



**Colonel Santosh Kumar**  
Secretary to the Council & Director



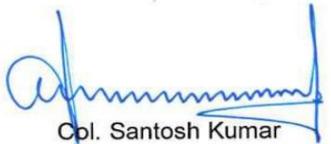
**राष्ट्रीय व्यावसायिक शिक्षा और प्रशिक्षण परिषद**  
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Ministry of Skill Development and Entrepreneurship  
**Government of India**  
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**Subject: Guidelines for Recognition of Prior Learning (RPL) in Vocational Education Training, and Skilling.**

1. The National Council for Vocational Education & Training (NCVET) has been notified by Ministry of Skill Development and Entrepreneurship (MSDE) vide No.SD-17/113/2017-E&PW dated 05th December 2018. As a national regulatory body, NCVET is responsible for setting standards, developing comprehensive regulations, and improving the vocational education, training, and skilling ecosystem. In order to recognize the competency, skills, professional level, foundational literacy, and education of an individual that are primarily acquired through informal, non-formal, or traditional educational methods, NCVET has developed the "Guidelines for the Recognition of Prior Learning (RPL)" by conducting extensive stakeholder's consultations.
2. The Guidelines for RPL endorses the provisions of National Education Policy (NEP), 2020 that emphasizes on ensuring lifelong learning opportunities for all individuals. According to the NEP 2020, every citizen possesses the fundamental right to acquire foundational literacy, access quality education, and pursue livelihoods of their choice. Recognizing that literacy and basic education play a crucial role, not only in personal and professional growth but also in fostering civic engagement and economic empowerment, the policy highlights that these essential educational components unlock a plethora of lifelong learning possibilities for individuals.
3. The Guidelines aligns to the National Credit Framework (NCrF) and aims to enhance the standards of RPL assessments, engendering fairness, equity, and consistency within vocational education training and skilling. Crucially, it lays down the roadmap for seamless implementation of RPL, empowering industrial bodies to conduct assessments tailored to industry needs while recognizing the importance of traditional and indigenous skills. The innovative addition of Academic Bank of Credits (ABC), allowing individuals to accumulate credits for their skills, promises new horizons of opportunity, catalyzing their skill development, higher education, and gainful employment prospects.
4. The Guidelines were approved in the 8th Council meeting of the NCVET held on 20th March 2023 and are being notified herewith. These guidelines maybe further amended/updated from time to time with the approval of the NCVET based on the feedback and requirements during the implementation of these guidelines.

  
Cpl. Santosh Kumar  
Member Secretary, NCVET



## Guidelines for Recognition of Prior Learning (RPL)



11th August 2023

National Council for Vocational Education and Training (NCVET)



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सत्यमेव जयते



Foreword

भारत सरकार  
कौशल विकास और उद्यमशीलता मंत्रालय  
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MINISTRY OF SKILL DEVELOPMENT  
AND ENTREPRENEURSHIP

The concept of Recognition of Prior Learning (RPL) can be traced back to the earliest guilds when master craftsmen inspected the work of Apprentices to determine their competence against the high standards demanded of the different professions of the period.

RPL was adopted for the first time in Government Skill Strategy after the formation of the new Ministry of Skill Development and Entrepreneurship (MSDE) under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY). Conceptually, it is a process to recognize learning happening in an informal or non-formal setting, and challenges the belief that learning of value can take place only in a formal setting.

RPL has sound underpinnings of inclusion and equity, as it allows those not having the opportunity of formal education to have a formal qualification. By this perspective, it has great value for our country where a significant section of the workforce has followed the *Guru-Shishya* tradition to earn a livelihood or to practice trade-based occupation till date. Moreover, though formal training is fast increasing, learning from non-formal and informal sources still form the bulk of the trained workforce through VET & skilling.

The National Education Policy (NEP) 2020 does recognize RPL as a powerful tool under vocational education and “...as a mechanism through which drop-outs from the formal system will be reintegrated by aligning their practical experience with the relevant level of National Skill Qualification Framework (NSQF)”.

The RPL under PMKVY so far has been useful in instilling confidence and in enabling income enhancement opportunities to the certified beneficiaries. As we move forward, we need to take RPL beyond the Government sponsored skill programs to mainstream it in the entire education-skill ecosystem. This means a more structured approach to assessment and certification, opening up RPL gateways for higher level of skilling (above NSQF level 4) and a differentiated approach for segments like Vishwakarmas and traditional artisans. These innovations will make our approach to RPL more robust while aligning it with the current needs. The National Credit Framework also presents us with an ideal vehicle to enable RPL (assessment)- based entry of students/ trainees from the skilling to the education system at various levels and from the informal/non-formal system to the formal system.

In the Government ecosystem, MSDE has brought in a more robust mechanism for RPL, with the touchpoints of candidate pre-screening, followed by an up-skilling bridge course, and final assessment to enhance the academic rigour of the process and its market relevance in the latest version of PMKVY. MSDE and NCVET are working with other stakeholders on building the capabilities of Awarding Bodies (ABs) and Assessment Agencies (AAs) for better implementation of RPL, especially for NSQF level 4 and above. I expect these guidelines, besides bringing greater standardization of the assessment process, will also enhance overall quality through effective regulation.

I am sure that with a spirit of collaboration and innovation across the entire skill ecosystem, we can position RPL as a well-accepted mainstream mode to recognize informal learning so as to realize its full potential to build an agile and sensitive skill ecosystem.

  
Atul Kumar Tiwari

## **PREFACE**



The National Education Policy (NEP) 2020 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, which align with the 2030 Agenda for Sustainable Development and aim to make India a global knowledge and skills powerhouse. The NEP aims to create a holistic and flexible education system that recognizes the diverse knowledge and skills individuals acquire through different pathways, including formal and non-formal learning. These RPL guidelines provide a framework for assessing, and accrediting the prior learning of individuals, allowing them to receive recognition and credit for their existing knowledge, skills and experience.

As the regulatory authority for vocational education, training and skilling, the National Council of Vocational Education and Training (NCVET) is resolute in its commitment to spearhead transformative initiatives. The endeavors of NCVET strive to bring about a significant positive disruption within the skilling ecosystem and, concurrently establishing pathways that bridge the gap between general education and vocational education & skilling. The guideline document encapsulates two such significant efforts in the form of Recognition of Prior Learning (RPL) and Recognition of Continuous Learning (RCL), both aimed at acknowledging and validating non-formal, informal and progressive learning through thorough defining the learning outcomes and conducting credible assessments.

With the incorporation of the provisions of National Credit Framework (NCrF), the guidelines go beyond traditional modalities of recognizing the prior skills. The NCrF promotes the quality and standards of RPL assessments by ensuring that these align with the objectives and requirements of vocational education, training and skilling. The guidelines promote objectivity, openness, integrity, fairness, equity, and consistency in recognizing individuals' skills and knowledge acquired through formal, non-formal, or informal learning.

The Guideline delineate a roadmap for the seamless implementation of RPL, catalyzing the advancement of best practices among Awarding Bodies (ABs) and Assessment Agencies (AAs), and integrating progressive assessment techniques such as blended models of learning in Vocational Education, Training and Skilling.

Furthermore, the guidelines stress on a noteworthy aspect to the empower the industrial bodies to conduct RPL and RCL assessments for their workforces. This aligns the assessment process in a manner that meets the industry's needs. Additionally, the guidelines duly acknowledge the significance of traditional and indigenous skills, providing a robust framework for RPL and RCL assessment models across diverse sectors and different levels of the National Skills Qualification Framework (NSQF).

The guidelines introduce a pioneering provision for individuals to accrue credits through their participation in RPL and RCL, facilitating the accumulation of these credits in an Academic Bank of Credits (ABC), as envisaged under the NCrF. This mechanism enables individuals to effectively showcase their competencies and

accomplishments, fostering subsequent skill development opportunities, as well as prospects for integration into higher education streams and gainful employment.

I extend my sincerest gratitude to all the stakeholders who actively participated in the consultations, contributing significantly to the development of this comprehensive policy document. With unwavering conviction, I believe that the "Guideline on the Recognition of Prior Learning" shall serve as a disruptor in the skilling ecosystem, fostering inclusivity, lifelong learning, and bridging the divide between formal and informal Vocational Education, Training and Skilling.

I strongly implore all stakeholders to embrace these guidelines wholeheartedly and earnestly undertake their implementation, ensuring the much-deserved recognition of the vast reservoir of prior learning and skills acquired through non-formal, informal means and family inheritance.



Dr. Nirmaljeet Singh Kalsi, IAS Retd.  
Chairperson, NCVET

## **ACKNOWLEDGEMENT**

This publication on the “Guidelines for Recognition of Prior Learning (RPL)” stands as a testament to the collaborative efforts and dedication of many esteemed individuals and organizations.

At the forefront, we would like to extend our deepest gratitude to Dr. Nirmaljeet Singh Kalsi, Chairperson, National Council of Vocational Education and Training (NCVET) whose extraordinary guidance and directions were the keystone to the successful formation of this comprehensive guidelines.

We also owe a significant acknowledgment to Dr. Neena Pahuja, Executive Member and Dr. Vinita Aggarwal, Executive Member, and Col. Santosh Kumar, Director of NCVET. Their in-depth knowledge and industrious contribution were substantial for the creation of the guidelines.

Furthermore, our sincere appreciation goes to the consultants at NCVET, Mr. Abhinav Mishra, Mr. Amresh Kumar, Mr. Amit Sharma whose constructive inputs have immeasurably shaped the context and content of this work, making it rich in information and perspective.

We extend our utmost gratitude to the Ministry of Skill Development and Entrepreneurship (MSDE), for their robust support and encouragement throughout the course of this project. We are also indebted to various Awarding Bodies and Assessment Agencies, whose collective wisdom has been vital in enhancing our understanding of the finer nuances of RPL policy.

Finally, we acknowledge the hands-on experience lent by numerous entrepreneurs and Industrial experts. Their real-world insights have embedded these guidelines with practicality, making it an effective tool for implementing the RPL assessments and practices. We earnestly thank everyone for their invaluable contributions, without which this publication would not have been possible.

NCVET

## ABBREVIATIONS

RPL	-	Recognition of Prior Learning
NVEQF	-	National Vocational Education and Qualification Framework
PMKVY	-	Pradhan Mantri Kaushal Vikas Yojana
NEP	-	National Education Policy
NSQF	-	National Skills Qualification Framework
NCrF	-	National Credit Framework
NOS	-	National Occupations Standards
AB	-	Awarding Body
AA	-	Assessment Agency
ABC	-	Academic Bank of Credits
ROI	-	Return on Investment
CSR	-	Corporate Social Responsibility
NGO	-	Non-Government Organisation
NCVET	-	National Council of Vocational Education & Training
MSDE	-	Ministry of Skill Development and Entrepreneurship
TOA	-	Training of Assessors
TOMA	-	Training of Master Assessors
UG	-	Under Graduate
PG	-	Post Graduate
PhD	-	Post Doctorate
PC	-	Performance Criteria
SOP	-	Standard Operating Procedure
HEI	-	Higher Education Institutions
COE	-	Centre of Excellence
PwD	-	Person with Disabilities
LO	-	Learning Outcomes
RCL	-	Recognition of Continuous Learning

## **Executive Summary**

The National Education Policy (NEP) 2020 emphasizes lifelong learning as a basic right for every citizen. The current challenges in implementing RPL include conceptual scepticism, lack of employer recognition, language barriers, and insufficient infrastructure and qualified staff. Rationalizing the RPL policy is necessary to recognize non-formal and informal learning, enhance employability, and provide alternative routes to higher education.

RPL is an assessment process that recognizes prior learning and aims to align competencies, enhance employability, and provide opportunities for lifelong learning. The guidelines for RPL aim to establish minimum standards and processes for assessment, facilitate integration into the formal learning system, and strengthen the skill recognition system. The objectives include aligning competencies with NSQF, formalizing learning, enhancing employability, reducing inequalities, promoting best practices, and including traditional skills. Ultimately, the RPL guidelines aim to improve employability, mobility, lifelong learning, social inclusion, and self-esteem.

RPL is needed by various target groups including craftsmen, informal economy workers, unemployed individuals, caretakers, and athletes. RPL practices involve various assessment methods and outcomes such as recognition, full or partial qualification, and credits. Formal learning takes place in educational institutions, while non-formal learning lacks certain formal features, and informal learning is self-directed and unplanned.

The guidelines focus on the improvement of quality and standards of RPL (Recognition of Prior Learning) assessments in Skill ecosystem. The guidelines are prepared in a consultative process with various stakeholders. It has also been prepared in-line with the vision and mission of the National Education Policy 2020. This would help to recognize all non-formal and in-formal learnings through RPL assessments. Eventually, this will serve as a motivator for the advancement of lifelong learning.

The RPL mechanism is designed keeping in mind the NCrF/ NSQF framework and the process encompasses different NCrF/ NSQF levels and approach to be adopted by different entities. As we understand that the NSQF policy has been rationalized and now there are Levels 1-8, Accordingly the RPL process has been divided for 4 different categories:

**Category 1: NSQF Level 1-3.5**

**Category 2: NSQF Level 4-6(Formal Education)**

**Category 3: NSQF Level 4-6(Non Formal Education)**

**Category 4: NSQF Level 6.5-8**

The RPL process enables the students with opportunities to catch up and re-enter education ecosystem in case they have fallen behind or dropped out at any stage. RPL provides **an avenue for students** to have their existing skills and knowledge recognized, enabling them to access further education, enhance their employability, and contribute meaningfully to the workforce. It empowers individuals, regardless of

their background or age, to **engage in lifelong learning** and **take charge of their own learning journeys**.

