

CHAPTER 4

Recognition of Prior Learning: Policies

“Today, the world and India need a skilled workforce. If we have to promote the development of our country then our mission has to be ‘skill development’ and ‘Skilled India’...I also want to create a pool of young people who are able to create jobs and the ones who are not capable of creating jobs and do not have the opportunities, they must be in a position to face their counterparts in any corner of the world while keeping their heads high by virtue of their hard work and their dexterity of hands and win the hearts of people around the world through their skills. We want to go for the capacity building of such young people.”

Prime Minister of India, Shri Narendra Modi⁹

4.0 INTRODUCTION

This chapter deals with the first research question of this study which seeks to answer what do policy documents reflect about the current strategy of Recognition of Prior Learning (RPL) being implemented by the GOI for skilling workforce in the unorganised sector under the *Pradhan Mantri Kaushal Vikas Yojana* (PMKVY). To fully comprehend this issue, while Part - I of the chapter is devoted to the overall policy for skill development in India within which the RPL strategy has to be contextualised, the strategy of RPL as conceptualised under the PMKVY is delineated in Part – II.

4.0.1 The Skill Problem: Before delving into the subject deeper, it is worthwhile to first briefly look at the backdrop of the skill scenario in India against which the recent policies were framed. These include, India facing a big

⁹ Source: Downloaded on 26 January 2018, from, <http://www.skilldevelopment.gov.in/assets/images/Skill%20India/National%20Policy%20on%20Skill%20Development%20and%20Entrepreneurship%20Final.pdf>

challenge with a mere 4.69% of its workforce having undergone formal skill training; another major challenge being the public perception on skilling, viewing it as the last option meant for those who have not been able to either progress or those who have opted out of formal education. The proclivity of industry, especially in the micro, small and medium sectors, to treat skilled and unskilled persons at par, also deprives skilling of economic incentive. Besides, most VT programmes are not aligned to industry requirements; resulting in unemployment coexisting with lack of requisite number of skilled people at functional level. Further, till the recent creation of a full-fledged MSDE, skill development programmes of GOI were spread across over 20 Ministries/Departments without coordination and monitoring to ensure convergence leading to multiplicity of norms, procedures, curricula, and certifications. Many of these skill development initiatives remained unaligned to demand (NPSDE, 2015: 7). Moreover, while State Skill Development Missions (SSDMs) have been launched in almost all States, there is need for their capacity building and empowerment for enhancing quality and employability. The problem of multiplicity in assessment and certification systems leading to inconsistent outcomes also remains. The process of alignment of courses/qualifications with the NSQF within timelines has been tardy and availability of good quality trainers is also a major concern. There is a lack of focus on development of trainer training programmes and career progression pathways for trainers have also not been defined. Efforts in the skill landscape are largely devoid of industry/employer linkages; placement of trainees has consequently suffered. While industry has started defining their

skills requirements, commitments of increased remuneration to skilled workers is required to create economic incentive for skilling, and for industry to realize productivity gains linked with skilled manpower (NPSDE, 2015: 8). One of the biggest challenges of skill development is that 93% of workforce is in informal sector with low or no skills largely acquired through the informal or non-formal route. Consequently, it is difficult to map existing skills in the unorganised sector and gauge the skilling requirement in the sector. On the other hand, the rate of job growth in informal sector is estimated to be twice that in formal sector (NPSDE, 2015: 9-10). Given this scenario, let us take a look now at the policies of skill development in general, and RPL in particular, initiated by GOI.

PART- I

4.1 SKILL DEVELOPMENT – A BACKGROUND

The concept of skill development has to be understood as an integral part of the policy on "*Sabka Saath, Sabka Vikaas*" and its commitment to overall human resource development to take advantage of India's demographic profile. GOI started giving focus to skill development in the last few years¹⁰ and the new policy focus emerged a result of a combination of factors: changing demographic profile (discussed in Chapter 1) with 54% of population under 25 years of age, rising aspirations of the youth who seek better jobs and higher incomes, and the growing requirements of industry for an efficient, well trained workforce.

¹⁰ Source: Downloaded on 23 January 2018, from, <http://www.skilldevelopment.gov.in/skilldevelopment.html>

MSDE (earlier Department of Skill Development and Entrepreneurship notified in July 2014) was set up in November 2014 to give fresh impetus to the Skill India agenda, drive it in a “Mission Mode” to help create an appropriate ecosystem that facilitates imparting employable skills to its growing workforce. Apart from meeting its own demand, India has potential to provide skilled workforce to the ageing developed world. The challenge is of a huge quantitative expansion of skill training facilities, and of raising their quality.

Speed, Scale and Quality are the three driving themes of the efforts of the MSDE, which takes a multidimensional view of the term ‘skill’. Possessing a skill can be an end in itself – giving individuals greater self-confidence, self esteem and dignity, which results from the knowledge that they can stand on their own feet. A skill can also be a means to an end; a tool, which helps individuals realise their aspirations by pursuing better jobs, leading to sustainable livelihoods. Skilling is, in fact, a lifelong process, hence, skill upgradation and re-skilling are fundamental components of the skilling cycle. MSDE also seeks to create synergies between skilling and entrepreneurship, so that Indian youth can aspire to being job seekers and job creators. To reap the demographic dividend, India needs to equip workforce with employable skills. India faces a dual challenge of paucity of trained workforce and non-employability of large sections of educated youth, who possess little or no job skills.

Skill development, however, cannot be viewed in isolation. Skills need to be an integral part of employment and economic growth strategies to spur employability and productivity. A successful skills strategy should be

complemented by commensurate creation of jobs in the primary, secondary and tertiary sectors. Recognizing the imperative need for skill development, National Skill Development Policy (NSDP) was formulated in 2009, however, given the vast paradigm shift in the skilling and entrepreneurship ecosystem and the experience gained through implementation of various skill development programmes, this was reviewed. The National Policy for Skill Development and Entrepreneurship 2015 (henceforth NPSDE, 2015) superseded it. Before moving on to discuss the National Skill Development Mission (NSDM) and the NPSDE, it would be worthwhile to briefly understand the concept of the NSQF.

4.1.1 National Skill Qualifications Framework (NSQF)

The NSQF¹¹ is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. NSQF in India was notified on 27 December 2013. All other frameworks, including the NVEQF (National Vocational Educational Qualification Framework) released by the Ministry of Human Resource Development, stand superseded by the NSQF.

Under NSQF, the learner can acquire the certification for competency needed at any level through formal, non-formal or informal learning. In that sense, the NSQF is a quality assurance framework. NSQF is anchored at the

¹¹ Downloaded on 1 February 2018, from, <http://www.skilldevelopment.gov.in/nsqf.html> and the Gazette Notification dated 27 December 2013, downloaded from, http://www.skilldevelopment.gov.in/assets/images/Gazette_EO_NSQF.pdf

NSDA and is being implemented through the National Skills Qualifications Committee (NSQC) which comprises of all key stakeholders. NSQC's functions amongst others include approving National Occupational Standards (NOSs)/ Qualification Packs (QPs), approving accreditation norms, prescribing guidelines to address the needs of disadvantaged sections, reviewing inter-agency disputes and alignment of NSQF with international qualification frameworks

Specific outcomes expected from implementation of NSQF are: Mobility between vocational and general education by alignment of degrees with NSQF; **RPL, allowing transition from non-formal to organised job market;** standardised, consistent, nationally acceptable outcomes of training across the country through a national quality assurance framework; global mobility of skilled workforce through international equivalence of NSQF; mapping of progression pathways within sectors and cross-sectorally; and approval of NOS/QPs as national standards for skill training.

