out of 300(RPL- Diploma Program)

3.11.9. Age Limit:18+

Sources - https://www.academyofmulti-skillsuk.org/rpl-system/, https://www.qaa.ac.uk/quality-code

3.12. UNITED STATES OF AMERICA

Unique Features: University/National level test for credit accreditation make more transparent RPL in USA.

3.12.1. Introduction

RPL enables a student to stand a fair chance for higher education by recognizing his / her prior learning achieved through formal and informal training, work experience or other life experiences which are internally approved and recognized.

3.12.2. RPL Process in USA

To prepare for development of an electronic portfolio applicant will:

A. Inventory his Knowledge and Skills.
B. Choose the Areas for Which he/she Want to Earn College Credit.
C. Find a Standard or Individualized PLA Course Description to Match his/her Learning.
D. Register for the PLA Course.
E. Describe What he/she Know and How he/she Learned It.
F. Provide Evidence of his/her Knowledge.

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3.12.3. RPL Background in USA

Starting in 1974, the Council for Adult and Experiential Learning (CAEL) has helped colleges and universities develop and expand their prior learning assessment (PLA) programs for adult and other nontraditional learners. PLA is the process by which an individual's learning is assessed and evaluated for purposes of granting college credit, certification, or advanced standing toward further education or training. That learning may have been acquired through on-the-job experiences, corporate training, military training or experience, volunteer work, or self-guided study.

PLA methods include exams, individual portfolios, or the formal review of a course or training program to determine whether it is at the college level. Typically, the first two methods assess the learning outcomes or what the individual knows and can do; the last method assesses inputs, what materials and learning activities a course or training program presents.

Recently, CAEL has seen a dramatic growth in interest in PLA – not just from colleges and universities, but also from federal and state governments. PLA has been gaining respect and acceptance in higher education and the public sector, largely coinciding with the emphasis on improving rates of degree completion.

Given its long history of advocating for and supporting PLA programs in higher education, CAEL could not be more pleased to see the embrace of PLA and, with it, the growing understanding that what matters most is what someone has learnt, not how or where they learnt it.

But CAEL is also mindful of other changes in higher education today, particularly those that are opening up educational resources and learning opportunities in ways that PLA practitioners could not have imagined a decade ago. These changes clearly indicate that there may be much more in store for PLA assessment methods and for adult learners who use this option in their degree plans. There is, in fact, a new, expanded future for PLA.

3.12.4. RPL Assessment

The RPL assessment process of the university is bound to the specified protocol items listed as follows:

- The RPL assessment process shall be valid, reliable, flexible and fair.
- The RPL assessment process is regularly monitored and reviewed by the appropriate Institutional body to ensure that there is consistency in the interpretation of evidence.

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- The RPL assessment is comprehensive, e.g. it provides examination of both on and off the job components of training or experience demonstrated by the individual.
- The RPL assessment process is available to individuals so they can proceed readily from one competency standard to another.
- The RPL assessment process is equitable to all individuals.
- The RPL assessment procedures as well as any criteria for determining performance is made clear to all individuals seeking assessment.
- The RPL assessment process is a participatory approach to assessment. The process of assessment is jointly developed and agreed upon by both the assessor and the individual.
- At the conclusion of an RPL assessment, individuals are given the opportunity to challenge assessments and provision must be made for reassessment.

3.12.5. Merits:

- RPL gives an opportunity to aspirant either they are young or adult they can gain education and technical skills based on their prior experience.
- The University/National level test for credit accreditation make more transparent to RPL process in USA.
- The RPL implemented in USA has option for some special situations also where not fully but partial credit can be earned.

3.12.6. Qualification Framework: UNESCO

3.12.7. One Credit:45 to 50 hrs.

3.12.8. Credit Provided: Yes

3.12.9. Credit Transfer/ Concession Provision: Up to 50%.

3.12.10. Age Limit:18+

Sources:https://www.uet.education/recognition-of-prior-learning-rpl/#:~:text=Recognition%20of%20prior%20learning%20specifically,or%20where%20the%20learning%20occurred.

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3.13. COMPARATIVE STRUCTURE OF RPL IN DIFFERENT COUNTRIES

Country →	Australia	United Kingdom	Malta	Finland	Singapore	Germany	Switzerland	USA	Canada	New Zealand	South Africa	France
Aligned Qualification Framework →	AQF	FHEQ	MQF	EQF	WSQ	DQR	EQF	Under UNESCO	CDQF/ACF	NZQF	SAQA	RNCP
Credit Transfer/concession provision	Up to 50% Credit	Up to 66.67% Credit	Up to 66.67% credits	Up to 66.67% credits	Based on competency assessment.	Based on competency assessment	Up to 50%	Up to 50% Credits	Up to 75% Credit	Up to 66. 67%	Up to 50 % credit	Up to 50% Credits
RPL Entry Level in Qualification Framework	Level 5	Level 6	From level 6	Level 6	Level 7	Level 4	Level 7	NA	NA	7	level 4	Level 5
Age limit	18+	18+	23+	18+	18+	18+	18+	18+	17+	16+	23+	18+
Recognizing Prior learning in form of credit	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	yes
Method of RPL	Historic evidence Information about life experience Testimonials and reports from employers and supervisors Evidence of training	Summative and Formative evaluation Learning Outcomes Portfolio - online or hard copy Interview, Viva, Audition	Current and relevant. Portfolio of evidence, Interviews, voluntary work, Written answers, or a practical demonstration.	Replacement and Inclusion	At least 2 years of relevant TAE experience or TTT certification	Equivalence assessment	Each institution has its own regulation, procedure and requirements	Adequate proof of applicable experience	Written challenge	Video/audio interviews	Collecting evidence Determined by the competency unit standard	Jury decides RPL based on competencies acquired through experience it involving teachers and people from companies

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Definition of one Credit	10 hours	10 hrs of notional study	25 hrs	27 hrs of work	10 notion hrs	25hrs of Notional study	25hours	45 to 50 hours	1 credit = 1 hr of instruction over a 15-week with a min of 2 additional hrs per week of study	10 hours per credit	1 NQF = 10 Notional hours	1 credit= 25-30 hours
Number of credits 3 years B.Voc program	240	total 300 and minimum 60	180 Credits	210 (1st yr 60cr,2nd yr 60cr, 3rd yr 60cr, 4th yr 30cr)	360cr	120	120 Cr	128 Cr	90 Cr	360	360	180
Administration Body	Australian Government's Department of Industry	Ofqual	Government of Malta	EEC	WSG	BMBF	SQCQ	ACE	CDQF	NZQA	Education and Training Quality Assurance bodies	Accredited joint body
Since and Last Upgraded	Since 2013	2014	2007	2012 Year	2005	2006	2008	2001	2007	2010	2002	2002
Duration of Course	3 Years	3 Years	3 Years	3.5 Years	3 Years	3 years	3 years	3 Years	4Years	3 Years	3 years	3 years

Table 3.2. Comparative Matrix of RPL Globally

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3.14. CONCLUSIONS / TAKE ALWAYS FROM RPL COMPARATIVES GLOBALLY:

The comparative shows that every country studied have a RPL Credit framework being followed. The credit exemption / concession given in majority of country is up to 50%. On an average approximately 60% of the graduation courses can be exempted under RPL. The entry level to three-year degree majorly can be seen after completing the 5th Level of their respective Qualification framework of the country. The eligible age of applicant is 18 years in most of the cases. In South Africa, we observe that eligible age criteria is 23+. All the country in comparative have implemented RPL with Credits.

Some common method of RPL Assessment include Evidence document, Testimonial, portfolio, Interview, Written, Practical Demonstration.

Many countries in Europe consider 10hrs of notional hours, which is equivalent to 1 credit. In other countries 1 credit is equivalent to 45-50 hours and in some cases it is 25-30 hours.

The wide range of technical, vocational courses are available with support of RPL implementation. Australia have institutes recognized as Registered Training Organization (RTO). The horizontal and vertical mobility is possible and successfully implemented. Written Challenge, Oral Exam, Interview, Product Assessment and Portfolio Assessment are major activities, performed in RPL. The replacement and inclusion-anyone can be opted by the candidate on the basis of the RPL assessment. At least three years of work experience as an employee, an independent worker or a volunteer is required for RPL. The RPL awarding organization has the right to validate the credentials submitted by applicant. . Adaption program for applicant is made available based on RPL assessment to achieve benchmark skills to gain job in Germany.

Education specially for adult is emphasized in Malta. Adult can utilize their prior experience to gain education or skill-oriented training to enhance their skills. Video/Audio Interviews Professional Conversation with an Expert. A 'common credit currency' is the basis for a credit recognition and transfer policy in Malta.

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Train-The-Trainer (TTT) qualifications has been mapped for recognition against prior learning. Gain Credit Exemptions through Recognition of applicant's TAE qualifications. RPL to recognize experience and informal learning in the workplace to structure and legitimize succession planning. Increase the flexibility of entrance into studies, and allow not to re do what have already been proven. . For employment opportunities mainly RPL was instituted in Singapore.

The prior experience can be implemented at different level of education which begins from Primary, secondary higher education. Course are designed in a way such that the RPL can be utilized and it motivate the aspirant to pursue higher education in USA.

Globally with above RPL case studies of 12 countries presented and their comparatives, we can see that countries have increasingly recognized the value of informal and non-formal learning and many are establishing systems to acknowledge competencies gained through the informal and non-formal ways. Many Developed and Developing countries have done some significant amount of work to address this labor market anomaly and discrimination by developing models, policies and programs that facilitate Recognition of Prior Learning into Higher Education.

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CHAPTER – 4

INDUSTRY AND ACADEMIA SURVEY - RPL CREDITS FOR EXPERIENCE

Shri Vishwakarma Skill University conducted an Industry and Academic Leaders Survey to understand the awareness, advantages, and adoption of Recognition of Prior Learning in Higher and Vocational Education. A set of questions were designed & administered amongst the Industry Experts and Academic Leaders. The questionnaires were sent to industry professionals from various sectors and academicians with following introductory note of RPL for survey:

"There are millions of people who for many reasons could not pursue higher or professional education, instead they entered labour market and started working. Perhaps millions still desire to have a degree or diploma to facilitate their progress and growth for a more rewarding future. Methodology for Assigning Credits to RPL for experience be designed and Universities should award Credits to encourage dropouts pursue higher or vocational education.

karma Skill University is working on developing Credit Framework and policies towards assigning Credits / awarding diploma / degree etc to recognize prior learning for experience. Data collected from this survey of Academic Leaders will be used for academic and administrative purpose only and shall be confidential. Please take a few moments to complete this survey."

The follow up calls and discussions were also done with some expert groups to understand their point of view.

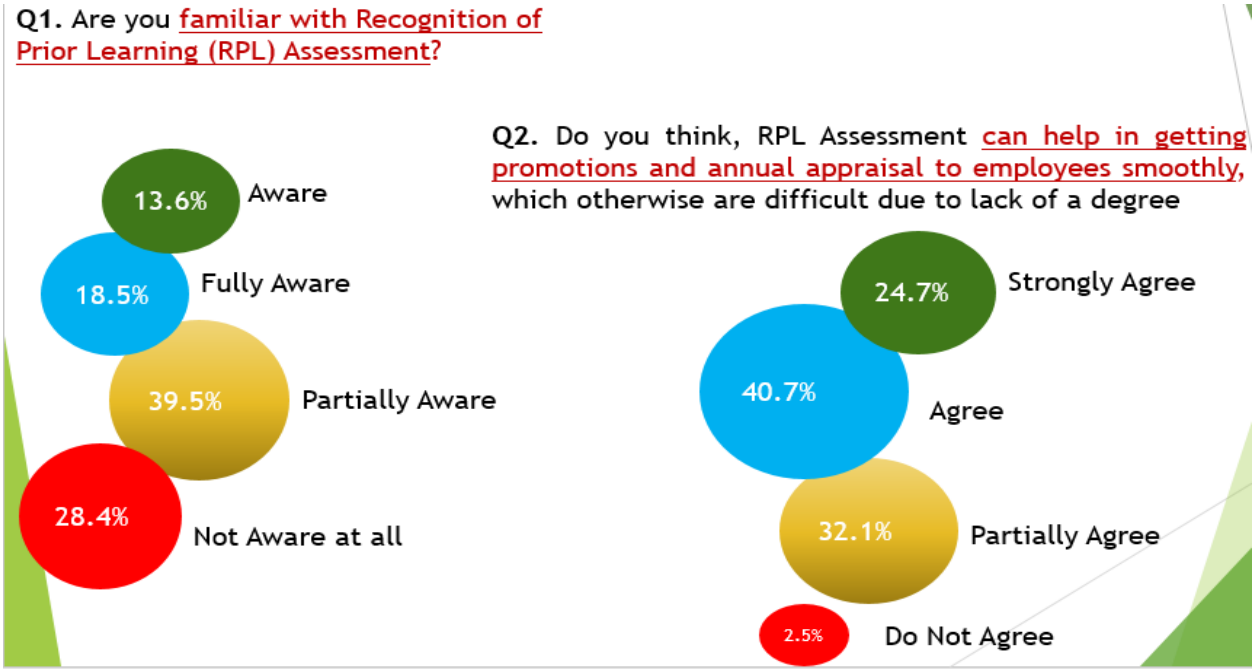
4.1. RPL Credits for Experience – Industry Survey

Following are results of the data collected from 81 corporate professionals:

Table: 4.1 Corporate Awareness of RPL

Corporate Awareness of RPL	Aware	Fully Aware	Not Aware at All	Partially Aware
Q1. Are you familiar with Recognition of Prior Learning (RPL) Assessment?	18.52%	13.58%	**28.40%**	**39.51%**
			67.91 % **(Not / partially aware of RPL)**	

Fig.4.1 Awareness and Appraisals of employees under RPL



Observations 1: It is important to note from the above analysis and that around **40% of the corporate are partial aware of RPL and 28% are not aware at all** of existing RPL in the country. These are the big numbers (67.91% approx..) that corporate don't have much information of RPL in the country.

Further, when concept of and RPL and expected benefits of RPL with corporate are shared and clarified, following are the results (Table 4.2 and Figure 4.2) of responses received of questions asked:

Table 4.2 Corporate Expectations from RPL

Corporate Expectations from RPL	Strongly Agree	Agree	Partially Agree	Do Not Agree
Q2. Do you think, RPL Assessment can help in getting promotions and annual appraisal to employees smoothly, which otherwise are difficult due to lack of a degree	**24.69%**	**40.74%**	32.10%	2.47%
	65.43 % (Strongly Agree / Agree)			
Q3. The RPL Assessment will bring quality in work and overall growth of employees and organizations.	**29.63%**	**48.15%**	20.99%	1.23%
	77.78 % (Strongly Agree / Agree)			
Q4. With a short duration of course, without affecting the organization work; RPL assessment can bring major enhancement in employees working Skills	**34.57%**	**55.56%**	8.64%	1.23%
	90.13 % (Strongly Agree / Agree)			

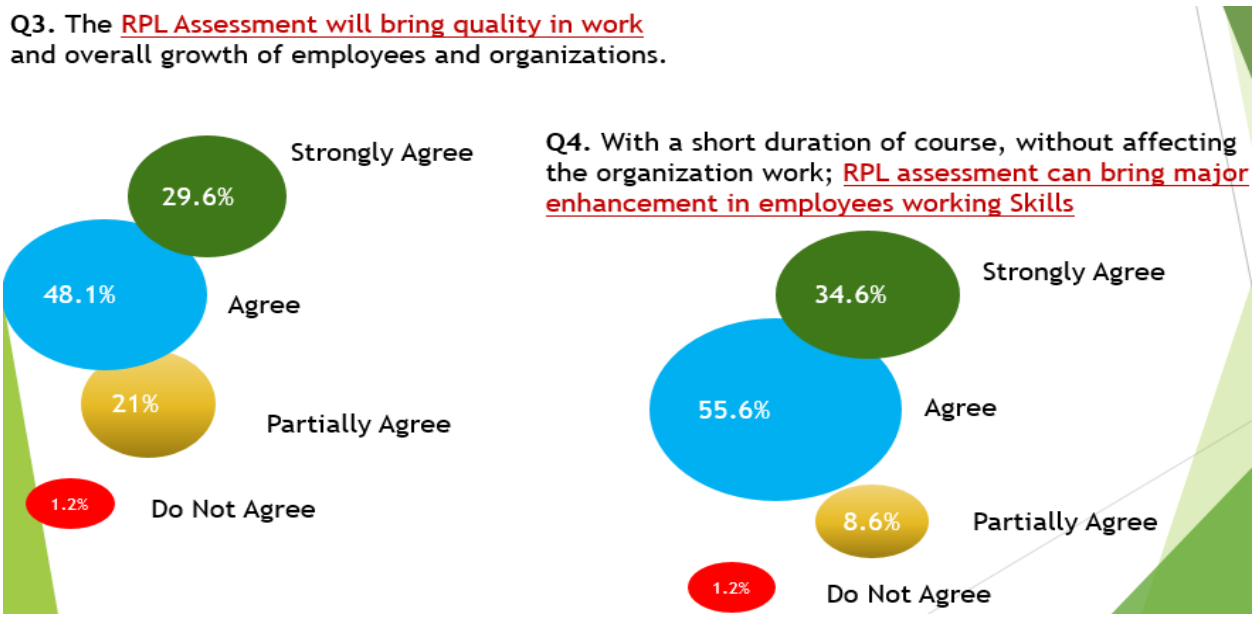


Fig 4.2. Enhancement in Quality and Working Skills using RPL

Observations 2:

1. Major respondents (65%) agree/ strongly agree to the idea that RPL Assessment can help in getting promotions and annual appraisal to employees scientifically which otherwise are difficult due to lack of an educational degree.
2. Mostly employee and organization agreed and strongly agreed (78% approx.) that RPL Assessment will bring quality in education,
3. 90% people from corporate sector agree / strongly agree that with a shorter duration of course, without affecting the organization's work; RPL assessment can bring major enhancement in employees working skills. RPL assessment can bring major enhancement in employees working skills.

The resultant outcome analysis of this survey data, which is mentioned as "observations" is quite encouraging. This identifies that non-formally / informally skilled people can be assessed, academic credits be assigned, skill gaps be identified, trained further and provided pathways to move on to the next levels of NSQF through certificate/ diploma/degree. Corporates strongly agree that it brings major enhancement in employees working skills as well as they will be motivated.

4.2. Observations from Industry Survey

Various corporates were asked to share their suggestions and feedback on NSQF aligned RPL credits for skilled base. Following are some of the key suggestions received from corporate sector in response to the open ended inputs requested from them. Many have suggested that RPL implementation should be considered in all types of industry sectors, including the unorganized sectors.

Key Highlights of the Suggestions received:

- RPL should be based on the practical skills of people not having any formal degree.
- Assessments should be based on the learning outcomes.
- RPL should be considered in all types of industry sectors, including the unorganized sectors.
- For people who couldn't go for higher education during their continued academics.
- With growing technological advancements, AI based RPL could be more attractive in the near future.
- RPL should be focused on helping to gain the breadth of knowledge.
- Belief that "skill matters more than a mere degree", millions can be recognized & benefited with this initiated and shall further contribute for nation's all round growth.
- Skill gap/ trainings should be on the latest tools & tackles and technologies. This will also help the applicants to be future ready resource.
- RPL needs to be an exhaustive and practical hands on work and not theoretical assessment.

Designations of respondents include Sr. Manager, Business Analyst, Associate Manager, Manager-QA and Projects, CEOs, Managing Director, DGM-SCM, Consultant, Manager, Director etc.

Word Cloud of suggestions received from corporate: Following is the word cloud of responses received from corporate:



Fig. 4.3. Word Cloud of RPL suggestions received from corporate

Positive and Negative words of suggestions received from Corporate: Following are the positive and negative words extracted using R programming, from responses received from corporate:

Table 4.3: Positive and negative words on RPL survey from Industry

Positive Words	Negative Words
Practical, smoothly, model, established, success, expert, skill, reason, on time, confidence, allow, wish, improved, growing, advancement, attractive, artisans, master, craftsman, sustainable, community, encourage, create, skilled, concept, content, familiar, academic, knowledge, learning, provide, work focus, helping, gain, successful, academic, learning, provide, work, growing, advancement	Lack degree, demand, unable

Observations: From the Word Cloud and table of positive and negative words above, we can conclude that although corporate runs on knowledge and skills rather than just degree / documents. Nevertheless, the idea of assessment and pathways to earn degree is highly appreciated. It is found attractive for the growth of employees, betterment of the community and can also improve working of the corporates.

4.3. RPL Credits for Experience - Academic Leaders Survey

Following Academic Survey Introduction, application Forms with online survey, links were sent to a total no. of 600+ Institutions Academic leaders including H/VCs / Heads of 42 Central Universities, 411 State Universities, 116 Deemed Universities, 22 IITs and 20 IIMs.

Recognition of Prior Learning (RPL) for Experience - Academic Leaders Survey Form

(Google Online Survey Link shared on email)

Introduction:

There are millions of people who for many reasons could not pursue higher or professional education, Instead they entered labour market and started working. Perhaps millions still desire to have a degree or diploma to facilitate their progress and growth for a more rewarding future. Methodology for Assigning Credits to RPL for experience be designed and Universities should award Credits to encourage dropouts pursue higher or vocational education.

Shri Vishwakarma Skill University is working on developing Credit Framework and policies towards assigning Credits / awarding diploma / degree etc to recognize prior learning for experience. Data collected from this survey of Academic Leaders will be used for academic and administrative purpose only and shall be confidential. Please take a few moments to complete this survey.

I would really appreciate your inputs to strengthen the Skill Education Ecosystem.

Thanks!

Raj Nehru

Vice Chancellor, SVSU

A. Basic Information:

Name: _____ University/ Institution: _____

Designation: _____ Email: _____

B. RPL Survey (Tick one or provide inputs:

1. Are you aware of RPL Assessments and Academic Credits Assigning Models in various countries?

Strongly Agree	Agree	Partially Agree	Do not Agree

2. RPL Assessment and assigning Academic Credits is a challenge in our country.

Strongly Agree	Agree	Partially Agree	Do not Agree

3. In India RPL Assessments Model should be taken up for consideration towards assigning the credits

Strongly Agree	Agree	Partially Agree	Do not Agree

4. RPL Assessments will motivate adult learners and dropouts for further enhancement of their skills

Strongly Agree	Agree	Partially Agree	Do not Agree

5. RPL Assessments will help adult learners, dropouts in their academic/ professional career progression

Strongly Agree	Agree	Partially Agree	Do not Agree

6. RPL will enhance the scope and size and potential for Innovation, frugal Innovation

Strongly Agree	Agree	Partially Agree	Do not Agree

7. Acknowledging Prior Experience for higher Learning and qualification can help in improving (Tick one)

a.	Skill GER	Strongly Agree	Agree	Partially Agree	Do not Agree
b.	Employment Rate	Strongly Agree	Agree	Partially Agree	Do not Agree
c.	Economic Development of the Country	Strongly Agree	Agree	Partially Agree	Do not Agree
d.	Integration of VET with HE	Strongly Agree	Agree	Partially Agree	Do not Agree
e.	Dignity for Labour	Strongly Agree	Agree	Partially Agree	Do not Agree

8. Please share your views to award Honorary Causa at Diploma / Degree / Masters Level on the pattern of PhD; to honor huge expertise, to recognize their worth, towards the end of their careers like in military subject to specified experience etc. What could be the Pros and Cons:

_____

8. Suggestions / Comments towards RPL Credits based Assessments, if any,_____

ANALYSIS OF THE RESPONSES RECEIVED FROM ACADEMIC LEADERS:

Following table presents, responses received on strongly agree / agree / partially agree / do not agree scale.

