RPL

HARYANA STATE HIGHER EDUCATION COUNCIL

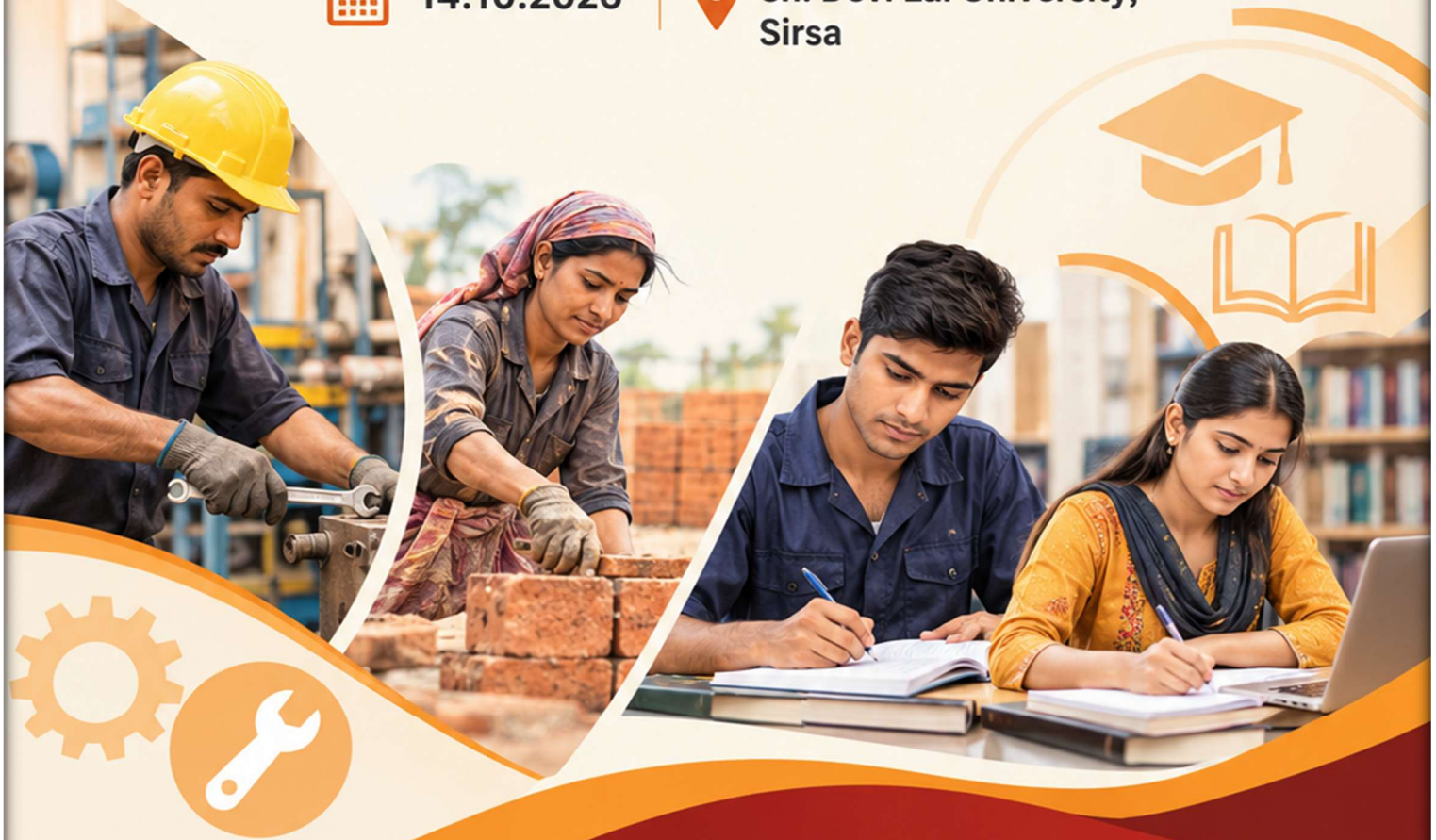
CHAUDHARY DEVI LAL UNIVERSITY, SIRSA

REPORT OF

Workshop on

RECOGNITION OF PRIOR LEARNING

14.10.2026 | Ch. Devi Lal University, Sirsa



ORGANISED BY HARYANA STATE HIGHER EDUCATION COUNCIL
IN COLLABORATION WITH CH. DEVI LAL UNIVERSITY, SIRSA

SKILLS | EXPERIENCE | OPPORTUNITY

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I. EXECUTIVE SUMMARY

The Haryana State Higher Education Council (HSHEC) organised a workshop on Recognition of Prior Learning on 14th October 2026 at Ch. Devi Lal University, Sirsa. The workshop focused on sensitizing and a credible framework to validate non-formal and informal learning, thereby bridging the gap between practical skill acquisition and formal academic certification to enhance the overall employability of the workforce.

The workshop was graced by a distinguished panel of academic leaders and experts, including Professor K.C. Sharma, Chairperson of the Haryana State Higher Education Council (HSHEC); Professor Vijay Kumar, Vice-Chancellor of CDLU, Sirsa; Professor Deepti Dharmani, Vice-Chancellor of Chaudhary Bansi Lal University (CBLU), Bhiwani; and Professor R.S. Rathore, State Project Director, HSHEC. Professor Narasimhan B., Director, IQAC, Maharshi Dayanand University (MDU), Rohtak and Dr. Sanjay Singh, Chairperson, SDAS, Shri Vishwakarma Skill University (SVSU), Palwal were the technical resource person for the workshop. The workshop saw active participation from the Deans of Academic Affairs and RPL Nodal Officers of state-funded universities, who are responsible for the institutional integration and operational execution of these guidelines.

The technical program was structured into two comprehensive sessions designed to move from conceptual understanding to institutional governance. The first session, led by Dr. Sanjay Singh, detailed the core concepts of RPL, distinguishing between formal, non-formal, and informal learning pathways. This session emphasized the importance of mapping demonstrated competencies against Course Learning Outcomes (CLOs) and adhering to the UGC-mandated limit of 30% for RPL credits. A practical case study was utilized to illustrate the portfolio-based assessment process. Complementing this, the second session, conducted by Professor Narasimhan B., focused on the governance and quality assurance mechanisms required for credibility. This included the formation of RPL Assessment Committees, the creation of standardized assessment rubrics, and the phased implementation of a digital framework for portfolio management and record-keeping.

The workshop concluded with a clear set of action points for the participating universities to ensure successful implementation. Academically, each university is encouraged to identify at least one course in its area of specialization to be offered under RPL, ensuring that credits are awarded based on documented competencies rather than years of experience. To support these learners, institutions are tasked with developing bridge courses and flexible delivery schedules, such as evening or weekend classes. Administratively, universities should establish a formal institutional framework, including an RPL Assessment Committee and a transparent, time-bound appeal mechanism chaired by the Dean of Academic Affairs. Furthermore, the universities are encouraged to explore RPL for specialized sectors, including sports and traditional arts, while maintaining comprehensive records of all assessments for at least three years to ensure audit compliance and academic integrity.

II. OUTCOMES OF THE WORKSHOP

1. Universities may identify at least one course/programme to be offered under RPL, in accordance with the relevant provisions of its Act, Statutes, Ordinances and other applicable regulations.

2. Universities may focus on their respective areas of specialisation, expertise and academic strengths while identifying suitable courses/programme for RPL instead of attempting to offer all regular courses under RPL.

3. Universities may encourage the sharing of experiences, good practices and lessons learned regarding RPL implementation to facilitate mutual learning and strengthen institutional capacity.

4. A common notification for RPL assessment may be explored among universities offering RPL courses in their respective areas of specialisation. This would facilitate coordination in assessment schedules and provide wider opportunities for learners, subject to the applicable regulations and approval of the competent authorities of the participating universities.

5. RPL credit awards must be based on demonstrated competencies mapped against clearly defined course learning outcomes and must remain within the applicable credit limits.