**RPL Guidelines recognize** all dimensions of Competencies, Knowledge, Skills, and Learning across all Levels. The guideline provides for **new and innovative methods & models**, including **blended models, for assessments of RPL, Recognizing Agencies** to conduct **periodic RPL** for their workforce as a part of Continuous Learning, and the **Provision of earning and accumulation credits through RPL**. The guidelines also talk about how RPL may be extended to school education and higher education for making our youth more employable while achieving global skill standards.

The guidelines also provide critical functions about the assessment for Awarding bodies such as Identifying and Listing of relevant Learning Outcomes of the qualification for the RPL assessment. Further, guidelines defines roles of accredited RPL advisor/counsellor, enlistment of State/GOI/ Industry recognised/ decorated Master Craftsmen, Masters of Trade, Heritage/ Tradition Skill Masters, Skill Gurus, Ustads for specific skills, Identification of various RPL delivery channels and establishing their credibility, Empanelment of subject Matter Experts (SMEs), Industrial Experts, Master of trades, and Master Assessors, which shall be used for RPL qualification/ curriculum validation and assessment processes.

Guidelines provide for the recognition of various types of assessors for conducting an assessment. An industry expert from within a particular industry, who possesses invaluable insight, expertise, and valuable information in their domain. They can be directly empanelled for the assessment of RPL batches. Similarly, Assessor can also perform a dual role. Firstly, in the case of the trainer as an assessor, the individual can perform both training and assessments. Secondly, in the case of an assessor as a trainer, the assessor may not provide training on the full qualification, but they can provide training for orientation programs or for some NOS/ micro-credential based training.

The students also have options to get themselves assessed for learning /subject/ skills acquired outside the formal education system. This shall, in the true sense, promote multidisciplinary learning and innovation and open pathways from vocational education training & skills to general education, and vice versa. The concept of On-Demand-Assessment (RPL on-demand) along with the general RPL would form the basic pillars of creditisation of learning through informal methods.

The concept of RPL is also extended to the general education domain to create options for individuals to be assessed for a subject/ qualification at same or at a higher level, subject to meeting the competency levels and concerned regulatory compliances and clearing the requisite assessment. This shall effectively provide learner with options of Exam/ Assessment on Demand. NIOS is an example, which offers option of 'Exam on Demand' to learners who have completed requisite no of years of self-study/ learning for assessment for a particular educational grade. Similar models can be developed and adopted by other state school boards and CBSE etc. to provide RPL option in school education as well.

Under the National Credit Framework (NCrF) every learning can be credited subject to its successful assessment. The National Credit Framework (NCrF) also enables creditisation of experiential learning, based on the weightage for relevant experience and proficiency levels achieved, subject to successful assessment.

Each level of NCrF corresponds to certain credits and credit points that can be further utilized by the candidate as per the requirements of learner. Under the “Provision of the NCrF”, the assignment of credits and the credit levels are done on the basis of learning outcomes rather than on learning hours. The same principle may be applied to the RPL as under it the learners are assessed for their experiential learning outcomes against the standards (NOS) of the qualification. Thus, the assignment of credits and the credit levels under the RPL shall be similar to the those of the concerned qualification.

The guidelines also discuss the concept of RCL that can be integrated with RPL to provide a comprehensive and holistic assessment of the learner’s competencies and achievements over time. RCL is an extension RPL, it focuses on the dynamic and evolving nature of learning and future of work rather than the static or fixed outcomes. RCL can also be linked with the ABC to enable learners to accumulate credits for their continuous learning and use them for further education or employment opportunities.

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## **RECOGNITION OF PRIOR LEARNING (RPL)**



**File No:22003/05/2023/NCVET**  
**National Council for Vocational Education and Training**  
**Ministry of Skill Development and Entrepreneurship**  
**Government of India**

### **Guidelines for Recognition of Prior Learning (RPL)**

## **1. INTRODUCTION**

### **1.1 Overview, understanding, and importance of Recognition of Prior Learning (RPL) in the Ecosystem**

Recognition of Prior Learning (RPL) was promoted as a social policy tool in 1972 to create “learning opportunities for the underprivileged” (UNESCO, 1972, p. 41). In 1995, the European Commission (EC) portrayed RPL as an economic policy tool for promoting employability for all (EC, 1995). Several countries have adopted RPL since it is regarded as a win-win policy for all stakeholders: adults seeking RPL, providers offering RPL, employers needing certified human resources, unions aligned with the interests of any of these stakeholders, and the state, which is responsible for citizen welfare and the economy.

In September 2012, the Ministry of HRD, Government of India initiated a pilot project on RPL as a part of the National Vocational Education and Qualification Framework (NVEQF). Subsequently, under the flagship scheme of Pradhan Mantri Kaushal Vikas Yojana (PMKVY 2016-2020), RPL was introduced by the Government of India as a tailor-made program, for assessing and certifying the competencies of the existing skilled workforce.

Presently, the Vocational Education, Training and Skilling ecosystem in India lacks a standardized policy on recognition of Prior Learning, leading to variations in the assessment standards, certification authority and credibility resulting in limited mobility for the candidate and ambiguity in the industry while comparing certificates from various types of Awarding Bodies.

The National Education Policy (NEP) 2020 emphasizes on ensuring lifelong learning for everyone. As per the NEP, 2020, “The opportunity to attain foundational literacy, obtain education and pursue a livelihood must be viewed as basic rights of every citizen”.

## 1.2 Current Scenario and Challenges

Recognition of Prior Learning is a method to assess the previous learning, functional competencies/ skills of a student/learner acquired through formal, non-formal and informal modes of learning, and is systematically evaluated against the learning outcomes and assessment criteria of a NSQF aligned and approved qualification (leading to the award of credit).

The RPL therefore, is also a method to assess whether learners can demonstrate to meet the assessment requirements on a job-role/qualification through knowledge, understanding of skills, they already possess and they may or may not require to undergo a defined course of learning.

It enables the recognition of achievement from a range of activities using an appropriate assessment methodology. The knowledge, understanding and/or skills in question may have been acquired in any area of life, for example, domestic/family life, education and training, work related activities, community or voluntary activities.

Currently, In India RPL is majorly driven through PMKVY. These schemes are implemented through Public- Private and Public-Public partnerships. Additionally, RPL is normally being used for lower NSQF level skills, not giving opportunities for higher-level skills acquired on the job or otherwise, to get recognised. Following are the challenges in the effective implementation of the RPL:

- a) Conceptual scepticism about the definition of RPL, the purposes it serves, and lack of clarity about different RPL models and how to implement them.
- b) All the Employers may not be aware of RPL or may not recognize qualifications/ certificates achieved through RPL.
- c) Language barrier (multi lingual support)
- d) Insufficient infrastructure and tools for effective assessment of the RPL.
- e) Lack of qualified counsellors, assessors, and competent staff for the conduct of RPL.
- f) Challenges in RPL assessment for Indigenous/heritage/traditional skills.

## 1.3 Need for Rationalising RPL Policy

With redefining of the RPL processes, the landscape of education, training and certification will receive a fresh impetus. Recognizing all non-formal learning outcomes honours and makes visible the whole range of competencies that people have acquired over the course of their lives in diverse fields and through various means. RPL serves as a motivation for honouring the lifelong learning.

Following target groups may take benefits from RPL:

Target Groups	Needs
Craftsperson (such as electrician, mason, cook, etc.)	<ul style="list-style-type: none"><li>• They acquire competencies informally during their jobs, but do not hold any qualification/ certificate to prove their competencies to the employer. Thus, they get less opportunity and low wages.</li><li>• Sometimes, they hold a formal qualification for the lower skill level than they actually have.</li><li>• They may not be aware of some of the latest techniques which they can learn</li></ul>
Any worker in the informal economy	<ul style="list-style-type: none"><li>• Need RPL to move to the formal economy</li></ul>

An unemployed worker	<ul style="list-style-type: none"> <li>• RPL provide formal certification which could help in getting employment</li> </ul>
An economically inactive person	<ul style="list-style-type: none"> <li>• RPL certification can help the person who used to work in an occupation without certification and exited the labour market, and now wants to go back and find formal employment</li> </ul>
A caretaker or a person employed in an occupation at home (mostly by women and often underpaid)	<ul style="list-style-type: none"> <li>• RPL can help the individual to get a job in the labour market by providing formal certification to their competencies</li> </ul>
An employed person in any job where qualification requirements have changed over the years or where qualification requirements differ across countries (such as caring for the elderly, kindergarten worker, physiotherapist, etc.)	<ul style="list-style-type: none"> <li>• RPL helps such person to remain competitive in the global labour market</li> </ul>
A student, researcher, etc.	<ul style="list-style-type: none"> <li>• Need RPL to get recognition for the knowledge and skills obtained during job, workshop, projects, etc. It also helps to earn credits for the academic purpose.</li> </ul>
A worker who wishes to continue working after retirement.	<ul style="list-style-type: none"> <li>• Need RPL to get recognition for their competencies qualifications to continue working, even as self-employed.</li> </ul>
A migrant worker or a returning migrant worker	<ul style="list-style-type: none"> <li>• Need RPL to get formal recognition for their skills in the recipient country</li> </ul>
An industry worker who has learned areas on the job	<ul style="list-style-type: none"> <li>• Certification can open maximum career opportunities</li> </ul>
An Athlete/ Sportsperson	<ul style="list-style-type: none"> <li>• Need RPL to get recognition for their competencies/ skills obtained while playing games/ sports.</li> <li>• RPL would also help them to earn academic equivalence certificates at different NCrF levels.</li> </ul>

#### 1.4 Mapping of RPL practices

Criteria	Type
Aim	<ul style="list-style-type: none"> <li>• Employability</li> <li>• Social equality</li> <li>• Social change</li> <li>• Economic development</li> <li>• Career Progression</li> <li>• Entrepreneurship/Self-employment Database</li> </ul>
Methods	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Viva voce</li> <li>• Portfolio</li> <li>• Interviews</li> <li>• Projects</li> <li>• Case Studies</li> <li>• Competitions</li> <li>• Blended assessments</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• Recognition</li> </ul>

	<ul style="list-style-type: none"> <li>• Full qualification</li> <li>• Partial qualification/NOS certification</li> <li>• Scope of Upskilling/reskilling</li> <li>• Credits towards a qualification</li> <li>• Exemption from admission prerequisites for formal education</li> <li>• Certification</li> </ul>
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## 1.5 Definitions

### 1.5.1 Formal Learning

Formal learning is that which takes place as intended within formally constituted educational institutions such as schools, colleges, universities, training centres and so on. Typically, it follows a prescribed framework whether or not actual attendance at the institution is necessary. (Sometimes there are quite specific outcomes. On other occasions, there is more of a kind of broad direction or aim). Formal learning either is with providing specific outcomes or enables setting up a broad direction or aim for learning outcomes. The concept of formal learning usually includes following three necessary features that, taken together, constitute the formality of the learning situation:

- a) A specified curriculum that details out what needs to be learned and expected learning outcome.
- b) Designated teacher or group of teachers for imparting training.
- c) Certification after attaining the learning outcomes, which can be provided post formal assessment.

### 1.5.2 Non-Formal Learning

As seen, formal learning has a well-defined set of features. Whenever one or more of these is absent, we may safely state that the learning process has acquired non-formal structure. Therefore, if a given learning system uses non-contiguous communication, we may say that it has non-formal learning features. Likewise, non-formal characteristics are found when the adopted strategy does not require individual attendance, reducing the need of the contact between teacher and student and most activities take place outside the institution, as for instance, home reading and paperwork or in community work.

### 1.5.3 Informal Learning

Informal learning is the name given to learning that is unstructured and takes place away from traditional, formal learning settings, like a classroom. It has no clear goals or objectives, as it's often unplanned and self-directed by the learner and is not a planned way of learning. It generally happens naturally and inadvertently or during the course of job with the learner stumbling into a learning situation. It is learner driven and Informal learning comes in many forms or hobbies, including **viewing videos, self-study, reading articles, participating in forums and chat rooms, performance support, coaching sessions, and games**. Informal learning is a style of learning in which the learner sets their own pace of learning, goals and objectives.

### 1.5.4 Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses the individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to the formal ecosystem, and partial or total completion of a qualification. It aims to:

- a) Align the competencies of the unregulated workforce and informal way of skilling to the standardized National Skills Qualification Framework (NSQF).
- b) Enhance the employability opportunities of an individual as well as provide alternative routes to higher education.
- c) Provide opportunities for reducing inequalities based on privileging certain forms of knowledge over others.
- d) Provides way for formally recognising lifelong informal learning

## 2. SCOPE AND THE OBJECTIVES OF THE GUIDELINES

### 2.1 Scope

These guidelines promote the recognition of prior/ previously acquired skills in the work skills ecosystem and provide for planning and implementing RPL in an efficient and effective manner while ensuring the quality of enablement and outcomes. This guideline lays down the minimum standards & process to be followed for the Awarding Bodies and Assessment Agencies recognized by NCVET with regard to assessment of RPL.

These guidelines aim to facilitate NCVET recognized bodies to reach out to individuals, through proposed mechanisms for effectively assessing their skills, making it easier for learners/ individuals to integrate into the formal learning system in order to be employed (wage/self). These guidelines also provide a significant approach in strengthening the vocational and educational training system and in establishing a robust skill recognition system.