Table: 4.4 – Tabulated Data of responses received from Academic Leaders

Parameters / Questions Asked	Strongly Agree	Agree	Partially Agree	Do Not Agree
RPL Assessment and assigning Academic Credits is a challenge in our country.	9.09%	90.91%	0.0 %	0.0 %
	100 % (Strongly Agree / Agree)			
In India RPL Assessments Model should be taken up for consideration towards assigning the credits	27.27%	54.55%	9.09%	9.09%
	81.82 % (Strongly Agree / Agree)			
RPL Assessments will motivate adult learners and dropouts for further enhancement of their skills	63.64%	27.27%	9.09%	0.0%
	90.91 % (Strongly Agree / Agree)			
RPL Assessments will help adult learners, dropouts in their academic/ professional career progression	45.45%	45.45%	9.09%	0.0 %
	90.9 % (Strongly Agree / Agree)			
RPL will enhance the scope and size and potential for Innovation, frugal Innovation	54.55%	18.18%	18.18%	9.09%
	72.73 % (Strongly Agree / Agree)			
Acknowledging Prior Experience for higher Learning and qualification can help in improving Skill GER	45.45%	45.45%	0.0 %	9.09%
	90.9 % (Strongly Agree / Agree)			
Acknowledging Prior Experience for higher Learning and qualification can help in improving Employment Rate	36.36%	45.45%	9.09%	9.09%
	81.81 % (Strongly Agree / Agree)			
Acknowledging Prior Experience for higher Learning and qualification can help in improving Economic Development of the Country	54.55%	27.27%	9.09%	9.09%
	81.82 % (Strongly Agree / Agree)			
Acknowledging Prior Experience for higher Learning and qualification can help in improving Integration of VET with HE	30.00%	40.00%	20.00%	10.00%
	70 % (Strongly Agree / Agree)			
Acknowledging Prior Experience for higher Learning and qualification can help in improving Dignity for Labour	36.36%	54.55%	0.0 %	9.09%
	90.91 % (Strongly Agree / Agree)			

Reference above table no. 4.4 of the analysis of questions asked to academicians, question wise, parameter wise visual (pie chart) results are presented as followed for elaborated understanding:

Q.1

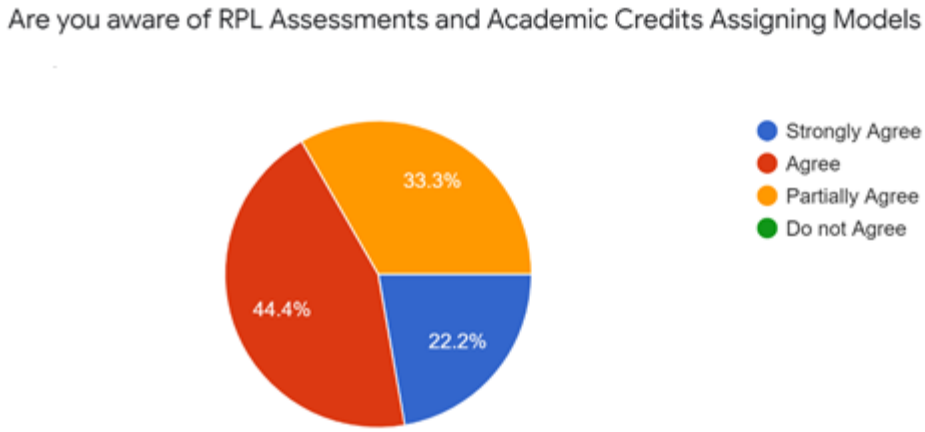


Fig. 4.4. Awareness about Assessment and Credits under RPL internationally

Observations: Academicians are more aware of RPL global models (66.6% strongly agree / agree) as against corporate who are mostly unaware.

Q.2

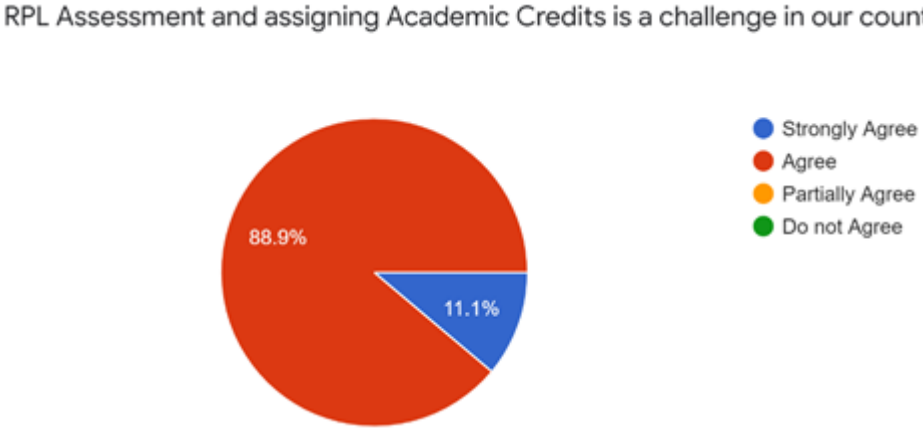


Fig. 4.5. RPL Assessment and Credit challenge in our country

Observations: 100 % academicians agree that RPL assessment and **assigning credits is a challenge in the country.**

Q.3

In India RPL Assessments Model should be taken up for consideration towards assigning the credits

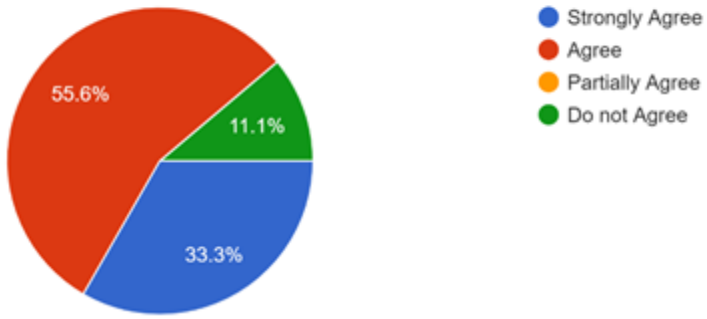


Fig. 4.6. Opinion on Creditizing RPL under PMKVY

Observations: Around 90 % people are of the opinion that RPL assessments should be **taken up for assigning credits to the applicants.**

Q.4

RPL Assessments will motivate adult learners and dropouts for further enhancement of their skills

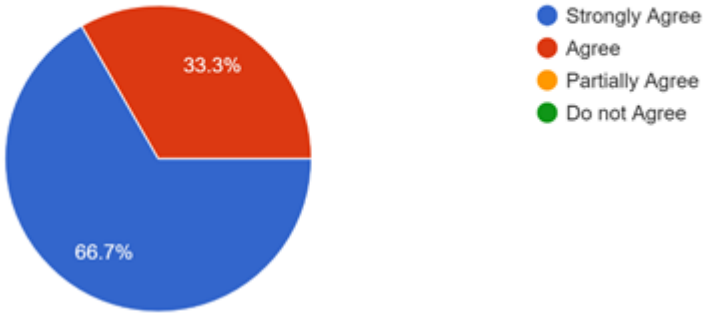


Fig. 4.7. RPL assessment will motivate learner and droupout

Observations: 100 % of the respondents agree / strongly that RPL Assessment will **motivate adult learners and dropouts for further enhancement of their skills**

Q.5

RPL Assessments will help adult learners, dropouts in their academic/ professional career progression

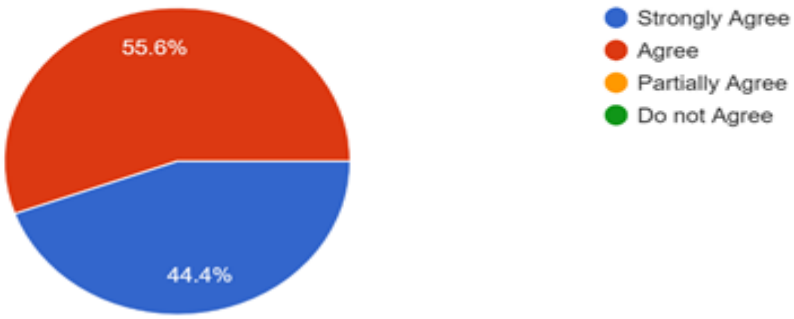


Fig. 4.8. RPL in learner and dropout career progression

Observations: 100 % of the respondents agree / strongly that RPL Assessments will **help adult learners, dropouts in their academic/ professional career progression**

Q.6

RPL will enhance the scope and size and potential for Innovation, frugal Innovation

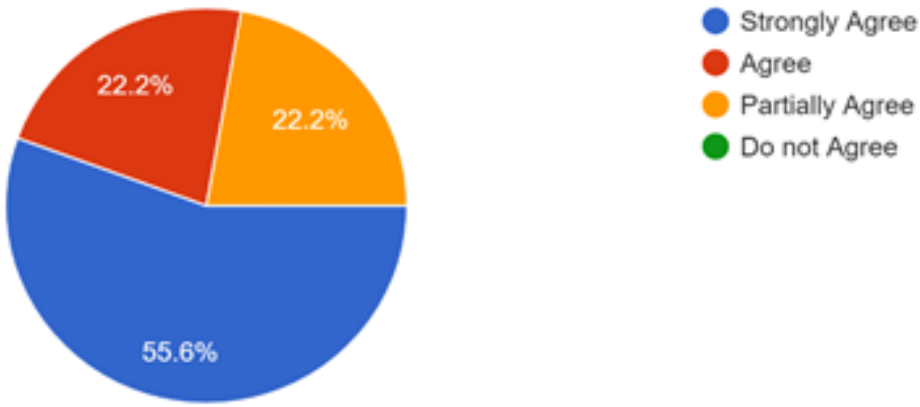


Fig. 4.9. RPL will enhance the scope, size, potential and frugal Innovations

Observations: Approx 78 % people are of the opinion that RPL will enhance the scope, size, **potential for Innovation, and frugal Innovation.**

Q.7

Acknowledging Prior Experience for higher Learning and qualification can help in improving Skill GER

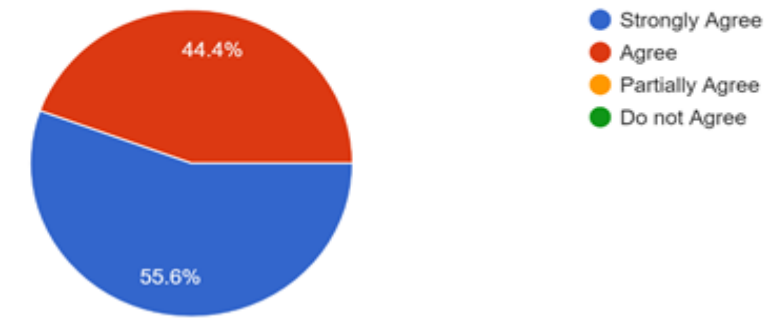


Fig. 4.10. Improving Skill GER through RPL

Observations: 100 % academician respondents are of the view that acknowledging Prior Experience for higher Learning and qualification **can help in improving Skill GER.**

Q.8

Acknowledging Prior Experience for higher Learning and qualification can help in improving Employment Rate

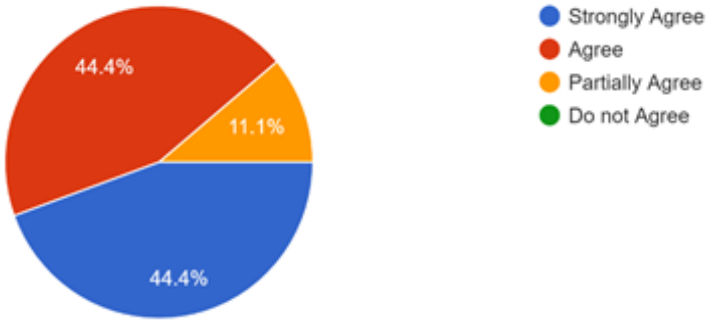


Fig. 4.11. Improving Employment Rate of RPL

Observations: 88.8 % of the respondents are of the view that Acknowledging Prior Experience for higher Learning and qualification **can help in improving Employment Rate.**

Q.9

Acknowledging Prior Experience for higher Learning and qualification can help in improving Economic Development of the Country

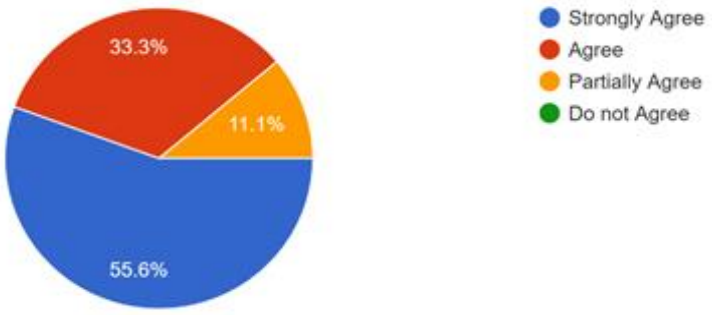


Fig. 4.12. RPL will help in Improving Economic Development of Country

Observations: 89% of the respondents are of the view point that Acknowledging Prior Experience for higher Learning and qualifications **can improve Economic Development of the Country**.

Q.10

Acknowledging Prior Experience for higher Learning and qualification can help in improving Integration of VET with HE

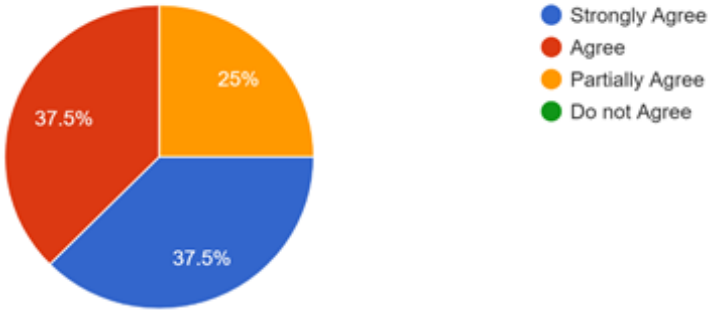


Fig. 4.13. RPL can help in Improving integration of VET with HE

Observations: 75 % of the people are of the view that Acknowledging Prior Experience for higher Learning and qualification can **improve Integration of VET with HE.**

Q.11

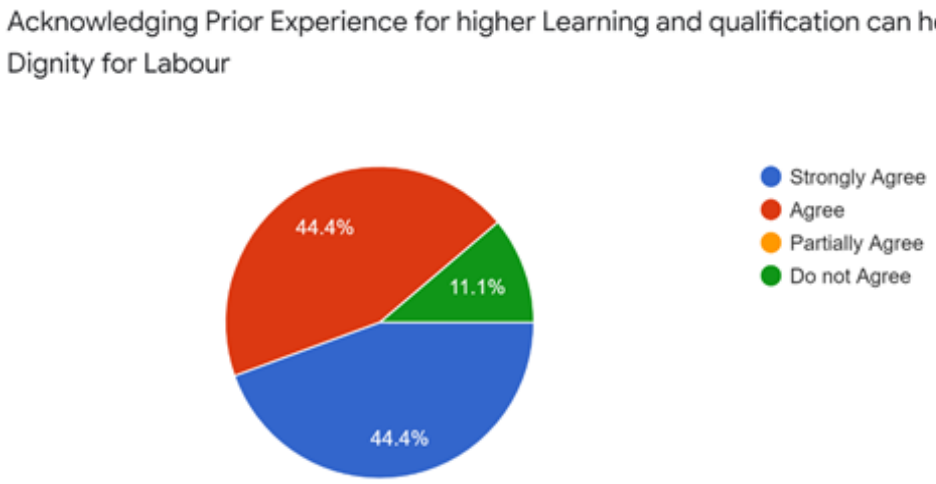


Fig. 4.14.Can help in Improving Dignity of labour

Observations: 88.8 % people are of the view that Acknowledging Prior Experience for higher Learning and qualification can help in **improving Dignity of Labour.**

OBSERVATIONS - AWARENESS CHALLENGES

As per the survey responses received, only 29% of the industry experts were aware of recognition of prior learning. 71% of them were not aware of RPL or were partially aware about RPL However, in case of academic leader respondents. 55% were aware about the RPL. This variation in the awareness about RPL amongst the industry and academic community is a matter of concern, as it will have significant impact on its adopting and implementation of RPL in their respective organizations as a pathway to development, employment & career progression. Industry awareness is key to the success of RPL. Given that asymmetry in the labour market information system, the industry awareness and implementation of RPL can address this issue. Consequently, this can raise the demand for the RPL certified candidates. Addressing the awareness and implementation of RPL at academic level can address the challenge of developing the assessment and certification models. It can attract the eligible population for higher vocational education & learning as a medium to access advancement in learning and skilling. Addressing this awareness gap will significantly impact the success of RPL implementation in India as it will open opportunities for the millions of the eligible aspirants. It will also help them to get recognized and certified for the skills & competencies that they have gained and acquired through formal, non-formal or informal learning

We have a world of work on one side and world of academia on the other, both hold their own perspectives, interpretations and understanding with regard to the world of experience. The academia values "theory" as a resource in knowledge creation. They value learning through theory, concepts & practical rather than learning through work and experience. However the Industry gives more preference to knowledge, skills and attitude for practical application that one has gained through experience. This gap in understanding also triggers confrontation amongst these two worlds and the lack of awareness about RPL further widens the gap between both of them consequently impacting the much required synergy and coordination between both of them. Hence the issue of awareness and harmony is important and needs to be addressed which will bring both the worlds on same level of understanding that appreciates RPL.

Qualitative Analysis of responses received from Academia

The overall sentiments of Academia about RPL based Credits and its implementation in the country, are positive with slight concerns of execution, its difficulty and possibility to the extent of misuse and corruption in execution.

Table: 4.5 – Positive and negative word of responses on RPL received from Academia

Positive Words	Negative Words
content, knowledge, Appreciated, advancement, community, motivation, creativity, innovation, skill gained, lead, productivity, acquire, prepared, approved, clear, level, integrated, council, worth, expertise, award, strengthen, focus, beneficial, interests, deserving	Difficult execution, challenge, corrupt, depth misuse

Word Cloud of open-ended responses received from Academia:



Fig 4.15 –Word Cloud of RPL Academia responses

OBSERVATIONS - CHALLENGES:

100% respondents agreed that assigning academic credits through recognition of previous learning is a challenge. This challenge is due to various reasons. There is lack of vision to recognise the unique function of University as an institution to formally recognise learner experience and achievements. Universities have yet not recognised the need to innovatively rediscover themselves and become institutions that focus on developing the skills of tomorrow in a way where learnings can be personalised to the requirements and preference of the individual learner. The future universities need to be the institutions that promote life long and life wide learning by offering multiple pathways including Recognition of Prior learning. The higher institutions don't have life long learning as a priority and therefore no efforts have been made so far to understand it or study this mode of learning. This lack of effort has resulted into a poor clarity amongst its institutional resources about RPL. Consequently, there are uncleared doubts about the reliability and validity of RPL. Besides

this there is lack of skilled staff and quality assessors in the institutions. The society, industry and the eligible population lack awareness about RPL. In the absence of any such model the deployment of RPL is absent. While 100% respondents agreed that RPL will motivate the dropouts and adult learners for further pursuing their education and skills, 81.7% agreed that assessment models must be developed for awarding credits through RPL.

4.4. RPL Implementations Suggestions / Comments - from Academic Leaders on RPL Credits based Assessments

- RPL should be planned and implemented in phased manner only
- The scope of assessment should be decided Phase wise.
- First phase be RPL for HE (Higher Education) ie. for the applicants who have passed class 12th. Second phase be of RPL for applicants who have passed class 8th. Third phase be of anyone who have passed class 7th OR never attended any academic institution.
- A worker with RPL must have basic qualification to read write in any selected language of his/her choice.
- It will give an opportunity to the needy individuals, to become independent. This exactly maps to the vision of current govt to make '*ATMANIRBHAR BHARAT'.*
- It is the need of the hour to create a very strong RPL Assessment Model and its implementation in such a way that it comes out to be a game changer to boost the GER in higher education sector of the country.
- RPL awareness among common masses should be planned in such a way that it showcases itself as a solution for the promotion of further learning, skill development and employability and finally touching the untouched. The prescribed pattern of assessment and uniformity in awarding diploma/degree are brought out at the national level in order to maintain uniform standards and quality.
- UGC may be approached with verified standard operating procedures and operational strategy on RPL credit based assessment and awarding degree/diplomas after successful pilot project in the university.
- Wider awareness must be created across different sections of the academic fraternity, using all off line and online marketing platforms.

The Academic Leader Survey respondents included mostly Vice Chancellors, Professors, and Head of Institutes.

Observations - RPL Based Honorary Causa Certificate / Diploma / Degree:

Globally, Various countries including United Kingdom have RPL based Honorary PG / UG level degrees on the lines of Honorary Causa PhD, Academic Leaders were asked to share their view points on awarding Honorary Causa. Following are some key insights and word cloud with interpretations of the responses received.

Q. Please share your views to award Honorary Causa at Diploma / Degree / Masters Level on the pattern of PhD; to honor huge expertise, to recognize their worth, towards the end of their careers like in military subject to specified experience etc. What could be the Pros and Cons:

Key Highlights of responses:

- RPL Credits based system is a good idea. But it may be difficult to implement due to transparency required in awarding Honorary Causa
- As an idea, it would be greatly appreciated by everyone. However, its implementation and execution will be a great challenge in the atmosphere of corrupt practices adopted by some sections of the society including academic community.
- Awarding Honorary Causa for the persons who have gained Skills through informal/non-formal methods will lead to gaining the better social status, motivation & self esteem.
- Degree will help in better financial resourcing.
- More number of applicants will come forward for acquiring degree.
- This motivation will bring out creativity and innovation among skilled people.
- Guidelines may be prepared and approved by the UGC which requires policy perspective in a clear way.
- There must be Integrated Council for Skill Development, Assessment and Accreditation at University, State & National level.
- The award of Honorary Causa at Diploma and Degree level could strengthen the integration of education and job market.

Word Clouds of the views received:

To award Honorary Causa at Certificate / Diploma / Degree / Masters Level on the pattern of PhD; to honor huge expertise, to recognize their worth, towards the end of their careers like in military subject to specified experience etc. with Pros and Cons.

Considering the frequency of words and uses of these words as Bi Gram, the main parameters to be considered while awarding honorary causa as per Academic Leaders responses should be based on

1. Contribution in the social development,
2. Skills of the candidate,
3. Years of experience,

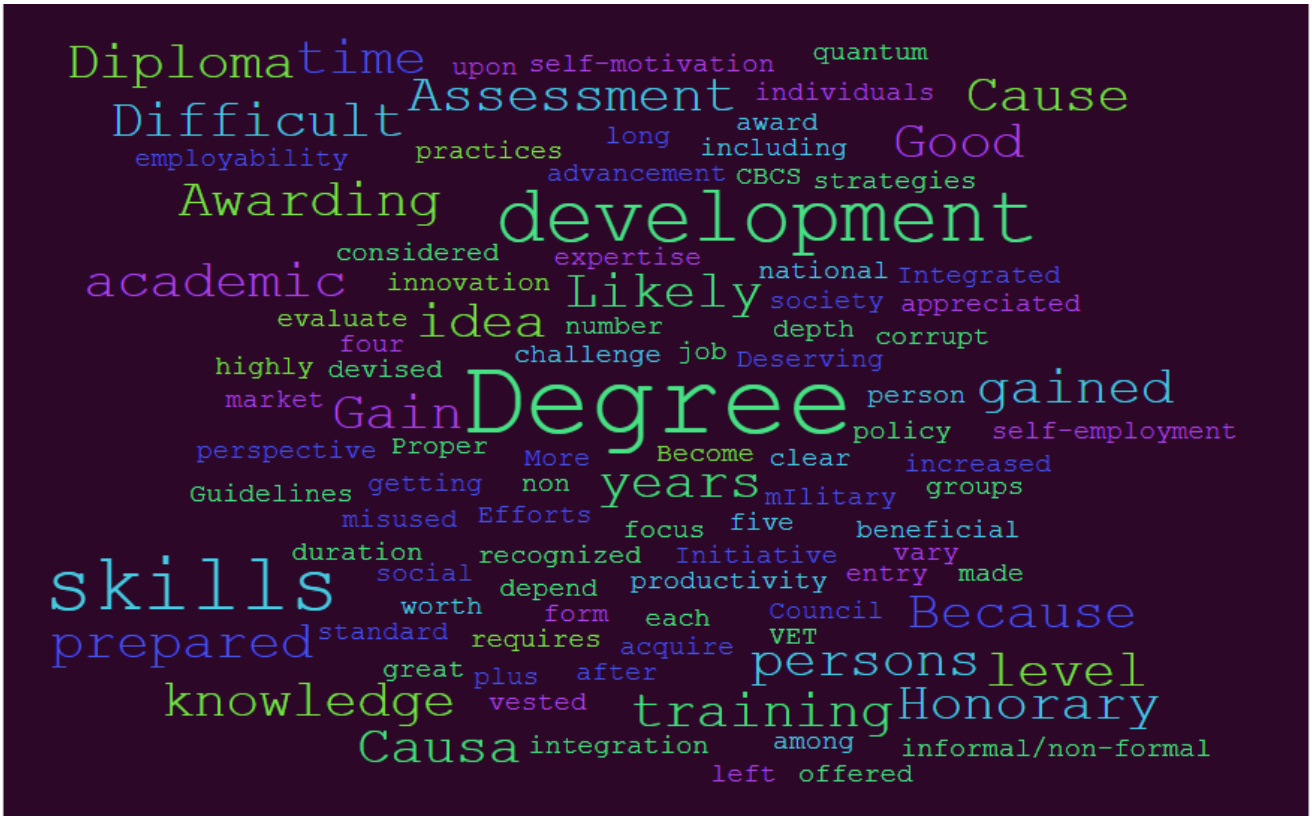


Fig. 4.16 Word Cloud of responses received towards awarding Honorary Causa Certificate / Diploma / UG / PG

4. Knowledge of his area of expertise
5. Trainings given to apprentice etc
6. Quantum of Difficulties and Challenges faced
7. Preparedness for the degree / diploma job roles

The overall observations from Industry and Academic Leaders presents encouraging expectations to applicants from the implementation of RPL Credits based systems, providing vertical mobility in education and awarding Honorary Causa Certificate / Diploma / UG / PG to the qualified candidates on above and additional parameters.

