

Experiential Learning / Skill based educational Policies



**Guru Ghasidas Vishwavidyalaya,
Koni, Bilaspur- 459009**

Experiential Learning / Skill based educational Policies of Guru Ghasidas Vishwavidyalaya

In accordance with National Skills Qualifications Framework (NSQF) / National Council for Vocational Education and Training (NCVET) and National Skills Qualification Committee (NSQC) / NEP 2020.

1. Introduction

The National Education Policy seeks to provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and under-represented groups. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self- knowledge, cooperation, and integration. This may be achieved by a number of factors and an important one amongst these being establishing equivalence and mobility between general education and vocational education and training/skilling so that lifelong learning, recognition of prior learning, multiple entry and exit, and continuous professional development is encouraged in the system.

Within the sanctified corridors of the Indian educational system, a deep and seismic shift has been taking place in the rapidly evolving field of education. The days of passive learning and traditional pedagogical practices are past. Rather, a lively and dynamic shift is happening, brought in by the increasing acceptance of experiential and skill-based learning. As experiential and skill-based learning redefines higher education and positions students for unmatched success in the dynamic and ever-evolving practical world, get ready to dig deep into the limitless possibilities and unrivalled opportunities it brings.

At the core of this educational revolution lies the essence of experiential learning—an approach that champions learning by doing. From internships and real-world projects to intricate case studies and immersive simulations, experiential learning transcends theory and delves into the practicalities of not only the business landscape but also successful life by shaping students into adaptable, confident, and proficient professionals.

Experiential learning and skill-based education enhance critical thinking and problem-solving skills, which improved to perfection. And witness how students are not just taught but empowered to conquer real-world challenges with ingenuity, creativity, and an unshakable determination.

This educational approach seamlessly integrates students into the professional world, offering them the opportunity to network with other streams, industry experts, organizations and society.

1.1 Need for Integration of Skilling in Education:

Integrating skilling into education is essential for preparing students for the demands of the modern workforce, promoting economic development, and fostering a more inclusive society. It equips individuals with the tools they need to succeed in their careers and contribute positively to society.

1.2 Skilling in India is crucial for various reasons as following;

- i. **Employment Generation:** India has a large youth population and skilling initiatives are essential to provide them with the necessary skills to secure employment. Skilling programs can help bridge the gap between the skills demanded by the job market and those possessed by job seekers.
- ii. **Global Competitiveness:** In an increasingly globalized world, countries compete not only on the basis of their natural resources but also on the skills of their workforce. Skilling initiatives can enhance India's global competitiveness by ensuring that its workforce is skilled and adaptable to changing market dynamics.
- iii. **Economic Growth:** A skilled workforce is vital for driving economic growth. Skilled workers are more productive and contribute to innovation and competitiveness, which are essential for the growth of industries and the overall economy.
- iv. **Meeting Industry Demands:** Industries in India are evolving rapidly, driven by technological advancements and changing market demands. Skilling programs can ensure that the workforce is equipped with the latest skills required by various sectors, thus helping industries to stay competitive.
- v. **Poverty Eradication:** Skill development can be a powerful tool for poverty alleviation. By enabling individuals from disadvantaged backgrounds to acquire skills and secure employment, skilling initiatives can help lift them out of poverty and improve their quality of life.

1.3 Skilling Systems – Short-Term Training & Long-Term Training

Skill Development is defined as any domain specific demand led skill training activity leading to employment or improving employability, or any outcome-oriented activity that enables a participant to acquire a Skill, duly assessed and certified. The Skill development

also enables learner to get wage/self-employment leading to increased earnings, and/or improved working conditions, such as getting formal certification for hitherto informal skills, and/or moving from informal to formal sector jobs or pursue higher education/training and shall. The fresh skilling is classified into (Short Term Training) STT and Long-Term Training (LTT) as below;

- i. Short Term Training (STT)- The short-term trainings are trainings with a duration of less than one year or 1200 notional learning hours.
- ii. Long Term Training (LTT)- The Long-Term trainings are those trainings with duration of equal to or more than one year or 1200 notional learning hours.

The proposed credit framework provides for a comprehensive and practical approach to include all dimensions learning i.e. academic education, skilling and experiential learning including relevant experience and professional levels acquired. Such seamless mixing of Education, Skilling and Work Experience would enable a student/learner to take full benefit of the option of Multiple Entry-Multiple Exit wherein, the student exits an academic program, undertakes a skill based training followed by a relevant work experience, acquires corresponding credits and then returns back for further education/ higher education.