The RPL guidelines will apply to all NSQF aligned and approved qualifications and will also form an integral component of National Credit Framework. Thus, RPL (with or without upskilling) will enable student/learner to acquire and accumulate credits for the qualifications for which they are assessed subject to successful clearing of the assessment. The guidelines outline a well-defined mechanism through which recognised Awarding Bodies will be able to:

- a) Identify the appropriate level of skills of an individual.
- b) Map the skills acquired through experiential learning including work experience and professional levels achieved with an existing NSQF aligned and approved Qualification.
- c) Assess the individual based on his/her learning and performance outcomes.
- d) Recognition of the certificate obtained by an employer/education provider and to provide access to the job market and/or formal education based on that certificate.
- e) Inclusion of Recognition of Continuous learning to promote lifelong learning

### 2.2 Objectives

The objective of the RPL Guidelines is to provide a dynamic document to help individuals acquire a formal qualification that matches their knowledge and skills, and thereby contribute to improving their employability, mobility, lifelong learning, social inclusion and self-esteem.

The detailed objectives of the RPL guidelines are:

1. To **align the prior competencies** of the existing workforce with the National Skills Qualification Framework (NSQF)
2. To **formalize learning by providing progression avenues** to the kamgars/ learner in terms of both employment and academic attainment, if so desired, as applicable.
3. To **enhance the employability of individuals** and/or increase their ability to avail entrepreneurial opportunities

4. To provide opportunities for **reducing inequalities**.
5. To provide best practices among AB and AA for RPL
6. To enable & facilitate industrial bodies for conduct of RPL for their workforce
7. Bring in traditional/indigenous skills in the recognised formal learning.
8. Provision of earning credits and accumulation of credits in Academic Bank of Credits (ABC).
9. To develop the potential to **improve employability, mobility, lifelong learning, social inclusion and self-esteem** through:
  - a. Promoting social inclusion and equity for disadvantaged groups including early school leavers, retrenched kamgars, ethnic minorities – by valuing experiential learning and providing them with opportunities to obtain qualifications.
  - b. Encouraging lifelong learning in order to create a competent and adaptable workforce that can meet the challenges of a fast-changing environment, address skills gaps and allow holistic development.
  - c. Providing access and opportunity for further education.
  - d. Improving efficiency and flexibility in education and in the skilling ecosystem by allowing alternative learning pathways, which can enable formal, non-formal, and informal learning and fast tracking the acquisition of qualifications.
  - e. Fostering employability, and thus better, jobs with better pay.
  - f. Contributing to the transition from the informal to the formal economy.

### 3. STAKEHOLDERS OF RECOGNITION OF PRIOR LEARNING (RPL)

#### 3.1 Applicants/ Candidates/ Workers/ Beneficiaries/ Employees

A nationally recognised and credible qualification brings many benefits for an applicant/candidates/ workers/ beneficiaries/ employees, including:

- a) Access to formal education and training programmes and promoting lifelong learning.
- b) Opportunity to get better jobs, move into the formal economy, or qualify to function as a professional.
- c) Eligibility or access to apply for government tenders and financial services for businesses, thus improving business potential.
- d) Improved self-esteem and respect in society with the associated process of certification
- e) Improvement in skills and the requisite knowledge as many individuals may require upgrading of their skills and the knowledge thereof in order to meet the competency standards.

#### 3.2 Employers, Industry, Industrial bodies, and Community

Having a qualified and certified human resource in any requisite skill is generally an organizational requirement, which helps the organization to acquire quality assurance certifications. A workforce with upgraded skills and knowledge would be more productive and will contribute to innovation and Return on Investment (ROI). Besides, it improves the morale of kamgars/employees and promotes a positive learning culture.

#### 3.3 Implementing bodies (ABs and AAs recognised by NCVET)

All NCVET recognised Awarding Bodies and Assessment Agencies shall have the mandate for the effective implementation of the RPL assessment and subsequent certification as per this Guideline.

### **3.4 Sponsoring/ Funding Bodies**

Central Ministries/Other Govt. Departments/States/Public & Private Sector Companies through CSR projects, NGOs others). Another similar bodies may facilitate conduct of RPL assessment through recognised entities as per para 3.3 above.

### **3.5 Government and Regulatory Body (NCVET)**

- NCVET may amend/add the various regulating parameters for RPL as per the advisories from MSDE and other inputs received from various stakeholders in the skill ecosystem.
- Mobilise resources for RPL implementation
- To develop the Process and Implementation Mechanism to ensure quality and relevance of the RPL process.
- To monitor and evaluate the implementation of RPL in the ecosystem.

#### 4. THE PROCESS AND IMPLEMENTATION MECHANISM

The RPL mechanism is designed keeping in mind the NCrf/ NSQF; the process encompasses different NCrf/ NSQF levels and approach to be adopted by the Awarding Bodies, Assessment Agencies and other concerned stakeholders. For the purpose of clarity in processes required for implementation, the RPL process is divided in four major categories. The table below specifies the various steps and the process at different NCrf/ NSQF levels:

NCrf/ NSQF Level Stages	Level 1-3.5	Level 4-6 (12 <sup>th</sup> with experience, UG-PG Pursuing)	Level 4-6 (without formal education)	Level 6.5-8 (PG and PhD)
<b>Stage 0</b> <b>Choosing Type of Assessors</b>	<ol style="list-style-type: none"> <li>Assessors/Proctors [Certified by Training of Assessors (ToA) programs]</li> <li>Industrial Experts</li> </ol>	<ol style="list-style-type: none"> <li>Master of trade</li> <li>Master Assessors</li> <li>Industrial Experts</li> <li>Assessor/Proctors [Certified by Training of Assessors (ToA) programs]</li> </ol>	<ol style="list-style-type: none"> <li>Master of trade</li> <li>Master Craftsman</li> <li>Heritage Skill masters</li> <li>Skill Gurus</li> <li>Ustads</li> <li>Master Assessors [Certified by Training of Master Assessors (ToMA) programs]</li> </ol>	<ol style="list-style-type: none"> <li>Technical Review Committee (formed by the Awarding Bodies/School Boards/HEIs)</li> </ol>
<b>Planning Methods of Evaluation/ Assessment</b>	<ol style="list-style-type: none"> <li>Hands on skill assessment to be done only in the physical mode</li> <li>Objective type Question for theory assessment</li> <li>Blended methods of evaluation <i>(Note: The objective questions may be asked as viva voce in the local language of the individual/ candidates)</i></li> </ol>	<ol style="list-style-type: none"> <li>Hands on skill assessment can be done in the physical mode/ blended mode</li> <li>Subjective type questions for theory assessment</li> <li>Objective type Question for theory assessment</li> <li>Viva voce</li> <li>Projects/ Skill demonstration</li> <li>Hackathon</li> </ol>	<ol style="list-style-type: none"> <li>Hands on skill assessment can be done in the physical mode/ blended mode</li> <li>Online/blended assessment</li> <li>Objective type Question for theory assessment</li> <li>Viva voce/Interview</li> </ol>	<ol style="list-style-type: none"> <li>Review of prior work achievements</li> <li>Letter of recommendations by state or central govt. or institute of repute</li> <li>Practical/ hand-on skill Assessment</li> </ol>

NCRF/ NSQF Level Stages	Level 1-3.5	Level 4-6 (12 <sup>th</sup> with experience, UG-PG Pursuing)	Level 4-6 (without formal education)	Level 6.5-8 (PG and PhD)
<p style="text-align: center;"><b>Stage 1</b> <b><u>Awareness</u></b></p>	<p style="text-align: center;"><b><u>Awareness and Mobilization</u></b></p> <ul style="list-style-type: none"> <li>➤ Campaigns shall be designed to create awareness about RPL program and its need and benefits</li> <li>➤ These campaigns shall catalyse the mobilization of the candidates for RPL.</li> </ul> <p><u>Strategy:</u></p> <ul style="list-style-type: none"> <li>➤ Identification of target group</li> <li>➤ Advertisement at National/ State/ Regional/ Local level through various means of <b>mass awareness</b> such as: Print Media, Electronic media, outdoor advertising, Direct Interaction with prospective candidates,</li> </ul>	<p style="text-align: center;"><b><u>Awareness and Information</u></b></p> <ul style="list-style-type: none"> <li>➤ The potential candidates shall be made aware about RPL as an opportunity.</li> <li>➤ ABs/ AAs shall use various marketing strategies to create a <b>pull force</b> in the market resulting in higher enrolments for the RPL program.</li> </ul> <p><u>Strategy:</u></p> <ul style="list-style-type: none"> <li>➤ Identification of target group</li> <li>➤ Advertising as per the reach of target group</li> <li>➤ Viral marketing through successful stories</li> <li>➤ Word of mouth (online &amp; offline)</li> <li>➤ Social Media</li> </ul>	<p style="text-align: center;"><b><u>Awareness and Information</u></b></p> <ul style="list-style-type: none"> <li>➤ The potential candidates shall be made aware about RPL as an opportunity.</li> <li>➤ ABs/ AAs shall use various marketing strategies to create a <b>pull force</b> in the market resulting in higher enrolments for the RPL program.</li> </ul> <p><u>Strategy:</u></p> <ul style="list-style-type: none"> <li>➤ Identification of target group</li> <li>➤ Advertising as per the reach of target group</li> <li>➤ Viral marketing through successful stories</li> <li>➤ Word of mouth (online &amp; offline)</li> <li>➤ Social Media</li> </ul>	<p style="text-align: center;"><b><u>Awareness and Application</u></b></p> <ul style="list-style-type: none"> <li>➤ Awareness campaigned shall be undertaken to inform about RPL program for level 6.5 to 8, and to make reach among the potential candidate</li> <li>➤ The campaign shall create awareness about the application process for the RPL program.</li> </ul> <p><u>Strategy:</u></p> <ul style="list-style-type: none"> <li>➤ Advertising</li> <li>➤ Word of mouth (online &amp; offline)</li> <li>➤ Social Media</li> </ul>

NCRF/ NSQF Level Stages	Level 1-3.5	Level 4-6 (12 <sup>th</sup> with experience, UG-PG Pursuing)	Level 4-6 (without formal education)	Level 6.5-8 (PG and PhD)
	Community advertising (in Panchayats or workplace)			
<b>Stage 2 <u>Enrolment</u></b>	<p style="text-align: center;"><b><u>Pre-screening and counselling</u></b></p> <ul style="list-style-type: none"> <li>➤ In this step, the mobilized candidates shall be enrolled and briefed about RPL processes, entry criteria, benefits of RPL, career progression, employability, opportunity to enter into formal education, etc. All candidates must undergo 12-15 hrs of <b>orientation</b>.</li> <li>➤ Further, candidates shall be pre-screened to determine their tentative NSQF level and then method of assessment i.e. either by “<b>Direct assessment</b>” or “<b>Upskilling followed by Assessment</b>”.</li> </ul>	<p style="text-align: center;"><b><u>Self-enrolment and verification</u></b></p> <ul style="list-style-type: none"> <li>➤ The candidates shall be allowed/ encouraged to get <b>self-enrolled</b>/ registered for the RPL program.</li> <li>➤ All documents submitted by the candidates during enrolments shall be verified by AA for authenticity.</li> <li>➤ All enrolled candidate shall be provided with 4 to 15 hrs. of <b>mandatory orientation</b>.</li> <li>➤ An approximate NSQF level of the candidate shall be determined (either by <b>self-assessment</b> or by assessor)</li> <li>➤ During enrolment if the candidate is found unsuitable, then they may take an upskilling module/course and thereafter they may appear for RPL assessment</li> </ul>	<p style="text-align: center;"><b><u>Enrolment and verification</u></b></p> <ul style="list-style-type: none"> <li>➤ The candidates shall be guided for the enrolment/ registered for the RPL program.</li> <li>➤ All documents submitted by the candidates during enrolments shall be verified by AA for authenticity.</li> <li>➤ All enrolled candidate shall be provided with 4 to 15 hrs. of <b>mandatory orientation</b>.</li> <li>➤ An approximate NSQF level of the candidate shall be determined by an assessor.</li> <li>➤ During enrolment if the candidate is found unsuitable, then they may take an upskilling module/course and thereafter they may appear for RPL assessment</li> </ul>	<p style="text-align: center;"><b><u>Pre-screening and applicant profile evaluation</u></b></p> <ul style="list-style-type: none"> <li>➤ Pre-screening of the candidate profile shall be done to ascertain the suitability of the candidate as per the NSQF level and work experience.</li> <li>➤ The suitable candidate are further evaluated and directed either to “<b>Technical Review Committee</b>” or to “<b>upskilling/ orientation program followed by RPL assessment</b>”.</li> </ul>