4.5. Challenges and Opportunities of RPL

Following appears to be the major challenges of RPL in the country as per the responses received from the Industry, Academic Leaders and multiple brainstorming sessions by Credit Framework Cell Members of SVSU.

- Industry and academia is very less aware about RPL
- No Structure for RPL Assesse entry to formal education
- RPL Credits based certificates for Mass Skilled base
- RPL based programs in every University and Colleges
- Mobility structure post award of RPL certificate
- RPL for social inclusion
- Academic Credits allocation with NSQF Levels for successful RPL assessment
- Identified skill gaps need to be informed to the candidates
- Guiding candidates for skill gaps trainings, further assessments and academic education mobility paths.
- Creation of a very strong RPL assessment mechanism towards awarding credits and educational mobility.

Recognition of Prior Learning in Higher Education is a great opportunity that will help Indian higher education system to reinvent itself and also help nation achieve its target of 50% GER by 2035. Besides creating an inclusive learning culture that blends experience and class together and focusses on the changing demand and outcomes. Given that more than 60% of work force is possessing secondary education. It is also an effective method of including the excluded ones who desire to enter higher education, but in absence of a policy fail to do so.

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CHAPTER – 5

ABOUT SHRI VISHWAKARMA SKILL UNIVERSITY (SVSU)

5. INTRODUCTION

Shri Vishwakarma Skill University is a State university established under Act 25 of 2016. The objective to establish this skill University is to facilitate and promote skill, entrepreneurship development, skill-based education and research in the emerging areas of manufacturing, information technology, textile, design, logistics and transportation, automation, agriculture, maintenance, etc. and to raise skill level in various fields related to these areas. Shri Vishwakarma Skill University, established by the Government of Haryana has conceived and constructed differently, with a clear mandate for skills education to create a vocational counterpart for general education and offer practical training in real-world, industrial setting with industry linkage as the driver of skill education. The skill courses are not only conducted by industry/ OJT aligned but OJT pivoted. The course curriculum has been designed around the OJT functionalities/functional areas of the industry concerned.

The University is offering structured Skill Qualification Programs, aligned with existing and emerging job roles in the industry and other sectors. The Programs are mapped with National Skills Qualifications Framework (NSQF) to facilitate upward mobility of the students from Certification to Doctoral level. The University is being built on 82.7 acres of land with a state-of-the-art infrastructure, at the Project Cost about 980 Crores, having capacity to train 12,000 students per year, as part of its Master Plan.

5.1. Vision, Mission and Values of SVSU

5.1.1. Vision

To emerge as one of the foremost institutions of quality in skill education acknowledged by industry, nationally and internationally.

5.1.2. Mission

To focus on quality of skill education, aspired by students and admired by industry, nationally and internationally.

5.1.3. Values

Student-Centric Education: By providing equal opportunities to all who have the potential to succeed. Ensuring innovative academic programming and an exceptional level of engagement between students, industry staff and faculty so that all students acquire skills essential for purposeful and productive living.

Knowledge Application: By applying all learning into practices and practicing to perfection with passion, purpose and commitment to the pursuit and development of skills knowledge and sense of citizenship.

Integrity and Ethical Behavior in All Actions: by consistently making a personal choice to be ethical honest and with moral correctness without being supervised.

Leading through Innovation and Inclusivity: by improving the world around us through disruptive thinking and innovative solutions; embracing and acting with responsibility to assure diversity and equity where all individuals are values and respected.

Learning and Growth: by serving as a catalyst for positive change in Haryana and beyond to empower, enable and inspire the youth with 'earn while you learn' model.

Industry as key partner to create impact: by creating sustainable partnership with stakeholder driving the initiative to change the skilling landscape and fostering trust and appreciation in the working model to harness opportunities to full potential.

New Age Technology: by adopting and accepting the latest technological advancements which ensure highly evolved students, who are well-equipped with the future-oriented industrial know-how.

Giving back to the Society: by undertaking social and environmental responsibility conscientiously and imbibing sustainable practices to benefit and enhance the well-being of the society.

5.2. Skill Credit Framework Cell at SVSU

Shri Vishwakarma Skill University is working towards strengthening the skill development ecosystem of the State. As part of the overall objective of this reform, the University is looking to create academic pathways for trainees admitted in Long and Short Term skill development programs by enabling identification, recognition and transfer of credits for skill development courses pursued by any trainee. As part of creating this macro credit

framework policy, a State Level Committee (Skill Credit Framework Cell) is constituted in SVSU to develop and recommend the policy.

Skill Credit Framework Cell (SCFC) is working on developing a RPL Credit Framework and policies towards assigning Credits / awarding diploma/ degree etc. to recognize prior learning for the experience. SCFC has been formed under the direct guidance of Hon'ble Vice-Chancellor Sh. Raj Nehru. RPL is expected to strengthen vertical and horizontal educational mobility and the opportunities to the dropouts / underprivileged skilled human resources to gain National Skill Qualification Framework (NSQF) level aligned Academic Credits.

RPL for Higher Vocational Education and Training through Skill Credit Bank will help the organised / unorganised sector's non-formal / informal learning of workforce / working executives who could not complete degree/ diplomas, to now complete degree / diploma / certificate / earn credits in a shorter time with exempted academic credits and lower fees.

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CHAPTER – 6

PROPOSED RPL MODELS FOR SVSU AND IN THE STATE OF HARYANA

6.1. INTRODUCTION

In the present Industry 4.0 times when few sectors are declining, laying-off employees or encouraging work from home, while others have difficulties in recruiting the resources with right skill sets; the need for a flexible workforce in the country arises.

Given 90 % (approx.) informal workforce in Indian economy; 1.386 billion population of the country that is 17.7% of the total world population. The unemployment rate of 5.4 % (Dec 2020); and the fact that India occupies just 2.4 % of the total land area of the world, there is a strong immediate need to ensure that human capital of the country is prepared for opportunities to its best, nationally and globally. Besides, In India, the gross enrolment ratio (GER) was 97.2 % at the Primary Level (ASER, 2018), it is less than 80 % at the secondary level and is yet to reach 60 % at the senior secondary. Further, GER is just 26.3 % at Higher Education Level (AISHE, 2019). Most of these school / higher education dropouts either are doing their own work or are contributing to the Indian economy as the informal workforce of the Industry. Upgrading this large segment can benefit the labor market through formal education & training, financially and in terms of self-esteem.

As already stated in Chapter-1, Recognition of Prior Learning (RPL) refers to an assessment process used to evaluate a person existing skill sets, knowledge & experience gained by formal, non-formal or informal learning towards a formal educational qualification. Across the globe, RPL as a concept, in various forms is almost 100 years old (Lifelong learning, Lindeman 1926). Various countries recognize informal / non-formal learnings through RPL / lifelong learning concepts, and have established systems / RPL Institutions to acknowledge skills, and competencies towards formal qualification.

In India, the previous PMKVY 2.0 RPL process though was a success, certifying a large number informally skilled base, but it has not helped pathways towards formal qualification as stated in NSQF Gazette. As per NSQF Gazette notification Dec 2013, “Recognition of Prior Learning” or “RPL” is the process of recognizing previous learnings, often experiential, towards gaining a qualification.

To completely achieve the dreams of NSQF Gazette about RPL towards gaining a qualification / educational mobility / pathways towards formal education, it is important to assign Academic Credits to every RPL assessment aligned to NSQF Levels to ensure educational mobility candidates post RPL assessment. Therefore, RPL assessments should be based on assigning Academic Credits & Grades to the candidates. RPL assessment should also identify skill gaps of candidates for respective Job Role / QP. i.e. based on assessment, candidates should be assigned the Academic Credits of demonstrated Learning Outcomes and satisfy NSQF levels competencies.

Under RPL, it is proposed to provide an individual under RPL assessment for any Qualification Pack (QP) / Job role with Academic Credits that he demonstrates as per the competencies defined of that NSQF level and expected Learning Outcomes of respective job roles / QPs. This will open academic pathways for completing a qualification in terms of certificate / diploma / degree with educational mobility. NSQF Credits awarded after successful assessment will help candidates to progress in academic qualification and will showcase their strength of skills learnt.

The proposed RPL will award credits to candidates at different level of learnings mapped with NSQF Levels. This will help in educational vertical mobility.

6.2. PROPOSED RPL CREDIT-BASED FRAMEWORK MODELS:

Recognition of prior Learning (RPL) refers to an assessment process used to evaluate a person's existing skill sets, knowledge, and experience gained either by formal, non-formal or informal learnings. Additional formal learning may also be taken in to account while establishing RPL. Through RPL, dropouts from the formal system can be reintegrated by aligning their practical experience with the relevant level of the Framework.

As per extract from NSQF gazette notification*, "RPL will give an option for personal or career development or* ***to gain credit towards other qualifications*** *or learning programs to learners who have the skills but no certificate to prove it. It will help learners make clearer connections between the learning they have already achieved and* ***future learning and/or career opportunities.*** *Benchmarking an individual's learning against the* ***NSQF Level Descriptors will help them to identify the appropriate level of options for progression****. This will* ***improve***

career progression and skill upgradation of learners *as well as facilitate the engagement of the experienced practitioners as resource persons."*

The Credit-Based Framework (Credit Accumulation and Transfer System) will facilitate mobility across general and vocational education. RPL promises to address the disconnect between education and life. Based on the study of 12 + countries and analysis of Industry and Academia Surveys, following Education Mobility Models are proposed under RPL:

1. NSQF Level RPL Credits for Skilled Base
2. NSQF Level RPL Credits for Vertical Mobility
3. RPL Honorary Causa Certificate / Diploma/ UG/ PG

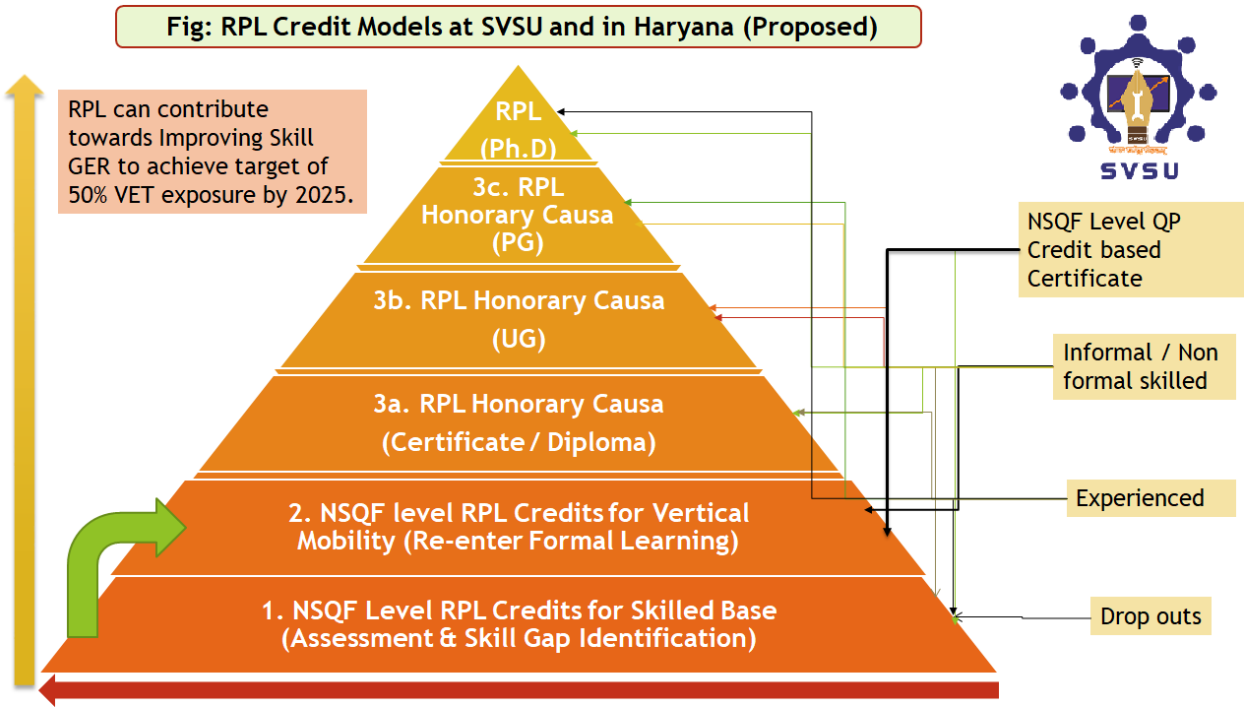


Fig. 6.1 RPL Credit Framework Models

Under RPL proposed Model 1, Fig 6.1 (NSQF Level RPL Credits for Skilled Base - Refer point 6.1 for detail process), for every RPL assessment or for assessment of informally & Non-formally skilled people, Academic Credits be assigned based on respective job roles / NSQF Level Competencies demonstrated. In addition, Skills gaps should be identified and informed to the candidate with earned Academic Credits for completing particular NSQF level / Job Role / Qualification Pack. Refer following NSQF Level Wise Credits Table 6.1 required to move to next Level

Table 6.1: Skill Assessment Matrix for Vocational Advancement of Youth

NSQF Levels	Qualification/ Academic Equivalence	Credits
Level 1	9th Class	35-40 credits
Level 2	10th Class	35-40 credits
Level 3	11th Class	45-60 credits
Level 4	12th Class/ Certificate	45-60 credits
Level 5	Diploma	60 credits
Level 6	Advance Diploma	60 credits
Level 7	B.Voc	60 credits
Level 8	Post Graduate Diploma	60 credits
Level 9	M.Voc	60 credits
Level 10	Ph.D. Course work requirements	

Source: Skill Assessment Matrix for Vocational Advancement of Youth (SAMVAY) MHRD Level Wise Credits*

Skilled based if assessed guided for skill gaps and motivated to complete an NSQF Level Credits, can progress to higher levels of NSQF and contribute towards higher GER, social inclusion, sustainable livelihood and self-esteem.

Assigning Credits (Applicable in Skill Universities / HEIs offering Vocational Courses):

The credits regarding ***skill component of Vocational Programs are*** to be awarded in terms of NSQF level certification which will have 60% weightage of total credits of the course in following manner (table 6.2):

Table 6.2: Skill Assessment Matrix for Vocational Programs of University / Colleges

NSQF Level & Certificate	Skill Component (60%)	Cumulative Skill Component	General Component (40%)	Cumulative General Component	Total Credits for level	Cumulative Total Credits
NSQF Level 4 Certificate (Certificate Course)	18 Credits	18 Credits	12 Credits	12 Credits	30 Credits	30 Credits
NSQF Level 5 Certificate (Diploma Course)	18 Credits	36 Credits	12 Credits	24 Credits	30 Credits	60 Credits
NSQF Level 6 Certificate (Advanced Diploma Course)	36 Credits	72 Credits	24 Credits	48 Credits	60 Credits	120 Credits

NSQF Level 7 Certificate (B.Voc. Degree)	36 Credits	108 Credits	24 Credits	72 Credits	60 Credits	180 Credits

The learners will be assessed for skill components at various levels. The skill credits indicated above at a particular level are cumulative to the level concerned ***i.e.*** a candidate in advanced diploma level will be assessed for NSQF level 6 to acquire 72 credits of skill component will be considered for overall 72 credits only. However, candidate would have been assessed for NSQF level 4 and 5 in previous semesters; these credits will not be added to skill credits after one acquires higher level of skill competency. Similarly for B.Voc degree, the 108 credits of NSQF level 7 are inclusive of the credits awarded at NSQF level 4, 5 and 6 for the skill competence of candidate assessed at different stages before he/she acquires the skill competence at NSQF level 7. The above table can be a guiding mechanism for awarding NSQF Level completion certificate and also for awarding diploma / advanced diploma / degree to the candidates based on their educational progressions with job roles.

Under Proposed Model 2, Fig 6.1 (NSQF Level RPL Credits for Vertical Mobility - Refer point 6.2 for detail process) Earned academic credits in model 1 before be exempted towards educational mobility and candidates be trained on Identified Skill Gaps / balance Academics Credits for completing that particular NSQF Level Certificate / diploma / degree.

Under Proposed Model 3, Fig 6.1 (RPL Honorary Causa Certificate / Diploma / Degree – Refer point 6.3 for details) For completing that particular NSQF Level Certificate / diploma / degree. For people whose work has been influential at a society / district / regional or state level, Honorary Causa is subject to satisfying specified parameters, can provide the University with an opportunity to recognize the achievements of society's most outstanding people.

Models proposed under RPL:

1. NSQF Level RPL Credits for Skilled Base (**Proposed RPL Model 1)**
2. NSQF Level RPL Credits for Vertical Mobility (**Proposed RPL Model 2)**
3. RPL Honorary Causa Certificate / Diploma/ UG/ PG (**Proposed RPL Model 3)**

PROPOSED RPL MODEL 1

6.2.1 NSQF Level RPL Credits for Skilled Base

RPL Credits-based model for skilled base can help in Accumulating academic credits progressively over time with non-formal / informal learnings and utilizing these in a single qualification certificate / degree / diploma etc. For assessment of RPL and assigning credits, initially evidence of prior learning shall be on case-to-case basis.

6.2.1.1. Key Principles while applying NSQF Level RPL Credits for Skilled base

Following are the proposed key principles in deciding on while assessing prior learning.

1. **Evidence:** Presented in a form required or prescribed by the system or relevant to demonstrate the prior learning. The individual will have to demonstrate evidence of the learning outcomes or competencies acquired. Informal learning can be categorized in following categories:
    a. **Hereditary:** The expertise in a vocation or trade is sometimes acquired by the succeeding generations from the other members of the households, generally the ancestors. The expertise gained through significant 'hands-on' experience enables the individual to take up activities in either a self-employed capacity or to take up employment.
    b. **Self-learning:** It is the expertise in a vocation or trade acquired by a person through his/her own effort, without any training under any person or organization.
    c. **Learning on the job**: It refers to the expertise acquired by a person while in employment (current and/or past) either through informal training by the employer or organization or through the exposure to the type of job that he/she can perform.
    d. **Other:** The 'other' sources include the cases where the expertise for a vocation or trade is developed from household members or ancestors, provided the said vocation or trade is different from the one relating to their ancestors.

Example: The evidence is proof for experience, it can be of Formal, Non-formal and Informal. It is mostly considerable in any document format. Like candidate have attended any workshop or webinar, which is considered to be the Non-formal experience i.e. other than Applicant's regular course curriculum. Mark sheet can be considered as Formal

Learning evidence. For informal learning applicant needs to demonstrate his work and expertise.

Formal Learning Evidence: Mark sheet, Certificate with Grade/Credits earned.

Non-formal Learning Evidence: Seminar/Workshop/Extra curriculum Certificate i.e. Other than regular courses.

Informal Learning Evidence: Through demonstration in test center or online

2. Relevance: How clearly does **evidence link to the learning outcomes** or required standards that are being demonstrated?

Example 1: Suppose applicant is applying for Robotics Course under RPL then he/she must produce the prior learning evidence which matches their Robotics Course outcomes.

Example 2: If applicant have experience in other skill set than he/she applying for the courses then the only relevant i.e. matching modules, will be considered for RPL.

Suppose applicant has prior experience in Robotics and he is applying for Management course then his prior experience may not be considered, as it may not be relevant.

3. Current: Is the evidence supplied recently applicable to skills and knowledge. The learning may have occurred a long time ago but are the skills and knowledge being currently maintained by the applicant seeking RPL. Validity of it is proposed up to 5 years.

Example: Suppose, if applicant have opted for Motor Mechanic course and he/she is producing the evidence which is of more than 10 years old, it might be not matching any of the course module and hence exemption cannot be given for the same.

4. Sufficiency: Is there enough evidence of prior learning without being too much to overwhelm the assessor? Also required is a variety of evidence to demonstrate the learning. As our university has decided minimum matching percentage of course module in which applicant seeks admission should be presented or else the application may get

rejected. If applicant is applying for any Course using RPL then minimum permissible percentage of course module evidence must be provided by applicant to get exemption.

Example 1. Let's suppose university has declared that minimum matching evidence should be 35% of the course module then only exemption / partial exemption of credits under RPL can be given. Now, Applicant submitted the Robotic prior experience to take admission in Advance Robotic Course, it will be checked either experience produces minimum 35% matching module.

Example 2: Applicant applied for Artificial Intelligent course under RPL but the evidence submitted by him/her is not matching 35% of course module. It is insufficient.

5. Authenticity: It needs to be clear beyond a reasonable doubt that the evidence presented is that of the applicants learning, knowledge and skills and not someone else's work. Trained Counsellors / RPL Coordinator shall inform the applicant and guide about the compilation of evidence and to provide relevant feedback to the applicant. It should be authentic and applicant must own the certificate

Example1: The experience certificate must contain the name of applicant, duration of work and name of organization on the head of certificate.

Example2: The applicant is applying for Network Administration course and he/she is producing CISCO certificate as evidence to gain exemption under RPL, which can be considered as authentic evidence.

6.2.1.2. SEVEN STEPS PROCESS OF NSQF LEVEL RPL CREDITS FOR SKILLED BASE:

Following seven steps process is proposed for RPL Qualification Assessment at SVSU:

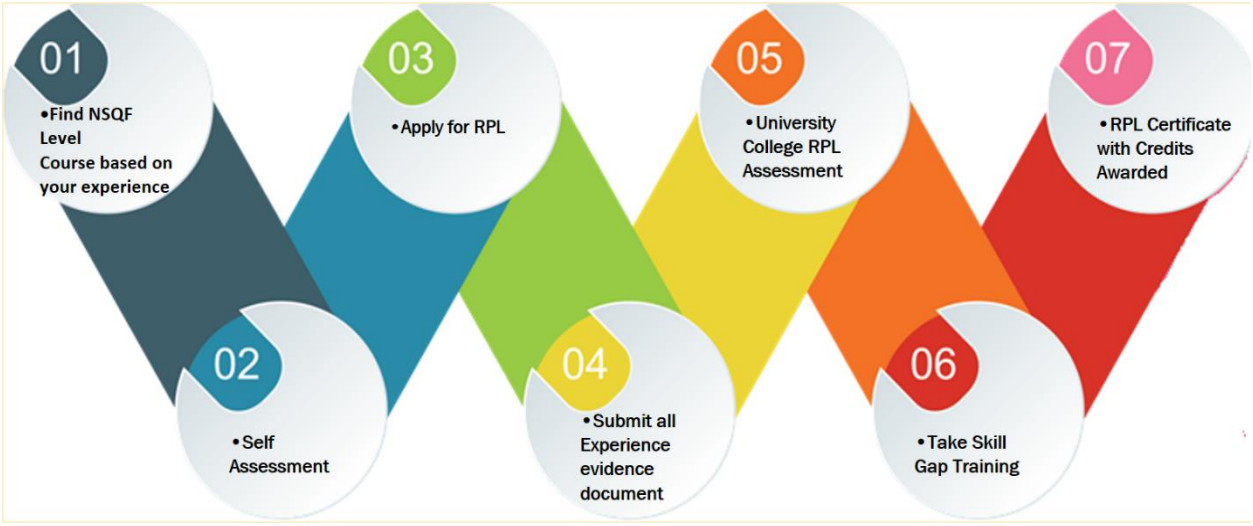


Fig. 6.2. PROPOSED 7 STEPS RPL PROCESS

Seven Steps process proposed for **NSQF Levels (1-9) RPL Credits for Skilled Base** and presented in the Fig. 6.2 and process shown in the flow chart Fig 6.3 are explained as under:

Step 1: Find SVSU/NSQF Course being offered, based on your experience with the help of Counsellor / Facilitator Services / RPL Coordinator

The course(s) are expected to be advertised on various platform and to create awareness about the course under RPL. The courses will be accessible through website or prospectus of our university.