This also enables a student/learner to get benefits of all kinds of learning whether acquired from academic education, vocational education & training/skilling or through Experiential learning including relevant experience and proficiency/ professional levels acquired by engaging in a workplace.

The NEP 2020 proposes reduction in curriculum/content in all subjects to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion- based, and analysis-based learning.

Creditization of all types of learning subject to assessment. Also enables creditization of experiential learning including relevant experience and proficiency/ professional levels acquired, based on the weightage for relevant experience and proficiency/ professional levels achieved, subject to assessment.

1.4 Categories of skilling Qualifications

- A. ***Multi-skill Qualifications:*** Multi-Skilling promotes a wide range of competencies and knowledge in the workforce to build capacities for performing multiple independent tasks, which may even fall outside the domain of a particular sector or outside respective sub-sectors or defined job roles in a given sector.

- B. ***Cross Sectoral Skill Qualifications:*** Cross-sectoral skilling enables the learner to apply a skill across diverse/ related sectors thereby enhancing his creativity, innovation, value, credibility and output.
- C. ***Traditional/ Heritage Skill Qualifications:*** Courses meant to protect, conserve, enhance, create awareness and/or promote an existing heritage or traditional skill for passing it on from generations to generation to enable their continued existence as well as enhanced earning opportunities to those involved.
- D. ***Future Skills Qualifications:*** Skills that are required to prepare future ready workforce for the Industries/OEMs with global presence in services or manufacturing economies of the world, in the upcoming areas such as EV manufacturing, AI/ML technicians, Drone technology production and service, industry4.0/5.0 health-tech etc.
- E. ***MNC/OEM/Industry based Skill Qualifications:*** These are qualifications developed to encourage the MNCs participation including Original Equipment Manufacturers (OEMs), Original Design Manufacturers (ODMs), Value Added Resellers (VARs), and other industry bodies in filling the demand supply gap.
- F. ***Work embedded Skill qualifications:*** These are the skill programs with a higher component of hands on, industry-based learning to make students industry-ready, while combining learning and on-the-job training, with the potential to earn while they learn.
- G. ***Specific and customised requirements of Schemes/Programs*** also for Persons with Disability (PwD).

1.5 The Way Forward: Paving the Path to Excellence

As the shift towards experiential learning gains momentum, the future of higher education promises a blend of theory and practice, nurturing a generation of learners prepared to navigate a dynamic world. Internships and apprenticeships allow students to engage in experiential learning, enabling them to receive valuable real-time feedback from employers regarding their skills and industry knowledge. To further enhance this learning model, an in-house career counsellor or a dedicated career service cell can serve as a complementary support system. With a focus on real-world education, the transformative potential of experiential learning holds the key to building a future-ready nation—one where knowledge is acquired and skillfully applied to shape a better tomorrow.

Assignment of Credits has also been enabled for online, digital and blended learning, especially in vocational education and skilling to expand the open and distance learning

options and to promote extensive use of technology in education, learning & skilling. This would help in overcoming the constraints of physical infrastructure & scalability while enhancing access, equity, and affordability and ensuring quality and accountability. The blended learning option shall also enhance accessibility of learning in Indian language for 90% non-English medium students as well as for Divyangs.

Students wanting to earn credit for experiential learning opportunities must abide by the policies listed below. Please keep in mind that policies are subject to change and any questions or concerns should be directed to the student's program or department administrator unless otherwise noted.

2. Credits Assignment for Additional Learning Hours

Under the CBCS system, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be earned by the students.

- The CBCS provides flexibility in designing curriculum and assigning credits based on the course content and learning hours.
- The CBCS provides for a system wherein students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.
- CBCS also provides opportunity for vertical mobility to students from a bachelor's degree programme to masters and research degree programmes.

Any additional program/ course undertaken by the student/ learner beyond the prescribed learning hours or beyond the purview of the course syllabus, shall be considered for assignment of additional credits that can be earned by the student/ learner. Such programs could include academic subjects, vocational courses, industry-based trainings etc. run either directly by the institution by its own, through the industry / organization or any other. Hence depending on the interest, talent and capability, a student may earn credits beyond the ceiling of minimum credits courses to achieving prescribed learning outcomes determined by successful assessment. This provision will enable the student to undertake many other skill / experiential learning-based qualification courses as notified by the University and allow students to earn additional credits.