6. Institutions need a structured process for applicant registration, portfolio preparation, evidence verification, assessment, credit approval, recording of credits and appeals.

7. Standardised assessment rubrics and clearly defined criteria are necessary to ensure consistency, transparency and credibility.

8. Flexible delivery arrangements, bridge courses and additional training may be required to address the individual learning gaps of RPL applicants.

9. Universities need to examine whether eligible learners can be accommodated in existing programmes or whether separate batches and customised schedules would be more appropriate.

10. Advance planning of curricula, assessment components and teaching schedules is important for managing learners with different prior learning and credit requirements.

11. Institutional implementation must take into account the availability of faculty, infrastructure, practical training facilities and other resources.

12. Universities should establish a clearly defined institutional framework for RPL implementation, including an RPL Assessment Committee comprising the Nodal Officer, relevant subject experts and industry representatives, as appropriate.

13. Award of credits should be based on documented evidence and demonstrated competencies mapped against the relevant Course Learning Outcomes (CLOs), rather than solely on years of experience, professional achievements or participation in an activity.

14. Training of assessors is essential to ensure a consistent understanding of RPL assessment methodologies, evidence verification, credit mapping and the use of assessment rubrics.

15. Institutions should maintain comprehensive records of applications, portfolios, supporting documents, assessment results and credit-award decisions. A systematic record-retention mechanism is necessary to support verification, audit and resolution of disputes.

16. Eligibility criteria, assessment procedures, credit-allocation methods and appeal provisions should be clearly defined and communicated to applicants. Appeals should be examined by a committee independent of the original assessment committee, in accordance with the prescribed institutional framework and timelines.

17. Universities must adhere to the applicable UGC framework governing the maximum proportion of credits that may be awarded through RPL. Any provision for recognition beyond the prescribed limit should be subject to the applicable regulatory requirements and necessary approvals.

18. RPL may be explored for specialised sectors, including sports, technical education, traditional occupations and performing arts, provided that competencies are clearly defined and mapped to relevant learning outcomes. Institutions should establish criteria to prevent repeated credit awards for the same demonstrated learning.

19. Universities should define appropriate application windows, assessment schedules and credit-mapping procedures to facilitate the integration of RPL learners into existing programmes while maintaining academic standards and complying with applicable regulations.

20. Assessment arrangements should accommodate working professionals and individuals engaged in traditional occupations. Flexible scheduling and assessment on demand, wherever feasible, may improve accessibility without compromising the rigour of evaluation.

21. An institutional quality assurance or advisory mechanism should periodically review the effectiveness, consistency and transparency of RPL implementation and facilitate improvements based on assessment outcomes, feedback and implementation experience.

III. GLIMPSES OF THE WORKSHOP














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IV. PROCEEDINGS OF THE WORKSHOP

WELCOME ADDRESS BY PROFESSOR VIJAY KUMAR, VICE-CHANCELLOR, CHAUDHARY DEVI LAL UNIVERSITY, SIRSA

1. Professor Vijay Kumar, Vice-Chancellor, Chaudhary Devi Lal University (CDLU), Sirsa, welcomed Professor K.C. Sharma, Chairperson, Haryana State Higher Education Council (HSHEC); Professor Deepti Dharmani, Vice-Chancellor, Chaudhary Bansi Lal University (CBLU), Bhiwani; Professor R.S. Rathore, State Project Director, HSHEC; Ms. Priyanka, representative of Wadhwani Foundation; distinguished dignitaries, resource persons, faculty members and participants.

2. In his address, he highlighted the importance of employability, skill development and Recognition of Prior Learning (RPL) in the evolving landscape of higher education. He observed that the responsibility of universities extends beyond awarding degrees to transforming knowledge into skills, skills into opportunities, and opportunities into meaningful contributions to society.

3. Emphasising the importance of employability, he stated that subject knowledge alone is not sufficient for students to succeed in the contemporary workplace. Communication, critical thinking, teamwork, problem-solving, digital literacy and adaptability are equally important competencies. He underscored the need for teachers to connect classroom learning with practical experience and the changing requirements of industry.

4. Addressing the theme of Recognition of Prior Learning, he highlighted that valuable learning takes place not only in formal educational settings but also through professional experience, vocational training and practical work. He noted that RPL provides a mechanism to identify, assess and recognise such competencies through transparent and credible processes while maintaining academic standards.

5. He observed that both skill development and RPL are aligned with the vision of the National Education Policy (NEP) 2020. He emphasised that higher education institutions must prepare students not only to seek employment but also to become innovators, entrepreneurs, responsible citizens and creators of opportunities.

6. Professor Vijay Kumar appreciated the efforts of HSHEC, the Department of Higher Education, Haryana, and Wadhwani Foundation in advancing this agenda. He encouraged participants to actively engage in the workshop deliberations and translate the learning into meaningful institutional practices. Concluding his address, he emphasised that the success of such initiatives depends on the effective application of the knowledge gained and called for the development of universities where degrees reflect knowledge, skills demonstrate competence, and education creates opportunities for all.

ADDRESS BY PROFESSOR DEEPTI DHARMANI, VICE-CHANCELLOR, CHAUDHARY BANSI LAL UNIVERSITY, BHIWANI

7. Professor Deepti Dharmani, Vice-Chancellor, Chaudhary Bansi Lal University (CBLU), Bhiwani, addressed the participants on the significance of Recognition of Prior Learning (RPL) in the context of the National Education Policy (NEP) 2020. She described NEP 2020 as a transformative policy, highlighting its emphasis on multidisciplinary education, flexibility, multiple entry and exit options, and the revival of Indian Knowledge Systems. She emphasised that RPL is an important mechanism for connecting education with skills, employability and the changing requirements of the labour market.

8. Professor Dharmani observed that the challenge facing India is not merely the availability of employment but also the mismatch between the skills possessed by the workforce and those required by employers. Historically, many competencies were acquired through family occupations, traditional practices, vocational activities and on-the-job experience. However, as the education system increasingly prioritised formal qualifications and degrees, the value of these competencies often remained unrecognised.

9. She highlighted the importance of RPL in India where a substantial proportion of the workforce is engaged in the informal sector. Referring to Haryana's workforce, she noted that a large number of people work in agriculture, construction, carpentry, masonry, traditional handicrafts, domestic services, repair work, micro-enterprises and gig-based occupations. Although many possess considerable practical expertise, they often lack formal certification or validation of their skills. She emphasised that recognising these competencies and enabling workers to upgrade them in line with technological developments and market requirements is essential for improving their livelihood opportunities.

10. She further observed that India's aspirations for becoming a developed nation by 2047 and strengthening its position in the global economy require a broader understanding of education and skill development. Increasing the number of formal degree holders alone would not be sufficient; the country must also recognise and strengthen the competencies of people who remain outside the formal education system.

11. Professor Dharmani stressed the need to examine the limitations of conventional education, which is generally organised around fixed curricula, academic calendars, classroom instruction, examinations and the award of degrees. She observed that the relevance of knowledge changes over time and that curricula must be regularly updated to reflect contemporary needs rather than merely reproduce existing content.

12. Referring to the broader philosophy of NEP 2020, she emphasised the importance of lifelong learning, explaining that education should enable individuals to learn

throughout life, learn from life experiences and apply their learning to improve their livelihoods. She cautioned that the intended benefits of NEP 2020 would not be realised if institutions continued to follow conventional teaching practices and merely reproduced existing curricula under the new policy framework.

13. She underlined that teachers are central to educational transformation. Institutional reforms, including RPL, would require teachers to reconsider their pedagogical approaches and shift from an exclusive focus on teaching content towards facilitating learning, developing competencies and assessing practical abilities. She observed that institutional readiness and the willingness of faculty members to adapt would be critical to successful implementation.