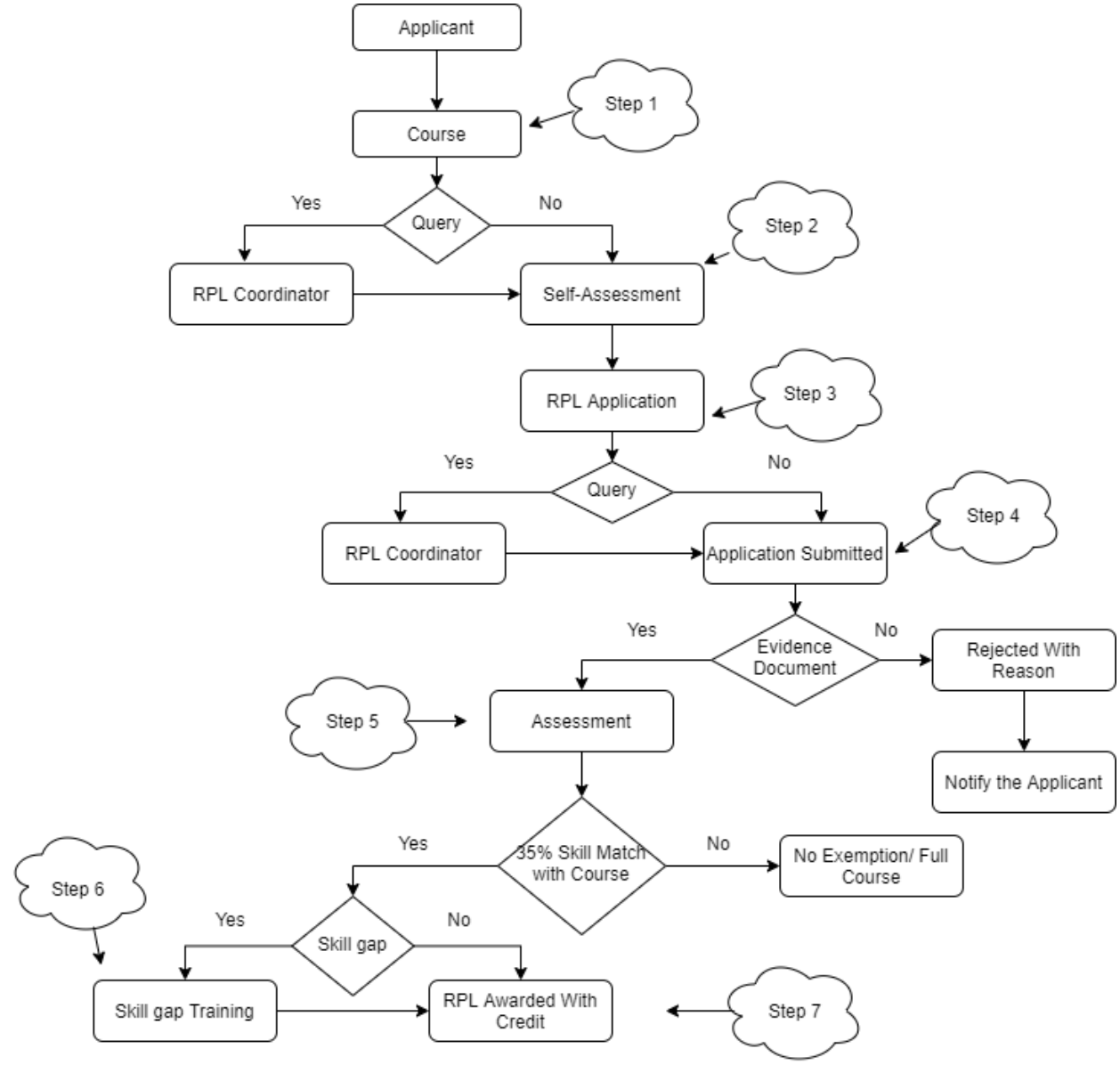


Fig 6.3. Applicants RPL Process Flow chart (Proposed)

Step 2: Self-Assessment

The candidate needs to do a self-assessment based on his acquired experience and/or course he/she wants to pursue under RPL. The maximum Formal, Non-formal, and Informal experience matches with the Course/QP will benefit for exemption or credit transfer. The Candidate need to keep in mind following self-assessment cycle (four key components) to identify relevant prior learning

a. Identify current skills and knowledge.
b. Describe how he/she learned or developed skills and knowledge.
c. Identify the evidence that he / she has the skills and knowledge.
d. Identify how skills and knowledge correspond to the learning outcomes in the course for which he / she is seeking credit.

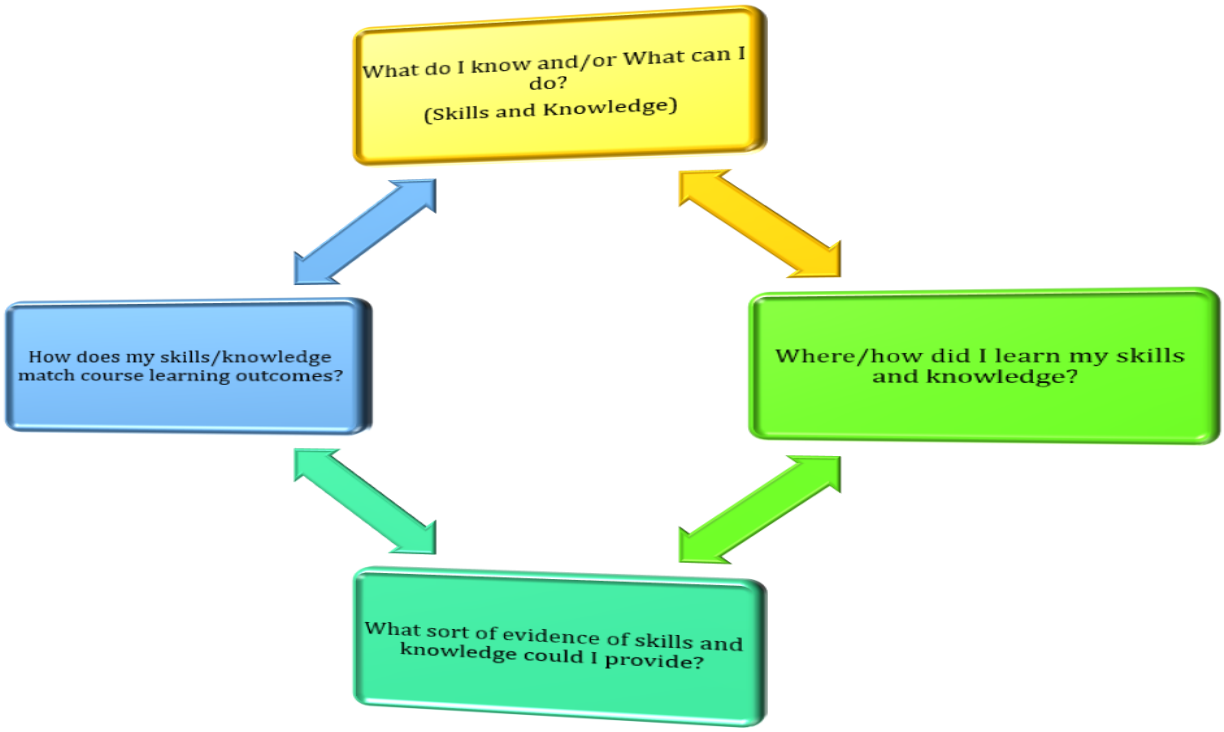


Fig. 2 Self-Assessment Cycle

Step 3: Apply for RPL

After self-assessment of the RPL form for exemption, it needs to be filled by applicant along with the recommendations and references. Application Form for Recognition of Prior Learning (RPL) Qualification shall include:

- Personal Information
- Educational Information
  - School Education
  - Qualification Details
  - More about School Education
- Enrolment Information
  - Choose the Qualifications/QPs
  - Provide details of Job Roles / QPs
- Work Experience
  - Employment Details
  - Reason for Undertaking RPL
- Certificates/Trainings- Received/ Attended

- Under PMKVY
- Other Training/ Online Courses attended

- Special Needs (If applicable)
  - Divyaang
  - Language Known
- Course Details
- Applicant Declaration & Undertaking
- Documents Attachments
- General Conditions of Enrolment

Step 4: Submit all the experience evidence document alongwith the RPL form

Alongwith the RPL form all the evidence documents (self-attested) needs to be attached which will prove prior learning and Skill Gaps/Learning needs (if known). Various documents, as specified in RPL Qualification Form (Annexure I) are required to be produced by the applicant in support of the prior learning evidence.

List of Evidence documents

(Self-Attested copies of the documents to be attached)		
☐ Mark sheet	☐ Experience Certificate	☐ Skill validations
☐ Performance	☐ Appraisals	☐ Training records
☐ Certificates of attendance/ Achievement	☐ Reference letter from supervisors/ employer in relation to aspects of practice	☐ Syllabus of courses attended
☐ Appreciation letter	☐ Endorsed photos of work produced	☐ Awards, If any
☐ Third Party Attestation	☐ Curriculum Vitae	☐ Others, please specify

Step 5: University RPL Assessment in collaboration with Industry partners (Latest NCVET guidelines shall be followed)

Assessment method is meant for collecting evidence. They shall not determine what the evidence should be rather it is determined by the competency unit standard. Assessment is an integral feature of all forms of RPL and exists in combination with a range of other strategies that allow for different sources of knowledge and forms of learning to be compared and judged.

Some common methods of assessment include:

- Observing the candidate carrying out his/her work activities against the performance criteria in the competency standard.
- Asking the candidate about his/her work activity.
- Examining documentation, simulated situations or case studies about the work activity

RPL assessment includes diagnostic, formative or summative assessments to create opportunities towards access and credit. Where credit is awarded, it will be based on the assessment of evidence of the knowledge and skills acquired informally and non-formally.

Assessment Process by the Industry Assessor certified by the Skill University / Assessment Agency:

1. **Defining Criteria:** Assessor defines standards against which the evidence presented by the student is to be judged.
2. **Select Assessment Method:** Which type of assessment procedure is most appropriate?
3. **Structure the Assessment:** The structure of the assessment process will vary according to the situation. In most of the cases it is the assessor who will decide which methods to be used in the assessment. (Review of material in a portfolio, an oral interview, a written exercise, etc..)
4. **Adapt the Assessment:** Use of the fairest and most relevant techniques for the demonstration of a students' learning.
5. **Observe the Assessment:** Observation of a student's behaviour against established performance criteria.
6. **Judge the Learning:** The act of judging or quantifying the student's learning against the established criteria and recording the results.

Table 6.4.: Document Validation MATRIX for assessment by the assessor (Mention Yes / No)

Assessment Criteria/ Documents list	**Authentic**	**Relevant**	**Sufficient**	**Current**	**Overall acceptance of the document**	**Remarks**
Experience Certificate						
Skill Validations						
Performance Appraisal Documents						
Training Records						
Achievement Certificates						
Reference Letter						
Awards, If any						
Third Party Attestation						
Others – 1, please specify						
Others – 2, please specify						

The evidence/ supporting documents will be submitted to assessor and course coordinator for assessment by the applicant. The assessor/s will be informed about the RPL application and based on application; assessment method will be decided.

The assessment methods may include

- Interview
- Written exam
- Viva
- Demonstration
- Assessment of the submitted documents
- Verification of Documents submitted to substantiate the claim
- Verification from Employer.
- Any other, if applicable

The 60% of the NSQF level credits can be assessed and mapped to the prior experience of the applicant. This shall requires a significant commitment from Higher and Vocational Education Institutions and Industries in terms of creating infrastructure and assessment capacities and updating policies.

Assessor will assess the applicant and his evidence document will make detail report while conducting the assessment. The assessment forms will be provided to assessor to record all the demonstration and prior learning. With the help of course coordinator, assessor will submit his assessment findings with remarks. Based on assessment findings, skill gap identification results and recommendations of the assessor the applicant will be informed for next step ,as given below.

Step 6: Take Skill – NOSs / LOs gap training

Based on the result of the assessment, applicant may need to go for some course to gain recognition. The assessor may suggest to do some short courses to gain RPL recognition based on submitted evidence document.

Step 7: RPL certificate/ diploma / degree with credits awarded

Based on assessment result, skill gap training and further assessment, the RPL certificate along with credits of respective NSQF level/ Certificate / Diploma / Degree shall be awarded.

6.2.1.3. Criteria applied to the NSQF RPL Credits process

- Self assessment to ensure readiness for RPL and prepare for RPL session
- Portfolio assessed by registered assessor & feedback given
- Only learning that is demonstrated to an assessor will be credited through RPL process.
- Credits awarded by appropriate assessors / subject matter experts/academic experts
- Submit more evidence, if required
- Internal moderation & external moderation/verification
- Final feedback & certification
- Applicants records updated in the Skill Credit bank of the State for Academia and Industry access.

6.2.1.4. Role and Responsibilities: have been developed to propose and provide detailed information on how to implement and adhere to the processes, frameworks and systems specified in the Guidelines.

6.2.1.4.1. Role and Responsibilities of the RPL Coordinator

A skill faculty of respective department shall be assigned the role and responsibilities of RPL Coordinator by the Dean/HOD of the department. RPL coordinator shall work in close coordination with all the course coordinators of the courses being offered, under the guidance of the Dean/HOD of the department.

RPL Coordinator should have information about all the courses/QPs/Job Roles pertaining to the courses being offered within the department to guide applicants in selecting the relevant courses/QPs/job roles for recognition of their prior learning and filling the RPL qualification application form.

RPL coordinator along with the respective course coordinator of the course/QPs (applied for by the RPL applicant) will review the RPL application form and **shall submit their recommendation** under following categories to the Dean/HOD of the department:

- Evidences available in form of transcripts/mark sheets for QPs/Courses credited to be forwarded to Examinations for entry in the Skill Credit Bank.
- Evidences available in form of other supporting attachments specified in the RPL policy document for QPs/ Courses, to be informed to the assessor.
- Evidences not available for QPs/Courses skills claimed by the applicant.
- Skill gap training required to Creditize the QPs/Courses for RPL Qualification of the applicant.

Skill Faculty Dean / HOD shall approve/reject these recommendations with his/her remarks/ reason thereof.

RPL coordinator, **as per approval of the Dean/HOD/Designated personal assigned by the HOD**, will take following actions in respective categories.

Sr. No	Description	Action to be taken by RPL Coordinator
1	Evidences available in form of transcripts/mark sheets for QPs/Courses to be credited in the Skill Credit Bank. Move to Step 5.	Mark Candidate ELIGIBLE and forward CREDIT EARNED information to Exam Dept.
2	Evidences available in form of other supporting attachments specified in RPL policy document for QPs/Courses to be credited in the Skill Credit Bank. Move to Step 5.	Mark Candidate ELIGIBLE and forward CREDIT EARNED information to Exam Dept.
3	Evidences not available for QPs/Courses skills claimed by the applicant.	Mark Candidate NOT ELIGIBLE and forward information to Exam Dept.
4	Skill gap training to Creditize the QPs/Courses for RPL Qualification of the applicant. Go to Step 1.	Initiate Skill Gap training process, if candidate is interested to pursue the education.
5	Inform about RPL assessment to be held date, time and place to the applicant and assessor.	Applicant confirmation received by both.
6	Logistics arrangement before the actual date are ensured by the respective dept.	Dept responsible
7	On assessment day, the RPL application along with the evidence and supporting document shared with assessor by respective dept.	Complete data and information handed over to Assessor.
8	RPL coordinator ensures all the activities on assessment day are carried out effectively.	Availability of RPL coordinator for full day of assessment.
9	RPL coordinator collects result from Assessor and hand over all the assessment data and information to the respective Head of Dept.	Result handover to HOD

10	Respective HOD informs the Competent Authority about the assessment result	Result intimation to Competent Authority
11	Once approved, the result is allowed to be informed and publish. If not approved, Go to Step 14.	Result approval
12	RPL coordinator informs the assessment result to applicant as ACCEPTED. If assessment result is REJECTED, step 14 is followed.	Result declaration
13	RPL coordinator prepares Certificate and Credit Data Bank information. Step 16 is next step.	RPL Certificate and Skill Academic Credit Bank updated
14	Skill gap training is recommended for applicant	RPL coordinator recommend candidate for skill training.
15	Applicant to complete skill gap training & follows step 4.	RPL coordinator

6.2.1.4.2. Role and Responsibilities of RPL the Applicant (NSQF Level RPL Credit for Skilled Base):

Sr. No	Description for RPL Applicant	Action to be taken
1	Complete information about the RPL Application Process is made available on SVSU website for RPL applicant.	SVSU IT Dept gets complete data and information from Respective Dept and SCF Department
2	Applicant searches the course on SVSU website or in the prospectus	Successful submission of online application by applicant
3	Applicant claims some skills and experience in the form of Formal, Non-formal and Informal learning (prior learning)	Applicant to ensure that all the data is correctly filled up in offline application form or in online application.

4	Applicant find the course which includes some subjects that they have acquired skill and knowledge to claim exemption and initiate the self assessment process.	Availability of information on website with self assessment form.
5	Applicant needs to fill the SVSU Admission Form along with RPL Request Form if they claim some exemption.	Verify data before submission
6	Applicant may get in touch with RPL coordinator for any help.	RPL coordinator to ensure his/her availability
7	Applicant needs to submit all the documents as evidence for claimed prior learning or prior experience.	RPL coordinator to ensure the document availability for assessor
8	If Applicant has worked under any employer, then experience letter and job roles performed must be submitted while applying for course.	Applicant must ensure the availability of all letters from employers.
9	Applicant will be asked to demonstrate their prior experience or prior learning.by following methods: a. Online Test or b. Offline Test	Readiness for test by applicant
10	RPL coordinator will inform Applicant about place to conduct test, method of test i.e. online or offline, time and date etc.	Applicant to ensure availability at test venue on test day
11	Applicant will appear for assessment i.e. Interview/ Written test/ Demonstration of skills in presence of identified assessor(s)	Applicant to present skills and knowledge to best of his/her knowledge
12	Applicant is informed about the decision of assessment, if Required RPL credit exemption is granted. Move to Step 14.	RPL Credit Exemption is granted and Certificate is issued.

6.2.1.5. Roles and responsibilities of the Industry Assessor

#	**Description for the Industry Assessor**	**Action to be taken**
1.	Assessor receives complete information about assesse.	Dept HOD / Dean / RPL Coordinator will ensure the connect on the final assessment day.

2.	Assessor(s) to formally record the demonstrated skills and prior learning in detail.	Document the records in the assessment record format and if videography is agreed medium, the records will be maintained accordingly..
3.	Assessor(s) to map their observations with NOSs /QPs relevant to the RPL applied by the candidate.	Refer documents of SSC for QP and NOSes.
4.	Assessor(s) from SVSU will recommend, if the submitted evidence and demonstrated prior learning can be transferred into credits in their report.	Make clear recommendations
5.	The submitted report will be reviewed by HODs/Dean of the related department and then presented to the competent authority of SVSU for final approval.	Present the Report for Approval if find skill sets match QPs/ NOSes
6.	If needed the competent authority can ask for the review and seek more supportive documents.	To collect desired details or evidences and submit for approval
7.	If the competent authority recommends review of submitted report, the same will be referred to Dean Academics and HOD of SCF department	Based on comments from Competent authority, review the RPL and take remedial measures
8.	If the competent authority approves the recommended report, The RPL coordinator will be informed to inform the applicant about the decision.	Applicant is informed through written communication
9.	RPL Coordinator shall inform the applicant in case the candidate needs to undergo Skill Gap Training in SVSU or in his employer premises.	Applicant to be informed about Skill Gap training requirements and seek his consent for training in SVSU or his employer premises.

9.	In case candidate undergoes Skill Gap training assessor shall under go steps 1 to 7.	Applicant to apply for desired training in SVSU/employer premises as recommended
10	Based on the exempted subject(s), the earned credits information is transferred to the examination department for inclusion in the transcript / grade card.	Grade card to be issued by SVSU. Credits if earned to be transferred to applicant.

The above roles and responsibilities of the RPL Coordinator, Applicant and Industry assessor shall be modified as and when found necessary with the approval of the competent authority / body, while applying the model.

PROPOSED RPL MODEL 2

6.2.2. NSQF LEVEL RPL CREDITS FOR VERTICAL MOBILITY:

RPL Credits gained in Model 1 and through any formal certification / MOOCs certification of candidates may be processed and utilized towards vertical mobility for achieving higher academic qualification in terms of degree / diploma. To avoid duplicity of the skills / knowledge gained by the applicants and to give benefits of that knowledge and skills, Academic Credits gained / courses already studied by applicants should be exempted, while pursuing any related program. The fee Structure of Courses and diploma / degrees will also be based on the no. of credits so that the applicant get benefit of his existing skill not only in terms of saving of time but also in term of lower fee to encourage more applicants.

Opportunities of vertical mobility of the candidates assessed in previous model, shall encourage dropouts to take admission in HEIs, giving benefit of experience / work in shortening the duration and course on case-to-case basis. It will help working executives who could not complete degree/diplomas, to complete degree / certificate / earn credits in short time and with lower fee. All university & college may deploy vertical mobility model for increase in Skill GER, to reduce unemployment and improve economic development. For interested adults to have access to adult education and lifelong learning. HEIs may share possibilities of conducting courses after regular classes hours, on weekends and sharing of infrastructure for adult, vocational education and for other community and volunteer activities.

6.2.2.1. Application Form for Vertical Mobility

(Refer Annexure Application Form for Credit Exemption/ Credit Transfer under RPL):

Application Form for Vertical Mobility shall include:

- Personal Information
- Educational Qualification
    - School Education
    - Diploma / Graduation Qualification Details
- Certificate received / Courses Attended

- Work Experience
    - Employment Details, if any
- SVSU Course Details with NSQF Levels for seeking exemption
- Applicant Declaration & Undertaking
- Attachments
- General Conditions of Enrolment

Along with the RPL Vertical Mobility form all the evidence documents (self-attested) which will prove prior credits gained / formal learning and Skill Gaps/Learning needs (if known) to be submitted.

6.2.2.2. How to give the benefit of previously Learnings Credits gained at SVSU?

If Certified Courses are QP / NOSs based / Credit Based:

1. An IT application will be prepared to map the certified NOSs / QPs LOs with SVSU courses NOSs / QPs / Credits
2. Also No. of Hours and LOs shall be mapped
3. Initially in the pilot testing & on case to case basis Learned Credits recognition shall be awarded.
4. Later on more info & inputs shall be entered in IT Application / software.

6.2.2.3. If Certified Courses are not QP / NOSs based / Credit based:

1. Student will have to provide syllabus, learning outcomes achieved (if available) and Learning hours spent to complete that course
2. On Case to case basis, syllabus provided shall be mapped with host institutions syllabus. On more than 75 % similarity, that course can be accepted as eligible for Credit transfer.
3. In 33% - 75%, Partial Credits may be transferred.
4. Less than 33%, No Credit can be transferred.

PROPOSED RPL MODEL 3

6.2.3. RPL HONORARY CAUSA:

Honorary Causa (Honorary Diploma / UG / PG) on the Pattern of Honorary PhD for people whose work has been influential for society at national and /or state level will be considered for this category. Honorary Causa can provide the University with an opportunity to recognize the achievements of society's most outstanding people. For those who are very successful, contributed significantly in their professional career can be awarded Honorary Causa, subject to specified experience, achievements etc. Honorary degree is considered to be awarded, to honor huge expertise of individuals.

In the Defense system of our country, honorary award of positions is a trend. Some defence personals are awarded honorary positions in their short service and long service commissions. In army before retirement positions like Honorary Major, Honorary Second Lieutenant etc. are awarded subject to their service experience and other notable achievements during the service.

Honorary ranks and honor also called as brevet are granted in the Indian Army and its branches such as India Territorial Army (TA), for various reasons. These ranks may not entitle the rank holder to pay, pension, or perks (e.g. ranks given to celebrities).

Since the time of the British Raj, exemplary soldiers who are about to retire are given honorary ranks, usually a few days before their retirement. Although these ranks can be granted at any time. Examples include the grant of the rank of Field Marshal, which is rarely granted. Most frequently honorary ranks that are granted are those of junior commissioned officers which are granted 1 or 2 weeks before retirement.

In order to inspire Indian youths to join Indian Army and to acknowledge contribution towards the nation, honorary ranks are awarded to the accomplished and eminent personalities who act as brand ambassadors for the defense forces.

There are thousands of people who have crossed age 50 and accomplished remarkable work for society. E.g. cobbler, plumber etc. This will also help getting the professions acknowledged. This will help creating equality by giving them equal weightage, giving them honorary degree. Provisions are to be created for the honorary awards.

The conferment of the Honoris Causa will be the honour that SVSU can bestow on an individual who has consistently made outstanding contributions over a considerable period of time in the pursuit of human progress, mainly in the field of skills. However, the conferment of honorary degree may not necessarily be an annual feature.

6.2.3.1. RPL Certification / Diploma / UG / PG - Honorary Causa proposal survey from Academia:

Following are the key words Fig 6.5. highlighted by academia in response to proposal of honorary causa to distinguished people in their area of expertise.

