



National Assessment and Accreditation Council and Institutional preparedness for NEP 2020

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Abstract

Higher education plays a significant role in determining a nation's economy, social standing, level of technological adoption, and healthy human behaviour. The country's education department is in charge of enhancing GER so that all citizens have access to higher education opportunities. The National Education Policy of India 2020 is working towards achieving this goal by implementing creative policies to raise the standard, make it more appealing, make it more affordable, and increase the supply. This is done by opening up higher education to the private sector while also enforcing stringent quality standards in all higher education institutions. By promoting merit-based admissions with free-ships and scholarships, merit-based researchers serving as faculty members, merit-based leaders in governing bodies, and rigorous quality control. NAAC is an independent body which not provides the HEIs for assessment through various parameters but it also provides a platform for developing the institute at global level. The NAAC has designed, developed and reframed different parameters in order to make assessment more fruitful with vast applications. The present paper peeps in the preparedness augmented by NAAC in view of NEP 2020.

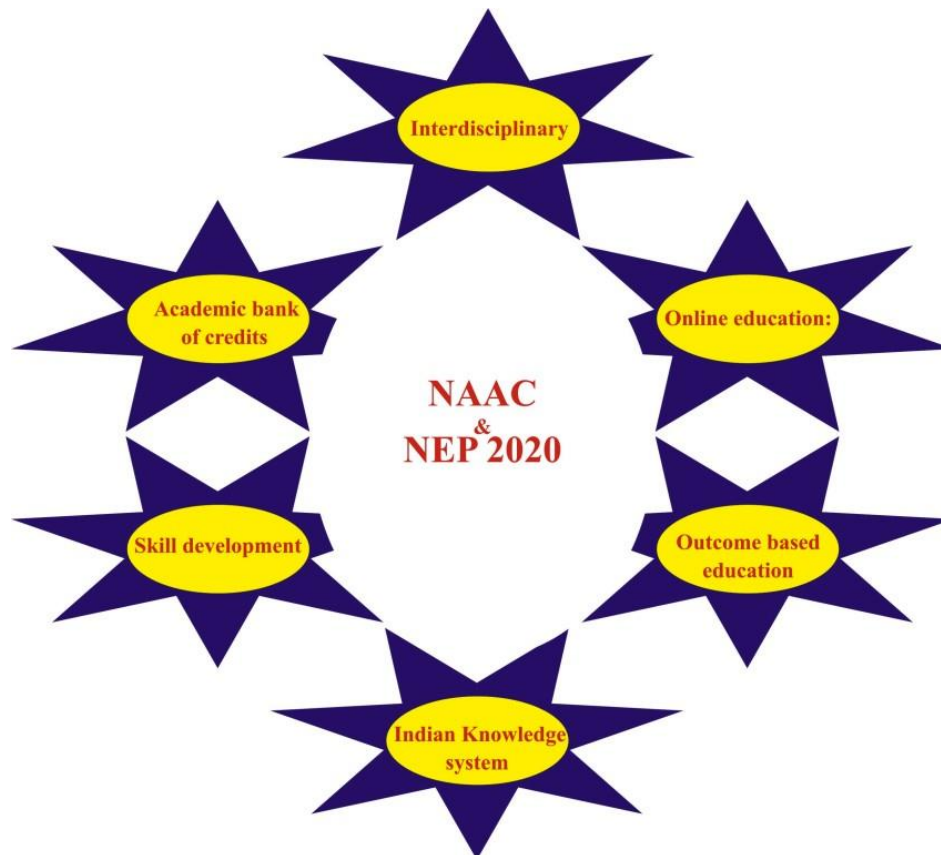
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Introduction

"Till date, we've been focusing on 'What to Think' in our education policy. In the NEP, we're focusing on 'How to Think'." This is the statement of Shri Narendra Modi, Prime Minister, India. Reciprocating the vision of Narendra Modi, The National Education Policy 2020 is exactly what it takes to bring a massive change in the traditional system. NEP has touched all the arenas of education and aims at delivering state-of-the-art education to empower students, faculty, educators, and ultimately – the nation! One of the key transformations that NEP has brought is the introduction of a single authoring body that would take care of all the functions of higher education – **HECI or the Higher Education Commission of India**. You can say that it is a one-stop solution for all the needs of higher education institutions! Under the vast umbrella of HECI, there will be various verticals that would look after accreditation, funding for institutions, and academics. The highly renowned autonomous entities like National Assessment and Accreditation Council (**NAAC**), University Grants Commission (**UGC**), and All India Council of Technical Education (**AICTE**) will no longer be in existence and will be swiftly replaced by these new bodies. The primary goal is to make the work processes hassle-free, transparent, and highly effective.