14. Explaining the concept of RPL, Professor Dharmani stated that it provides a structured mechanism for identifying, assessing, validating and certifying competencies acquired through formal, non-formal and informal learning. She emphasised that the purpose is not merely to award certificates for existing knowledge but also to establish a pathway for further learning, skill development and improved livelihood opportunities.

15. She highlighted three important objectives of RPL: recognising the competencies individuals have already acquired, enabling those with existing skills to upgrade them, and helping learners acquire additional competencies in response to changing labour-market demands. She stressed that the assessment process must be based on transparent and consistent standards, with appropriate emphasis on practical demonstration and actual competence.

16. To illustrate the importance of recognising practical skills, she shared examples from occupations such as plumbing, carpentry and other skilled trades. She observed that the quality of a skilled worker's performance is reflected not only in completing the assigned task but also in the precision, efficiency, cleanliness and professionalism with which it is undertaken. She noted that skilled workers who deliver reliable services are increasingly valued, and RPL can help establish recognised standards and encourage continuous improvement in such occupations.

17. She further identified agriculture, textiles, food processing, handicrafts, construction and other local industries as areas where RPL could be particularly beneficial in Haryana. She emphasised that workers must be supported in adapting traditional skills to emerging technologies, digital platforms and changing market expectations.

18. Professor Dharmani emphasised that RPL implementation must be designed around the circumstances of learners rather than the conventional requirements of universities. Since many prospective learners are engaged in seasonal or daily-wage occupations, rigid admission schedules, fixed class timings and compulsory physical attendance could restrict their participation.

19. She suggested that institutions should explore flexible learning arrangements, suitable assessment schedules and outreach mechanisms, including mobile centres where

feasible, to reach workers at their workplaces and in their communities. She stressed that effective implementation would require institutions to identify their target groups, understand their existing competencies and engage directly with relevant stakeholders, including industries, farmers, artisans, domestic workers and other occupational groups.

20. She also underlined that awareness-building must begin within higher education institutions themselves. Faculty members and institutional functionaries need to understand the purpose, processes and benefits of RPL before they can effectively communicate these to prospective learners and other stakeholders.

21. Discussing the implementation framework, Professor Dharmani referred to the importance of identifying learners' existing competencies, assessing their proficiency levels and determining the learning required for further academic progression. She highlighted the relevance of the National Credit Framework (NCrF), the Academic Bank of Credits (ABC) and the flexible entry and exit provisions under NEP 2020. She encouraged the resource persons to explain the NCrF in greater detail so that participating institutions could better understand the relationship between competency levels, credits and academic qualifications.

22. She clarified that RPL should primarily recognise demonstrated competence rather than rely exclusively on theoretical examinations. Practical assessment, demonstrations and evidence of prior experience should therefore form important components of the process. Once existing competencies have been assessed and mapped against the relevant qualification or learning outcomes, the learner should be supported in completing the remaining learning requirements.

23. To illustrate this approach, she cited the example of a skilled carpenter whose practical abilities may correspond to a particular level of proficiency, even though the individual may not possess equivalent theoretical knowledge or formal qualifications. Through RPL, the learner's existing competencies could be assessed and recognised, while the remaining theoretical or other learning requirements could be completed through an appropriate course. The credits awarded would reflect the learning outcomes and applicable assessment standards.

24. She also referred to the example of a dress designer who possesses substantial practical expertise comparable to competencies taught in a formal fashion-design programme. She explained that such expertise could be assessed and mapped against the relevant qualification framework, enabling the learner to receive recognition for demonstrated competencies and undertake additional learning wherever required. She emphasised that the process must maintain academic standards while avoiding the unnecessary repetition of skills already acquired.

25. Sharing an initiative undertaken at Chaudhary Bansi Lal University, Professor Dharmani stated that the university had initiated efforts to engage practitioners of Karamkand

and related traditional religious practices, noting that many possess extensive specialised knowledge without formal certification. She explained that the university intended to assess their existing knowledge and competencies, recognise the learning already acquired and identify the additional academic requirements necessary for completing the relevant course.

26. She emphasised that this approach could help bring traditional knowledge and practical expertise into the formal education system while providing practitioners with opportunities for recognised qualifications and further academic progression. She stressed that the objective should remain the recognition and development of competencies rather than merely reproducing the syllabus of conventional courses.

27. Professor Dharmani highlighted the potential of RPL to improve mobility between occupational sectors and the formal education system. By recognising competencies acquired outside conventional academic settings, RPL could enable individuals to pursue further education, obtain relevant qualifications and access new employment or entrepreneurial opportunities.

28. She observed that individuals engaged in manual, traditional and informal occupations often face barriers because their skills are not formally recognised. RPL could help address this gap by providing a credible mechanism for validating their abilities and enabling their participation in further learning. She emphasised that such recognition would contribute to greater equity, social inclusion and democratisation of access to education by acknowledging the value of different forms of learning and work.

29. Concluding her address, Professor Dharmani reiterated that teachers and higher education institutions have a central role in implementing RPL. She emphasised that the guidelines issued by the University Grants Commission and the further framework developed by HSHEC provide a broad basis for implementation, while institutions may adapt their operational arrangements within the prescribed framework.

30. She encouraged universities to approach RPL as an opportunity to rethink conventional educational practices, develop flexible learning pathways and strengthen the connection between education, practical competencies and employability. She called upon faculty members and institutional representatives to take ownership of the initiative and contribute to its effective implementation.

31. In conclusion, she emphasised that the successful implementation of RPL would require a change in institutional attitudes, teaching practices and approaches to recognising knowledge. She urged the participants to work collectively towards making RPL an effective instrument for lifelong learning, skill development, social inclusion and India's broader development aspirations for 2047.

ADDRESS BY PROFESSOR K.C. SHARMA, CHAIRPERSON, HARYANA STATE HIGHER EDUCATION COUNCIL

32. Professor K.C. Sharma, Chairperson, Haryana State Higher Education Council (HSHEC), addressed the participants and highlighted the two key themes of the workshop: Recognition of Prior Learning (RPL) and employability enhancement through the facilitator development programme being conducted in collaboration with Wadhwani Foundation.

33. He acknowledged the detailed address delivered by Professor Deepti Dharmani, Vice-Chancellor, CBLU, Bhiwani, on the significance of RPL, its underlying rationale and the approaches for its implementation. He then introduced the second theme concerning the capacity-building initiative aimed at enhancing students' employability through collaboration with Wadhwani Foundation. He informed the participants that the programme will be conducted over three days, with the first day in offline mode and the subsequent two days through online sessions. He welcomed Ms. Priyanka from Wadhwani Foundation and informed the participants that she or other trainers of the Foundation would facilitate the forthcoming online sessions. He emphasised the importance of participation in the complete programme.

34. Professor Sharma referred to the gap between the number of students completing school education and those entering higher education. He observed that several learners do not proceed to higher education for reasons that may include financial constraints, limited awareness within families, eligibility requirements and other personal or social circumstances. Some of these individuals enter the informal sector and acquire valuable skills through work experience, traditional occupations and other forms of informal learning.

35. He emphasised that the absence of formal qualifications should not lead to the exclusion of such individuals from opportunities for further learning and skill development. RPL provides a mechanism to recognise their existing competencies, validate their skills and facilitate their progression towards further education and improved employment opportunities.

36. Professor Sharma highlighted the importance of holistic development in education, referring to the emphasis on the five dimensions of human development discussed in the National Curriculum Framework for School Education. He observed that education should contribute to the development of an individual's physical, intellectual, emotional and ethical capacities rather than remain confined to academic knowledge and the acquisition of degrees.

37. He stressed the need for flexible and choice-based curricula that allow students to select subjects according to their interests while also developing complementary skills. He emphasised that higher education institutions should integrate academic learning

with skill development, experiential learning and opportunities for practical application.

38. He further highlighted the importance of value-based education in developing responsible and socially conscious individuals. Referring to instances where technical qualifications have not necessarily translated into responsible conduct, he observed that education must also cultivate human values, ethical judgement and a sense of social responsibility. He noted that value-added courses and experiential learning could contribute to this objective.