Basis key words highlighted in the word cloud below, following parameters and respective NSQF level competencies may be considered while processing Honorary Causa based Certificate/ Diploma / Degree to candidates:

1. Contribution in the social development
2. Skills of the candidate,
3. Years of experience,

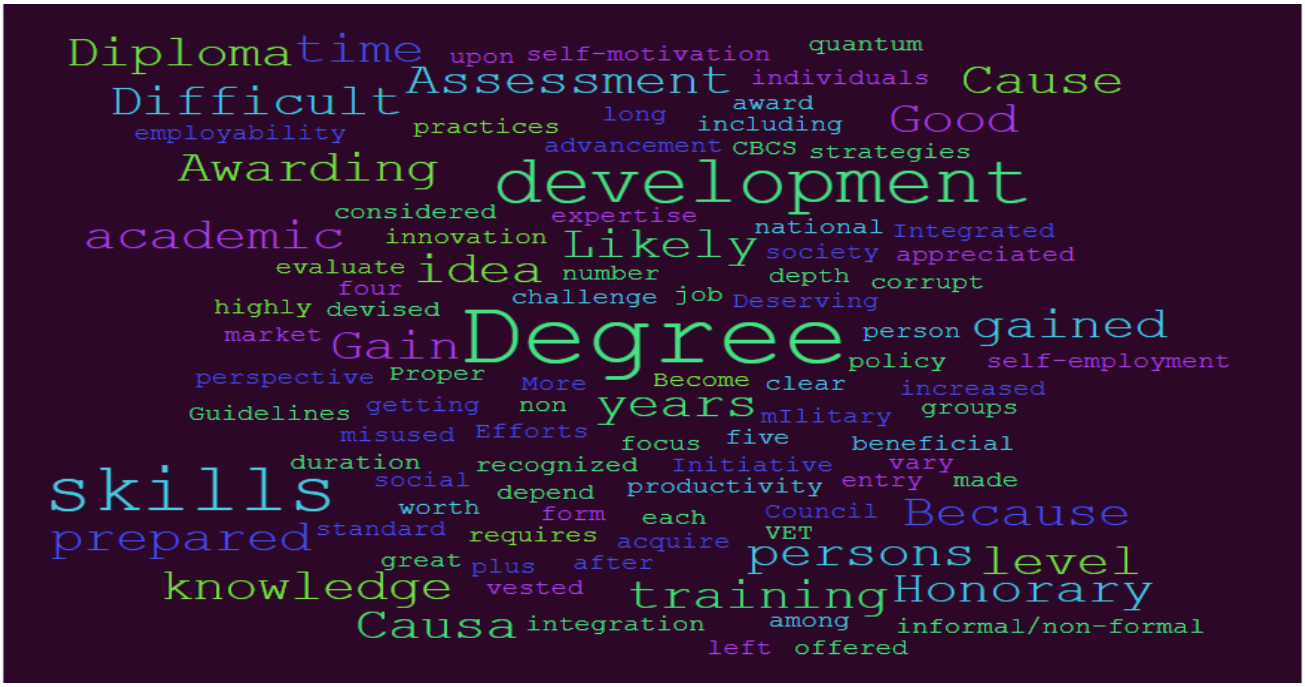


Fig. 6.5 Word Cloud of Honorary causa responses from Academia

4. Knowledge of his area of expertise
5. Trainings given to apprentice etc
6. Quantum of Difficulties and Challenges faced
7. Preparedness for the degree / diploma job roles

6.2.3.2. Criteria for The Honorary Causa Award

1. Conferment of the honorary degree should be within the areas of Skills development initiative/ innovation/quality/productivity/patent/preservation of traditional Art/ preservation of traditional culture/ Service to profession/promoting Indian values and ethics etc.
2. The person to whom the honorary degree is to be bestowed, should have consistently outstanding contributions over a considerable period of time in the field of skilling through large scale programs in Agencies / Organizations/Society, irrespective of his/her organizational affiliations and nationality.
3. The contribution of person for Skill based honorary degree/diploma should be at appropriate level of NSQF, as per following description –

Level	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
5	Job that requires well developed skill, with clear choice of procedures in familiar context.	Knowledge of facts, principles, processes and general concepts, in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication.	Responsibility for own work and learning and some responsibilit y for others' works and learning.
6	Demands a wide range of specialised technical skill, clarity of	Factual and theoretical knowledge in broad contexts	A range of cognitive and practical skills required to generate solutions to specific	Reasonable good in mathematical calculation, understanding of social, political	Responsibility for own work and

	knowledge and practice in broad range of activity involving standard and non-standard practices.	within a field of work or study.	problems in a field of work or study.	and reasonably good in data collecting organising information, and logical communication.	learning and full responsibility for other's works and learning.
7	Requires a command of wide-ranging specialised theoretical and practical skills, involving variable routine and non-routine contexts.	Wide-ranging factual and theoretical knowledge in broad contexts within a field of work or study.	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work of study.	Good logical and mathematical skill understanding of social political and natural environment and organising information, communication and presentation skill.	Full responsibility for output of group and development.
8	Comprehensive, cognitive, theoretical knowledge and practical skills to develop creative solutions to abstract problems. Undertakes self-study; demonstrates intellectual independence, analytical rigour and good communication.			Exercise management and supervision in the context of work/study having unpredictable changes; responsible for the work of others.	
9	Advanced knowledge and skill. Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation.			Responsible for decision making in complex technical activities involving unpredictable work/study situations.	
10	Highly specialised knowledge and problem solving skill to provide original contribution to knowledge through research and scholarship.			Responsible for strategic decisions in unpredictable complex situations of work/study.	

6.2.3.3. Procedure for Honorary Causa Certificate / Diploma/Advance Diploma/ B.Voc/ Post Graduate Diploma /M.Voc.

Invitations may be invited online/ offline advertisements. Any current student, alumni or member of staff can submit a nomination for an honorary degree. The Executive Council can approve the award of following types of honorary degree subject to certain experience and expertise. **Honorary Causa PhD (Already Exists) awarded** to people whose achievements have had an impact nationally or internationally and who are widely recognized by others working in the same field. **Honorary Causa M. Voc / B. Voc / D.Voc (All Proposed)** for people whose work has been influential for at national and or state level.

1. A Search Committee comprising members nominated by Vice Chancellor will invite nominations (in a prescribed format) from various Faculty / Centres/ Departments of the Institute any time during the year. Each proposal to the Committee for consideration of the conferment of the honorary degree/diploma should clearly state the contributions of the individual concerned to the pursuit of knowledge and achievements in human progress/ service to profession/community/discipline. The search committee must have an external expert from the institution of repute which should be nominated by Vice Chancellor. Search committee shall be formed yearly and all the activities linked to honorary degree should be initated 3 months prior to convocation function.
2. Nominations may be made jointly by not less than three members from the same Faculty / Centres/ Departments (proposed, seconded and supported). Nomination in non-formal and formal sector may be provided clearly articulating the significant contribution, achievements, recognition at National and International, impact of the work/contribution to state university and society, beneficiary trained/educated in the field, special research/work done in the field of skills/Engineering.
3. Nomination should be forwarded to the Search Committee duly endorsed by the Dean of Faculty/Head of the Department concerned.
4. Individual Faculty / Centres/ Departments can make a maximum of one nomination during a calendar year.
5. Nomination should not be made in favour of a deceased person.

6. The nomination proposal may also include a detailed resume and contributions of the individual concerned in the prescribed form along with supporting the profile highlighting key achievement, contribution, award and recognition.
7. Subsequent to the receipt of nominations from various Faculty / Centres/ Departments, the SC (Search Committee) will consider all the nominations at its meeting and recommend suitable names for award of the honorary degree/diploma. The confidentiality should be ensured by the Search Committee about the recommended names.
8. On approval of the SC, the Registrar may be authorized to initiate further appropriate action such as obtaining approval of the EC and thereof approval of the Chancellor.
9. Honorary degrees/diploma may be conferred during the course of a regular convocation or at a special convocation. The degree shall preferably be conferred in person.
10. Each conferment should be accompanied by a citation and format of the same should be determined by the search committee and it could be in accordance with the nature of achievement and the personality concerned and the text of the citation should highlight the specific nature of the outstanding contributions in pursuit of knowledge and in the field of human endeavor for which the honour is conferred.
11. If nomination is approved by Executive Council and the award is accepted by nominee, the person who nominated should also be invited to attend their ceremony to boost self-esteem of individuals.

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CHAPTER – 7

PHASE – 1 IMPLEMENTATION

RPL IN HIGHER AND VOCATIONAL EDUCATION THROUGH CREDIT BASED SYSTEM IN THE SPECIFIED B. Voc / M. Voc PROGRAMS

7. INTRODUCTION

The total enrolment in higher education has been estimated to be around 37.4 million in our country. As per AISHE2018-19 report, the survey of 38,179 colleges, it is found that 64% of them had just 500 students enrolled in them. In the remaining 36% colleges, more than half of the colleges had less than 200 students enrolled. In another annual survey report by Ministry of Human Resource Development (now Ministry of Education), only 4% of all the colleges in India, have more than 3000 students. These reports clearly indicate that Indian higher education institutions have a huge unutilized capacity that goes wasted every year. This is an ideal opportunity for Universities and Higher Education Institutions to develop a backward-forward learning integration models by synchronizing world of experience with world of academics. This will require HEI's to innovate and to provide multiple pathways in UG/PG programs for those potential students with wide range of backgrounds and prior learning experiences. One unique function of universities is to innovatively rediscover themselves and become institutions that formally recognize learners experience and achievements.

RPL in Higher and Vocational Education is a process intended to assess the applicant's experience, gained through formal, non-formal or informal learning with an objective to recognise their previous learnings and achievements formally and award appropriate credits that will enable them to seek exemption from some parts of the program that they have applied for pursuing a formal higher educational qualification pathway. This method of assessment and granting a qualification emphasises on outcome based learning rather than a process driven learning.

The main objective is to connect RPL with the higher and vocational education system in India and recognize by giving value to the skills and competencies people have gained, whether acquired through formal or informal learning. It will help not only to increase the GER in India but also boost the sustainable livelihood, employability, morale and self-esteem of individuals

by recognising their informal learning & experience and providing certified academic credentials for their achievements to make them formally certified.

Recognition of Prior Learning (RPL) is a method of assessment that examines skill sets of a applicants, if they can meet the defined assessment requirements of a unit or qualification through knowledge, understanding or skills they already possess and do not need to take training or course again. RPL enables recognition of prior learning from a range of activities using any appropriate assessment methodology, which will be defined when Assessment Plan is finalized. When an applicant satisfies all the assessment requirements of a given unit or qualification, the use of RPL is acceptable for accrediting unit(s) or a whole qualification, in the form of QPs.

Basis study of 12 countries (Chapter 3), detailed interaction with stakeholders and Industry and Academia Survey (Chapter 4), It is proposed to Implement RPL Credit Framework and policies towards assessments, assigning Credits to Recognize Prior Learning for the experience in higher & vocational education from NSQF level 4 to level 9 in the first Phase of implementation at Haryana. Post first phase of successful implementation of the policy, in the second phase extend the policy implementation from NSQF level 1 onwards as presented in Chapter 6, in Haryana along with its implementation at the Centre / the Country level.
This policy will help and support institutions/personnels who are directly involved with planning, advisory and delivery of RPL.

7.1. PHASE 1: NSQF Level RPL Credits System for Skilled Base

RPL CREDITS FRAMEWORK IMPLEMENTATION IN THE STATE OF HARYANA:

RPL is expected to strengthen vertical and horizontal mobility and to give the opportunity to the dropouts to complete their formal education. RPL Credits gained shall be utilized towards encouraging dropouts to take admission in B.Voc./M.Voc. Programs of SVSU by giving benefit of experience / work in shortening duration. It will also help working executives who could not complete degree/diplomas, to now complete degree / certificate / earn credits in shorter time.

The UGC has approved the B.Voc and M.Voc programs with a differentiated methodology for

credit allotment. In these VET programs, skill component i.e. 60% of the credits are earned through non-classroom methods including apprenticeship, work embedded assignments, and practical and workshop based learnings while general component i.e. 40% of credits are earned through classroom theoretical and conceptual inputs offered through face-to-face learning or MOOCS. The skill component 60% of credits can be assessed and mapped to the prior experience of the applicant. And some core courses e.g. Soft skills, Entrepreneurship Development etc be compulsory courses to complete under general component. This shall require a significant commitment from Higher and Vocational Education Institutions and Industries in terms of creating infrastructure and assessment capacities and updating existing policies.

RPL shall be run through existing Colleges of the state thereby utilizing their existing infrastructure and resources during evening and on weekends / available office hours. These colleges may be termed as Community Colleges in the State. RPL shall help drop out gain Formal qualification and/or Diploma/Degree that matches knowledge and skills. This will contribute to improve their employability, mobility, lifelong learning, social inclusion and self-esteem. Community college objectives shall include the following:

- Touch untouched people of the community.
- Provide a pathway to enter in the workforce at the earliest opportunity.
- Helps to proliferate acquired skills of the learners irrespective of their age and educational background and certified their skills.
- Provide remedial education and opportunities for community–based life-long learning by offering courses of general interest to the community for personal development and interest.
- Provide opportunity for vertical mobility to move to higher education, Horizontal mobility to move in workforce, and diagonal mobility to enter in different field. In future.
- Provide education at par with appropriate NSQF level and provide access to higher education.
- Integrate NSQF RPL Credits Info with Labour Market Information System Region wise
- Share Certified people data and access with the Industry

- Industry be allowed to post Skill / RPL based openings on Integrated platform
- Certified people may directly apply to Industry based on skill openings

In the first phase of RPL policy implementation, it is proposed to assess and assign academic credits for conversion of Experiential learning into Academic learning **from NSQF Level 4 onwards** through Credit Based System in the **following Specified B.Voc / M.Voc PROGRAMS:**

7.1.1. RPL Credit based Systems in Higher & Vocational Education Programs:

To begin the RPL Credit based process, NSQF Level 4 to Level 9 Programs with exemption consideration in skill components are proposed. Therefore, Applicants can apply for the following higher and vocational education through RPL to get admission with exemption upto 60% of the Credits of the program in the first phase:

1. Bachelor of Vocational course (B.Voc)
2. Master of Vocational course (M.Voc)

7.1.1.1. Bachelor of Vocational (B.Voc) through RPL based Credit System

Under B.Voc, for pilot testing, following five Program are initiated under RPL Credit Based System:

1. B.Voc in Mechanical Manufacturing
2. B.Voc in Agriculture
3. B.Voc in Production – Tool and Die Manufacturing
4. B.Voc in Medical Laboratory Technology
5. B.Voc in Financial Services

Eligibility - For admission to B.Voc through Credit based RPL:

The applicant must have completed the qualification of 12^{th} or equivalent education from any state of India with three year's post qualification experience.

7.1.1.2. Master of Vocational (M.Voc) through RPL based Credit System

Under M. Voc., for pilot testing, following two Program are initiated under RPL Credit Based System:

1. M.Voc in Entrepreneurship
2. M.Voc in Banking and Finance

Eligibility: for Admission to M.Voc through Credit based RPL:

The applicant must have completed graduation or equivalent education from the any state of India with atleast two years of experience.

7.1.1.3. Program Components of B.Voc & M.Voc:

B.Voc and M.Voc programs have a differentiated methodology for credit allotment as per UGC. In these VET programs, 60% of the credits are earned through non-classroom methods including apprenticeship, work embedded assignments, and practical and workshop based learnings/On-the-job training (OJT) while 40% of credits are earned through classroom theoretical and conceptual inputs offered through face-to-face learning or MOOCS. i.e. The course is divided into general component and skill component as following.

1. The General component consists of 40% of overall syllabus.
2. The Skill component consists of 60% of overall syllabus.

The skill component 60% of credits can be assessed and mapped to the prior experience of the applicant. Through this mapping and assessment by Industry Assessors, the learning outcomes and NOSs under Qualification Packs(QPs) of skill components can be categorized as

1. Demonstrated by the applicant
2. Skill (NOSs / LOs) Gap in the Skill Components

Some core courses e.g. Soft skills, Entrepreneurship Development etc shall be compulsory courses to reskill, upskill & cross skill the applicants under general component.

The applicant must full-fill the minimum requirement of 35% know-how / demonstration of learning outcomes of General as well as Skill component credit per subject/module for assessment of his/her portfolio to get exemption in that particular course.

7.1.2. PREREQUISITE TO THE RPL CREDIT BASED PROCESS:

1. The Academic Leaders of Higher & Vocational Institutions need to ensure that before applying RPL Credit Based Systems that there is good understanding of concepts of LOs, NOSs, QPs and NSQF Framework among all the stake holders including HODs / Faculty / Trainers / Industry Partners / Assessors / RPL Coordinators / Counsellors etc.
2. All Program / Courses of the Higher Educational Institutions MUST be mapped to LOs - unit wise and shared in the Institution Admission Prospectus / website for easy access to the RPL applicants / students.
3. Identify, Develop and Retain the Certified Assessors from industry for the units/programs/modules to be assessed.
4. Internal counsellors / RPL Coordinators MUST be trained on programs QPs / NOSs / LOs and RPL processes, before training of assessors
5. Faculty to be trained on delivery and training mechanism / guidelines as per NCVET.
6. Institution Credit Board MUST be formed for approval of Experiential Learning to Academic Credits through Credit Based Assessment.
7. Mobilise students for RPL based assessment for pursuing B.Voc / M.Voc Programs by interacting and exploring with local Industry.
8. Prospective applicants for RPL through credit system based admission into B. Voc. Program should be 10+2 or equivalent pass out with atleast three years industry experience or entrepreneurial/start-up work experience. Similarly prospective applicants for RPL through credit system based admission into M.Voc Program should be Graduate or equivalent pass out with at least two years industry experience or entrepreneurial/start-up work experience.
9. Respective Infrastructure as per demand of the course or as recommended by the Industry Assessor should be in place for smooth assessment process.

Some terms (Extracts from NSQF notification) for quick reference of stake holders:

i. "**Competence**" means the proven ability to use acquired knowledge, skills and personal and social abilities, in discharge of responsibility roles. It is the ability to do a job well.

ii. "**Credit**" is recognition that a learner has successfully completed a prior course of learning, corresponding to a qualification at a given level.

iii. "**Knowledge**" means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. Knowledge is described as theoretical and/or factual.

iv. "**Learner**" refers to an individual undergoing skill development training, whether in a formal or informal setting.

v. "**Learning Outcomes**" represent what a learner knows, understands and is able to do on completion of a learning process, and which would be expressed in terms of knowledge, skills and competence.;

vi. "**National Skills Qualifications Committee**" or "**NSQC**" refers to the Committee set up in accordance para 14. (i) of NSQF notification.

vii. "**Qualification**" means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

viii. "**Recognition of Prior Learning**" or "**RPL**" is the process of recognizing previous learning, often experiential, towards gaining a qualification

ix. "**Sector**" means a grouping of professional activities on the basis of their main economic function, product, service or technology

x. "**Skills**" means the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);

xi. "**Trainer**" means someone who trains, instructs, teaches or otherwise enables the learner(s) to acquire the appropriate knowledge and skills.

xii. "**Training Provider**", "**Institute**" and "**Institution**" refer to any organization providing knowledge and skills to learners.

Applicant's experiential learning shall be mapped to academic credits by using notional hours of Qualification Packs (QPs) / Learning Outcomes (LOs) with NSQF level aligned to competencies. Thereby candidate may gain academic credits on their skills assessed and

matched with learning outcomes. Following NSQF Level descriptors competencies shall be helpful to understand these levels expectations in terms of competencies:

Table 7.1.: NSQF Level Descriptors

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
4	Work in familiar, predictable, routine, situation of clear choice.	Factual knowledge of field of knowledge or study.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts.	Language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment.	Responsibility for own work and learning.
5	Job that requires well developed skill, with clear choice of procedures in familiar context.	Knowledge of facts, principles, processes and general concepts, in a field of work or study..	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication.	Responsibility for own work and learning and some responsibility for others' works and learning.
6	Demands a wide range of specialized technical skill, clarity of knowledge and practice in broad range of activity involving standard and non-standard practices.	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Reasonable good in mathematical calculation, understanding of social, political and reasonably good in data collecting organizing information, and logical communication.	Responsibility for own work and learning and full responsibility of other's works and learning.

7	Requires a command of wide-ranging specialized theoretical and practical skills, involving variable routine and nonroutine contexts.	Wide-ranging factual and theoretical knowledge in broad contexts within a field of work or study.	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work of study.	Good logical and mathematical skill understanding of social political and natural environment and organizing information, communication and presentation skill.	Full responsibility for output of group and development.
8	Comprehensive, cognitive, theoretical knowledge and practical skills to develop creative solutions to abstract problems. Undertakes self-study; demonstrates intellectual independence, analytical rigour and good communication.			Exercise management and supervision in the context of work/study having unpredictable changes; responsible for the work of others.	
9	Advanced knowledge and skill. Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation.			Responsible for decision making in complex technical activities involving unpredictable work/study situations.	

For remaining LOs of respective QP as per report / Assessor recommendation, applicant shall be required to clear modules of respective skill component and general component to reach next level of competences in NSQF Framework.

7.1.3. IMPLEMENTATION PROCESS:

NSQF LEVELS 4 – 9 RPL CREDITS IN HIGHER & VOCATIONAL EDUCATION

RPL has an aim to include those segments of the society who have failed to pursue higher education for various reasons and therefore have entered into labour market or into the world of work without any formal qualification. RPL provides such segments with an opportunity to get assessed for their prior work experience that they have earned and create a learning portfolio from their previous experience with an objective to map that with the learning outcomes of various programs and modules that are offered in the higher vocational education work stream at different NSQF Levels. To set out the process and guidance for the

applicants who have successfully cleared 12th or equivalent education for B.Voc under RPL and for the applicants having graduation or equivalent for admission in M.Voc under RPL. The process aims to recognise the employees / workers, drop-out students who could not gain access/didn't find necessity during their formal learning days to move towards higher education and other higher pathways of their career.

RPL Credit based System 7 step Process:

NSQF levels (4-9) RPL credit system is considered to be a following 7-step activity Fig. 7.1., Also refer Fig 7.2 (Flowchart of RPL Credit Based process) :

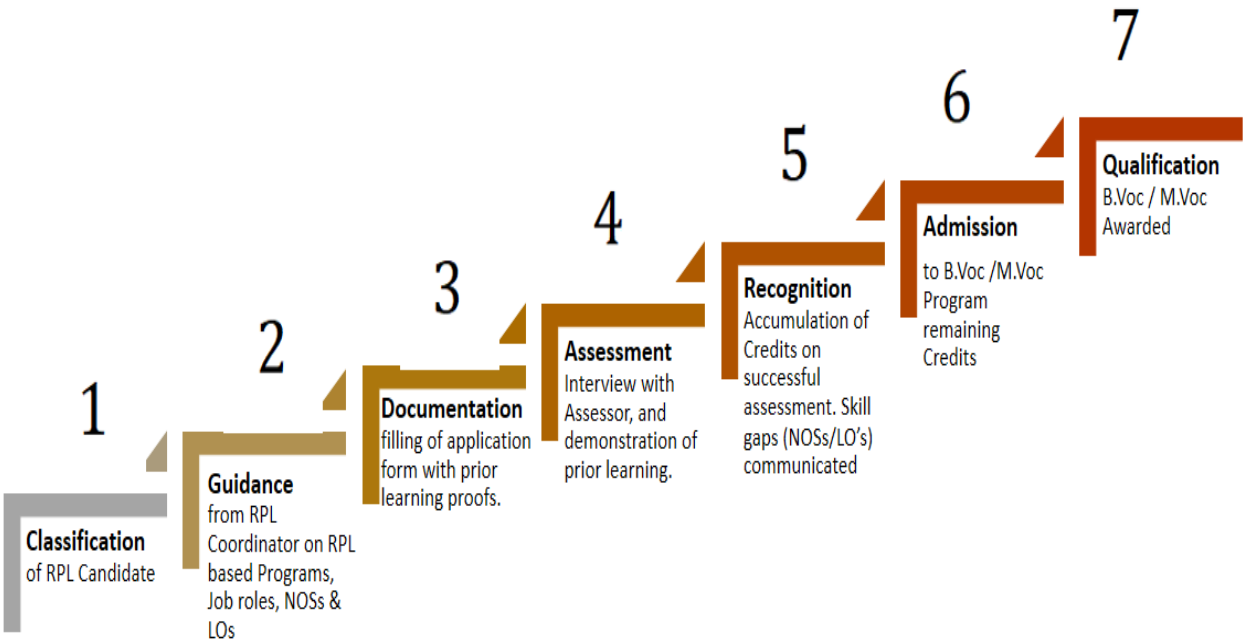


Fig. 7.1 RPL Credit Based System 7 Steps Process

STEP 1 - Classification of RPL Candidate

The Candidate needs to be sorted to the Program and Faculty he has applied for B.Voc / M.Voc Program post checked for eligibility guidance i.e. The applicant must have completed 12th or equivalent education from any state of India with three years experience post qualification for pursuing B.Voc under RPL. The applicant must have completed graduation or equivalent

education from the any state of India with atleast two years of experience for pursuing M.Voc under RPL. Classify the Candidate as per the following Departments / faculty

1. Skill Faculty of Engineering and Technology ☐
2. Skill Faculty of Management studies and research ☐
3. Skill Faculty of Applied Science and Humanities ☐
4. Skill Faculty of Agriculture ☐

Further. Classify the candidate as per the UG / PG under RPL being offered in current phase / session 2021-22:

1. B.Voc in Mechanical Manufacturing ☐
2. B.Voc in Agriculture ☐
3. B.Voc in Production- Tool and Die Manufacturing ☐
4. B.Voc in Medical Laboratory Technology ☐
5. B.Voc in Management- Financial Services ☐
6. M.Voc in Entrepreneurship ☐
7. M.Voc in Banking and Finance ☐

STEP 2 – Guidance from RPL Coordinator

Once decided for the Department and Program, candidate shall be guided by RPL coordinator on RPL process advantages, exemption upto 60% Skill component of the B.Voc / M.Voc Program. RPL Coordinator shall guide candidate on Application form Sections (1-9, Refer Annexure I, II) and relevance of NOSs, Los, Job roles and skills possess to the candidate.