2.1 ASSESSMENT MATRIX FOR SKILL / EXPERIENTIAL LEARNING BASED COURSES.

The following formula may be used for the credit calculation in general education.

General Education credit refers to a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching [lecture or tutorial] or two hours of practical work/field work per week. Accordingly, one Credit would mean equivalent of 14-15 hours of theory or 28 - 30 hours of workshop/ lab work.

- i. One Credit is equivalent to 14-15 periods of 60 minutes each, for theory, or 28-30 periods of 60 minutes for workshop/labs and tutorials.
- ii. For internship/field work, the credit weightage for equivalent hours is 50% of that for lectures/tutorials.
- iii. For self-learning, based on e-content or otherwise, the credit weightage for equivalent hours of study is 50% or less of that for lectures/tutorials.

For the ease of calculation, the break -up of credit with respect to general education component is as in the table below:

Theory 1 Credit = 15 hours	Practical 1 Credit = 30 hours	Experiential learning including relevant experience and proficiency/ professional levels acquired 1 Credit = 40-45 hours
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3. GUIDELINES FOR PROVIDING SKILL/ EXPERIENTIAL LEARNING BASED EDUCATION UNDER NATIONAL SKILL QUALIFICATION FRAMEWORK

Under these guidelines, the skill-based programmes shall have a mix of general and skill components in which 30-40% of the total content shall be of general nature including language courses while the remaining 60% (extendable upto 70%) of the content shall be on skill development. In such programs the following formula is used for conversion of time into credit hours.:

- a. Skill / Practical / experiential learning Component: This component should have a minimum of 60% (extendable upto a maximum of 70%) of the total credits. The skill component will include practical classes in laboratories / workshops, internships, apprenticeships and any other forms of hands on training.
- b. General Education / Theory Component: The balance credits of the

program i.e. 30-40% are of general component. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies and value education.

- c. In the Skill Enhancement Courses (3 credit SEC course) under NEP 2020, out of 3 credits only one credit (15-hour teaching in the semester) will be allotted to theory component and two credits (60 hour practical or 90 hour experiential learning (hands on training etc) in the semester) will be allotted to practical component.

3.1 Assessment Bands

The credit framework is based on the basic principle that credits are a function of achieving the desired learning outcome/s for a program/ course/training determined by the successful assessment.

No credit can be earned by the student unless the student is assessed for the achievement of the desired competencies and outcome of a program.

The assessment is thus mandatory for earning credits for all types of learning and progression. The assessments may include routine/ regular assessment after completion a program/course; assessment for recognition of prior learning; and on demand assessment for special provisions like accelerated and slow learning etc.

3.2 Types of Assessments (Blended Learning Guidelines of NCVET)

Assessment broadly can be classified into the following types:

- a. **Diagnostic assessments:** Diagnostic assessments are intended to help teachers identify what students know and can do in different domains to support their students' learning. These help teachers determine strengths of students in various areas to better address their specific needs.
- b. **Formative assessments:** Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or a course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.
- c. **Summative assessments:** Summative assessment is an assessment

administered at the end of an instructional unit in a course. These assessments are intended to evaluate student learning by comparing performance to a standard or benchmark.

- d. **Ipsative assessments:** Ipsative assessment involves comparisons between past and current work to identify a learner's growth over time, rather than progress toward an external set of criteria. Therefore, Ipsative assessment is an internal or self-referenced assessment.
- e. **Norm-referenced assessments:** Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of a statistically selected group of test takers, typically of the same age or grade level, who have already taken the exam.
- f. **Criterion-referenced assessments:** Criterion-Reference tests measure the performance of test takers against the criteria covered in the curriculum.
- g. **Peer-to-Peer randomised Assessments:** Peers will be able to provide assessment in this case.
- h. **Industry Validation of Effectiveness:** In the Vocation Education, Industry validation of effectiveness of training is particularly important.
- i. **Self-assessments:** To evaluate how much the learner has grasped by self-learning.

Other Assessment Methods: Conducting an assessment takes time, thought, attention, planning, and often collaboration. Each assessment tool, whether a short survey or detailed rubric, will be useful only insofar as it both addresses the outcomes well and is feasible to use.