39. Professor Sharma also emphasised the need to strengthen the integration of Indian Knowledge Systems, traditional values and India's intellectual contributions into the educational environment. He observed that higher education institutions should help students understand India's knowledge traditions and developmental aspirations while preparing them to contribute meaningfully to society.

40. Addressing the employability enhancement programme being conducted with Wadhwani Foundation, Professor Sharma stated that higher education institutions must develop the capacity to prepare students for employment, entrepreneurship and meaningful participation in society. He observed that the objective of higher education should not be limited to the award of degrees; students should also acquire the competencies needed to apply their knowledge, pursue entrepreneurial opportunities and contribute to economic and social development.

41. He emphasised that students require appropriate institutional support, guidance from teachers and opportunities to make effective use of platforms available for entrepreneurship and start-up development. Faculty members therefore have an important role in helping students identify opportunities, develop practical capabilities and translate their ideas into viable initiatives.

42. He expressed the expectation that the three-day capacity-building programme would strengthen the ability of participating faculty members to guide students towards improved employability, workplace retention and productive engagement with society. He encouraged participants to make effective use of the programme and apply the learning within their respective institutions.

43. Professor Sharma reiterated that universities should make provision for RPL so that individuals who have acquired skills through informal learning, occupational experience or traditional practices can approach higher education institutions for the assessment and recognition of their competencies.

44. He clarified that the objective was not necessarily for every university to enrol large numbers of RPL learners immediately, but to ensure that an institutional mechanism and appropriate guidance were available whenever a learner sought to benefit from the provision. He suggested that universities should identify a coordinator or senior

faculty member who could understand the RPL framework, guide prospective learners and facilitate its implementation at the institutional level.

45. He emphasised that higher education institutions must address both dimensions of the challenge: recognising and upgrading the skills of individuals who remain outside the formal education system and improving the employability of students graduating from universities and colleges.

46. Concluding his address, Professor Sharma called upon participating institutions to strengthen their capacity for RPL implementation, integrate skill development with academic learning and provide students with the guidance required to pursue employment and entrepreneurship. He emphasised that these efforts should collectively contribute to a more inclusive, skill-oriented and socially responsive higher education system.

TECHNICAL SESSION I ON RPL – CONCEPT, APPLICABILITY, ELIGIBILITY, CREDIT ASSIGNMENT, RELEVANCE, PROCESS AND ASSESSMENT

RESOURCE PERSON: DR. SANJAY SINGH, SHRI VISHWAKARMA SKILL UNIVERSITY (SVSU), PALWAL, HARYANA

47. Dr. Sanjay Singh conducted a technical session on the concept and implementation of Recognition of Prior Learning (RPL), covering its applicability, eligibility criteria, credit assignment methodology, assessment procedures and relevance to higher education. He informed the participants that the session would comprise two parts: an overview of the RPL framework and guidelines circulated by HSHEC, followed by a practical demonstration using an illustrative academic programme to explain the assessment and credit-award process.

48. Dr. Singh explained that RPL provides a mechanism for recognising, validating and certifying knowledge, skills and competencies acquired through formal, non-formal and informal learning. He observed that individuals working in the informal sector often face difficulties in accessing further education, upgrading their skills and progressing to higher occupational or academic levels because their existing competencies lack formal recognition.

49. He explained that RPL has two complementary objectives: first, to acknowledge and recognise the knowledge and competencies already acquired by an individual; and second, to establish pathways for further learning, academic progression and career advancement. Through this mechanism, demonstrated competencies may be mapped against the learning outcomes of a relevant qualification, enabling eligible learners to receive credits towards a certificate, diploma or degree.

50. He referred to the relevant policy frameworks and guidelines, including the National Education Policy (NEP) 2020, the National Credit Framework (NCrF), the National

Higher Education Qualifications Framework (NHEQF), the UGC guidelines on RPL and the guidelines developed by HSHEC for Haryana.

51. He outlined the principal objectives of RPL as formal recognition of competencies acquired outside conventional education, promotion of continuous learning, facilitation of reskilling and upskilling, recognition of experiential learning, alignment of competencies with industry requirements, and improvement of employment prospects and opportunities for academic and career progression.

52. Dr. Singh explained the distinction between the three forms of learning:

    a. Formal learning: Structured learning delivered through schools, colleges and universities, with prescribed curricula, defined learning periods, assessment and recognised qualifications.

    b. Non-formal learning: Learning acquired through organised activities such as workshops, seminars, conferences, online courses and workplace training, which may or may not lead to certification.

    c. Informal learning: Knowledge and skills acquired through work experience, family and community practices, hobbies, self-directed learning, mentoring and everyday activities, generally without a prescribed curriculum or formal certification.

53. He explained that RPL can bring competencies acquired through these different learning pathways into a structured recognition system, provided that the applicant can demonstrate the relevant learning outcomes through appropriate evidence and assessment.

54. Dr. Singh explained that eligibility for RPL should be assessed with reference to six parameters: the relevance of the applicant's prior learning and experience to the proposed programme; language proficiency required for the programme; demonstrated competencies acquired through work, training or other learning experiences; the depth and breadth of the knowledge acquired; the authenticity and adequacy of supporting evidence; and the applicant's readiness to pursue the proposed qualification.

55. He clarified that the prescribed entry qualifications for the relevant academic programme would continue to apply. For example, undergraduate programmes generally require the prescribed Class XII qualification, while postgraduate programmes require the relevant undergraduate qualification. Where necessary, institutions may also consider suitable bridge courses or additional learning requirements in accordance with the applicable framework.

56. Dr. Singh emphasised that the award of RPL credits must be based on the learning outcomes of a course rather than merely on the number of years an applicant has worked in a particular occupation. The institution must first identify the course

learning outcomes (CLOs), map the applicant's demonstrated competencies against those outcomes, assess the supporting evidence and determine the credits that can be awarded.

57. He clarified that a course must have clearly defined and assessable learning outcomes for an institution to undertake the credit-mapping exercise. The relevant qualification level under the NCrF and the applicable credit requirements must also be considered.

58. Referring to the applicable UGC framework, he explained that RPL credits are subject to an upper limit of 30% of the total credits prescribed for a programme. By way of illustration, a one-year diploma programme carrying 40 credits could allow a maximum of 12 credits through RPL, while a three-year undergraduate programme carrying 120 credits could allow a maximum of 36 credits. The remaining credits would have to be earned through the prescribed academic requirements of the programme.

59. He stressed that the 30% limit represents the maximum permissible award and does not imply that every applicant would automatically receive the full entitlement. Credits would be awarded only to the extent justified by the assessment of the applicant's prior learning.

60. Dr. Singh outlined the major stages involved in implementing RPL, beginning with awareness generation and identification of prospective learners, followed by the preparation of an applicant portfolio, preliminary scrutiny, assessment, credit award and recording of credits in the Academic Bank of Credits (ABC).

61. He explained that the applicant's portfolio should contain relevant academic certificates, training records, employer certificates, work samples, drawings, photographs, project records and other evidence demonstrating the competencies acquired. The applicant should also identify the courses and learning outcomes for which recognition is being sought and explain the purpose of applying for RPL.

62. The institutional RPL nodal officer or designated committee would examine the application, review the supporting documents and guide the applicant regarding any gaps in the submitted evidence. The application would then proceed to assessment using appropriate methods, which may include written examinations, interviews, viva voce, presentations, practical demonstrations, online assessments or other relevant tools.

63. Dr. Singh emphasised four important criteria for evaluating the evidence:

    a. Acceptability: Whether the evidence is valid, reliable and attributable to the applicant.

    b. Sufficiency: Whether the evidence adequately demonstrates the required learning outcomes and level of competency.

c. Authenticity: Whether the submitted records and evidence genuinely establish the applicant's own learning and skills.

d. Currency: Whether the knowledge and competencies remain sufficiently current for the qualification or course concerned.