Planning of NAAC for NEP 2020

The NAAC has planned to align the assessment and accreditation process in higher education with the National Education Policy (NEP) 2020. 'The System of Assessment and Accreditation in India', a White Paper draft prepared by NAAC, says the system of assessment and accreditation in India must be aligned to the National Education Policy 2020 and Sustainable Development Goals 2030. "A robust system of accreditation should be created, based on the principles of transparency, self-disclosure, handholding, mentoring, incubation, and ongoing quality improvement. The manual for assessment may contain two parts, one exclusively covering the General Education component, and the other covering the Specialised Education component. HEIs (higher education institutions) are to be assessed and accredited in a binary mode while units/programmes can be assessed and graded," it says, adding that the assessment approach needs to shift from the "input-driven mode to assessing the outcomes of education." "Technology-enabled, real-time formative assessment needs to be introduced to reduce the burden of HEIs in data collection. A Multiple-Accreditation-Agencies model needs to be developed carefully so as to meet growing needs,"



After 1st December 2021 few major changes have been incorporated in SOP, Data templates, qualitative and quantitative metrics, this has also included a description in maximum 500 words towards the Institutional preparedness for NEP which includes following points -

1. Multidisciplinary / interdisciplinary:

- a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution.
- b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.
- c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain
- d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.
- e) What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges?
- f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

2. Academic bank of credits (ABC):

- a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.
- b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.
- c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.
- d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.
- e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.

3. Skill development:

- a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework
- b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.
- c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.
- d) Enlist the institution's efforts to:
 - i. Design a credit structure to ensure that all students take at least one vocational course before graduating.

- ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.
 - iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners.
 - iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.
 - v. Skilling courses are planned to be offered to students through online and/or distance mode.
- e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.
- 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**
- a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc.) into the curriculum using both offline and online courses.
 - b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.
 - c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution.
 - d) Describe the efforts of the institution to preserve and promote the following:
 - i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)
 - ii. Indian ancient traditional knowledge
 - iii. Indian Arts
 - iv. Indian Culture and traditions.
 - e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.
- 5. Focus on Outcome based education (OBE):**
- i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?
 - ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.
 - iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.
- 6. Distance education/online education:**
- a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.
 - b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.
- Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

Schematic stages of new education policy

1- Foundation Stage- Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discovery based learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.

2- Preparatory Stage- Three years Preparatory stage consists of building on the play-, discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.

3- Middle school education Stage- Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers. 3 Students are exposed to the semester system and yearly two class level examinations will be conducted.

4- Secondary education Stage- Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.

5- Under-graduation Education Stage- The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor 's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects.

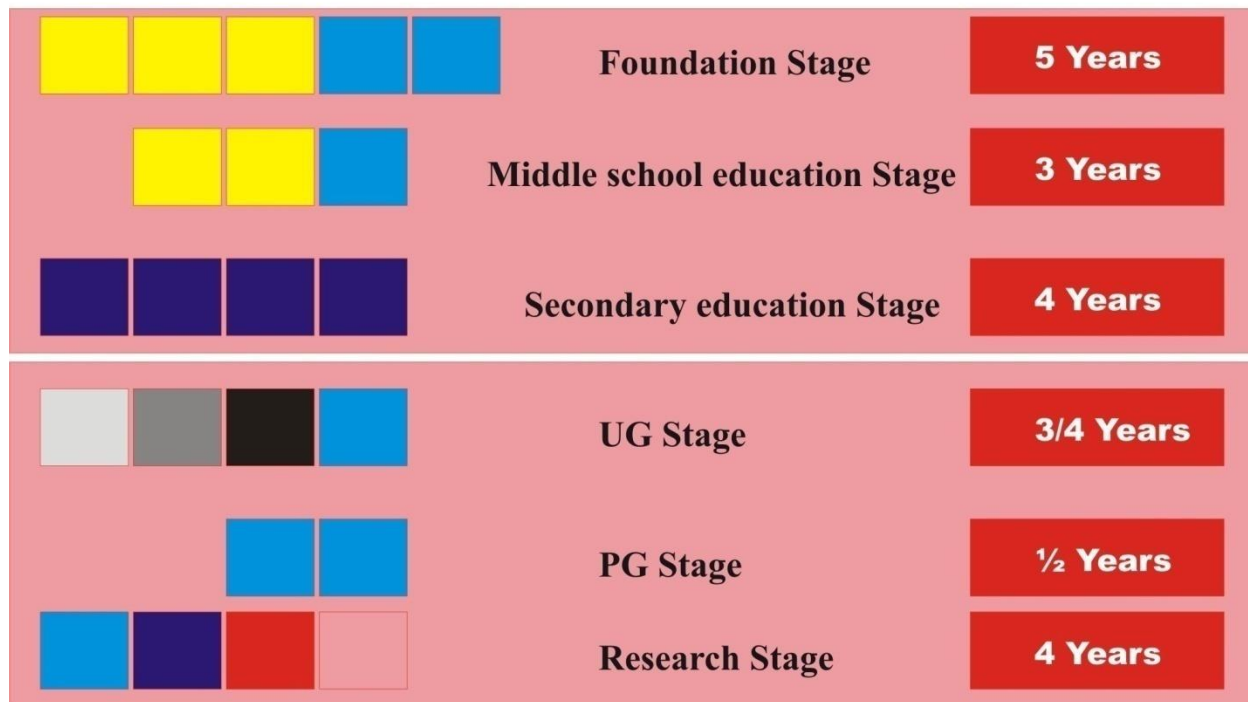
6- Post-graduation Education Stage The Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year. The Masters' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.

7- Research Stage Research- stage consists of pursuing high quality research leading to a Ph.D. in any core subject,

multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.

8- Lifelong learning- The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction in life.

Stages in new education policy



Conclusion

National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution.

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