NSQF provided for a five year implementation schedule that after the third anniversary (27.12.2016) date of the notification of the NSQF: (i) Government funding would not be available for any training/ educational programme/course which is not NSQF-compliant. (ii) All government-funded training and educational institutions shall define eligibility criteria for admission to various courses in terms of NSQF levels, and (iii) The recruitment rules of the GOI and PSUs of the central government shall be amended to define eligibility criteria for all positions in terms of NSQF levels. The State Governments and their PSUs shall also be encouraged to amend their recruitment rules on above lines. After the fifth

anniversary (27.12.2018) of the date of the notification of the NSQF, (i) It shall be mandatory for all training/educational programmes/courses to be NSQF-compliant, and (ii) All training and educational institutions shall define eligibility criteria for admission to various courses in terms of NSQF levels.

4.1.2 National Skill Development Mission¹² (NSDM)

The National Skill Development Mission (henceforth, NSDM or the Mission) was approved by the Union Cabinet on 1 July, 2015, and officially launched by the Prime Minister on 15 July, 2015. The Mission has been developed to create convergence across sectors and States in terms of skill training activities. It would consolidate and coordinate skilling efforts, as well as expedite decision making across sectors, and be implemented through a streamlined institutional mechanism driven by MSDE. GOI has laid out the details of the Mission in its document called the '**National Skill Development Mission: A Framework for Implementation**'¹³ which seeks to provide institutional capacity to train at least 300 million skilled people by 2022. The **Mission Statement** is – “To rapidly scale up skill development efforts in India, by creating an end-to-end, outcome-focused implementation framework, which aligns demands of the employers for a well-trained skilled workforce with aspirations of Indian citizens for sustainable livelihoods.” Among the **Mission Objectives**, is to create an end-to-end implementation framework for skill development, which provides opportunities for LLL. However, despite there being 13 objectives laid down, none refers to RPL

¹² Source: The official website of the MoSD&E as accessed on January 23, 2017, from, <http://www.skilldevelopment.gov.in/nationalskillmission.html>

¹³ Downloaded on January 23, 2018, from, <http://www.skilldevelopment.gov.in/assets/images/Mission%20booklet.pdf>

specifically, even so, there is a reference to building capacity for skill development in critical un-organized sectors (such as the construction sector, where there few opportunities for skill training) and provide pathways for re-skilling and up-skilling workers, to enable them to transition into formal sector employment as well as to enable pathways for transitioning between VT system and formal education systems, through a credit transfer system.

4.1.3 National Skill Development and Entrepreneurship Policy 2015

The **vision** of NPSDE that seeks to address the concerns facing the skill sector in India, is to create an ecosystem of empowerment by skilling on a large scale at speed with high standards and promote a culture of innovation based entrepreneurship which can generate wealth and employment to ensure sustainable livelihoods for all. Its **Mission** is the need to create a demand for skilling across India; correct and align skilling with required competencies; connect supply of skilled human resources with sectoral demands; certify and assess in alignment with global and national standards; and catalyse an ecosystem wherein productive and innovative entrepreneurship germinates, sustains and grows, leading to creation of a more dynamic entrepreneurial economy and more formal wage employment.

The core objective of the Policy is to empower individuals by enabling them to realize their full potential through process of LLL where competencies are accumulated via instruments like credible certifications, credit accumulation and transfer. It seeks to make quality VT aspirational for both youth and employers; ensuring both vertical and horizontal pathways to skilled workforce by

providing seamless integration of skill training with formal education and focusing on an outcome-based approach towards quality skilling that results in increased employability. Its primary objective is to meet the challenge of skilling at scale with speed, standard (quality) and sustainability. It aims to provide an umbrella framework to all skilling activities being carried out, to align them to common standards and link skilling with demand centres. It lays down the objectives and expected outcomes, and identifies the overall institutional framework. Skills development is the shared responsibility of key stakeholders across sectors viz. government departments at centre and state, private training providers, educational & training institutions, employers, industry associations, assessment and certification bodies and trainees; corporate sector, community based organizations, trade organisations, etc. It seeks to provide clarity on how all skill development efforts can be aligned within existing institutional arrangements. The policy links skills development to improved employability and productivity for inclusive growth¹⁴. The skill strategy is complemented by efforts to promote entrepreneurship for skilled workforce, which is; however, not discussed here.

4.2 INSTITUTIONAL MECHANISMS

4.2.1 Governance Structure

MSDE is responsible for coordination with all concerned for evolving an appropriate skill development framework, removal of disconnect between

¹⁴ Downloaded on 26 January 2018, from, <http://www.skilldevelopment.gov.in/National-Policy-2015.html>

demand for and supply of skilled manpower, skill up-gradation, building of new skills, innovative thinking and talents for existing and future jobs. It also plays the lead role in ensuring the implementation of the NPSDE (2015: 43). The objectives and targets under the national policy is to be met in mission mode approach. NSDM will implement and coordinate all skilling efforts towards the objectives laid down in the policy. The Mission, housed in MSDE, has key institutional mechanisms that are divided into a three-tier structure at the Centre to steer, drive and execute the Mission's objectives – the Governing Council at apex level (headed by the Prime Minister), a Steering Committee (chaired by the Minister of MSDE) and a Mission Directorate (along with an Executive Committee) as the executive arm of the Mission. Mission Directorate will be supported by three other institutions: NSDA, NSDC, and Directorate General of Training (DGT) all of which will have horizontal/vertical linkages with Mission Directorate to facilitate smooth functioning of the national institutional mechanism. States will be encouraged to create SSDMs with a Steering Committee and Mission Directorate at State level. States will in turn, be supported by District Committees at the functional tier.

4.2.1.1 National Skill Development Agency: NSDA was set up as a Society in June 2013. It focuses on the two verticals of Quality Assurance (QA) and Policy Research in the skills space. It is responsible for activities to - Operationalise and implement NSQF; establish and operationalise a QA framework embedded in NSQF to improve consistency of outcomes in the skills landscape, which will include laying down a framework for training, assessment and certification

processes and agencies; operationalise NSQC to meet its objectives; design and implement the National Labour Market Information System; develop national protocols for registration and accreditation of private training providers; promote use of 'Skill India' logo on skill certificates by SSCs/Agencies adhering to the QA framework; and to anchor Prime Minister's Skill Development Fellow Programme

4.2.1.1.1 National Skills Research Division: Under NSDA¹⁵, an apex division for providing technical and research support to NSDM; a think-tank for MSDE to connect implementation with academic research. Key functions are research, policy advisory/inputs, career support and knowledge exchange network.