64. He explained that institutions should establish appropriate assessment rubrics, including performance criteria and proficiency descriptors, to ensure that assessment is systematic and consistent. The assessment may distinguish between competencies that are fully demonstrated, partially demonstrated or not demonstrated, with additional training or assessment prescribed wherever required.

65. He further explained that the credits awarded following successful assessment would be processed through the designated university authorities and recorded in the learner's ABC, in accordance with the applicable framework. He also referred to the provision for an applicant to appeal against the assessment outcome where required.

66. To demonstrate the application of the RPL framework, Dr. Singh presented an illustrative case of a 32-year-old learner who had completed Class XII and an ITI course in welding, possessed eight years of work experience in welding or fabrication, and had undertaken additional workplace safety training and specialised welding training. The learner sought admission to a three-year undergraduate programme in Welding and Fabrication Technology carrying 120 credits, mapped to the relevant qualification level.

67. Dr. Singh demonstrated how the learner's application could be mapped against the existing curriculum and course learning outcomes. The illustrative evidence included academic mark sheets, an ITI qualification, an employer's experience certificate, training certificates, supervisor testimonials, work samples, drawings, photographs and other records of practical work.

68. Using selected courses, he explained how the assessment committee could examine each claimed competency against the relevant CLO and determine whether the evidence was sufficient to award the corresponding credit. Where documentary evidence established the required competency, the claim could be accepted. Where the evidence was insufficient or did not establish the required level of proficiency, the committee could require a practical demonstration or additional assessment.

69. He also demonstrated the use of structured rubrics for assessing competencies such as welding safety, the use of personal protective equipment, welding processes, inspection and quality control, and the ability to interpret engineering drawings and blueprints. The rubrics could assign different levels of proficiency, such as excellent, satisfactory, developing and limited, against specified assessment criteria.

70. An important illustration concerned engineering drawing and blueprint reading. Although the learner had relevant prior training, the evidence did not establish

competence in computer-aided design (CAD), which was included in the course learning outcomes. Consequently, the learner could receive recognition for the competencies demonstrated while being required to complete the missing component through additional learning or assessment.

71. In the illustrative case, the learner claimed credits across nine courses. Although the maximum permissible RPL credit entitlement was 36 out of the programme's 120 credits, the assessment resulted in the award of 25 credits. These comprised four credits from formal learning, five from non-formal learning and sixteen from informal learning. The remaining academic requirements would have to be completed through the prescribed programme.

72. Dr. Singh clarified that the example was intended to demonstrate the assessment methodology and that actual credit awards would depend on the evidence submitted, the relevant course learning outcomes and the prescribed assessment standards.

DELIBERATIONS ON TECHNICAL SESSION I

73. Following the presentation, participants discussed the practical difficulties of integrating RPL learners into existing academic programmes, particularly where learners had different levels of prior learning and were eligible for credits across different semesters.

74. One of the principal concerns raised was how to accommodate learners who received credit recognition for courses spread across multiple semesters while ensuring that they could complete the remaining academic requirements. Participants observed that conventional semester-based programmes might not readily accommodate learners with different credit requirements and learning gaps.

75. In response, Dr. Singh explained that institutions could consider separate or specially designed batches where a sufficient number of candidates sought recognition in the same programme. Flexible delivery arrangements, including evening classes, weekend classes and specially scheduled learning sessions, could be explored for working professionals. He referred to a pilot initiative undertaken for employees of an industry, in which a customised programme was designed to accommodate their requirements.

76. The discussion highlighted the possibility of offering bridge courses or additional training to address specific learning gaps. Participants suggested that learners with broadly similar occupational backgrounds could be grouped together, thereby reducing variations in competency levels and making programme delivery more manageable. A short preparatory course of one or two weeks was suggested as one possible approach to bringing learners to a comparable level before further instruction.

77. Participants also discussed whether learners receiving partial credit recognition could join existing classes rather than requiring universities to establish separate programmes. It was observed that such integration could help institutions manage

constraints relating to faculty availability, infrastructure, classroom space and other resources. However, the feasibility of this approach would depend on the nature of the programme, the practical requirements of the courses and the extent of the learning gaps.

78. The need for flexibility in attendance and the scheduling of practical sessions was also discussed. Participants observed that some skill-based courses require extended practical engagement, which may be difficult to accommodate within conventional two-hour teaching periods. It was suggested that the academic schedule should be planned in advance so that learners could attend the specific sessions relevant to their identified learning gaps.

79. Participants raised questions regarding the allocation of credits to individual course learning outcomes, particularly where a course carried four credits but consisted of multiple learning outcomes with different levels of complexity. They observed that assigning credits to individual CLOs could be challenging because learning outcomes do not necessarily correspond directly to individual units or an equal division of the syllabus.

80. The discussion also highlighted the importance of establishing a transparent assessment framework before inviting applications. Participants noted that curricula, course learning outcomes, credit allocations and assessment components would need to be approved through the prescribed university processes, including the Board of Studies and Academic Council, as applicable, and made available to prospective applicants.

81. In response, Dr. Singh clarified that RPL assessment should be based on the prescribed course learning outcomes rather than merely on the syllabus content or the time spent learning a particular subject. He explained that institutions should identify the theoretical, practical, demonstration-based and project-based assessment requirements as part of their curriculum design. The applicant's portfolio would then be assessed against these requirements, and the credit award would be determined on the basis of the competencies demonstrated.

82. Participants further discussed the possibility of awarding partial credits where an applicant had demonstrated some, but not all, of the competencies associated with a course. It was observed that institutions would need to define a clear methodology for mapping learning outcomes to credits and determining the additional learning required in such cases.

83. The discussion also underscored the importance of planning teaching schedules in advance so that learners could attend the relevant sessions without necessarily repeating components for which their competencies had already been recognised. A structured schedule could help institutions accommodate learners entering a programme with different credit profiles while maintaining academic standards.

TECHNICAL SESSION II ON RPL – GOVERNANCE, QUALITY ASSURANCE AND DIGITAL FRAMEWORK

RESOURCE PERSON: PROF. NARASIMHAN B., DIRECTOR, INTERNAL QUALITY ASSURANCE CELL (IQAC), MAHARSHI DAYANAND UNIVERSITY (MDU), ROHTAK

84. Prof. Narasimhan B. delivered a technical session on the governance mechanisms, quality assurance requirements and digital framework necessary for the effective implementation of Recognition of Prior Learning (RPL) in higher education institutions. He emphasised that RPL implementation requires a well-defined institutional mechanism to ensure that the assessment and recognition of prior learning are credible, transparent, consistent and aligned with the prescribed academic framework.

85. The resource person highlighted the importance of constituting an RPL Assessment Committee comprising the RPL Nodal Officer, subject experts and industry representatives, as appropriate to the programme and skill area concerned. He emphasised that assessors must possess adequate training and a clear understanding of RPL assessment methodologies, particularly because the assessment of prior learning differs from conventional examinations. Credits should be awarded only on the basis of documented evidence and demonstrated competencies mapped against the relevant Course Learning Outcomes (CLOs). Institutions may also consider establishing an advisory or quality assurance mechanism, with departmental-level coordination involving the RPL Nodal Officer and the Head of the Department, to identify suitable programmes, determine credit structures and facilitate implementation.

86. Prof. Narasimhan stressed the importance of maintaining comprehensive records of the assessment process, including applications, supporting documents, portfolios, interview records, examination results, practical demonstrations, assessment rubrics and decisions regarding credit allocation. Such records would enable institutions to justify the credits awarded and respond to any subsequent queries or appeals. He referred to the retention of assessment records for at least three years, as discussed during the session. He also reiterated the importance of adhering to the prescribed limit of RPL credits, referring to the provision for recognition of up to 30% of the total programme credits and the requirement for approval from the University Grants Commission (UGC), where recognition beyond this limit is permissible under the applicable framework.