- j. **Rubrics:** For assessing qualitative student work such as essays, projects, reports, or presentations. Rubrics serve well to clearly denote the specific expectations for an assignment, for collecting data for assessment of student learning outcomes. and for student performance. Rubrics can be used for grading, for providing feedback to students, and for informing and encouraging students to think about their own learning.
- k. **Portfolios and E-Portfolio:** Portfolios can provide a window into the process of student learning across a semester-long project that can be assessed (usually by using a rubric).
- l. **Curriculum Mapping:** A good curriculum map can serve to focus

assessment, and the improvements that follow, where it will be most useful, informative, or effective.

- m. **Structured Interviews:** While time-consuming, structured interviews are useful when specific questions need to be asked. It also leaves room for unplanned topics or ideas to emerge.
- n. **Student Experience Surveys:** Student experience in research universities (SERU), including administration of on-line census SERU Undergraduate and Graduate Surveys, can yield important information about student perceptions and experiences.

The National Skills Qualification Framework (NSQF) is an outcome and competency-based framework which organizes qualifications according to a series of levels of knowledge, skills, aptitude, and responsibility levels defined in terms of learning outcomes which the learner must acquire through formal, non-formal or informal learning which may comprise of academics, vocational education, training & skilling and experiential learning including relevant experience and proficiency/ professional levels acquired, subject to assessment.

3.3 The revised NSQF incorporates the provisions laid down in NEP and NCrF with respect to the following:

- **NSQF Levels:** There will be eight levels from Level 1 to level 8 namely Level-1, Level-2, level-2.5, Level-3, Level-3.5, Level-4, Level-4.5, Level-5.0, Level-5.5, Level-6.0, Level-6.5, Level-7.0, and Level-8. Each level represents a different level of skill, complexity, knowledge, responsibility and autonomy required to demonstrate the competence commensurate with that level. Level one of the framework represents the lowest complexity while highest level i.e. level eight represents the highest complexity.
- **NSQF Level Descriptors:** Each NSQF Level and is defined and described by a set of level descriptors. These descriptors will be expressed in 5 domains namely
 1. Professional theoretical knowledge,
 2. Professional and technical skills/ expertise,
 3. Aptitude, mind-set, soft skills, employment readiness & entrepreneurship skills,
 4. Broad learning outcomes and

5. Level of responsibility.

- **Standardization of Norms for Minimum Entry Criteria & Notional Hours:** Each qualification at an NSQF level may be further defined in terms of entry criteria, minimum range of notional hours required to achieve the prescribed learning outcomes which are aligned to the National Credit Framework (NCrF). For a qualification at a particular NSQF level with a predefined learning outcome, there will be minimum level of standardization in terms of the following elements:
- **Minimum Entry criteria:** Since every level of qualification/ job role is expected to lead to a defined level of competency, minimum entry requirements for undertaking training in a qualification of a particular level may be prescribed by the Council. The entry criteria may include the academic credentials and/or previous Vocational Education, Training and Skilling undertaken and the existing work experience of the prospective student/ learner.
- **Minimum range of notional hours:** Although the NSQF levels are not directly related to the duration of study, for every NSQF aligned qualification a range of minimum notional hours may be prescribed by NCVET to ensure that a minimum duration of training is imparted for a defined level of competency. The notional learning hours may include theory, practical/ skill training.

4. Credit granted

Any credit awarded for Experiential Learning/ Skill development/ internship will be considered the same as transfer credit to GGV.

Only the course number, title, credit hours and the notation of “**Credit for Experiential Learning (CEL)**” will be recorded on the transcript.

The Dean of the concerned school/HoD/ Nodal officer of the Centre will be responsible for the course and approve or disapprove the granting of credit for Experiential Learning based on the submitted portfolio demonstrating fulfilment Student Learning Outcomes of the course in question.

5. Eligibility

Only currently admitted students in any Undergraduate including professional programme in GGV shall be able to earn credit for Experiential Learning.

6. Limitations

- Credit earned will not count toward current semester course load nor meet GGV Residency requirements.
- Credit will not be approved for any course in which the student has previously earned a passing grade.
- Credit must be applicable to the program in which the student is enrolled.
- Credit hours earned for Experiential Learning shall not exceed 25% of the graduation requirements of the program in which the applicant is enrolled.

- Students shall not request Credit for Experiential Learning after graduation.
- Languages (Foreign or Indian) are not considered for CEL.
- NCC and Military Service is not eligible for CEL.
- Credit for Experiential Learning may be transferable at the discretion of other institutions and/or accrediting bodies as per UGC guidelines.

7. Fees

The fee for Credit for Experiential Learning will be set at One-Fourth (25%) of the semester tuition rate for the course in question or as decided by the University from time to time. The fee is not covered by any Financial Aid the student may receive.