NCRF/ NSQF Level Stages	Level 1-3.5	Level 4-6 (12 <sup>th</sup> with experience, UG-PG Pursuing)	Level 4-6 (without formal education)	Level 6.5-8 (PG and PhD)
<p style="text-align: center;"><b>Stage 3 Assessment</b></p>	<p><b><u>Process of assessment</u></b></p> <ul style="list-style-type: none"> <li>➤ <b>Direct assessment :</b> The mapping of candidate's experiential learning outcomes is equal or more than 70% of qualification learning outcomes. (Note: Guidelines for Direct assessment is provided in the AB/ AA guidelines notified by NCVET.)</li> <li>➤ <b>Upskilling followed by assessment:</b> If, the mapping of candidate's experiential learning outcomes is less than 70% of qualification learning outcomes, then candidate shall require taking up an upskilling module or earning a NOS/ Micro credential before the assessment. Upskilling prior to the assessment shall also be allowed where there is an obvious skill gap due to the change in technology, futuristic skills and</li> </ul>	<p><b><u>Assessment (Theory + Practical + Viva-voce)</u></b></p> <ul style="list-style-type: none"> <li>➤ Assessment of Theoretical Knowledge through online mode/ platform: weightage may vary from 30% to 50% (based on sector/ job role/ qualification).</li> <li>➤ Assessment of practical skills based on work experience in physical mode (online mode can be adopted for certain suitable job roles): weightage may vary from 50% to 70%.</li> <li>➤ The weightage for the assessment through Viva-voce may vary from 0% to 10%.</li> </ul>	<p><b><u>Assessment (Theory + Practical + Viva-Voce)</u></b></p> <ul style="list-style-type: none"> <li>➤ Assessment of practical skills based on work experience in physical mode (weightage may vary from 80% to 100%).</li> <li>➤ The weightage for the assessment through Viva-voce may vary from 0% to 20%</li> </ul> <p>Note: The question framed for the practical/ Viva-voc shall be based on the prior job/ project work experience in accordance with PCs of the qualifications/ NOSs.</p> <p>The provision for theoretical assessment can be provided for certain qualifications with weightage varying from 0 to 10%.</p>	<p><b><u>Process of assessment</u></b></p> <ul style="list-style-type: none"> <li>➤ <b>Technical review committee</b> evaluates the candidates with significant and long lasting contribution to the sector, industry, country, or to the individual's discipline or profession.</li> <li>➤ <b>Upskilling/ orientation with assessment</b> is recommended for the candidates with outstanding work profile and field experience in their professional discipline.</li> </ul>

NCRF/ NSQF Level Stages	Level 1-3.5	Level 4-6 (12 <sup>th</sup> with experience, UG-PG Pursuing)	Level 4-6 (without formal education)	Level 6.5-8 (PG and PhD)
	advancement of work place/ methods.			
<b><u>Governance Process to be used for Assessment</u></b>	<ul style="list-style-type: none"> <li>➤ The questions framed for the assessment (by any mode) should be based on prior job/ project work experience in accordance with the performance criteria's (PCs) of the National Occupational Standards (NOSs).</li> <li>➤ Each RPL batch strength shall be of maximum 20 to 30 candidates (Based on the sector and Job roles).</li> <li>➤ The assessment may be performed in a group or individually, but every candidate must be assessed for the practical skills.</li> <li>➤ Every assessment shall be proctored and supported with digital and</li> </ul>	<ul style="list-style-type: none"> <li>➤ The questions framed for the assessment (by any mode) should be based on prior job/ project work experience in accordance with the performance criteria's (PCs) of the National Occupational Standards (NOSs).</li> <li>➤ Each RPL batch strength shall be of maximum 20 to 30 candidates (Based on the sector and Job roles).</li> <li>➤ The assessment may be performed in a group or individually, but every candidate must be assessed for the practical skills.</li> <li>➤ Every assessment shall be proctored and supported with digital and video evidences with geotagging.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The questions framed for the assessment (by any mode) should be based on prior job/ project work experience in accordance with the performance criteria's (PCs) of the National Occupational Standards (NOSs).</li> <li>➤ Each RPL batch strength shall be of maximum 20 to 30 candidates (Based on the sector and Job roles)..</li> <li>➤ The assessment may be performed in a group or individually, but every candidate must be assessed for the practical skills.</li> <li>➤ Every assessment shall be proctored and supported with digital and video evidences with geotagging.</li> </ul>	<p><b>For Technical Review Committee</b></p> <ul style="list-style-type: none"> <li>➤ The Technical Review Committee shall consist of at least 7 members. It shall comprise the CEO/ Head of the AB, standards head of the AB, sectoral/ industrial expert, academicians, and a member from regulating bodies. A chairperson shall head the committee.</li> <li>➤ A record of the data obtained from the candidate should be stored in both online and offline mode.</li> </ul>

NCrF/ NSQF Level Stages	Level 1-3.5	Level 4-6 (12 <sup>th</sup> with experience, UG-PG Pursuing)	Level 4-6 (without formal education)	Level 6.5-8 (PG and PhD)
	<p>video evidences with geotagging.</p> <ul style="list-style-type: none"> <li>➤ The Assessment Agencies will develop and operate an online portal/ platform to conduct practical assessments and record evidence of the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Assessment Agencies will develop and operate an online portal/ platform to conduct practical assessments and record evidence of the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Assessment Agencies will develop and operate an online portal/ platform to conduct practical assessments and record evidence of the assessment.</li> </ul>	<p><b>For Upskilling with Assessment</b></p> <ul style="list-style-type: none"> <li>➤ The questions framed for the assessment (by any mode) should be based on prior job/ project work experience in accordance with the performance criteria's (PCs) of the National Occupational Standards (NOSs).</li> <li>➤ Every assessment shall be proctored and supported with digital and video evidences with geotagging.</li> <li>➤ The Awarding Bodies shall develop SOPS to conduct assessments and record evidence of the assessment.</li> </ul>

NCRF/ NSQF Level Stages	Level 1-3.5	Level 4-6 (12 <sup>th</sup> with experience, UG-PG Pursuing)	Level 4-6 (without formal education)	Level 6.5-8 (PG and PhD)
<p style="text-align: center;"><b>Stage 4</b> <b><u>Certification and Feedback</u></b></p>	<ul style="list-style-type: none"> <li>➤ Assessor shall analyse all the evidences and answer sheets to prepare the result of the candidates.</li> <li>➤ The successful candidates shall be awarded with certificates, qualifications, credits, assessment report, etc.</li> <li>➤ The unsuccessful candidates shall be guided for proper training programs and assessment report shall be provided.</li> <li>➤ Every candidate shall be requested for feedback about the RPL program.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessor shall analyse all the evidences and answer sheets to prepare the result of the candidates.</li> <li>➤ The successful candidates shall be awarded with certificates, qualifications, credits, assessment report, etc.</li> <li>➤ The unsuccessful candidates shall be guided for proper training programs and assessment report shall be provided.</li> <li>➤ Every candidate shall be requested for feedback about the RPL program.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessor shall analyse all the evidences and answer sheets to prepare the result of the candidates.</li> <li>➤ The successful candidates shall be awarded with certificates, qualifications, credits, assessment report, etc.</li> <li>➤ The unsuccessful candidates shall be guided for proper training programs and assessment report shall be provided.</li> <li>➤ Every candidate shall be requested for feedback about the RPL program.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The successful candidates shall be awarded with certificates, qualifications, credits, assessment report, etc.</li> <li>➤ The unsuccessful candidates shall be guided for proper training programs and assessment report shall be provided.</li> <li>➤ Every candidate shall be requested for feedback about the RPL program.</li> </ul>

NCrF/ NSQF Level Stages	Level 1-3.5	Level 4-6 (12 <sup>th</sup> with experience, UG-PG Pursuing)	Level 4-6 (without formal education)	Level 6.5-8 (PG and PhD)
Used Cases for RPL	<p align="center"><b><u>Candidate Persona</u></b></p> <p><b>Name:</b> A</p> <p><b>Job Designation:</b> Helper at construction site</p> <p><b>Job role under RPL Program:</b> Assistant Scaffolder (level 2, 2.5, 3), Sector Construction</p> <p><b>Age:</b> 22</p> <p><b>Education:</b> Ability to read and write</p> <p><b>Experience:</b> 4 years</p> <p>'A' saw a poster at his construction site and came to know about RPL program at one of the nearest skilling centre. He got to know that RPL can provide a certificate for his skills gained from work experience of 4 years in scaffolding occupation. He visited the skilling centre and got enrolled in the RPL program.</p>	<p align="center"><b><u>Candidate Persona</u></b></p> <p><b>Name:</b> B</p> <p><b>Job Designation:</b> IT Executive (Hardware)</p> <p><b>Job role under RPL Program:</b> Advance Diploma in Hardware, Networking and Information Security (level 5)</p> <p><b>Age:</b> 24</p> <p><b>Education:</b> 12<sup>th</sup> Grade pass</p> <p><b>Experience:</b> 4 years</p> <p>'B' saw an advertisement in on a social media platform and came to know about RPL program at one of the nearest IT skilling centre. He went to the skill centre and enrolled himself for the RPL program. He assessed himself to determine his approximate NSQF level. After enrolment, he went through the RPL assessment process as described above.</p>	<p align="center"><b><u>Candidate Persona</u></b></p> <p><b>Name:</b> C</p> <p><b>Job Designation:</b> Assistant to head Mechanic</p> <p><b>Job role under RPL Program:</b> Automobile repairing Mechanic (level 4, 5)</p> <p><b>Age:</b> 25</p> <p><b>Education:</b> 5<sup>th</sup> Grade pass</p> <p><b>Experience:</b> 6 years</p> <p>'C' saw an advertisement in a local newspaper and came to know about RPL program at one of the nearest skilling centre. He went to the skill centre and got enrolled for the RPL program with the help of officer at skill centre. He got assessed by the assessor to determine his approximate NSQF level. After enrolment, he went through the RPL assessment</p>	<p align="center"><b><u>Candidate Persona</u></b></p> <p><b>Name:</b> D</p> <p><b>Job Designation:</b> Freelancer (Software Developer)</p> <p><b>Job role under RPL Program:</b> PG-Diploma in Advanced Computing (Level 7)</p> <p><b>Age:</b> 35</p> <p><b>Education:</b> BCA</p> <p><b>Experience:</b> 10 years</p> <p><b>Outstanding work achievement:</b>  'D' has successfully delivered multiple projects for MNCs. 'D' came to know about the RPL program from one of his close friend. He applied for the RPL program by submitting every relevant details/ documents of his achievement. The AB/ AA accepted the application of 'D' and his application were sent to the</p>

NCRF/ NSQF Level Stages	Level 1-3.5	Level 4-6 (12 <sup>th</sup> with experience, UG-PG Pursuing)	Level 4-6 (without formal education)	Level 6.5-8 (PG and PhD)
	<p>After enrolment, he went through the RPL assessment process as described above. He was declared successful in the assessment and awarded with the RPL certificate of NCRF/ NSQF level 2.5 along with credits.</p> <p><b>Benefits achieved:</b></p> <ol style="list-style-type: none"> <li>1. Now, 'A' can show-case his skills in form of a certificate provided by Government of India. This also clarified his further career progression.</li> <li>2. 'A' went to his employer where he was appointed as "Helper" and shown his RPL certificate of</li> </ol>	<p>He was declared successful in the assessment and awarded with the RPL certificate of "Advance Diploma in Hardware, Networking and Information Security (level 5)" along with the credits.</p> <p><b>Benefits achieved:</b></p> <ol style="list-style-type: none"> <li>1. Now, 'B' can show-case his skills in form of a certificate provided by Government of India. This also provides roadmap for his further career progression.</li> <li>2. 'B' went to his employer where he was appointed as "IT Executive (Hardware)" and shown his RPL</li> </ol>	<p>process as described above. He was declared successful in the assessment and awarded with the RPL certificate of Automobile Repairing Mechanic (level 4) along with the credits.</p> <p><b>Benefits achieved:</b></p> <ol style="list-style-type: none"> <li>1. Now, 'C' can show-case his skills in form of a certificate provided by Government of India. This also clarified his further career progression.</li> <li>2. 'C' went to his employer where he was appointed as "Assistant to head Mechanic" and shown his RPL certificate of</li> </ol>	<p>Technical Review Committee of the IT-ITeS Awarding Body. After assessing the profile of 'D', the committee found him suitable for the RPL assessment subject to completion of an upskilling course on emerging technologies. Subsequently, 'D' undertook an upskilling course on DevOps. Then his updated profile was presented before the committee for the final review/ assessment. 'D' was declared successful and awarded with the RPL certificate and relevant credits.</p> <p><b>Benefits achieved:</b></p> <ol style="list-style-type: none"> <li>1. Now, 'D' can show-case his higher skills in form of a certificate provided by Government of India.</li> <li>2. 'D' applied for the post of senior developer (IT) in one of the MNC for which he has earlier completed a project. He was appointed</li> </ol>

NCrF/ NSQF Level Stages	Level 1-3.5	Level 4-6 (12 <sup>th</sup> with experience, UG-PG Pursuing)	Level 4-6 (without formal education)	Level 6.5-8 (PG and PhD)
	<p>Assistant Scaffolder (NCrF/ NSQF level 2.5). The employer realised his actual skills and promoted him to Assistant Scaffolder. This also increased his salary. Thus, the RPL certificate upgraded the social and financial status of 'A'.</p>	<p>certificate of "Advance Diploma in Hardware, Networking and Information Security (level 5)". The employer realised his actual skills and upgraded him to Network Administrator. This also increased his salary. Thus, the RPL certificate upgraded the social and financial status of 'B'.</p>	<p>Automobile repairing Mechanic (level 4). The employer realised his actual skill and upgraded him to Automobile repairing Mechanic. This also increased his salary. Thus, the RPL certificate upgraded the social and financial status of 'C'.</p>	<p>as "senior developer (IT)" with good salary package.</p>
<p><b>Flowchart</b></p>	<p><b><u>Refer Annexure 1 Flowchart no: 1</u></b></p>	<p><b><u>Refer Annexure 1 Flowchart no: 2</u></b></p>	<p><b><u>Refer Annexure 1 Flowchart no: 3</u></b></p>	<p><b><u>Refer Annexure 1 Flowchart no: 4</u></b></p>

**Important points to be Noted:**

1. The application/ enrolment detail shall include a brief statement of the following information for each candidate:
  - i. Name and pertinent personal information
  - ii. Rationale for RPL certification
  - iii. Supporting letters/ letter of recommendation.
  - iv. Experience letter
  - v. Outstanding service to the sector, industry, and/ or community if any
2. In case of the unavailability of the supporting documents such as experience certificate, the Awarding Body/ Assessment Agency may ask the candidate to self-declare his/her work experience in the form of an affidavit and conduct an aptitude test before allowing the candidate to sit for the RPL assessment.
3. The orientation program/ course shall include sensitization sessions on employability skills, career progression, domain skills, and familiarization with RPL program, assessment processes and methods. During this session, the candidates must be explained about the learning outcomes of the qualifications.