87. The resource person further explained the need for a transparent and time-bound appeal mechanism. He outlined a proposed arrangement under which an appeal could be examined by a committee separate from the original assessment committee, chaired by the Dean Academic Affairs and comprising relevant subject experts. The discussion highlighted the importance of providing applicants with a defined process for submitting appeals and receiving decisions within the prescribed timeframe. He observed that while institutions may adapt operational procedures to their specific

academic and administrative requirements, such variations should not compromise the credibility and consistency of RPL assessment. Clear guidelines, published eligibility requirements, defined assessment criteria and accessible institutional contact points would help applicants understand the process and prepare the required documentation.

88. With regard to the digital framework, Prof. Narasimhan explained that technology could facilitate online applications, submission and verification of portfolios, virtual interviews, online examinations and quizzes, and the maintenance of assessment records. However, practical demonstrations and other skill-based assessments may require physical evaluation, depending on the nature of the competency being assessed. He suggested that institutions progressively develop digital facilities such as dedicated RPL webpages, online application systems, assessment scheduling, programme information, data analytics and secure digital record-management arrangements. Appropriate data backup mechanisms would also be necessary to safeguard assessment records and ensure their availability for verification and audit.

89. He emphasised that the objective should be to develop a technology-enabled system that is accessible to working professionals, traditional practitioners and other individuals who have acquired competencies outside formal education. Flexible assessment schedules, including assessment on demand wherever feasible, could help such learners access formal recognition without disrupting their employment or other responsibilities. At the same time, institutions should adopt digital solutions in a phased manner, taking into account their available resources, infrastructure and technical capacity, rather than attempting to establish a comprehensive system immediately.

DELIBERATIONS ON TECHNICAL SESSION II

90. During the discussion, participants raised questions regarding the applicability of RPL to specialised institutions and programmes, particularly in the context of sports, technical education and programmes involving experiential learning. The discussion highlighted the need to distinguish between the recognition of competencies already acquired and the repeated award of credits for continued performance in the same skill area. Participants deliberated on whether the validity of certain credits should be linked to the nature of the competency, the currency of the demonstrated skill and the relevant learning outcomes. It was observed that the assessment framework and rubrics would need to define the required proficiency levels and the basis for recognising competencies, particularly where skills may evolve or require continued demonstration.

91. The discussion also considered the recognition of achievements by high-performing sportspersons, including national and international-level players. It was suggested that, depending on the nature of the achievement and the applicable academic framework, such accomplishments could potentially be recognised through experiential learning provisions or incorporated into relevant Course Learning Outcomes, rather than

automatically treating every achievement as a separate instance of RPL. The deliberations underscored the need to avoid repeated credit awards for the same learning outcome and to establish clear, academically defensible criteria for recognition.

92. Participants also raised questions concerning the appropriate stage at which learners should apply for RPL and how the process could be integrated with existing semester-based programmes, including programmes admitting students through different entry pathways. The discussion highlighted the need for universities to determine suitable application windows, assessment schedules and credit-mapping procedures in accordance with their academic regulations and the applicable UGC framework. The importance of clearly defining learning outcomes, assessment rubrics and credit allocation methods was reiterated to ensure uniformity and transparency in decision-making.

93. The session concluded with an emphasis on establishing robust institutional governance, trained assessment committees, transparent credit-award procedures, appropriate digital infrastructure and effective quality assurance mechanisms. The deliberations highlighted that RPL should be implemented through a gradual and practical approach, supported by clearly defined academic standards and institutional procedures, so that prior learning can be recognised credibly while maintaining the quality and integrity of higher education qualifications.

REMARKS BY PROF. R.S. RATHORE, STATE PROJECT DIRECTOR, HSHEC

94. Prof. R.S. Rathore, State Project Director, HSHEC, observed that the workshop provided an opportunity for universities and experts to exchange views on implementing the vision of the National Education Policy (NEP) 2020 through the recognition of prior learning and the promotion of lifelong learning. He noted that the development of the State-level RPL guidelines and standard operating procedures represented an initial step, and that the next stage would require concrete planning and implementation at the university level.

95. He suggested that each of the 16 state universities identify at least one suitable programme or sector for initiating RPL implementation. Such a focused approach could facilitate the launch of at least 16 programmes across the State, enabling universities to develop and test the necessary curriculum, assessment mechanisms and credit-mapping procedures before considering wider expansion.

96. Prof. Rathore emphasised that universities should identify sectors relevant to their respective areas of expertise and the skills prevalent in the surrounding community. They should develop suitable curricula, define the competencies and learning outcomes to be assessed, and establish a mechanism for evaluating the prior learning of individuals who may have acquired substantial knowledge and practical skills but lack

formal certification. The process should also identify the additional learning required for such individuals to progress towards the relevant qualification.

97. He referred to the discussions with university representatives regarding the potential for RPL in different institutional contexts. In particular, he highlighted the opportunities available to skill-oriented and specialised universities, including the recognition of competencies in performing arts and traditional cultural practices. He noted that Haryana has several such areas of expertise, including traditional forms such as Ragini, where practitioners may possess substantial practical knowledge that could be considered for formal recognition through an appropriate academic framework.

98. Prof. Rathore urged universities to identify suitable programmes, prepare the required curriculum and initiate implementation rather than attempting to cover a large number of sectors simultaneously. He emphasised that beginning with a limited number of well-defined programmes would enable institutions to gain practical experience, address implementation challenges and progressively strengthen the RPL framework across the State.

CONCLUDING REMARKS BY PROF. K.C. SHARMA, CHAIRPERSON, HSHEC

99. In his concluding remarks, Prof. K.C. Sharma, Chairperson, HSHEC, emphasised that the successful implementation of Recognition of Prior Learning (RPL) across universities in Haryana could position the State among the first in the country to undertake the initiative on a large scale. He recalled that, following the issuance of UGC guidelines, the Council had constituted a committee under the guidance of Prof. Deepti Dharmani, with Prof. Narasimhan and Prof. Sanjay Singh as members, to further examine the framework and simplify the implementation process in the State.

100. He highlighted that the guidelines shared by the Council provide scope for seeking clarification wherever required. The Council remains open to addressing implementation-related gaps and making necessary modifications to the guidelines, based on the feedback and practical experiences of universities. He observed that RPL implementation should be treated as an evolving process in which institutions, experts and the Council collectively contribute towards developing a practical and effective system.

101. Prof. Sharma underlined the importance of aligning the State's skill development mission, higher education system and social security mechanisms for skilled persons. He emphasised that these three elements are interdependent and that the success of the initiative would depend on their coordinated implementation. He observed that the effectiveness of a policy is ultimately determined by its implementation and outcomes rather than by the policy document alone.

102. He further stated that although reaching out to individuals who have acquired skills outside the formal education system may not traditionally be considered a primary function of universities, the initiative reflects the broader social responsibility of higher

education institutions. Recognising prior learning, facilitating skill development and improving employability can contribute to the economic self-sufficiency of individuals and, consequently, to the development of the State and the country. He called upon all participating institutions to work collectively towards this objective and ensure that the opportunity provided through RPL translates into meaningful outcomes.