4.2.1.2 National Skill Development Corporation: NSDC, a Public Private Partnership was established in 2009 as a Section 25 company, as a not-for-profit organisation by the Ministry of Finance, under Companies Act, 2013. The present equity base of NSDC is Rs.10 crore, of which the GOI through MSDE holds 49%, and private sector has 51%¹⁶. It is the nodal organization for all private sector initiatives in the short term skilling space. Its mandate includes – Catalysing creation of market-based, scalable business by providing funding through debt, equity and grants; Implementing skills voucher programme; Driving engagement with industry and businesses; Promoting centres of excellence for training of trainers in coordination with States and SSCs; Initiating and incubating SSCs; etc. **NSDC, entrusted with the policy and implementation of RPL under the PMKVY, has been discussed in Section 4.2.2.**

¹⁵ Details available at <http://www.nsd.gov.in/nsrd.html>

¹⁶ Source: Official website of NSDC - <https://www.nsdindia.org/about-us>

4.2.1.3 Directorate General of Training: The two verticals of Training and Apprenticeship Training under DGET, MoLE have been shifted to MSDE from April 2015. Its large institutional framework consisting of ITIs, ATIs, RVTIs and other national institutes act as tools of execution for NSDM activities. Its other functions are - Setting up framework for structure of courses, assessment, curricula creation, affiliation and accreditation of institutes, under NCVT; Developing national standards on syllabi, duration of courses, methods of training; Advising on training policy in its network of training institutes; Coordinating functioning of Industrial Training Institutes (ITIs); Running training programmes for training of trainers/instructors; and Leveraging field infrastructure for industry interface in all facets of training, including on-the-job training.

4.2.1.4 Sector Skill Councils: Set up to ensure that skill development efforts being made by all stakeholders are in accordance with actual needs of industry. SSCs are industry-led and industry-governed bodies that help link requirements of industry with trained manpower. NPSDE (2015: 45-46) lays down their functions like - Identification of skill development needs including preparing a catalogue of types of skills; Development of a sector skill development plan and maintain skill inventory; Determining skills/competency standards/qualifications, notified as per NSQF; Standardization of affiliation, accreditation, examination and certification process in accordance with NSQF as determined by NSQC; Participation in setting up of affiliation, accreditation, examination and certification norms for their respective sectors; ensure persons trained/skilled in accordance with the norms laid down by them are assured of employment at decent wages.

Overall, NSDC has tied up with more than 200 training providers (TPs) to offer short term training (STT) programmes. They also support and incubate 39 SSCs to facilitate participation and ownership of industry to ensure needs based training programmes. NSDA has been working with State governments to rejuvenate and synergise skilling efforts in the States. NSQF looks at skilling and education outcomes with the competency based NSQF levels. These efforts build on VT infrastructure of ITIs and polytechnics numbering approximately 12,000 and 3,200, respectively (NPSDE, 2015: 5).

4.2.2 National Skill Development Corporation

NSDC¹⁷ was setup with the primary mandate of catalysing the skills landscape in India. It is a unique model created with a well thought through underlying philosophy based on the following pillars:

- **Create:** Proactively catalyse creation of large, quality VT institutions.
- **Fund:** Reduce risk by providing patient capital, including grants and equity.
- **Enable:** Creation and sustainability of support systems required for skill development, including Industry led SSCs.

NSDC aims to promote skill development by catalyzing creation of large, quality and for-profit vocational institutions. The organisation provides funding to build scalable and profitable VT initiatives. Its mandate is also to enable support system which focuses on quality assurance, information systems and train the trainer academies either directly or through partnerships. NSDC acts as a

¹⁷ Source: Downloaded on 1 February 2018 from, <http://www.skilldevelopment.gov.in/nationalskilldevelopmentcorporation.html> and from the official website of NSDC - <https://www.nsdcindia.org/>

catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training. It also develops appropriate models to enhance, support and coordinate private sector initiatives. The main objectives of the NSDC are to: Upgrade skills to international standards through significant industry involvement and develop necessary frameworks for standards, curriculum and QA; Enhance, support and coordinate private sector initiatives for skill development through appropriate PPP models; strive for significant operational and financial involvement from the private sector; Play the role of a "market-maker" by bringing financing, particularly in sectors where market mechanisms are ineffective or missing; and to prioritize initiatives that can have a multiplier or catalytic effect as opposed to one-off impact.

NSDC operates through partnerships with multiple stakeholders in catalysing and evolving the skilling ecosystem. These include:

- Private Sector – Areas of partnerships include awareness building, capacity creation, loan financing, creation and operations of SSCs, assessment leading to certification, employment generation, CSR, World Skills competitions and participation in Special Initiatives like Udaan focused on J&K.
- International Engagement – Investments, technical assistance, transnational standards, overseas jobs and other areas.
- Central Ministries – Participation in flagship programmes like Make in India, Swachh Bharat, Jan Dhan Yojana, Smart City, Digital India, etc.
- State Governments – Development and operationalization of programs/schemes, alignment to NSQF and capacity building efforts, etc.

- University/School systems – Vocationalisation of education through training programs, evolution of credit framework, entrepreneur development, etc.
- Non-profit organisations – Capacity building of marginalized groups, development of livelihood, self-employment and entrepreneurship programs.

Among the several achievements of NSDC are: 235 private sector partnerships for training and capacity building, each to train at least 50,000 persons over a 10-year period. Besides, 39 SSCs approved in services, manufacturing, agriculture & allied services, and informal sectors. Sectors include 19 of 20 high priority sectors identified by the Government and 25 of the sectors under Make in India initiative. Also, 1386 QPs with 6,744 unique NOS, which have been validated by over 1000 companies. Besides, NSDC is the **Designated implementation agency for the largest voucher-based skill development program, PMKVY**. NSDC's website has an online ticker dashboard¹⁸ giving latest position of the status of SST and RPL programmes being run and the results thereof of the Annual Target, those enrolled, undergoing training, assessed, passed and certified. NSDC with its Skill Development Management System (SDMS) with 1400 TPs, 28179 training centres, 16479 trainers, 20 Job portals, 77 AAs and 4983 empanelled assessors.

4.3 Policy Framework for Skill Development

The policy framework has been developed to accomplish the vision of Skill India. The framework outlines **eleven** major paradigms and enablers to achieve its objectives as detailed below (NPSDE, 2015: 15).

¹⁸ Can be assessed at <https://www.nsdcindia.org/>

4.3.1 Aspiration and Advocacy: To make skill development aspirational and skill training a matter of choice, it must provide vertical growth pathways like the general education system, to be seen as valid routes to earn degrees/ diplomas. Initiatives include, launching a national campaign to create positive pro-skilling environment and mobilization; promoting National Skills Universities and institutes as centres of excellence; integrating skilling and ITI qualifications with formal education; modernising ITIs/Polytechnics h courses aligned to competency based demand; promoting ITIs interface with industry to enhance apprenticeship opportunities and increase employability; encouraging Industry to recruit, pay skill premium to skilled / semi-skilled workers; leveraging network of Post Offices and Citizen Service Centres with industry support; network of 2.85 lakh Youth Clubs/Mahila Mandals of Nehru Yuva Kendras in 623 districts to provide counselling and guidance; network of volunteers of Nehru Yuva Kendra Sangathan and National Service Scheme to build pro-skilling environment (NPSDE, 2015: 16-17).