NCRF/ NSQF Level Stages	Level 1-3.5	Level 4-6 (12 <sup>th</sup> with experience, UG-PG Pursuing)	Level 4-6 (without formal education)	Level 6.5-8 (PG and PhD)
<p>4. The Awarding body/ Assessment Agency shall provide methods and support to promote self-assessment among the candidates.</p> <p>5. The assessment shall be conducted in a transparent and fair way ensuring that all the candidates get equal opportunities.</p> <p>6. The Awarding Bodies may identify qualifications/ job roles on which online practical assessment could be possible and provide guidelines for conduct of the same in online mode.</p> <p>7. For RPL, no formal entry qualifications would be insisted upon subject to the condition that the RPL assessment shall be conducted as per the detailed guidelines of NCVET. (Refer.: NCRF, Section 3.3.3, table: 6)</p> <p>8. The methods of assessment are suggestive. The methods could be adopted depending on the sector/job role.</p> <p>9. The detailed assessment process shall be followed as per the requirements specified in the NSQF aligned and approved qualification</p> <p>10. The assessment report shall contain a detailed analysis of the performance of candidates on NOSs and PCs of the qualification.</p> <p>11. To enhance the quality and credibility of RPL, capacity building programs shall be conducted at regular intervals by ABs, AAs &amp; other stakeholders such as OEMs, Skill Universities, Higher Education Institutes, School boards, various ministries etc.</p>				

## **5. ROLE OF AWARDING BODY (AB)**

### **5.1 Critical Primary Functions with regard to RPL Assessment**

An Awarding Body (AB) is an entity, which is recognized by the NCVET to award certification to trainees/ learners for NSQF Aligned and Approved qualification by ensuring quality training and reliable assessments. The AB has an important role with regard to conduct of RPL Assessment and Certification which are enumerated below:

- a) Identifying and Listing of relevant Learning Outcomes of the qualification for the RPL assessments to be carried out
- b) Defining roles of accredited RPL advisor/counsellor (RPL advisor/counsellor is a practitioner/ individual who guides the candidate about the RPL procedure and requirements, and their suitability for an assessment).
- c) Enlistment of State/GOI/ Industry recognised/ decorated Master Craftsmen, Masters of Trade, Heritage/ Tradition Skill Masters, Skill Gurus, Ustads for specific skills
- d) Identification of various RPL delivery channels and establishing their credibility.
- e) On-boarding of NCVET recognised assessment agencies to ensure fair and reliable assessments through pre-defined norms and processes.
- f) Development of norms for training of specialized assessors for RPL programs as per the sector specifications.
- g) Empanelment of subject Matter Experts (SMEs), Industrial Experts, Master of trades, and Master Assessors, which shall be used for RPL qualification/ curriculum validation and assessment processes.
- h) Affiliation and accreditation of training partners for the implementation of RPL.
- i) Monitoring of RPL processes.
- j) Award RPL certification to the learners in NSQF aligned and approved qualification.
- k) Set up a system of redressing grievances.
- l) Progressively develop and enhance capacity to implement RPL in accordance with this policy and any specific requirements by NCVET
- m) Ensure that they have the necessary staff capacity to deliver quality RPL services and programmes
- n) Ensure effective planning and funding for RPL administrative and logistical systems to support all programmes and services
- o) Put systems and procedures in place to incentivise and support the registration and continuing professional development of RPL assessors

## **6. ROLE OF ASSESSMENT AGENCY (AA)**

Assessment Agency (AA) is defined as an agency which tests or conducts examinations to assess whether a learner has met the requirements necessary to be competent and qualified with respect to a skill or qualification. Functions of an AA with respect to RPL assessment are as mentioned below:

- a) Develop RPL assessment strategy, Standard Operating Procedures (SOPs)/ checklists for question bank development, assessment analytics, roles and responsibilities of the assessors, proctors and SMEs, etc.
- b) Ensure availability of accessible standardized assessment tools across languages and learner groups.
- c) Ensure availability of Industrial Experts, Master of trade, Master Assessors, Assessors and proctors who are trained in delivering of RPL.
- d) Allocate appropriate Assessors (Industrial Experts/ Master of trade/ Master Assessors/ certified Assessors and proctors) to the RPL assessment batch.
- e) Conduct quality assured standardized RPL assessment and upload/ record the evidence and results.

## 6.1 Recognition of various types of Assessors for RPL

### 6.1.1 Certified Master Assessors, and Assessors of Assessment Agencies

Master Assessors, Assessors and proctors are the skilled professionals who are trained to assess RPL learners/ batches on the NSQF aligned and approved qualifications. They are recognized and certified by Awarding Bodies on the basis of pre-defined parameters by NCVET. Further details may be available in the ToA guidelines prepared by NCVET.

### 6.1.2 Industry Experts formally recognised by the Industry

An industry expert preferably is from within a particular industry, who possesses invaluable insight, expertise, and valuable information in their domain. They can be directly empanelled by the ABs/ AAs for the assessment of RPL batches. The services of these experts can be availed by paying them remuneration on either hourly basis or batch wise at the discretion of AB/ AA and as mutually agreed upon.

### 6.1.3 Assessor in Dual role ('Trainer as Assessor' or 'Assessor as Trainer')

**Trainer as Assessor:** In case of Awarding Bodies (dual categories) which can perform both training and assessments within their campus/ institution, the trainers/ instructors can also act as an assessor.

**Assessor as Trainer:** In some cases, an assessor can act as a Trainer as well. The assessor may not provide training on the full qualification, but they can provide training for orientation programs or for some NOS/ micro-credential based training.

**Note:** the various use-cases on the dual role of assessor are attached at Annexure-2.

## 6.2 Role of Assessors in Recognition of Prior Learning (RPL) of different types

- a) Assesses and evaluate Applicants/individual's RPL against the learning outcomes as defined.
- b) Ensures evidence with respect to authenticity, credibility, reliability and integrity.
- c) Ensures that applicant has met more than 70% of all the declared learning outcomes for direct RPL assessments
- d) Ensures that applicant presented has met the knowledge, skills and competency elements of the qualification.
- e) The assessor will score and grade the evidence in accordance with the scoring and grading mechanisms established for the qualification. If a qualification is described in unit standards and their specific outcomes, then the assessment criterion for those outcomes must be satisfied.

## 7. TYPES OF ASSESSMENTS OF KNOWLEDGE, SKILLS AND COMPETENCY

<b>Method</b>	<b>Description</b>
Testing of Theoretical knowledge through online/offline/ Blended mode (oral/ written tests, Multiple choice, subjective Qualifications, examination	The purpose of assessment of theoretical knowledge is to evaluate cognitive skills or measure achievement of learning outcomes and competence outcomes, and provide information for more effective evaluation. A number of methods can be used to assess the retention of theoretical knowledge following training. These can be paper based or part of the e-Learning programme.
Testing of Practical/ hands on skills/ Skill Demonstration	The described methods evaluate the candidates for their motor skills learnt from experiential learnings.
Job work, projects, assignments, role play, practical examinations	The methods assess the candidates for the effective application of theoretical and practical skills in the actual work conditions as apprentice, On-Job Training, projects, etc.
Skill demonstrations, product assessments and/ or simulations	Simulation provides a virtual environment similar to actual environment to demonstrate the necessary skills. This method can be useful for highlighting areas of relative strength and weakness and may be used to improve the curriculum to address missing components.
Group practical tests	This would test the teamwork ability of the candidate. This would evaluate the candidates on the various parameters of the group dynamics.
Oral viva-voce on Practical/ hands on skills	Oral viva-voce is an assessment conducted, in which a candidate provides their response to the given task in verbal mode (instead of writing). Under this method, the candidates can be asked to explain the concepts, methods, process, etc. associated to their practical/ hand on skills.
RPL in Higher Level Skills: 360-degree assessments	360-degree assessment is a performance management tool intended for employees to get multisource feedback about work performance and improvement areas. In a 360-degree evaluation, the person being reviewed receives feedback from people with whom he/she works. These reviews may come from peers, subordinates, direct reports, teammates, and even external parties, such as vendors and clients, called raters in the process.
Blended Assessment methods	This type of assessments is based on various learning patterns, which could be vocational, class room based, collaborative learning methods (online or offline). Various

	Assessments can be combined as needed to get a final outcome result. For example, LMS based Proctored content delivery tool with in-built continuous/ formative/summative assessment to check learning outcomes. These types of assessments rely on technological advances, which can include virtual labs etc.
Achievements/Awards based evaluation	In this type of assessment, an individual/candidate/learner is evaluated based on the long lasting contribution to the society, sector, industry etc. For example: An individual who has represented India at the international level competition and achieved gold/silver/bronze medal then the individual may be considered and evaluated for certain type of RPL assessment and certification.
Hackathon Based Assessments	Hackathons are intense, time-bound events where people collaborate in groups to solve significant challenges. Through the process, participants will generate innovative and practice-oriented ideas for authentic, sustainable assessment approaches to add to their Knowledge.  <i>Kindly refer to <b>Annexure-3</b> for detailed methodology</i>

*Note:*

1. *The above list of assessment methods is suggestive in nature.*
2. *The assessment methods shall be carried out in Indian Languages as well.*

## **8. DELIVERY CHANNELS AND RECOMMENDED CENTRES/ VENUES FOR RPL ASSESSMENTS**

### **8.1 Awarding Bodies (AB)/ AB's Affiliated Training Provider/ Centre**

An individual can go to the Awarding Bodies/ Training centres (recognised by ABs) and request for RPL assessments available at the centres.

### **8.2 Workplace or workshop (for traditional/ indigenous `skills)**

NEP 2020 emphasizes rich heritage of ancient and Indian eternal knowledge and promotes the nurturing of heritage skills and furthermore emphasizes on researching, enhancing and putting new uses through our education system. Recognition of Prior Learning (RPL) for various traditional (indigenous) skills/occupation is an integral approach to acknowledge and recognise the potential of artisans and craft persons paving the way for upskilling and mainstreaming them in formal sectors. RPL on demand for various traditional (indigenous) skills/ occupation can be very effective especially for those skills **which are on the verge of extinction**.

RPL for these traditional (indigenous) skills/ occupations need special consideration due to their peculiar nature. The following points may be considered:

- a) These skills use traditional hand tools.
- b) These skills usually take a long period to produce a product or complete a job as per the required quality.
- c) These skills are practiced only by few people (indigenous people)/ families.
- d) Typically, there is no formal learning pathway for these skills. These are passed on from one generation to another.
- e) Industrialization/ scaling of these skills are generally not possible.

Most of these skills require a special delivery channel for RPL assessment in which the RPL can take place at the residence of the worker/ worker's workshop.

**The detailed information regarding traditional (indigenous) skills/ occupations and its assessment process is attached at Annexure 4.**

### **8.3 RPL at Colleges/ HEIs/ Universities having vocational education/ skilling labs/ workshops facilities**

Universities/Colleges form one of the most important delivery channels, which can conduct/ operate the RPL to recognise prior learning for admission and/ or credit equivalence. There may be some prospective students who would not be able to provide the necessary evidence to meet the college/ university's entry requirement (as per admission notice publication) for the particular course/ qualification, but they are able to provide substantial and relevant alternative evidence for their potential/competency to succeed in the course/ qualification. In these circumstances, RPL can be used to provide the relevant alternative evidence. Furthermore, RPL provision can be used by the Universities/Colleges to determine the potential of the students.

RPL also allows transition from training centres to education institutions and vice-versa, and increase educational choices and career opportunities.

### **8.4 Industrial Clusters where the tests can be conducted**

It is recommended that assessments may be conducted on-site at the location where kamgars/employees are available/already working in large numbers in any specific sector,

industry or traditional skills concerned. RPL in 'Skill Hub' initiatives can be considered under this delivery channel.

### **8.5 RPL at Centre of Excellence (COEs)**

Centre of excellence for conducting RPL based assessments may be developed or identified and assessment to those may be provided by the NCVET recognised AB/AAs. The AB shall identify or develop COEs with Industry/HEIs, Industry bodies etc.

### **8.6 Place of employment/ on-site**

This type of RPL evaluation is recommended to be carried out on site at the premises of the employers. One of the major challenges in this delivery channel modus operandi is that most of the kamgars/employees in many sectors may work as a daily wage worker. Employers have obvious constraints and are reluctant to allow their kamgars to go for RPL assessment/ upskilling training as it causes a financial loss to them. Therefore, for such cases, a provision of 'Wage Compensation' to the employers/ workers (kamgars) may be considered to motivate both kamgars and employers.

### **8.7 On demand Assessment through Aggregators (online/ offline)**

This delivery channel provides opportunities to all those skill seekers who wish to take an online/ offline exam and be certified. This may also be offered as a fee-based program if the learners wish to be assessed and certified. This ideally should be offered from accredited/designated centres as per the NCVET guidelines.