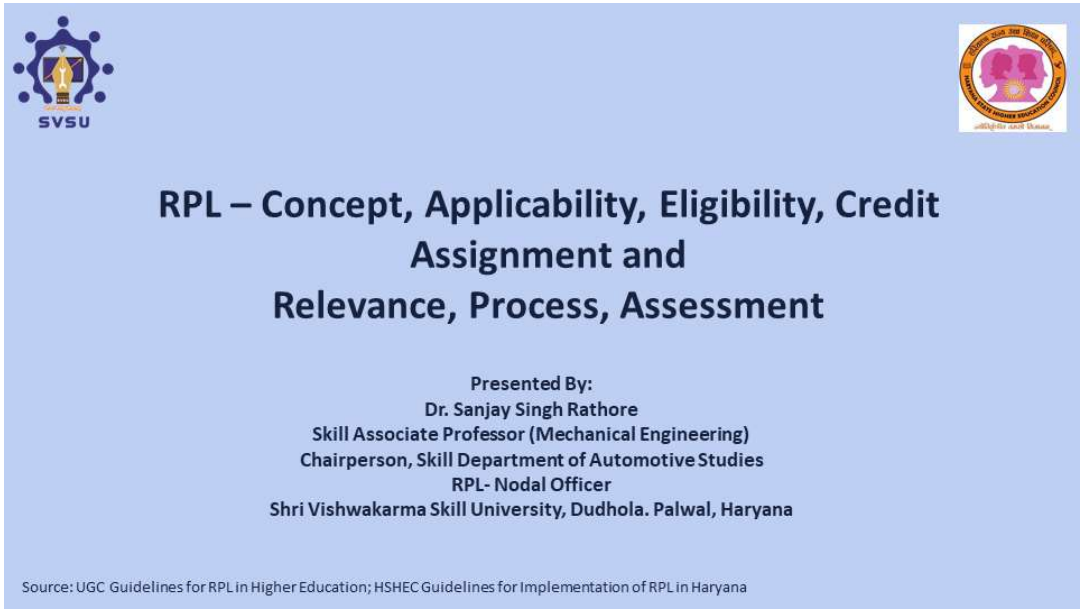
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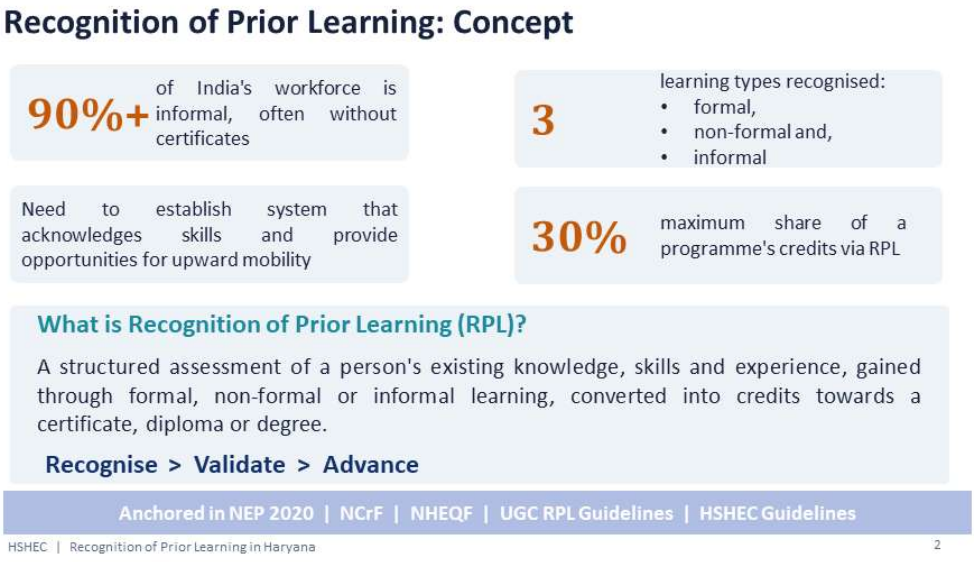
V. ANNEXURES

PRESENTATIONS OF TECHNICAL SESSIONS

I. RPL – CONCEPT, APPLICABILITY, ELIGIBILITY, CREDIT ASSIGNMENT, RELEVANCE, PROCESS AND ASSESSMENT

II. RPL – GOVERNANCE, QUALITY ASSURANCE AND DIGITAL FRAMEWORK


SVSU
RPL – Concept, Applicability, Eligibility, Credit Assignment and
Relevance, Process, Assessment
Presented By:
Dr. Sanjay Singh Rathore
Skill Associate Professor (Mechanical Engineering)
Chairperson, Skill Department of Automotive Studies
RPL- Nodal Officer
Shri Vishwakarma Skill University, Dudhola. Palwal, Haryana
Source: UGC Guidelines for RPL in Higher Education; HSHEC Guidelines for Implementation of RPL in Haryana


Recognition of Prior Learning: Concept
90%+ of India's workforce is informal, often without certificates
3 learning types recognised:
• formal,
• non-formal and,
• informal
Need to establish system that acknowledges skills and provide opportunities for upward mobility
30% maximum share of a programme's credits via RPL
What is Recognition of Prior Learning (RPL)?
A structured assessment of a person's existing knowledge, skills and experience, gained through formal, non-formal or informal learning, converted into credits towards a certificate, diploma or degree.
Recognise > Validate > Advance
Anchored in NEP 2020 | NCrF | NHEQF | UGC RPL Guidelines | HSHEC Guidelines
HSHEC | Recognition of Prior Learning in Haryana
2

RPL: Objectives

Implementing RPL will help remove barriers to participation and ensure that RPL processes are inclusive, equitable and accessible to all learners. The significant objectives of RPL are:

- Providing access to formal system of Higher Education of those who have acquired competencies through non-formal and informal learning methods.
- Nurturing culture of continuous learning to equip individuals with the updated skills and knowledge necessary to meet evolving career demands.
- Acknowledging and value the experiential learning
- Meet specific industry or sectoral formal education requirements by recognizing prior learning, thereby enhancing further employability.
- Validating and certifying the skills acquired through practical experience, thereby improving job prospects and career advancement opportunities

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Prior Learning: Types

Features	Formal	Non-formal	Informal
Structure	Highly Structured	Organized but flexible	Unstructured
Setting	Schools, colleges, universities	Workshops, short courses, online courses, company training, Arts and Sports Training etc.	Work, family, hobbies, mentoring, daily life, mentorship, coaching, self-taught skills etc.
Certification	Degrees, Diplomas	Certificates or awards (sometimes)	None
Example	Nursing diploma plus hospital experience, upgrading to B.Sc. (Nursing)	Learning in workshops and on the job, seeking a Certificate/Diploma	Learnt from parents and peers, seeking a Certificate/Diploma

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RPL: Where applies, and who is eligible?

Eligibility Parameters

Relevant prior learning experience | Language proficiency | Demonstrated competence | Depth and breadth of knowledge | Valid, authentic evidence | Readiness for assessment

1 Credit transfer in formal education

Credits from an earlier university qualification, at the same or a higher level, including dual degrees.

2 Prior certificated learning

Professional or employer awards, foreign HEI qualifications, incomplete university courses.

3 Prior experiential learning

Work experience, start-ups, hackathons and Olympiads, shown through assessment.

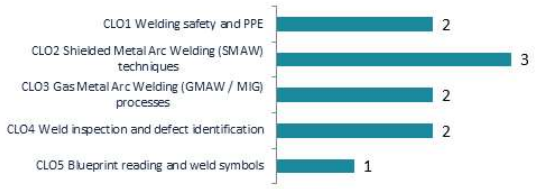
- **Eligibility criteria (UG/PG entry needs 10+2/UG)**
- **For Diploma and Certificate programs, universities may offer bridge courses for candidates who do not possess a formal 10+2 or undergraduate qualification.**

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RPL: Credit assignment methodology

1. **Define learning outcomes**
2. **Map to qualification or course**
3. **Assign NCrF level and credits**
4. **Set criteria and method**
5. **Conduct assessment**
6. **Award credits, deposit in ABC**

Worked example: Welding Technology course, 10 credits



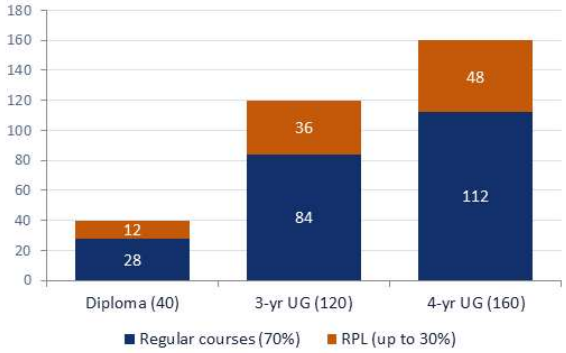
Credits follow assessed learning outcomes, not hours or type of learning.