8. Guidelines for submission of portfolio credit for Experiential Learning

The student, in conjunction with the mentor faculty member, chooses the course or courses for which the student will apply for credit.

The student is given course outline with Student Learning Outcomes and course description.

In a written narrative, the student addresses each of the SLOs and how, through the student's experience, he/she has met the SLOs and what the student has learned from the experience as it relates to the SLOs.

The student should include with the narrative any supporting documents that can attest to the learning that took place as a product of the student's experience. These documents may include but are not limited to: A letter from an employer detailing work performed and number of hours, certificates of achievement, a portfolio of written or visual work created by the student, or other forms of professional recognition.

The student submits the final portfolio to the mentor instructor, who evaluates the portfolio and forwards a recommendation with the portfolio to the Dean of the Academic School or Nodal Officer in which the course is housed.

9. Rule for the transfer of credits from outside:

An assessment criterion to be decided by the HOD of concerned department in consultation with Dean of the school, Course coordinator and senior most faculty of the department based on the above 3.1 and 3.2.

10. Department willing to offer these courses has to submit their request in enclosed Annexure -I before the finalization committee which will be equal to the BOS for Skill based courses and Experiential Learning based courses including internship.
11. The structure of the Finalization committee will be as follow:

- A. Hon'ble Vice Chancellor- Chair person
 - B. Professor – Convenor to be nominated by HVC
 - C. Director IQAC - Member
 - D. Professor – Member to be nominated by HVC
 - E. Associate Professor – Member to be nominated by HVC
 - F. Assistant Professor – Member to be nominated by HVC
 - G. Nodal Officer, Skill Development Cell - Member
 - H. Coordinator, NEP Task Force - Member
- Assistant Registrar (Academic) will be Presenting Officer

10 Levels of National Skills Qualifications Framework (NSQF)

The **NSQF levels range from one to ten** are categorized by learning outcomes that learners must acquire through their formal, informal, or non-formal acquisition.

Level 1 The first level of NSQF aims to prepare learners to automatically sink in the repetitive tasks and save their precious time every single time they need to perform them. They need not require any prior practice.

Level 2 National Skill Qualification Framework aims to prepare learners to carry out repetitive tasks with the application of understanding. It would help them understand & perform the task, thus promoting logical thinking.

Level 3 National Skill Qualification Framework aims to prepare learners to carry out a specific job role or task that doesn't require much effort and is predictable in nature.

Level 4 National Skill Qualification Framework aims to prepare learners to work in a familiar environment where the nature of the job is not new, quite familiar, and can be performed on a routine basis.

Level 5 National Skill Qualification Framework aims to prepare learners to become skillful and take a job of their choice and work in a familiar environment.

Level 6 National Skill Qualification Framework demands a variety of skillset especially technical skills, the learner must be well-equipped with knowledge & carry out standard & non-standard practices as per the requirement of the job.

Level 7 National Skill Qualification Framework requires a skilled person that has a theoretical as well as practical skill-set and is efficient enough to do routine & well as any non-routine job. One needs to have multi-tasking skills!

Level 8 National Skill Qualification Framework needs an individual that has got comprehensive, theoretical, practical, as well as cognitive skills. One must be good at communication and needs to conduct tasks independently.

Level 9 National Skill Qualification Framework is quite advanced in terms of knowledge & skills expectations. It prepares a learner to have a critical understanding of any subject and develop innovative thinking.

Level 10 National Skill Qualification Framework requires specialization in everything in terms of – knowledge, problem-solving, and ability to offer an original contribution.

ANNEXURE-I

Template for offering Experiential Learning /Skill based course / Internship courses by GGV

- I. Name of the Department:
- II. Course Offered: Experiential Learning / Skill based / Internship
- III. Name of the course
- IV. Categories of skilling Qualifications
- V. Name of the course Coordinator
- VI. Eligibility requirement for the course:
- VII. Learning Outcomes:
- VIII. Total Credits:
- IX. Theoretical component: 30% or 40% (Credit -)
- X. Practicum / Experiential learning Component: 60% or 70% (Credit -)
- XI. NSQF Level
- XII. Syllabus
- XIII. Mode of Assessment:
- XIV. Prescribed FEE for the course
- XV. Tenure of Course
- XVI. Other information:

Signature of Course Coordinator

Signature of the HOD

Signature of the Dean, School of.....