STEP 3 – Documentation - filling of application form with prior learning proofs.

While filling up of the application form process in presence of the RPL coordinator, along with the RPL form the evidence documents (self-attested) which will prove prior learning and Skill Gaps/Learning needs (if known) are to be submitted. Applicant should take help of RPL Coordinator for any query or assistance in the entire process.

Applicant needs to undertake a RPL mapping exercise to identify and evaluate whether the applicant's previous evidence provided, satisfies the current assessment criteria and a decision made shall be made whether the evidence provided partly or fully maps against the skill components of the qualification or credits / unit being claimed.

STEP 4 – Assessment: Interview with Assessor and Demonstration of Prior Learning

On a pre decided date and time, as per the defined schedule of RPL assessment, the RPL dept will ask the assigned assessor to check for all required evidences. Application form shall be evaluated using the defined LOs criteria from the qualification packs, NSQF Level Competencies, NOSs and LOs of units being claimed from the B. Voc. courses. In assessing a unit using RPL, assessor must be satisfied that the evidence produced/ skills demonstrated by the applicant meets the defined assessment standards and all the identified learning outcomes are mapped.

RPL evidence may not, in some cases, cover all requirements of a unit and further methods of assessment may be necessary, such as professional discussion or observation.

Assessors must ensure that any evidence presented is valid and authentic as per the following document matrix.

Table 7.2. Document Validation MATRIX for assessment by the assessor (Mention Yes / No)

Assessment Criteria/ Documents list	**Authentic**	**Relevant**	**Sufficient**	**Current**	**Overall acceptance of the document**	**Remarks**
Experience Certificate						
Skill Validations						
Performance Appraisal Documents						
Training Records						
Achievement Certificates						
Reference Letter						

Awards, If any						
Third Party Attestation						
Others – 1, please specify						
Others – 2, please specify						

The evidence/ supporting documents will be submitted to assessor and/or course coordinator for assessment of the applicant. The assessor(s) will be informed about the RPL application and based on application; assessment method will be decided.

The assessment methods may include

- Interview
- Written exam
- Viva
- Demonstration
- Assessment of the submitted documents
- Verification of Documents submitted to substantiate the claim
- Verification from Employer.
- Any other, if applicable

The 60% of the NSQF level credits can be assessed and mapped to the prior experience of the applicant.

Assessor will assess the applicant and their evidence documents. Assessor will then create the detailed report after conducting the assessment. The assessment forms (Annexure III, IV) will be provided to assessor to record all the demonstration and prior learning. With the help of course coordinator, assessor will submit his assessment findings, with remarks.

Interview with Assessor, and demonstration of prior learning.

Applicant need to follow the following steps for applying under RPL.

1. Opt for the course he/she is willing to apply (Applicant can take assistant of RPL coordinator in understanding the course syllabus or any other course related queries.)
2. Applicant will do self-assessment by writing his prior learning and expertise with respective sector(s). It will help applicant to build his portfolio.

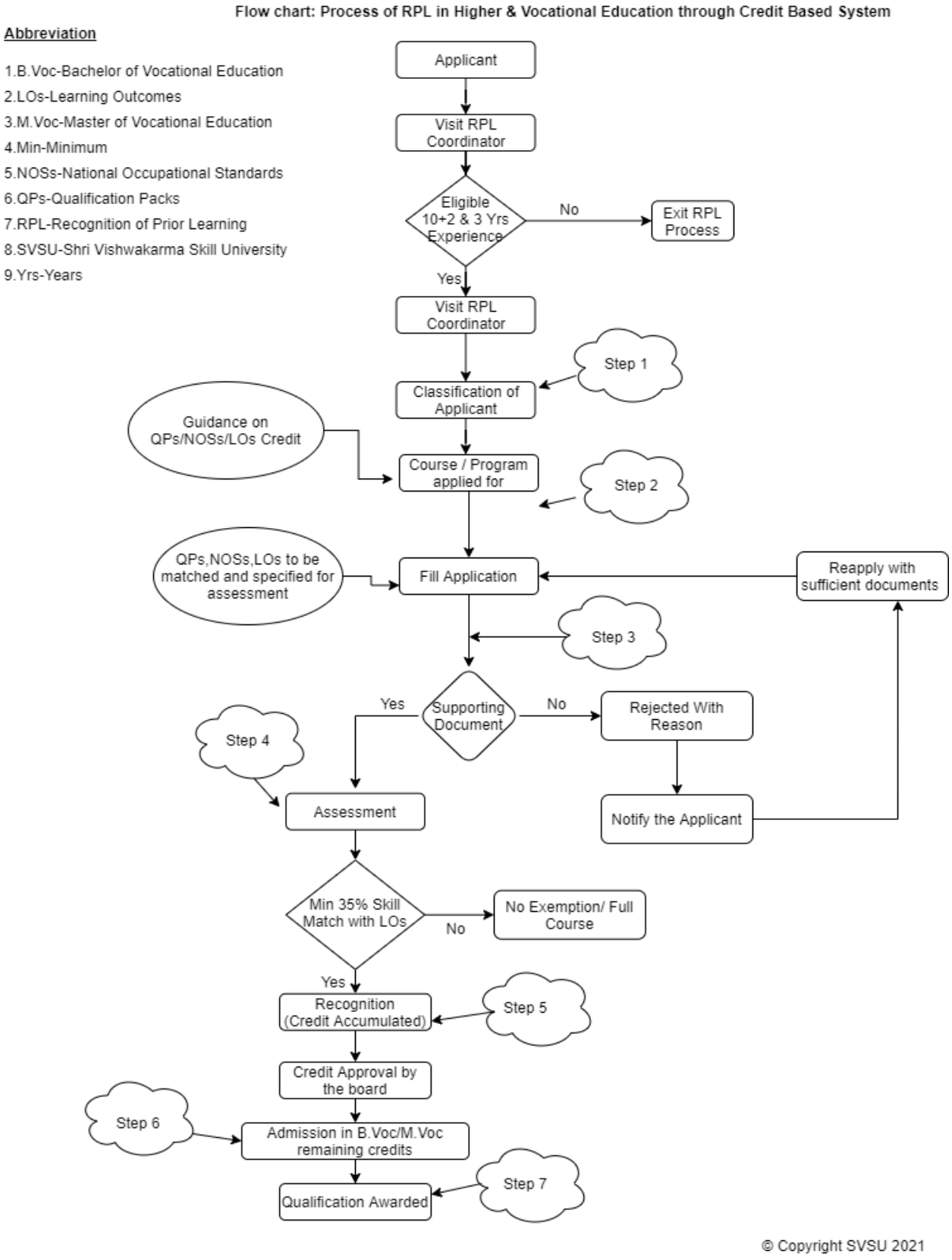


Fig 7.2. RPL Process Flowchart

3. After self-assessment applicant is required to fill the RPL application form. If any query related to course or procedure arises the applicant can take help of RPL coordinator.
4. Applicant should submit all the supporting documents and filled RPL application form to RPL coordinator. If the supporting document is not submitted by applicant, the application may be rejected.
5. While conducting the assessment the applicant may need to appear for interview or demonstrate his/her skills. The applicant will be informed in advance to appear for the same.

The RPL assessment will take 10 days to do the assessment and it may take up to 45 days to publish the result.

Assessment should ensure that 35% components of prior learning is matched with the opted coursesubjects. Individually both skill and general components should match with this requirement to claim the full exemption. If it is below 35%, applicant will not be granted any exemption under RPL for that Course Subject / Module.

Based on assessment findings, skill gap identification results and recommendations of the assessor in terms of credits and grades earned shall be forwarded to Credit Board for final approval. The applicant will be informed for next step, as given below.

STEP 5: Take skill – NOSs / LOs gap training

Based on the result of the assessment, and approval of the Credit Board, applicant shall be informed about the NOSs / LOs they may need to earn to gain complete recognition of a particular QP / NSQF Level. The assessor may suggest to do some short courses/modules courses being offered by the University / College / Community College to gain RPL recognition based on submitted evidence document.

STEP 6: Admission to B.Voc / M.Voc remaining Credits

As per recommendations of the assessor and requirement of the course, applicant shall be required to complete remaining credits / courses / modules under following categories

1. Remaining Credits of Skill Components
2. Remaining Credits of Core Components

STEP 7: Qualification B.Voc / M.Voc Awarded

Based on assessment result, skill gap training, completion of remaining credits in B.Voc / M.Voc and further assessment and Approval of Credit Board, the B.Voc / M.Voc degree shall be awarded.

This policy of RPL Credit Based System is currently proposed for B.Voc / M.Voc in specified programs and is subjected for review and revision yearly, from its approval date.

7.2. RPL HONORARY CAUSA Post Graduation / M.Voc:

Honorary Causa (PG / M.Voc) on the Pattern of Honorary PhD for people whose work has been influential for society at national and /or state level. Honorary Causa can provide the University with an opportunity to recognize the achievements of society's most outstanding people. For those who are very successful, contributed significantly in their professional career can be awarded Honorary Causa, subject to specified experience, achievements etc. Honorary degree is considered to be awarded, to honor huge expertise of individuals.

There are lakhs/ thousands of people who have crossed age 50 and accomplished remarkable work for society, e.g. plumber, goldsmith, farmer etc. Honorary Causa for outstanding contributions to the society will also help getting the professions acknowledged. This will help creating equality by giving them equal weightage, giving them honorary degree.

The conferment of the Honoris Causa will be the honour that SVSU/University can bestow on an individual who has consistently made outstanding contributions over a considerable period of time in the pursuit of human progress, mainly in the field of skills. However, the conferment of honorary degree may not necessarily be an annual feature.

7.2.1. RPL PG - Honorary Causa proposal survey from Academia:

Refer in Chapter 6, proposed model 3, para 6.2.3., following are the key parameters highlighted by academia in response to proposal of honorary causa to distinguished people in their area of expertise. Basis these forms, Honorary Causa forms are designed (Annexure V and VI). Therefore, these parameters and respective NSQF level competencies may be considered while processing Honorary Causa based PG / M.Voc to candidates:

8. Contribution in the social development
9. Skills of the candidate,
10. Years of experience,
11. Knowledge of his area of expertise

12. Trainings given to apprentice etc
13. Quantum of Difficulties and Challenges faced
14. Preparedness for the degree / diploma job roles

7.2.2. Criteria for The Honorary Causa Award

4. Conferment of the honorary degree should be within the areas of Skills development initiative/ innovation/ quality/ productivity/ patent/ preservation of traditional art/ preservation of traditional culture/ service to profession/promoting Indian values and ethics etc.
5. The person to whom the honorary degree is to be bestowed, should have consistently outstanding contributions over a considerable period of time in the field of skilling, through large scale programs in Agencies / Organizations/ Society, irrespective of his/her organizational affiliations and nationality.
6. The contribution of person for Skill based honorary PG / M.Voc degree should be at 9th level of NSQF, as per following description –

Table 7.3. NSQF Level 9 and 10 Competencies

Level	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
9	Advanced knowledge and skill. Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation.			Responsible for decision making in complex technical activities involving unpredictable work/study situations.	
10	Highly specialised knowledge and problem solving skill to provide original contribution to knowledge through research and scholarship.			Responsible for strategic decisions in unpredictable complex situations of work/study.	

7.2.3. Procedure for Honorary Causa Post Graduate Diploma /M.Voc.

Invitations may be invited online/ through advertisement. For any current student, alumni or member of staff can submit a nomination for an honorary degree. The Executive Council can

approve the award of following types of honorary degree subject to certain experience and expertise. **Honorary Causa PhD (Already Exists) awarded** to people whose achievements have had an impact nationally or internationally, and who are widely recognized by others working in the same field; **Honorary Causa M. Voc in first phase of RPL policy implementation** for people whose work has been influential for at national and or state level.

12. A Search Committee comprising members nominated by Vice Chancellor will invite nominations (in a prescribed format) from various Faculty / Centres/ Departments of the Institute any time during the year. Each proposal to the Committee for consideration of the conferment of the honorary degree/diploma should clearly state the contributions of the individual concerned to the pursuit of knowledge and achievements in human progress/ be in service to profession/community/discipline. The search committee must have an external expert from the institution of repute which should be nominated by Vice Chancellor. Search committee shall be formed yearly and all the activities linked to honorary degree should be initiated 3 months prior to convocation function.
13. Nominations may be made jointly by not less than three members from the same Faculty / Centres/ Departments (proposed, seconded and supported). Nomination in non-formal and formal sector may be provided clearly articulating the significant contribution, achievements, recognition at National and International, impact of the work/contribution to state university and society, beneficiary trained/educated in the field, special research/work done in the field of skills/Engineering.
14. Nomination should be forwarded to the Search Committee duly endorsed by the Dean of Faculty/Head of the Department concerned.
15. Individual Faculty / Centres/ Departments can make a maximum of one nomination during a calendar year.
16. The nomination proposal may also include a detailed resume and contributions of the individual concerned in the prescribed form along with supporting the profile highlighting key achievement, contribution, award and recognition.
17. Subsequent to the receipt of nominations from various Faculty / Centres/ Departments, the SC (Search Committee) will consider all the nominations at its meeting and recommend suitable names for award of the honorary degree/diploma. The

confidentiality should be ensured by the Search Committee about the recommended names.

18. On approval of the SC, the Registrar may be authorized to initiate further appropriate action such as obtaining approval of the EC and thereof approval of the Chancellor.
19. Honorary degrees may be conferred during the course of a regular convocation or at a special convocation. The degree shall preferably be conferred in person.
20. Each conferment should be accompanied by a citation and format of the same should be determined by the search committee and it could be in accordance with the nature of achievement and the personality concerned and the text of the citation should highlight the specific nature of the outstanding contributions in pursuit of knowledge and in the field of human endeavor for which the honour is conferred.
21. If nomination is approved by Executive Council and the award is accepted by nominee, the person who nominated should also be invited to attend their ceremony to boost self-esteem of individuals.

7.2.4. Eligibility

1. No application from any person desirous of receiving any Honorary Degree shall be entertained.
2. Nomination should not be made in favour of a deceased person.
3. The conferring upon any person with an Honorary Degree shall not qualify that person to become a candidate for Govt. Job / regular service as the case may be with that NSQF level regular degree as pre requisite.
4. No Honorary Degree shall be conferred upon a person on the payroll of the University, except that the Honorary Degree of Master may be so conferred, in recognition of long service or exceptional merit, upon a person who is not already a post graduate of any University.

7.2.5. Honorary Causa Degrees' Committee

The Honorary Degrees Committee is appointed annually by the Hon'ble Vice-Chancellor/ Executive Council and consists of members as determined from time to time by Competent Authority. The duty of the Committee is to select persons to be

recommended to BOS, Skill Council, and Executive Council for the conferment of Honorary Degrees.

7.2.6. Confidentiality

It is important from the beginning of the process of nomination through, to the point at which a decision is reached and the successful candidates have been invited by the Competent Authority, a high level of confidentiality must be maintained. It would be a major embarrassment if a nominee was made aware of their nomination and was then subsequently unsuccessful. Equally it would be embarrassing for the University if there was disclosure in the public domain prior to the successful nominees receiving official notification from the University.

7.2.7. Format of nominations

This nomination must be written under Information guidelines. Please try and restrict your information to what is available in the public domain. Where it is necessary to include private information this must be clearly marked as such, i.e. "Information not in the public domain".

Nominations should be submitted on the forms provided by the Chairperson to the Committee (please note that a nomination not submitted in this format is difficult to assess and the nomination is thus likely to be undermined):

(a) a completed nomination form (Form in Hindi & English attached – Annexures V, VI);

(b) (i) a supporting submission on the form provided which contains all parameters setting forth the principal grounds for the distinction;

(ii) a brief chronological, narrative account of the nominee's life and work;

(iii) an outline of the nominee's most significant academic or other achievements;

(iv) an assessment of his/her standing on a basis of international comparison or in the life of the nation;

(v) SVSU connection or link (please provide evidence of what benefit has been received within the University or the City), or if none any tangible association with our values; and

(vi) any other information the proposer would wish to bring to the attention of the Committee.

(c) Nominations should be accompanied by details of the nominees' published works in an Appendix.

7.2.8. Recommendations to the Board

1. The Honorary Degrees Committee shall submit a motion for the award of Honorary Degrees in the form of a written report which shall be made available to members of BOS, Skill Council, and Executive Council at least two days before every Meeting at which it is to be presented.

2. The names of those recommended for Honorary Degrees are confidential until approved by the Skill Council and Executive Council and candidates have accepted offers.

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CHAPTER 8

EXPECTED BENEFITS OF RPL

INTRODUCTION

RPL in higher education is one of the recommended drivers that can help India to achieve its target of 50% GER by 2035. There is a potential need to recognize the fact that there are millions of eligible youths in India who entered labour market without any formal qualification and RPL can be a strong medium to offer them an opportunity for gaining access to higher learning and qualification.

As per India Skills Report, Employability of India's youth has remained stagnant for the past three years, lingering around 46% of participants who are job-ready. The state of employability has not improved over the last few years, implying the need for more robust actions. The report has highlighted that, candidates with 1-5 years of experience continue to remain in maximum demand (over 40%) while fresher's make up for only 15% of the overall talent demand.

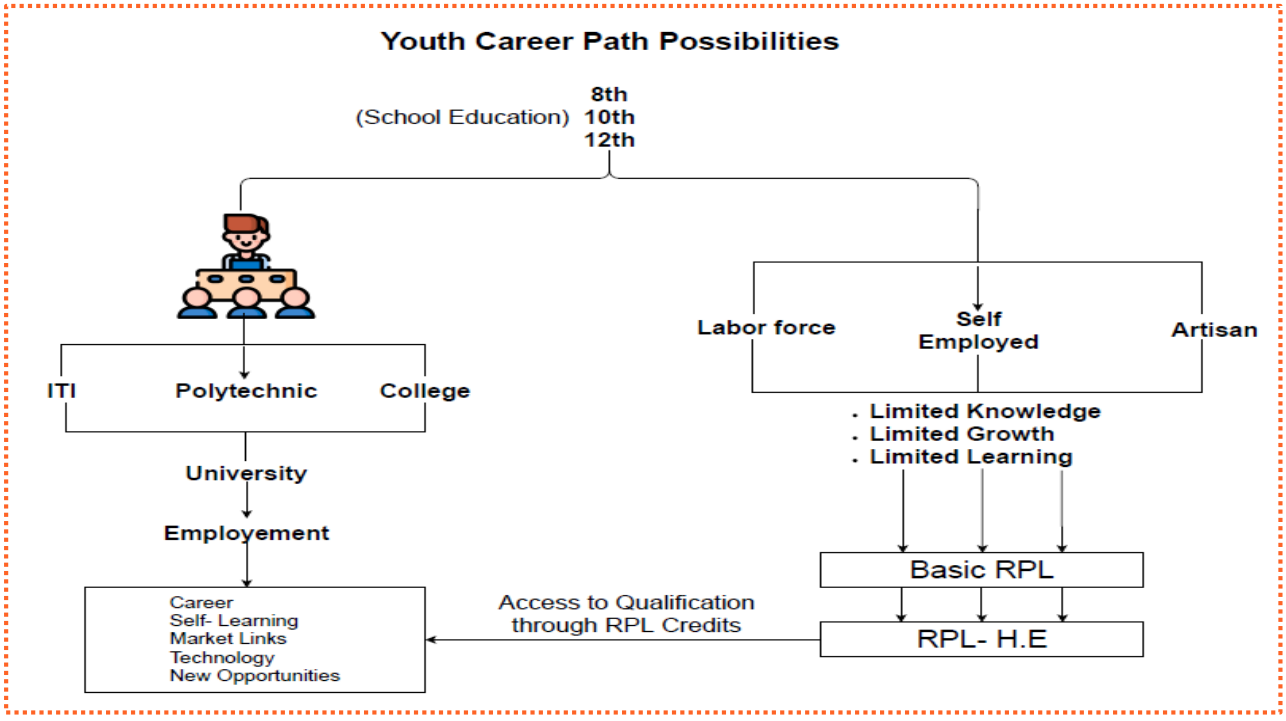


Fig. 8.1.Youth Career Path Possibilities

Recognition of Prior Learning (RPL) is an appropriate method of assessment that promotes the need of life long and life wide leanings (fig 8.1). Valuing and recognizing these learning

outcomes will prevent a learner from repetition of learning similar modules when applying for higher education programs and will save their time, motivate them to learn new modules and further their learning and strengthen their labour market opportunities. This may also help integrate broader sectors of the population, who continue to remain or have remained excluded from the formal higher education, into a flexible higher education and training system. It will also make our higher educational institutions inclusive and open to integrating with world of work.

8.1. EXPECTED BENEFITS OF RPL CREDIT BASED SYSTEM IN THE STATE

1. **RPL can help in accumulating academic credits** progressively over time with non-formal / informal learnings and utilizing these in a single qualification degree / diploma etc. Transfer and accumulate academic credit within the same NSQF level, from one qualification and pathway to another.
2. **RPL as preventive measure for dropouts:** Young people drop out for various reasons of family / personal / pathway not adapted to their learning styles or aspirations. Reorientation towards a more adapted education and training program can be part of the solution to prevent dropping out. However, if the person is already advanced in his/her pathway, having to start from the beginning might have a contrary effect and lead to further de-motivation. RPL could be used to enable recognition of at least part of the credit (assessed learning outcomes) achieved in the past so that the learner does not start everything from zero again.

3. **RPL as curative measure for dropouts:** Young people who have dropped out for some time from education and training may plan to restart the academic life again by enrolling in identified RPL initiative to gain credit recognition for what they have learnt while in formal education and training. This could be combined with recognition for what they have learnt while working.

4. Like above, the idea is to avoid the possible de-motivating effect of having to start everything from the beginning while the person already has the relevant knowledge, skills and competence.

5. **Structured RPL assessment and certification** will provide employee and employer benefits and base for lifelong learning. Validating and recognizing learning outcomes achieved in non-formal or informal learning towards a qualification in a formal qualifications system; The validation of non-formal and informal learning enables individuals to receive recognition for what they have learnt through professional activities, volunteering or leisure activities or any other learning. RPL to recognize learning outcomes for parts of qualifications and to give people the possibility to achieve the remaining units of learning outcomes through formal learning.

6. **RPL as a tool for social inclusion** will help participation and educational mobility of almost all in the society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights.

7. **RPL as a tool for Vertical Mobility***:* Transferring and accumulating credit from a qualification at one level towards a qualification at higher NSQF level. There is a constant need to update the qualifications of employees and in some cases, RPL can support such changes by making it easier to recognize the parts of qualifications (credits of learning outcomes) that the individual(s) hold(s) towards the qualification to be acquired. By using RPL, it can therefore be possible to shorten the process of achieving a new qualification for people who already hold relevant qualification by asking them to only undergo learning for credits that concern learning outcomes they have not yet achieved.

8. **RPL as a tool to increase GER in Higher Education:** Entry in to vertical education mobility with credit exemption of skill component shall encourage eligible applicants to acquire Graduation in shorter time by possibilities of upskilling, reskilling and cross skilling. This will further improve productivity and innovation in industry.