4.3.2 Capacity: The annual skilling in India was estimated at around 7 million in 2014. Capacity is being created by private sector training organisations, industry in-house training, ITIs, Advanced Training Institutes, tool rooms, in schools, colleges and polytechnics. Focus has shifted from inputs to outcomes of skill training, employability and placements. Funding is linked to outcomes; creation and use of infrastructure; PPP models promoted to expand capacities; new ITIs to be set up in PPP mode and located near demand centres as Skill Hubs fostering apprenticeship and placements; special focus on youth not

wishing to continue formal education; NSQF to integrate and provide multiple pathways between general and vocational education; States encouraged to setup Kaushal Vardhan Kendras (KVKs) at Panchayat level for imparting skills to be linked to nearest ITI/MSI/ATI; align supply of skilled workers to be easily absorbed in job market; private sector initiatives in skilling entrusted to NSDC to create skilling capacity created on self-sustainable model; comprehensive reforms in the Apprentices Act, 1961 to make it both industry and youth friendly (NPSDE, 2015:18-20).

4.3.3 Quality: 'One Nation One Standard' should become the mantra to ensure that national standards and quality for skilling are globally aligned and Indian youth can aspire to secure local, national and international job opportunities. Quality of training can be measured by competency outcomes and employability of trainees. Parameters identified for improving quality are: Quality assurance framework embedded in NSQF; Market relevant training programmes; RPL; Curriculum alignment; National Certification Framework; Employability skills; and Placements (NPSDE, 2015: 21).

4.3.3.1 Quality Assurance: A Quality Assurance (QA) framework embedded in NSQF to ensure qualifications (and related training) produce consistent quality outcomes and relevant to labour market. To lay down the framework for independent assessment and certification system and promote use of 'Skill India' logo by certifying bodies on their Certificates to ensure national and international recognition of outcomes certified. All formal and vocational education including skill training will have to align themselves with NSQF by December 2018; a

nationally integrated education and competency based skill framework that will provide for multiple pathways, horizontal and vertical, within vocational education, VT, general education and technical education, thus linking one level of learning to another higher level. This would facilitate horizontal and vertical mobility with formal education on outcome based equivalence linked to a uniform credit framework. A central repository of all assessments conducted/certificates issued to be maintained on the National Portal. Assessment ecosystem will be strengthened through a framework for accreditation of assessing bodies and evaluation of assessors, to ensure consistent outcomes (NPSDE, 2015:21-22).

4.3.3.2 Market led Standards: SSCs, as industry-led bodies, strengthened by making them more representative, expanding their outreach and efficiency. Development of NOS and QPs for various job roles in a sector, will be the key responsibility of SSCs. Outcome standards for each job role will need to be clearly defined and notified as per NSQF. Development of standards by SSCs will be under the aegis of NSQC under NSQF and become National Standards.

4.3.3.3 Recognition of Prior Learning: The key instrument which can help map existing skills in the unorganised sector and integrate it with the formal skilling landscape. RPL framework is an outcome-based qualification framework linked to NSQF against which prior learning through formal/informal channels would be assessed and certified. RPL process would include a pre-assessment, skill gap training and final assessment leading to certification of existing skills in an individual. RPL certification would be at par with certifications following various skill trainings. It will provide both horizontal and vertical pathways for acquiring

additional skills. Adequate resources will be earmarked under government schemes for equitable access to RPL programmes. Detailed guidelines for RPL initiatives will ensure quality and consistent outcomes (NPSDE, 2015:22).

4.3.3.4 Creating a dynamic and demand-driven Curriculum framework: Curricula development promoted through sector mentor committees including representatives from concerned SSCs, sector experts and academia to ensure curricula is in sync with emerging market demands and aligned to NOSs/QPs.

4.3.3.5 National Certification Framework: The National Council for Vocational Training providing a national framework for setting curricula and standards for various vocational courses, will be strengthened by scaling up industry representation through SSCs. It will lay down a national framework for all skill certification through an autonomous body.

4.3.3.6 Employability Skills: All skill training programmes shall include basic modules of computer literacy, finance, language and soft skills like etiquettes, appreciating gender diversity in workplace, building positive health attitudes, social and life skills to enable the youth to be employable and market ready.

4.3.3.7 Placements: The most critical outcome of skill training is employment, whether self or wage employment. To assess quality of skill training, this critical outcome will be monitored objectively. Employment tracking of individuals for at least one year, post skill training, will be made mandatory under all skill programmes (NPSDE, 2015:23).

4.3.4 Synergy: Skill development programmes being implemented by various Ministries/Departments/agencies had different norms for eligibility criteria, duration, amount of training, outcomes, monitoring and tracking mechanism etc. MSDE to notify common norms for rationalization of GOI Schemes on Skill Development; while allowing flexibility to meet requirements of different parts of India and different socio economic groups (NPSDE, 2015:24). A national Labour Market Information System¹⁹ (LMIS) to be created as an integrated database, containing socio-economic data in modules on supply side skilled labour force statistics, demand of skilled/unskilled labour, and market trends. It will help inform candidates about choices available in terms of sectors, modules and TPs. LMIS developed in a modular manner, will integrate all existing databases; will be part of larger National Portal which will also include details on skills courses, e-content, sector reports, trainers, assessors. Data for all persons mobilized/seeking skill training to be entered into it. Skill database of States will also be integrated with LMIS (NPSDE, 2015: 24-25). Make in India and Skill India are also complementary since promoting manufacturing in 25 sectors would lead to job creation which requires skilled manpower. States encouraged to align their skilling efforts with upcoming industrial activities. All new industrial/development clusters will be mandated to set up quality training institutes in the area to take care of skilling needs of the region (NPSDE, 2015:25).

4.3.5 Mobilization and Engagement: Industry needs to be closely involved in providing job opportunities to the skilled workforce. Employers need to

¹⁹ For details, refer <http://www.lmis.gov.in/#>

rationalize compensation paid across different levels of skills to award a skill premium. Industry should earmark at least 2% of its payroll bill for skill development initiatives and participate in designing curricula and standards for skill training courses. Industry, including MSMEs will be incentivized to make shop floor available for practical training and institutionalize paid apprenticeship. Workplace training will be promoted as part of overall skill curriculum aligned to NSQF and embedded in appropriate credit framework. Every TP should tie up with industry for placement opportunities. Also industry to tie up with suitable training centre(s) in its vicinity for supply of skilled workforce/apprentices. A placement-cum-apprenticeship cell to be set up within each training centre to counsel trainees (NPSDE, 2015:26). Special efforts to be made to organize and streamline efforts of NGO Sector in skill development initiatives. Mentorship support to be provided to eligible NGOs through NSDC to scale and create sustainable models for skill development for Green jobs (agriculture, horticulture, renewable energy, recycling, eco-tourism etc), Grey collar jobs (informal manufacturing and services) and local trades in rural India through KVKs (NPSDE, 2015:27).

4.3.6 Global Partnerships: The main objective is to leverage best practices from across the world. Foreign Governments, corporate and agencies will be encouraged to set up skill centres and universities and to participate in content creation, design of curricula and delivery of training. Exchange and capacity building programmes for teachers, administrators and students will be facilitated (NPSD&E, 2015:27). NSQF will be aligned to globally recognized qualification

frameworks for ensuring quality and uniformity; transnational standards will be created for sectors with opportunity for international workforce mobility. Assessment and certification framework will be benchmarked to international standards and help in overseas jobs (NPSDE, 2015:28).