### **8.8 RPL at Schools/ Skill Hubs having vocational education/ skilling labs (for the local workforce)**

The concept of RPL may also be extended to the general education domain to create options for individuals to get assessed for a subject/ qualification at same or at a higher level, subject to meeting the competency levels and concerned regulatory compliances and clearing the requisite assessment. This shall effectively provide learner with options of Exam/ Assessment on Demand. NIOS is an example, which offers option of 'Exam on Demand' to learners who have completed requisite number of years of self-study/ learning for assessment for a particular educational grade. Similar models can be developed and adopted by other state school boards and CBSE etc. to provide RPL option in school education.

## **9. PROVISION OF RPL FOR PERSON WITH DISABILITY (PWD)/ DIVYANGJAN**

The Rights of Persons with Disabilities Act, 2016 emphasizes for the inclusion of person with disability in all mainstream formal and non-formal vocational and skilling programmes. The concerned awarding bodies such as SCPwD, may create SOPs for carrying out the RPL assessment programs for the PwD Candidates.

## **10. INTEGRATING RPL WITH NCRF**

Under the National Credit Framework (NCrF) every learning can be credited subject to its successful assessment. The National Credit Framework (NCrF) also enables creditisation of experiential learning, based on the weightage for relevant experience and proficiency levels achieved, subject to successful assessment.

Each level of NCrF corresponds to certain credits and credit points that can be further utilized by the candidate as per the requirements of learner. Under the "Provision of the NCrF", the assignment of credits and the credit levels are done on the basis of learning outcomes rather

than on learning hours. The same principle may be applied to the RPL as under it the learners are assessed for their experiential learning outcomes against the standards (NOS) of the qualification. Thus, the assignment of credits and the credit levels under the RPL shall be similar to the those of the concerned qualification.

### **10.1 Assignment of credits as per National Credit Framework (NCrF) levels based on the Learning Outcomes (LOs) for which assessed.**

Keeping in view the credit accumulation policy as per National Credit Framework (NCrF) Following principles underpin the credisation of assessment related to RPL:

- a) RPL credit may be awarded for knowledge and skills acquired through experience. The length of time and years of experience are not calculated and assessed but it is the learning outcomes of the specific skills, competencies and knowledge acquired, that is assessed and credit bearing.
- b) RPL credits should only be awarded where the applicant/individual can demonstrate his/her ability to apply foundational (theoretical) and practical competence in various contexts.
- c) Credits are awarded only for demonstrated competence, and not for exclusive work experience.
- d) Credits must be awarded only for learning that is relevant to the content and learning outcomes of the learning programme for which the credit is applied subject to assessment.
- e) Credit should be awarded only for relevant levels of learning as determined in the qualification and by the relevant assessment and quality assurance process
- f) Appropriate subject matter/academic experts and assessors must make the determination of competence levels and of credit awards, when decisions are made regarding RPL assessment and certification.
- g) After successful assessment of the candidate through RPL, the credits accumulated by the learner will be the same as applicable for the total number of Notional Hours and NSQF Level for the particular job role/Qualification in which the learner has undergone RPL assessment.

### **10.2 Credit accumulation in Accredited Bank of Credits (ABC)**

The NEP 2020 proposes to establish an 'Academic Bank of Credit' (ABC) which could digitally store the academic credits earned from recognized institutions so that the degrees can be awarded taking into account credits earned.

The NCrF provides for **creditisation of all learning and assignment, accumulation, storage, transfer & redemption of credits, subject to assessment**; removes distinction and establishes academic **equivalence** between vocational & general education; enables **mobility** within & between them, and its operationalising through the Academic Bank of Credits (ABC).

The Academic Bank of Credit shall be a repository of all credits earned by a student. These credits shall be accumulated and redeemable provided the credits accumulated are within the same assessment band. The credits accumulated shall have a validity/ expiry, which will be defined w.r.t. RPL.

### **10.3 Redemption / Transfer of Credits**

The credits earned as part of RPL assessment will be deposited to student's ABC account. After the accumulation of credits, a student can redeem these in order to get any academic degree based on the norms set by the regulatory body/ institution where the individual is

planning to get a degree. It works on the principle of Multiple Entry-Multiple Exit (ME-ME) as well as “anytime learning, anywhere learning, and any level learning’ as is emphasized in NEP 2020. For credit redemption, the process to be followed will be as per the Academic Bank Guidelines notified by UGC.

## 11. TRANSITIONING FROM RPL-RCL

The world of work is changing. The **3 Megatrends i.e. Globalization, technological progress and Demographic change are significantly altering the nature of work.** Digital transformation, Artificial Intelligence, automation and other trends are making this change as significant as the mechanization in prior generations of agriculture and manufacturing. The future of work is a projection of how work, workforce and the workplace will evolve in the years ahead. The growth of the gig economy has also resulted in an increase in self-employment which has further been reshaping the future of work.

Recognition of Continuous Learning (RCL) is a process of assessing and validating the skills and knowledge that an individual has acquired and updated through formal, non-formal or informal learning over a period. RCL aims to provide an opportunity for learners to demonstrate their continuous learning and development, and to receive recognition and certification of their updated competencies and achievements.

The establishment of a **strong institutional framework for the Recognition of Prior Learning (RPL) & Recognition of Continuous Learning (RCL) is an essential pillar** in smooth transition to the future of work which cannot be undermined.

RCL is an extension RPL. RCL focuses on the dynamic and evolving nature of learning and future of work rather than the static or fixed outcomes. RCL can be used for various purposes, such as:

- To update and renew the qualifications or certifications of learners in relation to the changing demands and standards of a sector or a profession
- To enhance and expand the skills and knowledge of learners in relation to the emerging trends and opportunities in a field or a domain
- To acknowledge and appreciate the lifelong learning efforts and achievements of learners
- To facilitate the career advancement and progression of learners

RCL can be conducted using various methods, such as:

- Online or offline courses, where learner complete modules or units that cover the latest developments and innovations in a subject or a skill
- Workshops or seminars, where learners participate in interactive sessions or activities that expose them to new ideas and practices in a field or a domain
- Projects or assignments, where learners apply their skills and knowledge to real-world problems or scenarios that challenge them to learn new things
- Surveys or quizzes, where learners answer questions or complete tasks that assess their current level of awareness and understanding of a topic or an issue
- Feedback or evaluation, where learners receive comments or ratings from experts or peers that indicate their strengths and areas for improvement

RCL can be integrated with RPL to provide a comprehensive and holistic assessment of the learner’s competencies and achievements over time. RCL can also be linked with the ABC to enable learners to accumulate credits for their continuous learning and use them for further education or employment opportunities.

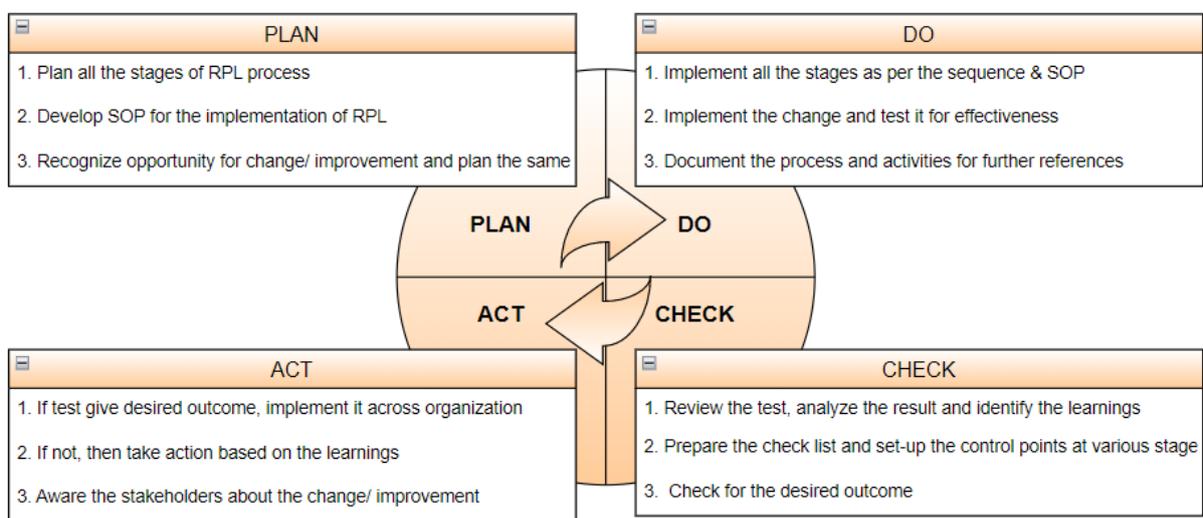
**The Digital India initiative and *Karmayogi Bharat*.** *Karmayogi Bharat* is a manifestation of **Recognizing of Continuous Learning (RCL)** with a vision to transform & make Indian civil services future ready through capacity building by establishing a robust digital ecosystem for enabling continuous anytime-anywhere learning.

**12. QUALITY ASSURANCE AND QUALITY CONTROL (QA/QC)**

**12.1 Steps to ensure Quality Assurance**

The Awarding Bodies/ Assessment Agencies are encouraged to adopt “Plan-do-check-act (PDCA) cycle” for the implementation of RPL assessment. A PDCA cycle is a four-step continuous looping process of planning, doing, checking (or studying), and acting. It is a framework that helps organisations to change and improve their processes. This method provides a simple and effective approach for solving problems and managing change. The model is useful for testing, enabling improvement measures on a small/ large scale before updating procedures and working practices.

This would assist the ABs/ AAs to frame an effective Standard Operating Procedure (SOP) for the implementation of RPL/ any other program. The model can be illustrated as below mentioned figure:



The RPL guidelines also prescribe recommendations for partner agencies/ entities working under their fold, to ensure quality in their operations too. NCVET will not directly control and monitor the partner agencies/ entities working with the AB. It will be the responsibility of the AB to ensure that the partner agencies/ entities adhere to the recommendations of the RPL guidelines. Such delegated regulations empower an AB to take punitive/ corrective action against partner agencies/ entities in cases of non-adherence to the RPL guidelines.

The AB/AA are to encourage teaching practices and approaches to RPL assessment that incorporates RPL as a component of flexible student-centred learning, and that staff

development be made available to assist teaching staff in developing these practices and approaches.

There should be transparency in the payment system among various stakeholders (Training Partners/ Centres, Assessment Agencies, Awarding Bodies, Scheme sponsoring bodies/ agencies). The payment system should be automated based on online and/ or offline evidence submission, and the turnaround time (TAT) should be fixed for every milestone.

Awarding Bodies/ Assessment Agencies should formalise a QA/ QC committee/department within their organisation to monitor the quality of delivery of RPL assessment

## **13. MONITORING AND EVALUATION (THROUGH ONLINE/ PORTAL)**

### **13.1 Process of Monitoring**

NCVET shall monitor the RPL assessments as per the monitoring norms prescribed under the Guidelines for recognition of Awarding Bodies and Assessment Agency.

NCVET shall undertake quarterly/annual performance reviews of RPL assessment methodologies adopted by Awarding Bodies/Assessment Agencies. The quality checks will be carried out for each Awarding Bodies/Assessment Agencies. NCVET may also opt for a site visit as part of review process. The council may also ask for any information pertaining to RPL.

The Governance Process, including providing of video recordings of the assessments may be included in the process of monitoring which may further strengthen it.

### **13.2 Reporting Mechanism**

The AB must maintain a documented policy containing a set of procedures, templates and checklists, which are in consonance with the NCVET guidelines, and such policy should be updated time to time. Recognized AB shall submit data on the Key Performance Indicators (KPIs) in a timely and accurate manner and any other data which may be asked from time to time, by the NCVET. The AB must establish and maintain a system of monitoring its third-party agencies and compliance reports must be submitted to NCVET as required by it.

## **14. CREATING A DEDICATED RPL DIGITAL PORTAL IN DUE COURSE TO SUPPORT**

Today's education and learning scenario is rapidly changing and demanding. To provide access to information specific to RPL programs, a dedicated RPL Digital portal may be set up by concerned stakeholders as a way of providing users (i.e. Students/learners/applicants, trainers, assessors, proctors, facilitators) with information about the online/on-demand RPL facilities and features. Generally, in RPL, pre-assessment processes are done manually such as enrolment, mapping of learning outcomes, certification, etc. In order to automate such practices Skill India Digital (SID) shall incorporate certain provisions and provide a two-way interface for capturing demand for assessment through RPL, upskilling and all such related processes under the RPL programs. The provisions may be revised/changed from time to time in accordance with NCVET

The scope of SID may include:

- a. Option to appear for an assessment by self-enrolment.
- b. Functions to enable learners/applicant to select nearest test centres to give RPL assessment

- c. Functionality to choose a date and time for Pre-screening and orientation of their convenience and then to appear for the assessment.
- d. Listing of Learning Outcomes of the qualification for RPL assessments
- e. Assigning of assessors/proctors to learners/applicants based on the pre-defined criteria outlined by NCVET
- f. Various types of assessment facilities
- g. Real time assessment results and issuance of certificates
- h. Report generation and insightful analytics
- i. Feedback mechanism and grievance redressal