9. **RPL as a tool for Horizontal Mobility:** When an individual want to update and upgrade their qualification, it is sometimes necessary to progress from one education and training system to another. Individuals with **vocational qualifications may want to progress towards higher education** and people with more academic higher education

qualifications may want to achieve a vocational qualification. The qualifications that these individuals already hold may contain learning outcomes that are also required for the qualification they want to pursue. Rather than undergoing learning related to the knowledge, skills and competence that they already possess, they could have part or all of the credit they have achieved in the past recognized in view of the other qualifications. This would give them access to a program or shorten their education and training path and enable them to spend their time on learning only things that are new to them.

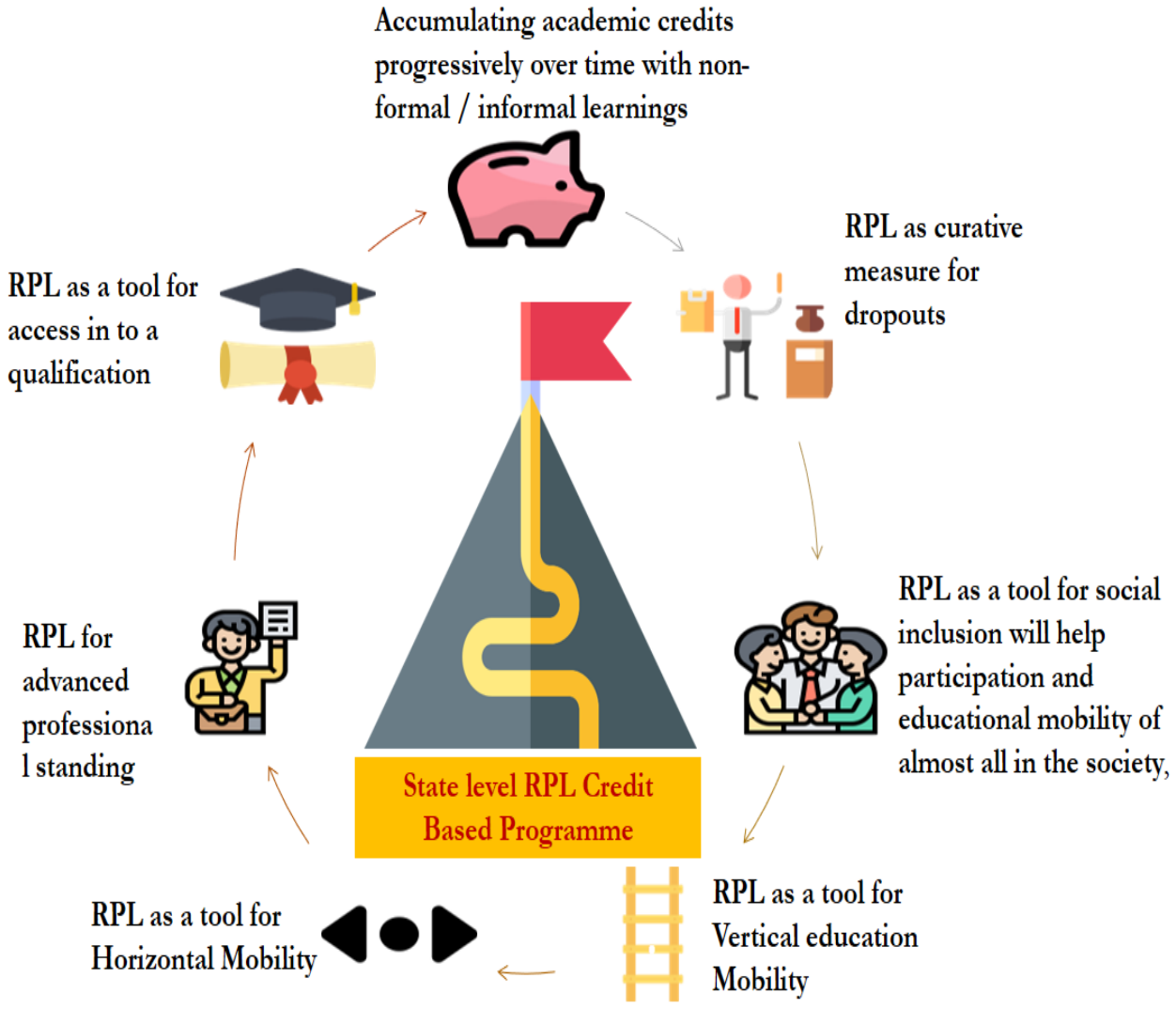


Fig. 8.2. Expected benefits from RPL Credit Framework

8.2. RECOMMENDATIONS:

The higher education institutions need to create a wing for RPL that defines the comprehensive assessment framework and credit allotment methodology. There is enough experience around the world to show that appropriately organized, prior work experience, distance learning, supported by both Face-to-Face (F2F) & virtual interactions, and hands-on skill development sessions, can be an effective mode to develop technical and vocational competencies of the lifelong learners. On the other hand, industries can support by modifying recruitment guidelines to accommodate new programs/qualifications in their recruitment and promotional guidelines besides working with educational institutions in developing effective assessments methodologies.

4. The credibility of system will depend on the quality of the processes defined to clearly map outcomes of a program/qualification with the prior learning experiences of the learner. It will also require an immense awareness of such qualifications awarded across the stakeholders including students, society, institutions and industry.

5. The existing available unutilised capacities in higher education institutions can be aligned to a community college model (part time/evening/night education) that can help India to achieve the GER with economies of scale.

6. This needs every institution to train and employ staff counsellors/assessors who are able to clarify doubts with respect to reliability and validityy of RPL outcomes and quality of learning assessed and have expertise to allocate credits to specific experience matching outcomes. The industry can offer its subject matter experts for assessments and help in mapping student experience portfolio with the outcomes of the program applied for.

Recognition of Prior Learning is an effective tool in the development of India especially millions of potential youths who have been deprived of higher education and have entered labour markets. A very important and prevalent system of skill training in India has been informal training. Such training is often passed on from generation to generation. It is also acquired at the work place as on-the-job training. Persons trained this way earn low wages, despite being fully skilled, and are often exploited by the employers since they do not have any formal certificate. Even though their productivity may be low in comparison to that of

others who have been formally trained, their contribution to the national GDP cannot be ignored.

To overcome this situation, it is essential to develop a system of certification that not only recognizes such skills but also provides access to higher education and training in a mode that suits their economic circumstances. This would not only help the informally trained to earn a decent living but would also contribute to the national economy through increased productivity and will create an inclusive model that will help India to achieve higher GER. Also, these certified resources will become eligible for a global mobility in wake of the international job demands, given the demographic challenges of the world and strength of India.

There will be challenges in identifying where skills exist, documenting those skills, communicating with the potential candidates, as well as administering the process. Methods for this should be established, such as portfolio review, written/oral exams, and demonstrations. A relatively open examination system relating to a national qualifications framework and the relevant standards should be created for more transparency, so that it benefits those people who have acquired their knowledge and skills outside the education system. Guidance and information campaigns will be needed for the learner to be guided through the process

RPL creates new routes to qualifications for adults, taps unrecognized talent, and, in many cases, motivates people to resume their formal studies and provides a baseline assessment, which is a good start before re-skilling. RPL, for the employer, is a cost effective and efficient method (time-wise, since there is no duplication of learning) to build skill levels in an organization and is a critical and relevant investment for the workforce. This also provides employers with the flexibility to make calculated, differential wage / compensation plans linked to workforce skill-levels

RPL provides a solid base for long-term human resource development and improvements in morale, quality service, and variability.

****

Annexure

Annexure I

SHRI VISHWAKARMA SKILL UNIVERSITY

(State University enacted under the Government of Haryana Act 25, 2016)

Application Form for B. Voc/ M. Voc under Recognition of Prior Learning (RPL)

University RPL Registration #: SVSU/RPL/QL/2021/___/_____/_____(For office Use)

Select the Skill Faculty:

1. Skill Faculty of Engineering and Technology ☐
2. Skill Faculty of Management studies and research ☐
3. Skill Faculty of Applied Science and Humanities ☐
4. Skill Faculty of Agriculture ☐

Recent Coloured Photo

Name of the Program (Applied for): B. Voc/ M. Voc in_____

Complete the Form carefully (USE CAPITAL LETTERS)

Section 1: Personal Information

APPLICANT DETAILS (as listed on your ID documents)				
NAME OF THE APPLICANT (As per Matriculation certificate)				
FATHER'S NAME (As per Matriculation certificate)				
GENDER	☐ MALE	☐ FEMALE	☐ TRANSGENDER	
D.O.B. (dd/mm/yyyy) (As per Matriculation certificate)				
EMAIL ID				
CONTACT NO.		2nd CONTACT NO.		
ADDRESS FOR COMMUNICATION		STATE		
		DISTRICT		
		PIN CODE		
Aadhar No. (Desirable)				
I am currently	☐ Employed	☐ Self-employed	☐ Unemployed with past experience	

Shri Vishwakarma Skill University

Section 2: Education Qualification and Experience					
a. Qualification: (Attach self-attested copies)					
Qualification	**School/ Institution**	**Board / University**	**Year of Passing**	**Marks (%)**	**Major Subjects**
10th					
12th					
ITI					
Diploma					
Graduation ( )					
Other (Please specify)					

b. Reasons for Applying RPL (Credit Based Qualification)		
For Employed category	**For Unemployed category**	**For Self-employed category**
☐ Get a promotion	☐ Get employed	☐ Upgrade existing business
☐ Enhance qualification	☐ Enhance qualification	☐ Enhance qualification
☐ Learn new skills	☐ Learn new skills	☐ Learn new skills
☐ Proliferate existing skills	☐ Proliferate existing skills	☐ Gain skills
☐ Get career opportunity	☐ Start own business	☐ Proliferate existing skills
☐ Start own business	☐ Upgrade existing business	☐ Get employed
☐ Try for a different career	☐ Self-development	☐ Self-development
☐Shift into another industry	☐ Gain skills	
☐ Self-development		
☐ Other (please provide details):		

c. Work Experience

Sr. No.	Job Title	Duties performed	Skill demonstrated	Duration	Name of Employers
1.					
2.					

Total no. of years of Experience:	Employed years ☐ + Self-employed years ☐= Total years ☒	
I give my consent to SVSU for contacting employers to verify details	☐ Yes	☐ No

Shri Vishwakarma Skill University

Section 3: Enrollment Information *(You may take Guidance from Skill Faculty RPL Coordinator)*		
a. Choose Qualifications, NSQF Level & Semester(s) of the course opted under RPL		
☐ B.Voc in Mechanical Manufacturing	☐ B.Voc in Agriculture	☐ B.Voc in Production-Tool and Die Manufacturing
☐ B.Voc in Medical Laboratory Technology	☐ B.Voc in Management-Financial Services	☐ M.Voc in Entrepreneurship
☐ M.Voc in Banking and Finance		
b. NSQF Level and Semesters (s) / Course / Credits:		
Mention the NSQF level / Semester(s) / Courses / Credits applied for under RPL	Courses: …… NSQF Level …… Semester(s) …… Credits applied under RPL: ……	

Section 4: Certificates and Trainings

Did you attend any training under Pradhan Mantri Kaushal Vikas Yojana (PMKVY) / online MOOCs or other training related to the qualifications you are applying for? ☐Yes ☐ No

a. Under PMKVY

Sr. No.	Course/ Certificate Name	Duration of course *(months)*	Month & Year of attending	Location	Name of the Training Center	Enrolled Through HSDM* (Yes/No)	Certified (Yes / No)	Got DBT of Rs. 500 post training (Y/N)
1.								

** HSDM - Haryana Skill Development Mission*

b. Online MOOCs or Course/ other training attended, if any.

Sr. No.	Course / Certificate Name	Duration of course with hours of training	Month & Year of attending	Paid/ free course (if paid, fee amount?)	Training Centre Name/ certifying organization	No. of Credit with NSQF level (if known)	Certified (Yes / No)
1.							

Total Courses Attended: PMKVY No. (____) + Others (____) = Total (_____)

Sri Vishwakarma Skill University

c. Describe briefly, the trainings covered related to B. Voc/ M. Voc under RPL applied for: *(Refer SVSU Admission Prospectus/ Contact RPL Coordinator for details)*

d. Experience mapping to program/ courses opted under RPL *(Refer & map your experience / skill gained with respective program syllabus/ Learning outcomes (LOs) of the program through Prospectus/ Contact RPL Coordinator for details.*				
Skills	**Specification of technologies/tools handles**	**Name of the course**	**Course/ Module Learning outcomes mapped to your skills**	**Credits**

Section 5: Projects/ Awards & Profile:

a. Projects Undertaken with Job Responsibilities

Shri Vishwakarma Skill University

b. If Self-employed, mention details of Startup, Turnover, any Loan Taken, Repayment status etc.

c. Any Awards/Achievement/Recognition

d. Brief Profile of the Applicant (Write work profile related to B. Voc/ M. Voc under RPL applied for: (Refer SVSU Admission Prospectus/ Contact RPL Coordinator for details):*You may mention QPs NOSs, if known*

Section 6: Supporting Documents *(To be attached)*

(Self-Attested copies – Tick documents attached)		
☐Curriculum Vitae	☐ Awards, Appreciations	☐ Certificates of attendance
☐ Performance Appraisals	☐ Experience Certificate	☐ Mark sheet
☐ Syllabus of courses certified/ attended	☐ Reference letter from `supervisors/employer	☐ Skill validations
☐ Third Party Attestation	☐ Training records	☐ Self-employed credentials
☐ Application fee	☐ Others, please specify:	

Shri Vishwakarma Skill University

Section 7: Applicant Declaration & Undertaking

1. I wish to apply for Recognition of Prior of Learning Qualification for the NSQF Level, QPs, Semester & Credits listed above.
2. I have attached self-attested copies of certificates.
3. I declare that certificates and documents provided by me are legitimate, true and correct.
4. I understand that the SVSU will verify my certification documentation for validity.
5. I understand that I am responsible to supply all supporting evidence and information required by SVSU.
6. I have supplied a copy of my most recent CV / Resume to demonstrate my industry experience and education.
7. I have read the declaration and understand that RPL Qualification will be given for the relevant Credits of Competency.

Date: Candidate Name

Signature

Section 8: Enrolment Information *(For office use)*

Details of the Job Role / Qualification Pack (QP), Sector & NSQF Level applied for (QP / List available at www.nsdcindia.org/nos) (Take help from RPL Coordinator)			
QP Code		QP Name	
NSQF Level		Sector Name	
No. of semester(s)/ Course / Credits applied for under RPL (if known), (Seek guidance from Skill Faculty RPL Coordinator)			Course(s): …….. NSQF Level(s): …… Semester(s): …… Credits applied under RPL: ……

****NSQF Levels:** (For Reference)

Level 4- Certificate (30 credits) Level 7- B. Voc (60 credits)

Level 5- Diploma (60 credits) Level 8- Post Graduate Diploma (60 credits)

Level 6- Diploma (60 credits) Level 9- M. Voc (60 credits)

Shri Vishwakarma Skill University

Section 9: Format for Skills mapping with the QPs/ NOSs								
Sr. No.	**Skills/Job Roles**	**Designation**	**Organizations**	**Sectors**	**QPs**	**NOs Mapped/ Matched**	**Level**	**Skill Gap***(NOSs/LOs)* **for training**
1.								
2.								
3.								

Date

Candidate Signature

RPL Coordinator
(Signature)

Annexure II

SHRI VISHWAKARMA SKILL UNIVERSITY

(State University enacted under the Government of Haryana Act 25, 2016)

Application Form for B. Voc/ M. Voc under Recognition of Prior Learning (RPL)

University RPL Registration #: SVSU/RPL/QL/2021/__/_____/_____(For office Use)

स्किल फैकल्टी का चयन करें:

1. इंजीनियरिंग और प्रौद्योगिकी के कौशल संकाय ☐
2. प्रबंधन अध्ययन और अनुसंधान के कौशल संकाय ☐
3. एप्लाइड साइंस और मानविकी के कौशल संकाय ☐
4. कृषि के कौशल संकाय ☐

Recent Coloured Photo

कार्यक्रम का नाम (के लिए लागू): B. Voc/ M. Voc in_____

फ़ॉर्म को सावधानीपूर्वक पूरा करें (बड़े अक्षरों का उपयोग करें)

अनुभाग 1: व्यक्तिगत जानकारी

आवेदक का विवरण (जैसा कि आपके आईडी दस्तावेजों पर सूचीबद्ध है)			
आवेदक का नाम (मैट्रिक के प्रमाण पत्र के अनुसार)			
पिता का नाम (मैट्रिक के प्रमाण पत्र के अनुसार)			
लिंग	☐ पुरुष	☐ महिला	☐ ट्रांसजेंडर
जन्म की तारीख (dd/mm/yyyy) (मैट्रिक के प्रमाण पत्र के अनुसार)			
ईमेल आईडी			
संपर्क नंबर		2nd संपर्क नंबर	
संचार के लिए पता		राज्य	
		जिला	
		पिन कोड	
आधार नं (वांछित)			
इस समय मैं हूं	☐ कार्यरत	☐ स्व नियोजित	☐ पिछले अनुभव के साथ बेरोजगार

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अनुभाग 2: शिक्षा योग्यता और अनुभव					
a. योग्यता: (स्वयं सत्यापित प्रतियाँ संलग्न करें)					
योग्यता	**स्कूल/ संस्थान**	**बोर्ड / विश्वविद्यालय**	**उत्तीर्ण होने का वर्ष**	**अंक (%)**	**प्रमुख विषयों**
10th					
12th					
आईटीआई					
डिप्लोमा					
स्नातक स्तर की पढ़ाई ( )					
अन्य (कृपया निर्दिष्ट करें)					

b. RPL लागू करने के कारण (क्रेडिट आधारित योग्यता)		
नियोजित वर्ग	**बेरोजगार के लिए वर्ग**	**स्वरोजगार के लिए वर्ग**
☐ पद्दोन्नति पाने के लिए	☐ Get employed	☐ Upgrade existing business
☐ योग्यता बढ़ाने के लिए	☐ योग्यता बढ़ाने के लिए	☐ योग्यता बढ़ाने के लिए
☐ नए कौशल सीखने के लिए	☐ नए कौशल सीखने के लिए	☐ नए कौशल सीखने के लिए
☐ मौजूदा कौशल को आगे बढ़ाने के लिए	☐ मौजूदा कौशल को आगे बढ़ाने के लिए	☐ मौजूदा कौशल को आगे बढ़ाने के लिए
☐ कैरियर के अवसर प्राप्त करने के लिए	☐ खुद का व्यवसाय शुरू करने के लिए	☐ रोजगार पाने के लिए
☐ खुद का व्यवसाय शुरू करने के लिए	☐ मौजूदा व्यवसाय को अपग्रेड करने के लिए	☐ स्व-विकास के लिए
☐ एक अलग करियर के लिए प्रयास	☐ स्व-विकास के लिए	
☐ किसी अन्य उद्योग में शिफ्ट होने के लिए	☐ कौशल प्राप्त करने के लिए	
☐ स्व-विकास के लिए		
☐ अन्य (कृप्या जानकारी प्रदान करें):		

c. काम का अनुभव					
अनु क्रमांक	**नौकरी का नाम**	**निभाए गए कर्तव्य**	**कौशल का प्रदर्शन किया**	**अवधि**	**नियोक्ताओं का नाम**
1.					
2.					

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कुल वर्षों का अनुभव:	नियोजित वर्ष ☐ + स्व-नियोजित वर्ष ☐ = कुल वर्ष ☐	
मैं विवरणों को सत्यापित करने के लिए नियोक्ताओं से संपर्क करने के लिए एसवीएसयू को अपनी सहमति देता हूं	☐ हाँ	☐ नहीं

अनुभाग 3: नामांकन सूचना *(आप कौशल संकाय आरपीएल समन्वयक से मार्गदर्शन ले सकते हैं)*		
a. आरपीएल के तहत चुने गए पाठ्यक्रम की योग्यता, एनएसक्यूएफ स्तर और सेमेस्टर चुनें		
☐ B.Voc मैकेनिकल विनिर्माण में	☐ B.Voc कृषि में	B.Voc उत्पादन- उपकरण और डाई विनिर्माण में
☐ B.Voc in मेडिकल लेबोरेटरी टेक्नोलॉजी में	☐ B.Voc प्रबंधन वित्तीय सेवाएँ	M.Voc उद्यमिता में
M.Voc बैंकिंग व वित्त में		
b. NSQF स्तर और सेमेस्टर (पाठ्यक्रम) / पाठ्यक्रम / क्रेडिट:		
RPL के तहत लागू किए गए NSQF स्तर / सेमेस्टर / पाठ्यक्रम / क्रेडिट का उल्लेख करें	पाठ्यक्रम: …… NSQF स्तर …… सेमेस्टर …… आरपीएल के तहत जमा किए गए क्रेडिट: ……	

अनुभाग 4: प्रमाण पत्र और प्रशिक्षण

क्या आपने प्रधानमंत्री कौशल विकास योजना (पीएमकेवीवाई) / ऑनलाइन एमओओसी या अन्य योग्यताएं जो आप आवेदन कर रहे हैं, से संबंधित प्रशिक्षण के तहत भाग लिया था?
☐हाँ ☐नहीं

a. PMKVY के तहत

अनु क्रमांक	पाठ्यक्रम / प्रमाण पत्र का नाम	कोर्स की अवधि (महीने) प्रशिक्षण के घंटे के साथ	उपस्थित होने का महीना और वर्ष	स्थान	प्रशिक्षण केन्द्र का नाम	HSDM * के माध्यम से दाखिला लिया (हाँ/ नही)	प्रमाणित (हाँ / नहीं)	500 रुपये का DBT मिला। उपरांत प्रशिक्षण (हाँ/ नही)
1.								
2.								