- No RPL where outcomes are undefined.
- Gaps need a bridge course.

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RPL: Credit cap and relevance to the programme

Credits split at the 30% RPL cap



30%

maximum RPL credits in any degree

- Above 30% needs UGC approval
- Credits transferred via RPL must be explicitly labelled as "RPL" in the ABC to maintain transparency and compliance.
- Relevance, depth and currency decide the credits
- Validity period set by the university (NCrF)

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RPL: Process

Stages of RPL Creditization

1. **Awareness and guidance**
   Credits, NCrF level, method, fees, appeals explained
2. **Pre-assessment**
   Evidence gathered against unit standards
3. **Assessment**
   Trained assessor; verified, referenced evidence
4. **Claim certification**
   After QA; records kept 3 years
5. **Appeal**
   Written request with supporting documents

Application Process

1. Applications invited 3 months before session
2. Committee assesses portfolio, interview, tests
3. Nodal Officer forwards recommendation to CoE
4. CoE uploads credits to ABC via APAAR ID
5. RPL Credit Award Letter issued

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RPL: Portfolio creation and Evidence mapping

1. Study requirements and the course learning outcomes (CLOs)
2. Gather certificates, records and work samples
3. Reflect and write a short narrative per outcome
4. Organise by CLO with evidence codes (E1, E2...)
5. Review, take feedback, submit with the Annexure I form
6. Prepare for interview or presentation

Evidence checklist

- ID, mark-sheets, certificates, MOOCs
- Experience certificates, CV
- Work samples, project reports
- Supervisor or community testimonials
- Competitive exam proof, photos, videos

Candidates must map their prior learning to Course Learning Outcomes (CLOs) using Annexure I, providing ID proofs, mark sheets, work experience certificates, project reports, employer testimonials, and work samples.

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RPL: Assessment Process and Tools

Assessment must measure acceptability, sufficiency, authenticity, and currency of evidence.

Acceptability
Valid, reliable evidence aligned to outcomes

Sufficiency
Enough evidence at the claimed NCrF level

Authenticity
Evidence is the learner's own and relevant

Currency
Evidence reflects current learning

Assessment tools

- Portfolio with structured rubric
- Written, online or proctored tests
- Practical demonstration or simulation
- Viva voce or interview
- Standard course assessment
- UGC-authorised competitive exams

The Committee sets weightage and uses a scoring guide for quality, relevance and completeness.

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Thank You!

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Recognition of Prior Learning

Governance, Quality Assurance and Digital Framework

Prof. Narasimhan B.
Director (IQAC)
Maharshi Dayanand University, Rohtak

What is Recognition of Prior Learning?

Guidelines for implementation of RPL: its applicability to formal, informal and non-formal learning, methods of assessment and creditization.

Individuals can leverage experience, skills and knowledge gained through non-formal and informal learning toward formal qualifications and certifications.

- Formal
- Non-formal
- Informal

2

Governance structure

1. RPL Nodal Officer
2. RPL Assessment & Recognition Committee
3. Assessor
4. FDC-MMTTC for training of assessors
5. RPL Appeal Committee
6. Advisory Committee
7. Quality Assurance Committee, including employers and industry partners for effective feedback

3

RPL Nodal Officer: key responsibilities

Evaluate & map credits

Handle evaluation, creditization and mapping of credits for prior learning, following the established guidelines.

Coordinate departments

Coordinate among university teaching departments that are willing to offer, or already offer, programs under RPL.

Maintain records

Maintain records and coordinate all RPL-related activities.

4

Assessment and Recognition Committee

Composition

- RPL Nodal Officer: Chairperson
- Head/Director of concerned UTD: Member
- Two subject experts from the Department: Members
- One external / industry / community expert: Member

Function

- Review evidence submitted by learners and decide on recognition of their prior learning
- Record maintenance and archival policies

5

Assessment pathway by type of learning

Feature	Formal learning	Non-formal learning	Informal learning
Application	Portfolio with DMCs and professional competencies, including work experience certificate from employer	Portfolio with certificates / documentary proof of training sessions and experiences	Portfolio detailing work experience in a particular field
Assessment by Recognition Committee	Yes	Yes	Yes
Interview and presentation	Yes	Yes	Yes
Credit awarding and course exemption	By the RPL Assessment and Recognition Committee based on assessment	By the RPL Assessment and Recognition Committee based on assessment	By the RPL Assessment and Recognition Committee based on assessment

Maximum credits allowed under RPL: 30% of total credits of the program.

6

Appeal and grievance redressal process

15 days

Applicant may file an appeal with the RPL Appeal Committee after receiving the recommendation

15 working days

Appeal Committee disposes of the appeal from the date of receipt

Final

The decision of the University RPL Appeal Committee is final

RPL Appeal Committee

Dean Academic Affairs: Chairperson
Three subject experts: Members

An RPL Advisory Committee at HSHEC level supports universities in implementing the RPL guidelines.

7

Quality assurance: core objectives

Standardization

Consistent procedures across institutions, eliminating institutional variance in assessing and recognizing prior learning.

Credibility and trust

Strict governance and high standards, so an RPL-derived qualification reflects a valid, uncompromised evaluation.

Clarity and transparency

Step-by-step handbooks on required evidence, timelines, scoring metrics and institutional expectations.

Continuous improvement

SOPs updated using emerging field data and evolving global best practices.

8

Operational QA across five RPL stages

1	Awareness, information and guidance	Publish learning outcomes, target NCrF levels, credit weightages, fees, timelines and support systems so candidates make informed choices.
2	Pre-assessment and evidence gathering	Candidate collects primary documentation; specialized advisors help build a structured assessment plan.
3	Assessment and documentation	Most critical phase. Assessors need domain expertise and RPL understanding, and recommend bridging courses for gaps.
4	Claiming certification	Assessment records are archived securely for at least three years to support external audits.
5	Robust appeal mechanism	Provision of a robust appeal mechanism for candidates.

9

Digital assessment and award process

STEP 1 Review the candidate's background to check basic requirements for prior learning assessment.

STEP 2 Program Advisor meets the candidate to explain the assessment process and requirements.

STEP 3 Assessors review the portfolio and assess eligible prior learning.

STEP 4 Assessment body awards academic credit for demonstrated prior learning.

10

Digital assessment methods

A structured way to evaluate and recognize non-formal learning using digital tools and technologies.

Work collections

Online/virtual evaluation of portfolios: work samples over time evidence skills and achievements.

Examinations

Online/virtual written and/or practical tests of knowledge and skills.

Interviews

Online/virtual discussions where candidates demonstrate knowledge verbally.

Practical skills

Online/virtual or physical evaluation by observing skills and knowledge in action.

11

Technical features of the framework

A. General

- Dedicated RPL program website
- Online applications
- Automated and manual email campaigns
- Links to webinars and seminars
- Enrolment of selected candidates

B. Awarding, assessment and evaluation

- Graded/ungraded quizzes, varied question types
- Assignment information for candidates
- Online submission and evaluation of assignments
- Proctored exams
- Digital evidence of assessment process
- Assessment on demand

C. Program analytics

- Course analytics for evaluators, candidates, coordinators and directors
- Site analytics: visitors, busy periods, response times, uptime
- Data backup

12


Challenges in digital RPL assessment
1
Evaluating non-formal skills gained outside formal education
2
Upholding the academic rigor institutions expect in assessment infrastructure, tools and methods
3
Accurately measuring skills and knowledge gained through prior learning
Sources
UGC Guidelines for the Recognition of Prior Learning in Higher Education
HSHEC Guidelines for implementation of Recognition of Prior Learning in Haryana
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Thank you
Prof. Narasimhan B. | Director (IQAC), MDU Rohtak



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