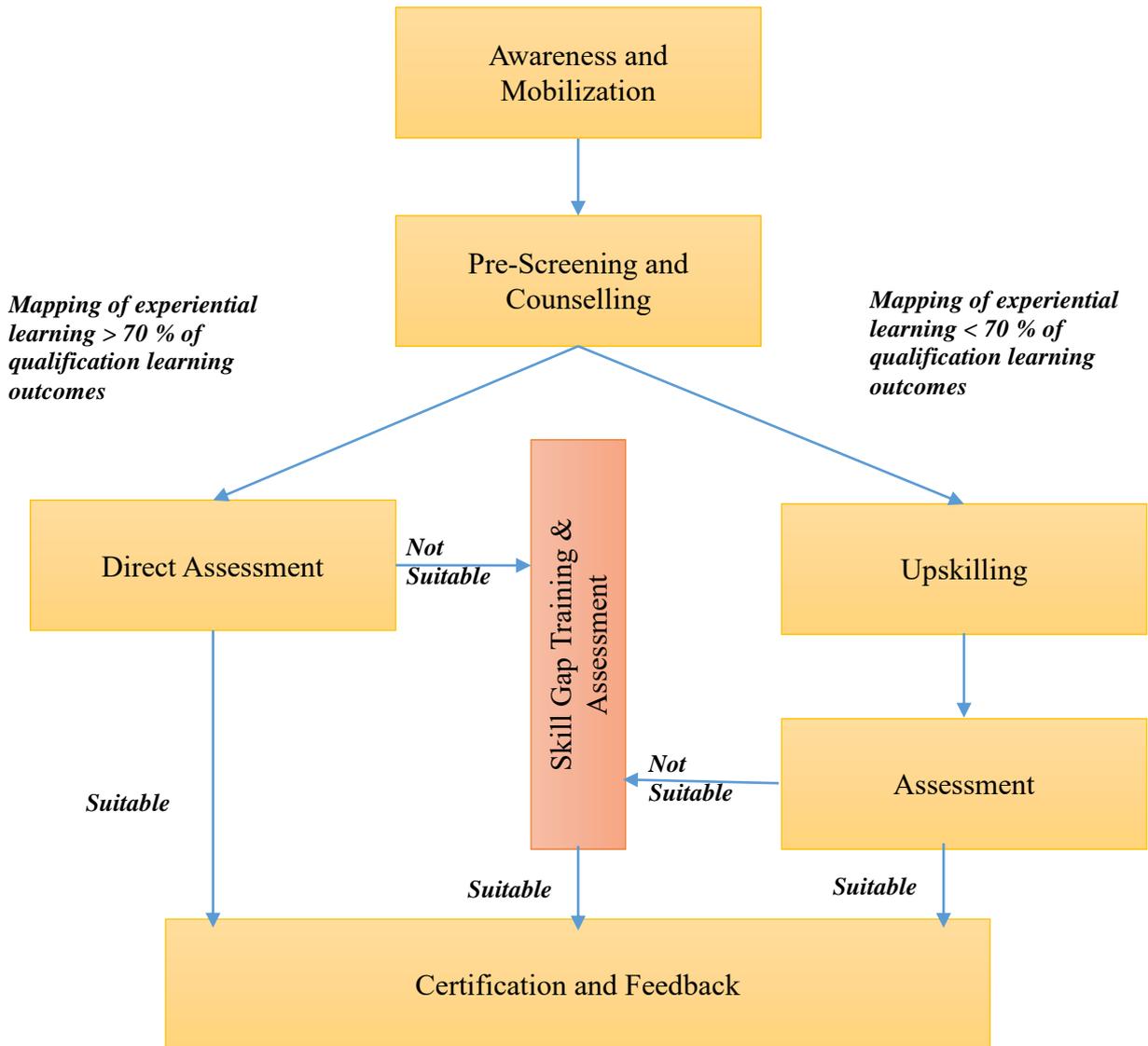
#### **15. PROCESS FOR MODIFICATION/ UP-DATION OF GUIDELINES FROM TIME TO TIME**

NCVET shall designate ownership of the guidelines to a consultant/ official/ team/ committee. The owner of the guidelines shall be given responsibility to make a record of all the challenges/ difficulties which would be faced during the implementation of the policy. Subsequently, these challenges/ difficulties shall be evaluated and a possible solution shall be provided with the approval of the Chairperson, NCVET.

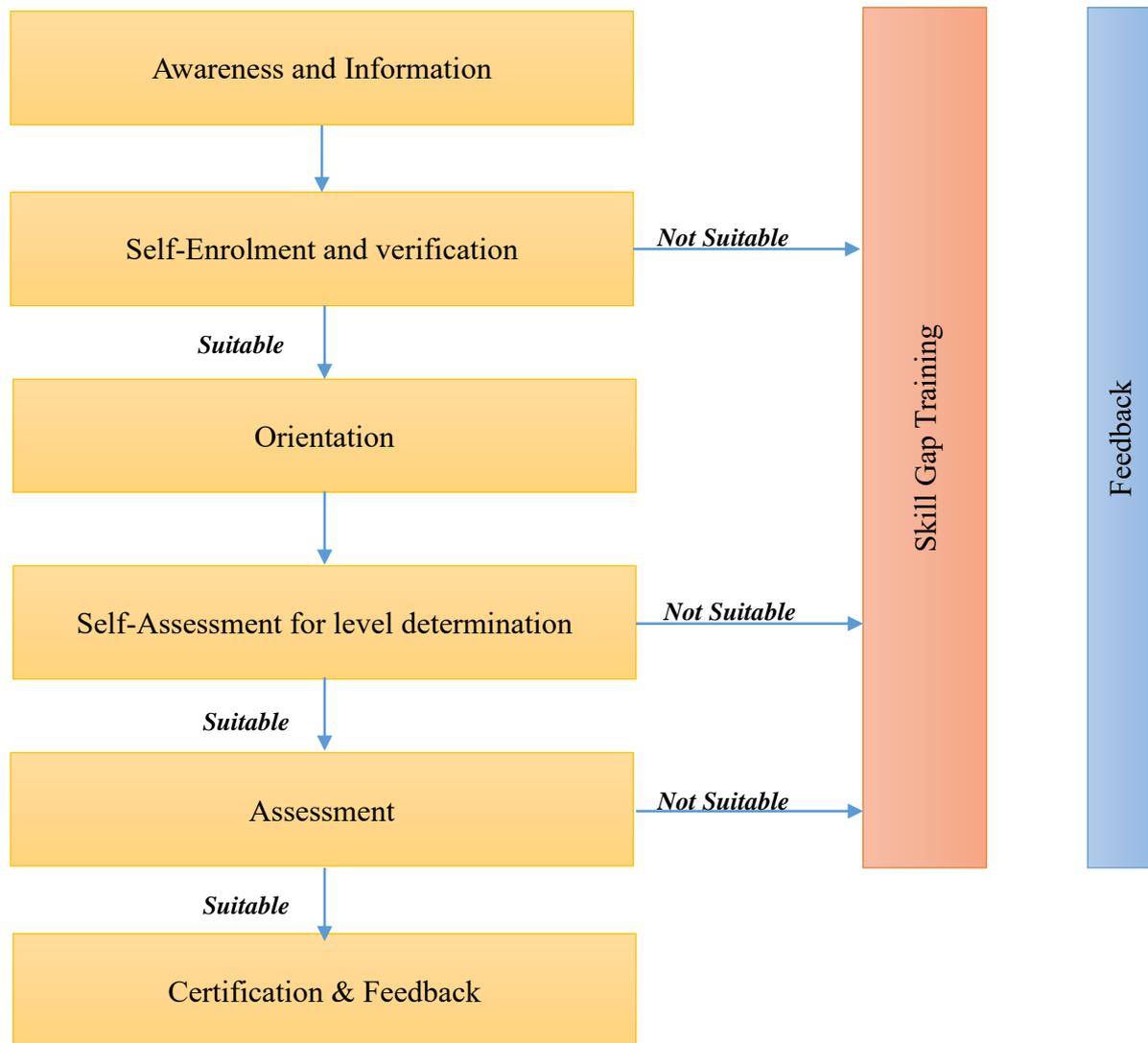
All notifications required to be issued under the Guidelines to be issued with the approval of the Chairperson, NCVET. Urgent/ Minor modification required to be issued with the approval of the Chairperson, NCVET and to be got approved post facto by the Council. Interpretation of the Council regarding any of the provisions of the guidelines shall be final.

## ANNEXURE – 1: RPL PROCESS FLOWCHART

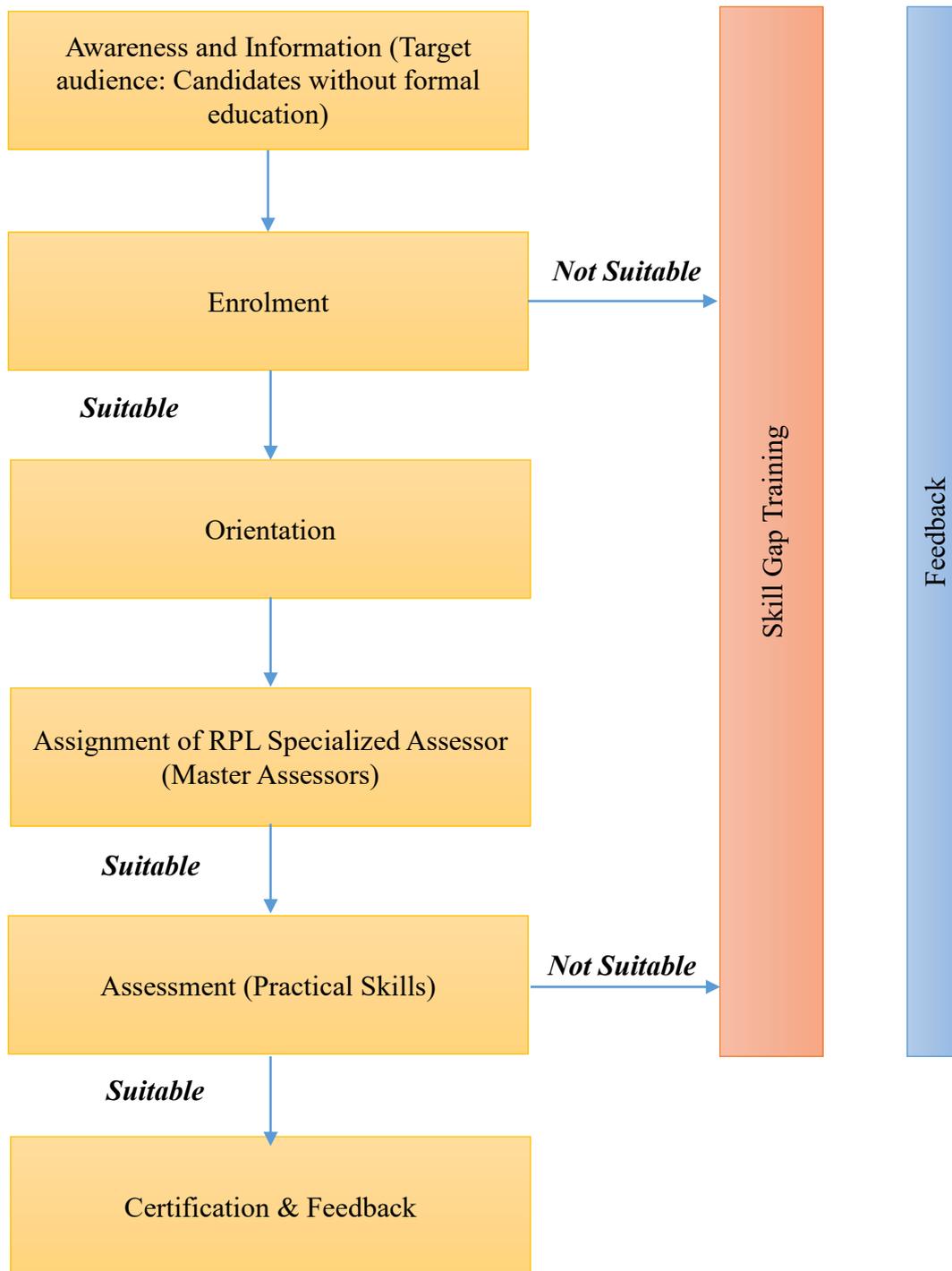
**Flowchart 1: RPL Process for NCrF/ NSQF level 1 to level 3.5**



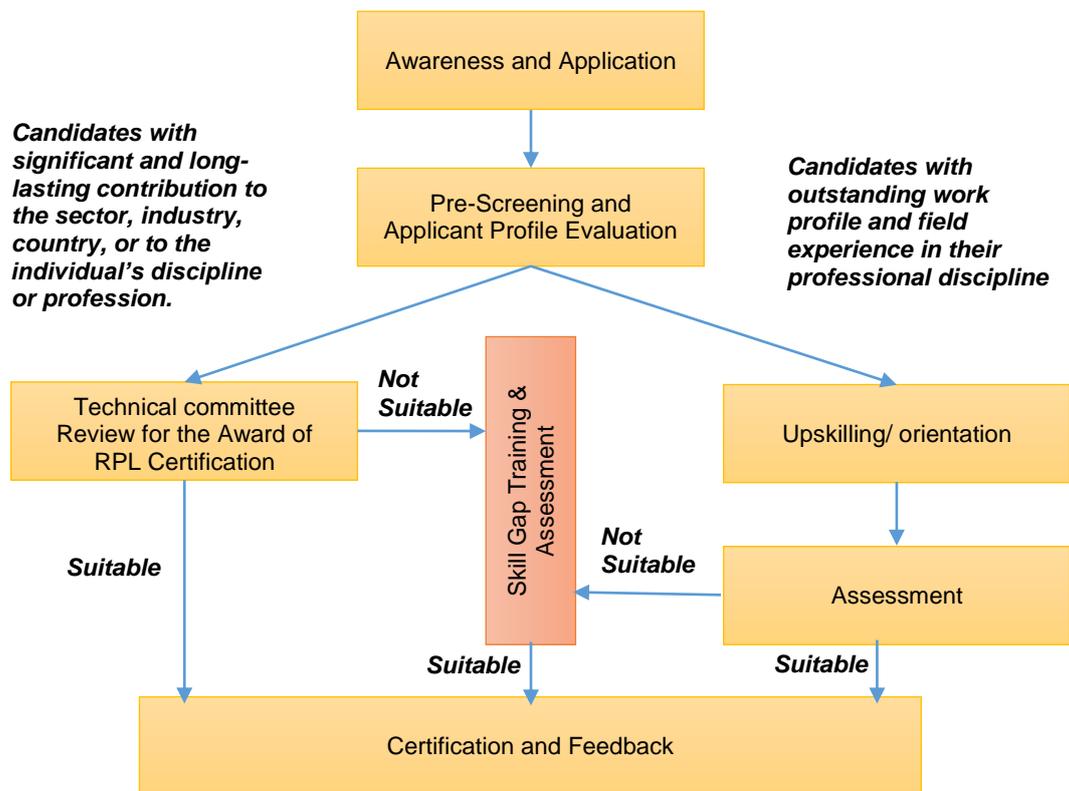
**Flowchart 2: RPL Process for NCrF/ NSQF level 4 to level 6 (12th With Exp, UG, PG pursuing)**



**Flowchart 3: RPL Process for NCrF/ NSQF level 4, 4.5, 5, 5.5, 6 (Without Formal education)**



**Flowchart 4: RPL Process for NCrF/ NSQF level 6.5 to 8 (at PG and PHD level)**



**ANNEXURE – 2: THE VARIOUS USE-CASE ON THE DUAL ROLE OF ASSESSOR**

<b>Sl. No.</b>	<b>Use-Case (Trainers as Assessors)</b>
1.	Trainers* at ITI can assess the candidates.
2.	Trainers* at Training centres operated by defence forces
3.	Trainers* at Training centres operated by Skill Universities
4.	Trainers/ expert/ practitioner imparting traditional skills may also conduct assessment.
5.	Teachers*/ Trainers* can conduct both training and assessment
6.	Master of trade/ Master craftsmen can conduct both training and assessment
7.	Industrial Experts can conduct both training and assessment
8.	'Professor of Practice' can conduct both training and assessment
9.	