4.3.7 Outreach: KVKs will play a pivotal role in identifying local employment opportunities and providing adequate training and post-training support as also function as information centres for training and employment opportunities. For strengthening and certifying the skills of the unorganized workforce, RPL will be encouraged for certification of existing skills and integration with formal labour market which opens up options for up-skilling and vertical mobility. To develop the unorganized sector, LMIS will be used to aggregate availability of labour along with their certified skill levels that can help them to move to organized sector. Technology will be leveraged for aggregation of informal sector workers through mobile-based IT applications to link them directly to the job market and make them accessible to prospective employers (NPSDE, 2015:28). An unrecognized apprentice system or on the job training exists in the informal sector. RPL programme will enable trainees/apprentices at such informal establishments to obtain certification and access to add on classes, including with financial support since inability to pay training fees should not stop anyone from acquiring certified skill training. Scholarships, rewards and Skill Vouchers (SV) for funding training costs are granted. Candidates can then access credit for all certified NSQF aligned skill development programmes through targeted SVs, linked to their Aadhaar and Jan Dhan/bank account. Levy from future incomes

would be linked for recovery of loans through SVs. This is proposed to promote an environment of Learn, Earn, and Pay. 30% of any grant will be linked to continuous employment for at least one year (NPSDE, 2015:29).

4.3.8 ICT Enablement: Use of technology to be leveraged to scale up training facilities, access remote areas and increase cost-effectiveness of delivery of VT. An open platform for e-content on skill development will be created. Stakeholders will be encouraged to develop Massive Open Online Courses (MOOC) and virtual classrooms. Creation of blended learning environments to deliver high quality VT in under-served regions will be promoted. Private sector will be encouraged to develop mobile applications for aggregating informal sector workers such as plumbers, carpenters etc. for household services, through innovative commercial models (NPSDE, 2015:30). GOI envisions leveraging facility of Digital Locker for creation of Skill Cards linked to Aadhaar for the labour force trained and certified as per NSQF (NPSDE, 2015:31).

4.3.9 Trainers and Assessors: Quality trainers and assessors are required to ensure consistent outcomes of assessment and certification process. Government to bring experienced people in training and assessment space, like ex-servicemen in defence and retired/working people from industry. A trainer/assessor portal will be set up as a part of the National Portal to act as a repository and registration database for all certified and interested trainers/assessors. Short term modules for training with relevant industry experience, will be promoted. Skill trainers' jobs will be made aspirational by benchmarking their pay scales with secondary school teachers. New institutes for

training of trainers will be set up in PPP mode. Centres of Excellence, under the National Skills Universities, will be set up to ensure continuous supply of quality trainers (NPSDE, 2015: 31- 32).

4.3.10 Inclusivity: It is necessary to promote skill development initiatives that ensure inclusivity, irrespective of gender, location, caste, sector etc.; a key objective is to safeguard the skilling needs of SCs, STs, OBCs, minorities, and differently-abled persons and those living in difficult areas (NPSDE, 2015: 32). Government to allow flexibility in various skill schemes to address special needs through innovative models and skill training will be aligned to specific requirements of the community and local ecosystem. (NPSDE, 2015: 33).

6.11 Promotion of Skilling amongst Women: Women account for 48% of the population; their participation in VET is very low. With skilling, women can contribute to economic growth with special mechanisms like mobile training units, flexible afternoon batches, training based on local needs, incentives, pool of women trainers, institutes for women (NPSDE, 2015: 33).

4.4 Financing

Public funds (comprised of funding by Government – Central and State and grant based schemes) will not be able to cover the challenge of Skilling India. Hence alternative sources of funds are required. Thus, all stakeholders - Government, enterprise - public and private, and the direct beneficiary, to contribute in mobilizing financial or in-kind resources for skill development. National Skill

Development Fund (NSDF) has been set up, and a Public Trust is its custodian. The Fund acts as a receptacle for all donations/contributions from Government, multilateral organizations, corporations, etc. To channelize interest of organisations to participate in the mission of Skill India, a strategic vehicle has been devised. A Resource Optimization for Skilling at Scale Platform is to act as a demand-responsive and flexible vehicle to tackle issues of skills shortages through skill development, job creation and placement at scale. It will serve as the aggregator vehicle for pooling funds of multilateral agencies, companies, foundations, NGOs and individuals for skilling interventions by leveraging existing infrastructure and resources. To attract funds from industry, companies will be encouraged to spend at least 25% of their CSR funds on skill development initiatives directly or through NSDF. Further, industry should earmark at least 2% of its payroll bill (including for contract labour) for skill development initiatives. These funds can be channelized for skill development activities through respective SSCs or NSDF. All Government schemes will be encouraged to apportion a certain percentage (10%) of the scheme budget towards skilling. Government may consider other options including cess to raise funds. End user funding through a basic fee paying model will also be a medium. Scholarships, rewards and SV for funding of training costs will be promoted and ensured for all government schemes, Direct Benefit Transfer will be used for payment disbursement. A Credit Guarantee Fund for skill development and a 'National Credit Guarantee Trustee Company' has been set up to support the initiative of loans for skilling and will be used to leverage credit financing (NPSDE, 2015: 47).

4.5 Monitoring and Evaluation

NPSDE has been structured as an outcome oriented policy, having regular monitoring and evaluation to ensure that best practices can be scaled and corrective measures introduced. Government to set up a 'Policy Implementation Unit' (PIU) to review the implementation and progress of the various initiatives under this policy which will be housed in MSDE; and will ensure constant consultation with stakeholders to get feedback (NPSDE, 2015: 49). PIU will be made responsible to NSDM through presentation of reports, findings and the way forward to the Steering Committee. Impact assessment will be undertaken by PIU. A mid-term review of the policy to be undertaken based on impact assessment by a third party, and policy can be considered for review after five years (NPSDE, 2015: 50).

PART- II

4.6 RECOGNITION OF PRIOR LEARNING – A BACKGROUND

This study is looking at the policy and implementation of RPL as envisaged under the PMKVY.

4.6.1 Pradhan Mantri Kaushal Vikas Yojana²⁰: The Union Cabinet approved India's largest Skill Certification Scheme, PMKVY on 20 March 2015 and it was launched on 15 July 2015. The PMKVY 2015-16 scheme was approved for a further four years (2016 – 2020) to impart skilling to 10 million

²⁰ Source: *PMKVY: Guidelines (2016-2020)*. Downloaded on 30 January 2018, from, [http://www.skilldevelopment.gov.in/assets/images/pmkvy/PMKVY%20Guidelines%20\(2016-2020\).pdf](http://www.skilldevelopment.gov.in/assets/images/pmkvy/PMKVY%20Guidelines%20(2016-2020).pdf)

youth. PMKVY (2016 - 2020) is a modified and improved version of PMKVY 2015-2016. It is the flagship outcome-based Skill Training Scheme of the MSDE. The objective of this Skill Certification Scheme is to enable and mobilize a large number of Indian youth to take up industry-relevant skill training helping them become employable so as to secure a better livelihood. Individuals with prior learning experience or skills are also assessed and certified under RPL. The PMKVY scheme is being implemented through NSDC under the guidance of MSDE. With a vision of a Skilled India, MSDE aims to skill India on a large scale with speed and high standards; and PMKVY is the scheme driving towards greater realisation of this vision.