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Shri Vishwakarma Skill University

b. ऑनलाइन MOOC या कोर्स / अन्य प्रशिक्षण में भाग लिया, यदि कोई हो।							
अनुक्रमांक	पाठ्यक्रम / प्रमाण पत्र नाम	कोर्स की अवधि	उपस्थित होने का महीना और वर्ष	पेड / फ्री कोर्स (यदि भुगतान किया गया है, शुल्क राशि?)	प्रशिक्षण केन्द्र नाम/ प्रमाणित करने वाला संगठन	NSQF स्तर के साथ क्रेडिट की संख्या (यदि ज्ञात हो)	प्रमाणित (हाँ / नहीं)
1.							
2.							
कुल पाठ्यक्रम में भाग लिया: PMKVY No. (___) + अन्य(_____) = संपूर्ण (_____)							

c. संक्षेप में बताएं, RPL के तहत B. Voc / M. Voc से संबंधित प्रशिक्षण के लिए आवेदन किया गया है: (संदर्भ के लिए SVSU एडमिशन प्रॉस्पेक्टस / संपर्क RPL समन्वयक का संदर्भ लें)

d. RPL के तहत चुने जाने वाले कार्यक्रम / पाठ्यक्रमों के लिए अनुभव मानचित्रण

(विवरण के लिए प्रॉस्पेक्टस / संपर्क आरपीएल समन्वयक के माध्यम से कार्यक्रम के संबंधित कार्यक्रम पाठ्यक्रम / शिक्षण परिणामों (एलओ) के साथ प्राप्त अपने अनुभव / कौशल को देखें और मैप करें।

कौशल	प्रौद्योगिकियों / उपकरणों के हैंडल की विशिष्टता	कोर्स का नाम	कोर्स / मॉड्यूल लर्निंग परिणाम आपके कौशल के लिए मैप किए गए हैं	क्रेडिट

Shri Vishwakarma Skill University

अनुभाग 5: परियोजनाओं / पुरस्कार और प्रोफाइल:

a. नौकरी की जिम्मेदारियों के साथ परियोजनाएं

b. यदि स्व-नियोजित, स्टार्टअप, टर्नओवर, किसी भी ऋण लिया, चुकौती की स्थिति आदि का विवरण।

c. कोई भी पुरस्कार / उपलब्धि / मान्यता

d. आवेदक की संक्षिप्त रूपरेखा (आरपीएल के तहत बी। वोक / एम। वोक से संबंधित कार्य प्रोफ़ाइल लिखें: के लिए आवेदन किया: *(संदर्भ के लिए एसवीएसयू एडमिशन प्रॉस्पेक्टस / संपर्क आरपीएल समन्वयक से संपर्क करें)*: **यदि आप ज्ञात हों तो आप क्यूपीएस एनओएस का उल्लेख कर सकते हैं।**

Shrimadhwakanya University

अनुभाग 6: सहायक दस्तावेज *(अनुरक्त होना)*

(स्व-सत्यापित प्रतियाँ- टिक दस्तावेज संलग्न)		
☐ बायोडेटा	☐ पुरस्कार, प्रशंसा	☐ उपस्थिति का प्रमाण पत्र
☐ प्रदर्शन मूल्यांकन	☐ अनुभव प्रमाणपत्र	☐ अंक तालिका
☐ पाठ्यक्रम के पाठ्यक्रम प्रमाणित / उपस्थित	☐ संदर्भ पत्र `पर्यवेक्षकों / नियोक्ता से	☐ कौशल सत्यापन
☐ थर्ड पार्टी अटेस्टेशन	☐ प्रशिक्षण अभिलेख	☐ स्व-नियोजित साख
☐ आवेदन शुल्क	☐ अन्य, कृपया निर्दिष्ट करें:	

अनुभाग 7: आवेदक घोषणा और उपक्रम

8. मैं NSQF स्तर, QPs, सेमेस्टर और ऊपर सूचीबद्ध क्रेडिट के लिए सीखने की योग्यता के पूर्व की मान्यता के लिए आवेदन करना चाहता हूं।
9. मैंने प्रमाण पत्रों की स्व-सत्यापित प्रतियों को संलग्न किया है।
10. मैं घोषणा करता हूं कि मेरे द्वारा प्रदान किए गए प्रमाण पत्र और दस्तावेज वैध, सच्चे और सही हैं।
11. मैं समझता हूं कि एसवीएसयू वैधता के लिए मेरे प्रमाणन दस्तावेज को सत्यापित करेगा।
12. मैं समझता हूं कि एसवीएसयू द्वारा आवश्यक सभी सहायक साक्ष्य और जानकारी की आपूर्ति करने के लिए मैं जिम्मेदार हूं।
13. मैंने अपने उद्योग के अनुभव और शिक्षा को प्रदर्शित करने के लिए अपने सबसे हाल के सीवी / रिज्यूम की एक प्रति प्रदान की है।
14. मैंने घोषणा को पढ़ लिया है और समझ गया है कि आरपीएल योग्यता योग्यता के प्रासंगिक क्रेडिट के लिए दी जाएगी।

दिनांक: प्रत्याशी का नाम

हस्ताक्षर

Shri Vishwakarma Skill University

अनुभाग 8: नामांकन सूचना *(कार्यालय उपयोगार्थ)*

नौकरी की भूमिका / योग्यता पैक (क्यूपी), सेक्टर और एनएसक्यूएफ स्तर का विवरण (QP / सूची www.nsdcindia.org/nos पर उपलब्ध है) (आरपीएल समन्वयक से सहायता लें)			
QP कोड		QP नाम	
NSQF स्तर		सेक्टर का नाम	
RPL (यदि ज्ञात हो), (कौशल संकाय आरपीएल समन्वयक से मार्गदर्शन प्राप्त करें) के तहत आवेदन किए गए सेमेस्टर (एस) / कोर्स / क्रेडिट की संख्या			कोर्स: …… NSQF स्तर …… सेमेस्टर …… RPL के तहत जमा किए गए क्रेडिट: ……

****NSQF स्तर:** (सन्दर्भ के लिए)

Level 4- प्रमाणपत्र (30 credits)

Level 5- डिप्लोमा (60 credits)

Level 6- एडवांस डिप्लोमा (60 credits)

Level 7- B. Voc (60 credits)

Level 8- स्नातकोत्तर (60 credits)

Level 9- M. Voc (60 credits)

अनुभाग 9: QP/ NOS के साथ कौशल मानचित्रण के लिए प्रारूप

अनु क्रमांक	कौशल / नौकरी की भूमिका	पद	संगठनों	सेक्टर्स	QPs	NOs मैप / मिलान किया गया	स्तर	प्रशिक्षण के लिए कौशल गैप (NOS / LOs)
1.								

दिनांक
हस्ताक्षर

उम्मीदवार के

RPL समन्वयक
(हस्ताक्षर)

Shri Vishwakarma Skill University

Annexure III

SHRI VISHWAKARMA SKILL UNIVERSITY

(State University enacted under the Government of Haryana Act 25, 2016)

Assessor's Form for B. Voc/ M. Voc under Recognition of Prior Learning (RPL)

University RPL Assessment #: SVSU/RPL/Assessment/2021/__/_____/_____(For office Use)

Section:1 Assessor's Details

Assessor:

Sr. No.	Name	Designation	Organization	Course/Program

Section 2: RPL Application Section Wise Observation of the Assessor (Refer Application Form for B.Voc /M.Voc Under RPL)

Section	Parameter/Area	Observations from Assessor, If any
1	Personal Information	
2	Educational Information	
	a. Qualification	
	b. Reason for applying RPL	
	c. Work Experience	
3	Enrolment Information	
	a. Choosen Qualification	
	b. Course, NSQF level/ Semester Credit applied under RPL	

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4	Certificate/Training Received/attended	
	a. Under PMKVY	
	b. MOOCs/Online Courses/ other training attended, if any	
	c. Brief Training covered related to B.Voc and M.Voc	
	d. Experience mapping to program/ courses opted under RPL	
5	Awards / Achievement/ Recognition	
	a. Project undertaken with job responsibilities	
	b. Awards, If an	
	c. Profile of applicant	
6	Supporting Documents Attached	
7	Applicant Declaration & Undertaking	
8	Enrolment Information	
9	Skill Mapping Formal	

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Program Name: B.Voc/ M.Voc_____

Year & Semester: _____

Section 3: Learning Outcome Based Assessment

Course Name:		**NSQF Level:**	
NOSs Code: _____			

Assessment Criteria: **PC (Performance Criteria)**	**Rate the skill on the scale of 1-10** **(1 is rarely matched and 10 is perfectly matched)**	**Through Evidence/ Demonstration** (Mention Method)	**Grade**
PC1			
PC2			
PC3			
PC4			
PC5			
PC6			
PC7			
PC8			
PC9			
PC10			
Recommended **Credit Exemption:**			

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.Annexure III

Assessor Decision for Learning Outcome:			
Remarks:		**Grade:**	

**Please add extra sheets for each NOSs that is assessed, if required.*

Assessor Recommendation for Course:		**Total Recommended Credit Exemption:**	
Remarks:			

Section 4: Final Assessment Recommendation

Final Assessment Recommendation		**☐ Competent**		**☐ Further Evidence Required**		**☐ Skill Gap Training Required**	
Total Credits Earned		**NSQF Level Assigned**		**Credit (s) exemption recommended**			
Skill Gap							
Remarks:							
Assessor (s) Signature				**Date**			

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Date of Assessment Recommendation	
Feedback from Assessor	

Credit check and classification

NSQF Level of Study	**Experiential learning credits recommended**	**Number of additional taught credits required**	**Total Credits**
4			
5			
6			
7			
8			
9			

Administration

To be completed by the RPL Coordinator:

Assessor recommendation presented to Steering Committee/Respective Dept. for approval on:

dd/mm/yyyy

Skill credit board decision on credits earned by the applicant NSQF level wise:

dd/mm/yyyy Signature

Result communicated to applicant by examinations:		**Date:**	
Communication method:			

Any other information:

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Section 5: RPL Assessment Guidelines

When assessing RPL applications

Assessors should ensure that the evidence provided meets the following RPL principles:

- Validity (Is the evidence relevant?)
- Sufficiency (Is there enough evidence?)
- Authenticity (is the evidence a true reflection of the candidate?)
- Currency (is the evidence recent- obtained within 7 years?)

Assessor should refer to the relevant course curriculum for the current competencies they are assessing against. It may also be useful to refer to the assessment activities used for each module, as this will give a further indication of the type of skills and knowledge to be demonstrated by the candidate.

In the event that RPL is not granted, the panel should outline the reason why. If further evidence is required, the panel can request that any of the following occurred in order for the applicant to achieve RPL.:

- Supply further supporting documentation
- Complete certain assessment activities
- Complete part of a course
- Conduct a practical session(s) for assessment purposes

Section 6: RPL Document Validation Matrix for Assessment by the Assessor						
Assessment Criteria/ Documents list	**Authentic**	**Relevant**	**Sufficient**	**Current**	**Overall acceptance of the document**	**Remarks**
Experience Certificate						
Skill Validations						
Performance Appraisal Documents						
Training Records						
Achievement Certificates						
Reference Letter						
Awards, If any						
Third Party Attestation						
Others – 1, please specify						
Others – 2, please specify						

Grading system for Reference

Sr. No.	Marks	Grade	Grade Point	Category
1	90-100	O	10	Outstanding
2	80≤marks<90	A+	9	Excellent
3	70≤marks<80	A	8	Very good
4	60≤marks<70	B+	7	Good
5	50≤marks<60	B	6	Above Average
6	45≤marks<50	C	5	Average
7	40≤marks<45	P	4	Pass
8	<40	F	0	Fail
9	Absent	AB	0	Absent

Annexure IV

SHRI VISHWAKARMA SKILL UNIVERSITY

(State University enacted under the Government of Haryana Act 25, 2016)

Assessor's Form for B. Voc/ M. Voc under Recognition of Prior Learning (RPL)

University RPL Assessment #: SVSU/RPL/Assessment/2021/__/_____/_____(For office Use)

अनुभाग:1 निर्धारक का विवरण

आंकलन करनेवाला:

अनु क्रमांक	नाम	पद	संगठन	पाठ्यक्रम / कार्यक्रम

अनुभाग 2: आवेदन खंड परख का अवलोकन (B.Voc/ M.Voc आरपीएल के तहत आवेदन के लिए आवेदन पत्र देखें)

अनुभाग	पैरामीटर / क्षेत्र	एसोरेसर से अवलोकन, यदि कोई हो
1	व्यक्तिगत जानकारी	
2	शैक्षिक सूचना	
	d. योग्यता	
	e. RPL आवेदन करने के लिए कारण	
	f. काम का अनुभव	
3	नामांकन सूचना	
	c. चुना योग्यता	
	d. कोर्स, NSQF स्तर / सेमेस्टर RPL के तहत लागू क्रेडिट	

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4	प्रमाणपत्र / प्रशिक्षण प्राप्त / भाग लिया	
	e. PMKVY के तहत	
	f. MOOCs / ऑनलाइन पाठ्यक्रम / अन्य प्रशिक्षण में भाग लिया, यदि कोई हो	
	g. B.Voc और M.Voc से संबंधित संक्षिप्त प्रशिक्षण	
	h. RPL के तहत चुने जाने वाले कार्यक्रम / पाठ्यक्रमों के लिए अनुभव मानचित्रण	
5	पुरस्कार / उपलब्धि / मान्यता	
	d. नौकरी की जिम्मेदारियों के साथ परियोजना शुरू की	
	e. पुरस्कार, यदि कोई हो	
	f. आवेदक की प्रोफाइल	
6	सहायक दस्तावेज संलग्न	
7	आवेदक घोषणा और उपक्रम	
8	नामांकन सूचना	
9	कौशल मानचित्रण औपचारिक	

कार्यक्रम का नाम: B.Voc/ M.Voc_____

वर्ष और सेमेस्टर: _____

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अनुभाग 3: लर्निंग आउटकम आधारित मूल्यांकन

कोर्स का नाम:		**NSQF स्तर:**	
NOSs कोड: _____			

मूल्यांकन के मानदंड: **प्रदर्शन मापदंड (PC)**	**स्किल को 1-10 के पैमाने पर रेट करें (1 शायद ही कभी मेल खाता है और 10 पूरी तरह से मेल खाता है)**	**साक्ष्य / प्रदर्शन के माध्यम से** (उल्लेख विधि)	**ग्रेड**
PC1			
PC2			
PC3			
PC4			
PC5			
PC6			
PC7			
PC8			
PC9			
PC10			
अनुशंसित क्रेडिट छूट:			

लर्निंग आउटकम के लिए निर्धारक निर्णय:			
टिप्पणियों:		**ग्रेड:**	

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** यदि आवश्यक हो, तो मूल्यांकन किए गए प्रत्येक NOS के लिए अतिरिक्त पत्रक जोड़ें.*

पाठ्यक्रम के लिए निर्धारक सिफारिश:		**कुल अनुशंसित क्रेडिट छूट:**	
टिप्पणी:			

अनुभाग 4: अंतिम मूल्यांकन की सिफारिश

अंतिम मूल्यांकन की सिफारिश		**☐ सक्षम**		**☐ इसके अलावा साक्ष्य की आवश्यकता**	**☐ कौशल गैप प्रशिक्षण आवश्यक**
कुल क्रेडिट अर्जित		**NSQF का स्तर सौंपा गया**		**क्रेडिट छूट की सिफारिश की**	
कौशल गैप					
टिप्पणी:					
प्रधान निर्धारक हस्ताक्षर			**दिनांक**		
निर्धारक का हस्ताक्षर			**दिनांक**		

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आकलन की सिफारिश की तारीख	
आश्वासन से प्रतिक्रिया	

क्रेडिट जाँच और वर्गीकरण

NSQF अध्ययन का स्तर	**प्रायोगिक शिक्षण क्रेडिट की सिफारिश की**	**अतिरिक्त सिखाया क्रेडिट की संख्या आवश्यक है**	**कुल क्रेडिट**
4			
5			
6			
7			
8			
9			

शासन प्रबंध			
RPL समन्वयक द्वारा पूरा किया जाना है:			
अनुमोदन के लिए संचालन समिति / उत्तरोत्तर विभाग को प्रस्तुतकर्ता की सिफारिश: dd/mm/yyyy			
आवेदक NSQF स्तर के अनुसार अर्जित क्रेडिट पर कौशल क्रेडिट बोर्ड का निर्णय: dd/mm/yyyy हस्ताक्षर			
परीक्षार्थियों द्वारा आवेदक को सूचित किया गया परिणाम:		**दिनांक:**	
संचार विधि:			
अन्य कोई सूचना:			

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अनुभाग 5: RPL मूल्यांकन दिशानिर्देश

RPL अनुप्रयोगों का आकलन करते समय

मूल्यांकनकर्ताओं को यह सुनिश्चित करना चाहिए कि प्रदान किए गए सबूत निम्नलिखित आरपीएल सिद्धांतों से मिलते हैं:

- वैधता (क्या साक्ष्य प्रासंगिक है?)
- प्रचुरता (क्या पर्याप्त सबूत हैं?)
- सत्यता (क्या सबूत उम्मीदवार का सच्चा प्रतिबिंब है?)
- प्रचलन (7 साल के भीतर हाल ही में प्राप्त सबूत है?)

मूल्यांकनकर्ताओं को वर्तमान दक्षताओं के लिए प्रासंगिक पाठ्यक्रम पाठ्यक्रम का उल्लेख करना चाहिए, जिनके खिलाफ वे आकलन कर रहे हैं। यह प्रत्येक मॉड्यूल के लिए उपयोग की जाने वाली मूल्यांकन गतिविधियों को संदर्भित करने के लिए भी उपयोगी हो सकता है, क्योंकि यह उम्मीदवार द्वारा प्रदर्शित किए जाने वाले कौशल और ज्ञान के प्रकार का एक और संकेत देगा।

इस घटना में कि RPL प्रदान नहीं किया गया है, पैनल को इस कारण को रेखांकित करना चाहिए। यदि और सबूत की आवश्यकता होती है, तो पैनल अनुरोध कर सकता है कि RPL को प्राप्त करने के लिए आवेदक के लिए निम्न में से कोई भी हुआ.:

- आगे सहायक दस्तावेज की आपूर्ति
- कुछ मूल्यांकन गतिविधियों को पूरा करें
- एक कोर्स का पूरा हिस्सा
- मूल्यांकन उद्देश्यों के लिए एक व्यावहारिक सत्र आयोजित करें

अनुभाग 6: मूल्यांकनकर्ता द्वारा मूल्यांकन के लिए RPL दस्तावेज़ सत्यापन मैट्रिक्स

मूल्यांकन मानदंड / दस्तावेज सूची	विश्वसनीय	प्रासंगिकता	पर्याप्त	वर्तमान	दस्तावेज़ की समग्र स्वीकृति	टिप्पणियों
अनुभव प्रमाणपत्र						
कौशल मान्यताओं						
प्रदर्शन मूल्यांकन दस्तावेज						
प्रशिक्षण अभिलेख						
उपलब्धि प्रमाण पत्र						
सन्दर्भ पत्र						
पुरस्कार, यदि कोई हो						
थर्ड पार्टी अटेस्टेशन						
अन्य - 1, कृपया निर्दिष्ट करें						
अन्य - 2, कृपया निर्दिष्ट करें						

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संदर्भ के लिए ग्रेडिंग प्रणाली				
Sr. No.	Marks	Grade	Grade Point	Category
1	90-100	O	10	Outstanding
2	80≤marks<90	A+	9	Excellent
3	70≤marks<80	A	8	Very good
4	60≤marks<70	B+	7	Good
5	50≤marks<60	B	6	Above Average
6	45≤marks<50	C	5	Average
7	40≤marks<45	P	4	Pass
8	<40	F	0	Fail
9	Absent	AB	0	Absent

Annexure V

SHRI VISHWAKARMA SKILL UNIVERSITY

(State University enacted under the Government of Haryana Act 25, 2016)

Recent Coloured Photo

Honorary Causa Form for M.Voc/ Ph.D

(Not for Employment)

University RPL Registration #: SVSU/HC/2021/_____/_____/_____(For office Use)

Name of the Honorary Degree Applied for		**Honorary Degree already held, if any**	
Category	☐ Nomination	☐ Self-application	
Sector	☐ Manufacturing	☐ Service	☐ Agriculture

Manufacturing Sector Categories	**Service Sector Categories**	**Agriculture Sector Categories**
☐ Apparel Industry	☐ Trade Service	☐ Farming
☐ Electronic and Electrical Equipment Industry	☐ Tourism Service	☐ Fisheries
☐ Fabricated Metal Industry	☐ Research and Development Services	☐ Livestock
☐ Food and Kindred Industry	☐ Telecom Service	☐ Forestry
☐ Furniture and Fixtures Industry	☐ Real State Service	☐ Other (Please specify)
☐ Industrial and Commercial Machinery Industry	☐ IT Service	
☐ Other (Please specify)	☐ Other (Please specify)	

Principle Grounds upon which the recommendation is based	☐ Academic	☐ Sports	☐ Others, please specify
Source of Information	☐ Advertisement	☐ Friend	☐ SVSU Employee
	☐ Other, please specify:		
Proposer	☐ Self	☐ Others, please specify	

SHRI VISHWAKARMA SKILL UNIVERSITY

Complete the Form carefully (USE CAPITAL LETTERS)

Applicant details (as listed on your ID documents)			
Name			
Father's name			
Gender		D.O.B. (dd/mm/yyyy)	
Email id			
Contact no.			
Address			
Aadhar No. (Desirable)			
Office/position currently or formerly held			

Qualification Details (In reverse chronological order)			
Qualification	**School/ Institution**	**Board / University**	**Year of Passing**

Work Experience					
Sr. No.	**Name, Address & Contact No. of Employers**	**Period of Employment From - To**	**Designation**	**Full-Time/ Part-Time Volunteer**	**Skills/Duties undertaken with the Employer**
1.					
2.					

(Attach extra sheet(s), if required)

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Total no. of years of Experience:	
Total no. of years of Experience at Managerial or Senior level:	
Area of Expertise:	
No. of people trained:	

Outline of most significant academic or other achievement (attach additional/ relevant material)

Quantum of Difficulties and Challenges faced:

Innovation/ Creativity & applied/ recognized at State/ National level:

International, National, and State Level Awards/Achievement/Recognition, if any			
Name of the Award	**Awarding Year**	**Awarded Institution**	**Level of Award**

If applicable, attach details of the nominee's published works

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Annexure V

SVSU connection or potential link with the University or the City, or if none any tangible association with our values.

Brief Profile of the Applicant:

Project Undertaken with Job Responsibilities			
Title of the project	**Duration of the project**	**Associated with**	**Impact of project**

Any other information you would wish the Honorary Degrees Committee to take into account:

Date:

Place: Signature of Proposer

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Annexure VI

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(State University enacted under the Government of Haryana Act 25, 2016)

Recent Coloured Photo

Honorary Causa Form for M.Voc/ Ph.D

University RPL Registration #: SVSU/HC/2020/_____/_____/_____(For office Use)

मानद उपाधि का नाम		**मानद उपाधि पहले से ही आयोजित, यदि कोई हो**	
वर्ग	☐ नामांकन	☐ स्वयं आवेदन	
क्षेत्र	☐ विनिर्माण	☐ सर्विस	☐ कृषि

विनिर्माण क्षेत्र श्रेणियाँ	**सेवा क्षेत्र श्रेणियाँ**	**कृषि क्षेत्र श्रेणियाँ**
☐ वस्त्र उद्योग	☐ व्यापार सेवा	खेती
☐ इलेक्ट्रॉनिक और इलेक्ट्रिकलउपकरण उद्योग	☐ पर्यटन सेवा	मछली पालन
☐ गढ़ी हुई धातु	अनुसंधान और विकास सेवाएं	पशु
☐ फूड एंड किंड्रेड इंडस्ट्री	दूरसंचार सेवा	वानिकी
☐ फर्नीचर और फिक्स्चर उद्योग	संपत्ति सेवा	अन्य (कृपया निर्दिष्ट करें)
☐ औद्योगिक और वाणिज्यिक मशीनरी उद्योग	आईटी सेवा	
☐ अन्य (कृपया निर्दिष्ट करें)	अन्य (कृपया निर्दिष्ट करें)	

सिद्धांत ग्राउंड, जिस पर सिफारिश आधारित है	☐ शैक्षिक	☐ खेल	☐ अन्य, कृपया निर्दिष्ट करें
सूचना का स्रोत	☐ विज्ञापन	☐ मित्र	☐ एसवीएसयू कर्मचारी
	☐ अन्य (कृपया निर्दिष्ट करें):		
प्रस्ताव करनेवाला	☐ स्वयं	☐ अन्य, कृपया निर्दिष्ट करें	

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फ़ॉर्म को सावधानीपूर्वक पूरा करें

आवेदक का विवरण (आपके आईडी दस्तावेजों पर सूचीबद्ध)			
नाम			
पिता का नाम			
लिंग		**जन्म तिथि**	
ईमेल आईडी			
संपर्क नंबर			
पता			
आधार संख्या			
वर्तमान में या पूर्व में कार्यालय / पद			

योग्यता विवरण			
योग्यता	स्कूल/ संस्थान	बोर्ड / विश्वविद्यालय	उत्तीर्ण होने का वर्ष

काम का अनुभव:					
अनु क्रमांक	नियोक्ताओं कानाम, पता और संपर्क नंबर	रोजगार की अवधि	पद	पूर्णकालिक / भाग-समय स्वयंसेवक	कौशल / कर्तव्य नियोक्ता के साथ

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(यदि आवश्यक हो, तो अतिरिक्त शीट संलग्न करें)

कुल वर्षों का अनुभव	
प्रबंधकीय या वरिष्ठ स्तर पर अनुभव के वर्षों की कुल संख्या	
विशेषज्ञता का क्षेत्र	
प्रशिक्षित लोगों की संख्या	

सबसे महत्वपूर्ण शैक्षणिक या अन्य उपलब्धि की रूपरेखा (अतिरिक्त / प्रासंगिक सामग्री संलग्न करें)

कठिनाइयों और चुनौतियों का सामना करना पड़ा

नवाचार / रचनात्मकता और राज्य / राष्ट्रीय स्तर पर लागू / मान्यता प्राप्त

अंतर्राष्ट्रीय, राष्ट्रीय और राज्य स्तरीय पुरस्कार / उपलब्धि / मान्यता, यदि कोई हो			
पुरस्कार का नाम	पुरस्कृत वर्ष	सम्मानित संस्था	पुरस्कार का स्तर

यदि लागू हो, तो नामित व्यक्ति के प्रकाशित कार्यों का विवरण संलग्न करें

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विश्वविद्यालय या शहर के साथ एसवीएसयू कनेक्शन या संभावित लिंक, या यदि कोई भी हमारे मूल्यों के साथ कोई ठोस संबंध नहीं है।

आवेदक की संक्षिप्त प्रोफ़ाइल

नौकरी की जिम्मेदारियों के साथ परियोजना का उपक्रम			
परियोजना का शीर्षक	परियोजना की अवधि	सम्बंधित	परियोजना का प्रभाव

कोई अन्य जानकारी जो आप मानद उपाधि समिति को ध्यान में रखना चाहते हैं:

दिनांक:

जगह: प्रस्तावक का हस्ताक्षर

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(1st Government Skill University of India, set up by the Government of Haryana)



Recognition of Prior Learning (RPL)
In
Higher and Vocational Education through Credit Based System

Shri Vishwakarma Skill University
Haryana

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