(\*subject to the availability of NSQF certification on both trainer and assessor qualifications.)

<b>Sl. No.</b>	<b>Use-Case (Assessors as Trainers)</b>
1.	Assessor performing RPL assessment may act as a trainer and provide training on orientation course, NOS or micro-credential based course, etc.

## ANNEXURE – 3: HACKATHON BASED ASSESSMENTS

### Hackathon Based Assessments

Hackathon provides a platform and encourages students to brainstorm, pitch concepts, form teams, plan projects and develop prototypes. The creativity, teamwork and problem solving unleashed in a short period of time through collaborative projects at hackathons often stimulates participants to engage more deeply in their professions and academic interests. While hackathons have gained popularity outside of classroom learning environments, they can also add rich layers of interactions to existing class activities. Below mentioned is the process flow for conducting Hackathon based assessments.

- a. In this type of RPL the Organization will register for Hackathon based RPL (to be conducted either internally or externally).
- b. Submission of a Problem statement that may have cross sectoral and/or multi sectoral NOSs/Skills
- c. Hackathon to be aligned with standards (QP/NOS) created by AB, AB needs to be informed and approval needs to be taken.
- d. AB to validate the alignment of problem statement with QP/NOS
- e. Selection of Online or Offline mode by Delivery Partners (Academic Institutes/Organizations/ Training Partners etc.)
- f. Awareness and Mobilization of the Hackathon through suitable channels by Delivery partners (Project Implementation Agencies/organizations/institutes etc.)
- g. Hackathon Enrolment – To be reported to AB if Hackathon is approved by AB
- h. Hackathon Execution as per organization's process and requirement.
- i. Final result/score card of all participants to be shared with AB, only applicable if hackathon is approved by AB.
- j. Joint Certification, if organization/institutes desire so, only for Hackathons that are approved by AB

**ANNEXURE - 4: TRADITIONAL (INDIGENOUS) SKILLS/ OCCUPATIONS AND ITS ASSESSMENT PROCESS**

**I. List of Indian Traditional Crafts/ Skills:**

Sl. No.	Indian Traditional Crafts/ Skills	Examples
1.	Wooden work	<ul style="list-style-type: none"> <li>walnut wood carving, Pinjrakari &amp; Khatumband in Kashmir</li> <li>woodwork of Dharamshala</li> <li>Kasta Kari of Goa</li> <li>Lacquered wooden toys</li> </ul>
2.	Stone Masonry	<ul style="list-style-type: none"> <li>Renowned craftsmanship of the Silavat communities of mason near Thar district.</li> <li>Rubble masonry work</li> </ul>
3.	Traditional Painting	<ul style="list-style-type: none"> <li>Warli paintings of Maharashtra</li> <li>Rajasthani wall painting</li> <li>wall and floor painters of Madhubani in Bihar</li> <li>Pichhwai temple hangings</li> <li>paintings in the Mithila region of Bihar</li> <li>cloth paintings of Rajasthan</li> <li>Mandala art</li> <li>Chitrakathi &amp; Ganjifa painting</li> </ul>
4.	Metal Work	<ul style="list-style-type: none"> <li>traditional copperware of Kashmir</li> <li>indigenous metalwork of Ladakh</li> <li>Tibetan metalwork</li> <li>Thattar ka Kaam- sheet metal work of Kullu</li> <li>brassware of Moradabad</li> <li>silver wares, damascening and metal engraving of Udaipur</li> <li>Combination of ubharnaqqashi or repoussé with jaal ka kaam or openwork of Lucknow</li> </ul>
5.	Textile	<ul style="list-style-type: none"> <li>Kashmir – Pashmina</li> <li>HP – Kullu Shawls</li> <li>UK- Panchachuli weave</li> <li>Punjab/ Haryana – Phulkari, Panja Weave</li> <li>Rajasthan – Shisha</li> <li>Gujrat – Bandhani</li> <li>Maharashtra – Paithani</li> <li>Goa – Kunbi</li> <li>Karnataka – Mysore Silk</li> <li>Kerala – Kasavu</li> <li>Tamil Nadu – Kanjeevaram Silk</li> <li>Bihar – Bhagalpuri Silk</li> <li>Orissa – Sambalpuri Saree</li> <li>Nagaland – Naga Shawls</li> </ul>
6.	Pottery	<ul style="list-style-type: none"> <li>Handmade pottery – bowls, jars, vessels – in various colours.</li> <li>Khurja pottery, UP – Also known as ceramic city</li> <li>Black Clay pottery - UP</li> <li>Rajasthan’s Molela - murthikala</li> </ul>

		<ul style="list-style-type: none"> <li>• West Bengal – Terracotta Pottery</li> <li>• Gujarat – Khavda pottery</li> <li>• Karnataka – Bidriware</li> </ul>
7.	Papier-Mache (Paper Pulp)	<ul style="list-style-type: none"> <li>• craft of shaping and molding products from paper pulp</li> <li>• highly sophisticated papier-mâché tradition of the Kashmir Valley</li> <li>•</li> </ul>
8.	Carpet Weaving	<ul style="list-style-type: none"> <li>• The main carpet-producing areas of India are Srinagar in Kashmir, Jaipur in Rajasthan, Amritsar in Punjab, Mirzapur, and Agra in Uttar Pradesh.</li> <li>• Kashmir is most famous for hand-knotted and wool silk rugs</li> <li>• Nakaash is the person who designs the carper, a kalimba is a weaver and the ranger is the person who dyes the carpet.</li> </ul>
9.	Traditional Dance	<ul style="list-style-type: none"> <li>• Bharatanatyam is a classical dance from the South Indian state of Tamil Nadu</li> <li>• Kathakali is a highly stylized classical dance-drama form, which originated from Kerala.</li> <li>• Kathak (Northern India)</li> <li>• Kuchipudi (Andhra Pradesh)</li> <li>• Odissi (Odisha)</li> <li>• Sattriya (Assam)</li> <li>• Manipuri (Manipur)</li> <li>• Mohiniyattam (Kerala)</li> <li>• Folk and tribal dance forms (Garba, Bhangra &amp; Giddha, Lavani, Ghoomar, etc.)</li> </ul>
10.	Forest produce harvesting &value addition	
11.	Bamboo crafts	
12.	Culinary	
13.	Food processing	

## II. Some of the Government Schemes for empowering Indian traditional handicrafts and artisans

Sl. No.	Name of Scheme/ program	Description
1.	Ambedkar Hastshilp Vikas Yojna	<ul style="list-style-type: none"> <li>• the program enables community empowerment to mobilise artisans into self-help groups.</li> <li>• Under the design and technology upgradation subsection, a 25-day workshop is conducted to develop new prototypes to suit the tastes and preferences of contemporary markets, using the traditional skill of artisans, and introduce new techniques and technologies for enhanced production.</li> <li>• It provides support in the form of an integrated design and technology development project, assistance to exporters and entrepreneurs for design prototypes, and commercial market intelligence.</li> </ul>

		<ul style="list-style-type: none"> <li>• Also provides support in human resource development, infrastructure and technology support, healthcare, and more.</li> </ul>
2.	Mega cluster scheme	<ul style="list-style-type: none"> <li>• The program follows a mega cluster-based approach in scaling up infrastructural and production chains at handicraft centers that have remained unorganized and have not kept up with modernization and other developments.</li> <li>• The objectives include generating employment and improving living standards for existing artisans.</li> </ul>
3.	Marketing support and services scheme	<ul style="list-style-type: none"> <li>• Conduct craft awareness and demonstration programmes</li> <li>• provides interventions for domestic marketing events to artisans.</li> <li>• Assistance is also provided for hiring built-up space for events organised by other institutions.</li> <li>• Also assistance provided for compliance, social, and welfare needs for artisans</li> <li>• Assistance in publicity and brand promotion</li> </ul>
4.	Research and development scheme	<ul style="list-style-type: none"> <li>• To generate feedback on economic, social, aesthetic, and promotional aspects of various crafts and artisans in the sector.</li> <li>• Surveys and studies are conducted on specific crafts on which enough information is not easily available</li> </ul>
5.	USTTAD (Upgrading the Skills and Training in Traditional Arts/ Crafts for Development)	<ul style="list-style-type: none"> <li>• To build the capacity of master craftsmen/artisans and train the young generation through master craftsmen/artisans for traditional arts/crafts.</li> <li>• Set up standards of identified arts/crafts and their documentation.</li> <li>• To showcase traditional arts &amp; crafts skills including culinary skills through exhibitions under the banner of Hunar Haat, which will also provide a platform for business opportunities and market linkages.</li> <li>• To preserve the rich heritage of the traditional arts and crafts of minorities.</li> <li>• To establish linkages of traditional skills with the global market.</li> <li>• To improve the employability of existing workers, school dropouts, etc.</li> <li>• To generate means of better livelihood for marginalized minorities and bring them in the mainstream.</li> <li>• To enable minorities to avail opportunities in the growing market.</li> <li>• To ensure the dignity of labor.</li> <li>• Design development and Research in traditional arts/crafts.</li> </ul>

### **III. Overall Challenges**

- a. Limited Awareness about Current Market Trends
- b. No systematic Research and Development for New Product Development
- c. lacking global appeal
- d. Unprofessional Image - leads to inability to attract Corporate Finance
- e. Irregular and volatile nature of demand for the products
- f. Lack of infrastructural facilities
- g. Limited use of machines & technology increases lead time, reduces quantity of production and increases prices
- h. Lack of key information inputs like distribution network, market potential, competitive landscape etc.
- i. Lack of continuous source of good quality raw materials
- j. Family run units without professional management
- k. Low education and poor economic background of the artisans
- l. Complacent & egoistic attitude of the craftsmen prohibits them from accepting feedback & developing new products
- m. Lack of Branding leads to Poor Product Image and thereby reduces scope of charging premium prices

### **IV. Challenges in skilling/ training/ assessment for the traditional skills/ occupations**

- a. Identification of job roles/ occupation as most of them are from unorganized sector.
- b. Estimation of number of workforce involved in the particular traditional job role/ occupation.
- c. Non-availability of qualifications/ courses for the traditional skills in the formal education system.
- d. Mobilization of candidate for the training, as most of traditional skills/ occupations is non-aspirational.
- e. Lack of infrastructure for the skilling activities (training and assessments)
- f. Lack of trainers/ assessors for the traditional skills.

### **V. Strategy for imparting skill training/ assessment for traditional skills**

- a. Identification of traditional skilled-based clusters.
- b. Occupational and functional analysis for the identification of the job roles and development of the NOSs/ qualifications. The NOS/ qualifications shall be designed in a manner to preserve traditional arts/ crafts by mixing the traditional with modern ideas/ technologies/ methods and making the artisan more employment ready under the same traditional craft.
- c. Development of upskilling/ reskilling NOSs to make artisans understand about customer demand, and development of customer/market for their product.
- d. Identification and mobilization of potential candidates for skilling/ assessment.
- e. Sensitizing the artisans/ candidates on the history, ideology and relevance of a craft.
- f. Mapping the learning outcomes of the NOS/ qualification with the competencies of the candidates/ artisans, and determining their NCrF/ NSQC level. Based on the tentative NCrF/ NSQC level, the RPL assessment of the candidate/ artisan shall be conducted (refer RPL guidelines, section 4, for detailed process).

### **VI. Assessor engaged for the assessment for traditional skills**

The Master Trainers/ Master Assessors who are well known Master Craftsmen/ Artisans in the selected field of traditional art/ craft shall be engaged for the assessment of traditional skills. The National/ State Awardee Master Craftsmen/ Artisans, and National Merit Certificate Holders are to be given preference as assessors.