Under the PMKVY Scheme, training and assessment fees are completely paid by the government. The scheme is being implemented through two components: (a). Centrally Sponsored Centrally Managed (CSCM): 75% of PMKVY funds are made available to MSDE for skilling through NSDC. (b). Centrally Sponsored State Managed (CSSM): 25% of the funds of PMKVY are allocated to the States. The key components of the scheme include:

4.6.1.1 Short Term Training: TT) imparted at PMKVY Training Centres (TCs) is expected to benefit candidates who are either school/college dropouts or unemployed. Apart from providing training according to the NSQF, TCs also impart training in Soft Skills, Entrepreneurship, Financial and Digital Literacy. Duration of training varies per job role, ranging between 150 and 300 hours. Upon successful completion of their assessment, candidates are provided placement assistance by Training Partners (TPs). Payouts shall be provided to

TPs in alignment with the Common Norms approved by Common Norm Committee and notified by MSDE to ensure an equitable spread of opportunities in skill training so that youth all over India can benefit. This will boost the productivity of the workforce by enabling them to acquire high quality skill training across a range of sectors. It seeks to significantly scale up skill training activities at a faster pace without compromising on quality. Trainings imparted under the STT component is NSQF Level 5 and below. STT scheme aims to benefit 10 million youth over four years - 2016-2020 (PMKVY Guidelines, 2015:2). This Scheme is implemented through Public-Private and Public-Public partnerships; NSDC is the implementing agency. It also involves State Governments through a project based approach under PMKVY 2.0 (PMKVY Guidelines, 2015:3).

4.6.1.2 Recognition of Prior Learning: Individuals with prior learning experience or skills shall be assessed and certified under the RPL component of the Scheme. RPL aims to align competencies of the unregulated workforce to the NSQF. PIAs, such as SSCs or any other agencies designated by MSDE /NSDC, are incentivized to implement RPL projects in any of the three Project Types (RPL Camps, RPL at Employers Premises and RPL centres). To address knowledge gaps, PIAs may offer Bridge Courses to RPL candidates. The scheme will be explained in detail in the succeeding section 4.6.2.

4.6.1.3 Special projects: This component of PMKVY envisages creation of a platform that will facilitate trainings in special areas and/or premises of Government bodies, Corporates or Industry bodies, and trainings in special job roles not defined under the available QPs)/NOSs.

4.6.1.4 Kaushal and Rozgar Melas: Social and community mobilisation is extremely critical for PMKVY's success, thus, PMKVY assigns special importance to involvement of target beneficiaries through a defined mobilisation process. TPs shall conduct Kaushal and Rozgar Melas every six months with press/media coverage; and are required to participate actively in National Career Service Melas and on-ground activities.

4.6.1.5 Placement Guidelines: Efforts in the skill landscape, largely devoid of streamlined industry-employer linkages, has resulted in creation of skill and requirement gaps among stakeholders for needs of different sectors, competencies required by employers, and skills possessed by candidates; consequently, placement of candidates has suffered. Thus, to create economic incentive for skilling and for industry to realize productivity gains linked with skilled manpower, training under PMKVY develops and certifies skills against industry standards. It provides an opportunity to become employable- wage-employment or self-employment and gives incentives to TCs for placing candidates. It also encourages self-employment and provides support to entrepreneurship development (PMKVY Guidelines, 2015:66-72).

4.6.1.6 Monitoring Guidelines: High quality standards are maintained by TCs, NSDC and empanelled Inspection Agencies by use methodologies like self-audit reporting, call validations, surprise visits, and monitoring through the SDMS.

4.6.1.7 Branding: An important aspect of communicating the Scheme accurately, all TCs need to brand their centres and promotional activities in accordance with the Guidelines.

4.6.1.8 The centrally sponsored state managed (CSSM)²¹: This component of PMKVY is a NSQF aligned scheme. It also fully adheres to common norms of the MSDE. MSDE plays a regulatory as well as an enabling role in the implementation of PMKVY CSSM through its various agencies like NSDC, NSDA and SSCs. Implementation including monitoring and outcome tracking is the sole responsibility of States, with NSDC playing an enabling/facilitation role by providing technical assistance. To support implementation of training under the CSSM component, MSDE has issued the “Guidelines for State Engagement under PMKVY 2.0” providing a framework for the State’s/UT’s role & processes in PMKVY, funding support and scheme’s implementation & monitoring mechanisms.

Out of all the components of PMKVY delineated above, this study examines only the component related to RPL hereunder.

4.6.2 Recognition of Prior Learning Scheme under PMKVY

Individuals with prior learning experience or skills will also be assessed and certified under the RPL component of PMKVY (PMKVY Guidelines, 2015:18)²².

RPL focuses on individuals engaged in unregulated sectors. The objectives of RPL are primarily three-fold: (i) to align competencies of the un-regulated workforce to the standardized NSQF (ii) to enhance career/employability

²¹ Source: *PMKVY: Operation Manual for States PMKVY (2016-2020). Centrally Sponsored State Managed Component*. Downloaded on 30 January 2018, from, [http://www.skilldevelopment.gov.in/assets/images/pmkvy/Operations%20Manual%20for%20PMKVY%20\(2016-20\)%20-%20Centrally%20Sponsored%20State%20Managed%20Component.pdf](http://www.skilldevelopment.gov.in/assets/images/pmkvy/Operations%20Manual%20for%20PMKVY%20(2016-20)%20-%20Centrally%20Sponsored%20State%20Managed%20Component.pdf)

²² For implementation of Target Allocation in RPL under PMKVY, an SOP has also been created in January 2017 which can be accessed at [http://pmkvyofficial.org/App_Documents/News/SOP_RPL-Target-Allotment-FINAL-with-PMKK-\(REVISED\).pdf](http://pmkvyofficial.org/App_Documents/News/SOP_RPL-Target-Allotment-FINAL-with-PMKK-(REVISED).pdf)

opportunities of individuals and provide alternative routes to higher education and (iii) to provide opportunities for reducing inequalities based on privileging certain forms of knowledge over others. PIAs include SSCs or any other agencies designated by MSDE/NSDC. AAs are not permitted to be PIAs under RPL.

4.6.2.1 PROJECT TYPES

Project Implementing Agencies (PIAs) implement RPL through any of the three project types mentioned in the succeeding sections. PIAs submit proposals to undertake certification of RPL candidates in any of these project types. The project types differ according to their target group (PMKVY Guidelines, 2015:19-20). **All RPL candidates undergo the same 5-step RPL process (i. Mobilisation, ii. Counselling and Pre-Screening, iii. Orientation, iv. Final Assessment and, v. Certification and Payout).**

4.6.2.1.1 Project Type - RPL Camps: Target Group of the RPL Camps is a location where workers of a particular sector are consolidated (such as Industrial and Traditional Clusters). Examples include, Automotive cluster of Mumbai-Pune, Garment manufacturing cluster of Tiruppur (Tamil Nadu), Footwear cluster of Agra, etc. Of the 5-Step RPL Process mentioned above, STEPS 2-5 take place at a temporary RPL Camp set up by PIA within the cluster.

4.6.2.1.2 Project Type - Employer's Premises: The Target Group of the Employer's Premises is RPL on-site at an employer's premises. Examples include, Rashtrapati Bhavan, Raj Bhavans, various private sector companies, etc. All the 5-Step RPL Processes take place within the employer's premises.

4.6.2.1.3 Project type - RPL Centres: The Target Group of the RPL Centres is RPL at designated centres for geographically scattered workers who need to be mobilised. Examples include, Street food vendors, Hairstylists, Beauticians, Cobblers, Tailors, etc. Of the 5-Step RPL Process mentioned above, STEPS 2-5 take place at a designated RPL Centre within the mobilising zone.

4.6.2.2 ELIGIBLE BENEFICIARIES

RPL is applicable to any candidate of Indian nationality who (i) On the date of enrolment, fits the minimum age criteria as per the QP requirements, (ii) Possesses an Aadhaar Card [verifiable alternate IDs, such as PAN or Voter ID may be applicable for Jammu & Kashmir and certain states in the North-East Region] and a bank account, and (iii) Fits the pre-screening criteria defined by SSC for the respective job role.

4.6.2.3 RPL PROCESS

As mentioned above, all RPL candidates undergo the same 5-step RPL process of - i. Mobilisation, ii. Counselling and Pre-Screening, iii. Orientation, iv. Final Assessment and, v. Certification and Payout as per the Procedure given below:

4.6.2.3.1 Step 1 - Mobilisation: For Project Types 1 and 3, PIA may engage a Mobilising Agency (such as Associations/NGOs/Training Partners) to assist in on-ground mobilisation of potential candidates to RPL Camps / RPL Centres. For Project Type 2, mobilisation of employees is to be undertaken by the employer engaged (PMKVY Guidelines, 2015:20-21). PIAs need to take note of the different implementation modalities and stakeholders engaged in each project

type as listed in below with common features of PMKVY Branding and Communications for all three.

Project Type 1 - RPL Camps: Here, PIAs need to - Identify industrial/Traditional clusters to conduct RPL; Identify job roles in which RPL can be conducted in the clusters selected; Decide duration of RPL Camp, based on availability of eligible beneficiaries; Conduct RPL Camp at a prominent locality within each cluster; Mobilise potential candidates to RPL Camps, by even engaging a Mobilising Agency to assist in on-ground mobilisation of potential candidates; Encourage presence of MPs, MLAs, DMs, SDMs, DLOs, Chief Judicial Magistrates, Municipal Commissioners and/or District Employment Officers at RPL Camp's inauguration

Project Type 2 - Employer's Premises: PIA to tie up with employers and identify job roles for which RPL may be conducted within the employer's premises. Employers need to mobilise their employees to participate in RPL.

Project Type 3 - RPL Centres: PIA to identify job roles and geographies for conducting RPL and engage a Mobilising Agency to assist in mobilising potential candidates. Mobilisation Agency to invite potential candidates to designated RPL Centres in the area. The designated training centre to be in a prominent locality and must have been accredited and affiliated under PMKVY.

4.6.2.3.2 Step 2 - Pre-Screening and Counselling: For all project types, counselling and pre-screening guidelines adopted are (PMKVY Guidelines, 2015:22):

- a. PIAs to engage RPL facilitators (i.e. SSC approved trainers who have completed the ToT programme, for counselling and pre-screening of candidates.
- b. Potential candidates to be counselled about PMKVY, RPL and explanation of the 5-step RPL process, how would Skill Certification according to NSQF help in transforming candidate's life, etc.
- c. RPL facilitator to conduct a robust and thorough pre-screening of candidates to ascertain which job role matches with their prior knowledge and experience most and to identify knowledge gaps, if any. The pre-screening process is divided into two parts: Part 1: Collection of supporting documentation and evidence from the candidate - SSCs to specify the personal information required as per SDMS, and the supporting documentation that may be available for the job role. Part 2: Candidate self-assessment - SSCs, in partnership with the participating AA to design a self-assessment sheet for each job role. Questions to be based on Core NOSs of the job role. A candidate takes 15 minutes to complete this self-assessment.
- d. Thereafter, at the time of enrolment, it is mandatory for candidates to have valid Aadhaar numbers [or alternate IDs in the case of J&K and applicable North-East states] and bank accounts. If not, the PIA is required to facilitate the same prior to enrolment.

4.6.2.3.3 **Step 3 - Orientation:** PIAs ensure that each enrolled candidate undergoes orientation (PMKVY Guidelines, 2015:22&25) which includes:

- Domain Training (clarifying any doubts/gaps a candidate may have with respect to Job Role including the topic of Health and Safety) – **3 Hours**
- Soft Skills and Entrepreneurship Tips specific to the Job Role – **2 Hours**
- Familiarization with Assessment Process and Terms – **1 Hour**

Where appropriate, PIAs may propose **Bridge Courses** be imparted in addition to the Standardized Orientation Activities. Proposed Bridge Courses must be of 60-80 hours duration and based on core NOSs of the job role. PIAs may undertake these, subject to the approval of the Project Approval Committee. If approved, payout to PIA for Bridge Course is in accordance with Common Norms; and shall be over and above the total payout to PIA per candidate.

4.6.2.3.4 Step 4 - Final Assessment: The assessment guidelines adopted (PMKVY Guidelines, 2015:23-24) include: PIA to identify SSC (or the successor National Board for Skill Certification) accredited AAs to conduct the Final Assessment of candidates. There should be no overlap in the functions of the AA and the RPL facilitator engaged for the project. SSC shall earmark the NOSs of a QP (for a job role) as Core and Non-Core. Marks scored in the Core NOSs of a QP will be given 70% weightage in total score. Remaining 30% weightage is from Non-Core NOSs. Pass percentage for a QP basis the NSQF Levels is 50% for 50% for NSQF level 1, 2,3 and 70% for NSQF level 4 & above. A candidate who achieves greater than or equal to pass percentage for a QP, is awarded the Skill Certificate, marksheet and payout (INR 500). Certified candidates will receive a Grade (A/B/C) on their Skill Certificates. Candidate achieving less than pass percentage mentioned for a QP, but at least 30% or above of total score, shall

receive only the marksheet and payout (INR 500). Candidate scoring less than 30% of total score, shall receive only the marksheet and be encouraged to undergo STT under PMKVY2. Before start, all candidates to receive an assessment orientation that includes - explanation of assessment process and assessment format, and familiarises candidates with assessment technology. Assessments to be conducted in local languages and should be understandable and appropriate to candidates. Special arrangements to be made for candidates who cannot read/write and are unable to use the assessment technology provided. The AA will also review evidences submitted by candidates, such as confirmation of identity of the candidate and physical verification of documentation provided by them. Final assessment results should be uploaded by AA on the SDMS within five days of the completion of the assessment. It is encouraged, though not mandatory, that PIAs engage SSC accredited AAs with an Assessor Tracking Mobile App. This mobile app will assist the PIA in monitoring the entire assessment process via: Real time tracking of assessors registered on the SDMS for the project, Capturing high quality pictures and videos, attendance sheets, and other documents that may be required before issuance of Skill Certificates. Towards end of final assessment, candidates to fill up standardised Candidate Feedback Forms; also to be translated and given to candidates in local language. PIAs to keep these filled Candidate Feedback Forms for a minimum of two years.

4.6.2.3.5 *Step 5 - Certification and Payout:* The following certification and payout guidelines are adopted (PMKVY Guidelines, 2015:24-25): SSCs need to

validate and approve the results uploaded by the AAs within seven days of the final assessment. PIAs shall then notify the final assessment result to the candidates and provide details of a designated area and time when they can collect the Skill Certificate and/or marksheet. Candidates will be provided Skill Certificate/marksheet/payout (INR 500) in accordance to their eligibility. The payout of INR 500 will be directly deposited to the candidate's bank account. PIAs to ensure that accurate bank details of candidates are captured on the SDMS upon enrolment. Candidates eligible for the Skill Certificate shall also be provided Grades (A/B/C) as below on their Skill Certificates (PMKVY Guidelines, 2015:24):

NSQF Levels 1, 2 and 3: Grade A = 85% and above
Grade B = > 70% to < 85%
Grade C = 50% to 70%

NSQF Levels 4 and above: Grade A = 85% and above
Grade B = 70% to < 85%

4.6.2.4 BRANDING AND PUBLICITY

Branding undertaken in Project Types 1, 2 and 3 shall be in accordance with the PMKVY Branding and Communication Guidelines (PMKVY Guidelines, 2015:25) for which elaborate details are laid out.

4.6.2.5 PROJECT FUNDING

PIAs shall be funded for the implementation of RPL projects as per the following slabs for the sectors (PMKVY Guidelines, 2015:25):

- **For the manufacturing sector – Rs. 1700 payout to PIA per candidate**
- **For the Service Sector – Rs 1400 payout to PIA per candidate**

Payouts are directly transferred to PIA's bank account on completion of the following milestones:

- **30% on Enrolment of a Candidate**
- **70% on Successful Certification of a Candidate**

Upon validation and approval of final assessment results on SDMS, SSCs shall be paid assessment fees of Rs 800 for the manufacturing sector and Rs 600 for the Service sector.

Candidates may enroll second time in the same/different job role under RPL over the duration of the Scheme. The payout against such candidates (which includes payout to candidates, PIAs and SSCs) shall only be given for enrolment for a maximum of two job roles with a six month gap.

4.6.2.6 PROJECT SANCTION, REVIEW & TARGET ALLOCATION

In a year, PIAs may propose a maximum of four projects. Each project may undertake RPL for a maximum of three job roles. A Project Approval Committee shall evaluate and perform a financial and technical due diligence on the feasibility of the Project Proposal submitted. Projects successfully approved shall be allocated targets for implementation of the project. NSDC may undertake alterations in targets allotted upon periodic reviews and evaluation of the project performance, in accordance with the Monitoring Framework.

4.6.2.7 MONITORING FRAMEWORK

RPL comes under the purview of the Monitoring Framework of PMKVY. Approved projects shall be evaluated mid-way; review date being specified at the time of the project approval. The project shall also be evaluated through field

visits by NSDC or a designated agency on parameters including: Branding and appropriateness of the RPL venue; Publicity; mobilisation; Counselling and Pre-screening; Orientation; Assessment; Achievements on target utilization and adherence to prescribed timelines; etc. Based on project review, NSDC shall propose to the Project Approval Committee if targets allocated should be adjusted. PIAs also need to send NSDC video clippings and clear photographs showing candidates undergoing their final assessment. Upon certification, PIAs to post on their respective websites the list of certified candidates -job role-wise and grade-wise (PMKVY Guidelines, 2015:26-27).

4.6.2.8 PRESENT STATUS

About 80 PIAs having approximately 300 projects in different sectors have been approved by NSDC. The list of sectors in which each of the three Project Types have been approved include²³: Tourism & Hospitality, Logistics, Gems and Jewellery, Furniture and Fittings, Agriculture, Beauty and Wellness, Construction, Textiles and Handlooms, Apparel, Automotive, Infrastructure Equipment, Mining, Leather, Rubber, Electronics and Hardware, Retail, Domestic Worker, Iron and Steel, Security, Healthcare, Telecom, Handicrafts and Carpet, Food Processing, Green Jobs, IT-ITeS, Plumbing and BFSI.

²³ Source: RPL Approved Projects (PMKVY 2016-2020) downloaded on February 1, 2018, from, <https://www.nsdcindia.org/rpl-approved-projects-pmkvy-2016-2020>

4.7 ACCREDITATION AND AFFILIATION OF TRAINING

The guidelines for Accreditation, Affiliation, and Continuous Monitoring have been formulated, also referred to as Skill Ecosystem Guidelines²⁴ for helping in meeting objectives like: To meet the challenge of skilling with speed and quality standards; provide an umbrella framework to all the skilling activities, and providing quality benchmarks; To align various skill development programmes to common standards and processes, and allow reduction in multiplicity of norms and parameters that result in avoidable difficulties in implementation of the schemes; To evaluate performance of skill development programmes in an objective manner; To increase capacity and capability of the existing system in order to ensure equitable access for all; and To foster excellence in TCs, building effectiveness in delivering competency based training, and to enable trainees and other stakeholders to make informed choices with regard to TCs.

This will play a significant role in achieving the desired quality standards across various schemes, thereby enabling India to not only meet the domestic demands, but also of other countries. Accreditation ensures that the TC has met prescribed qualitative standards, which have been pre-set by respective SSCs. The validity of accreditation of a TC is one year from the date of accreditation. In order to renew the accreditation for a TC, its grade for the last quarter of its renewal accreditation date shall be reviewed. Any complaints received against a TC during the year of its operation shall be duly considered before renewing the

²⁴ Downloaded on 1 February 2018, from, <http://www.skilldevelopment.gov.in/assets/images/pmkvy/Guidelines%20for%20Skill%20Ecosyste m.pdf>

accreditation. This shall apply for all TCs, irrespective of their grades. Continued accreditation of TC will be dependent upon its demonstrating on-going progress on complying with the Accreditation, Compliance and Performance Standards. Accreditation Committee, whose decision shall be final, may suspend or cancel the accreditation of a TC for compliance of laid down guidelines.

4.8 Latest Developments in RPL

The MSDE, together with NSDC is adding to number of the current three Project Types. As informed during the interactions with the consultants in MSDE and in NSDC looking after RPL, GOI is considering adding three more RPL Project Types. The new proposed type for the **Best in Class Corporate type** who can self-certify which is under active consideration of the Ministry and, it is understood as being put up for the approval of the Union Cabinet. The other two being thought about are at initial stages only and those are for the government sector and for preparing workers for skills required internationally. Details of these new Project Types are still under development. Thus, what emerges is that this recent policy of the RPL (introduced in 2015) is a dynamic one being constantly updated, as and when newer learnings are gained from implementation being carried out and issues are thrown up. The RPL team members of NSDC with whom interactions took place also came forward with an open mind to discuss the RPL issues and concerns. They seemed eager to know about the findings of this study as well.

4.9 Summary

Overall this chapter reflects what the policy documents of GOI lay down about the status and policy of skill development in general and current strategy of RPL being implemented for skilling the workforce in the unorganised sector under the PMKVY. Accordingly, after giving a brief background about the problems associated with skilling of workforce, including that in the unorganised sector, the chapter discusses the policies related to skill development of the workforce in the first part. RPL, the main subject of study of this research forms a part of the skill development initiative under the PMKVY. Thus, after discussing the PMKVY scheme of the GOI especially meant for the workforce in the unorganised sector, RPL has been dealt with in detail in the second half of the chapter. Towards the end, a brief mention is made about the changes being introduced in the number of RPL Project Types which are currently under consideration of the GOI.