



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BENGALURU, KARNATAKA

NOTIFICATION TO ALL HIGHER EDUCATION INSTITUTIONS (HEI's)

23 March, 2022

Sub: Incorporation of Preparedness for NEP 2020 in the AQAR Guidelines from the Academic Year 2021-22

With reference the above, NAAC has decided to incorporate preparedness for NEP 2020 in all the formats of **AQAR Guidelines from the Academic Year 2021-2022**. Institutions/Stakeholders are kindly requested to take note of above information and needful.

Sd/-
Director

2(a) : Institutional preparedness for NEP:

(Description in maximum 500 words)

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.

Modified Content :

2(a): Institutional preparedness for implementing NEP 2020

(Please provide a descriptive note regarding the following aspects in 500 words)

1. Towards promoting holistic and multidisciplinary Liberal Education:

- a. Mention the programmes/curricula developed, with multidisciplinary subject combinations across Arts, humanities and Sciences, maintaining the rigour of Learning.
- b. Preparation and provision for multiple entry and exit options to UG students at the end of each of the three years with relevant certification as per NEP 2020.
- c. Development of innovative credit-based courses that include flexible and innovative curricula that include projects in the areas of community engagement & service, environmental education, and value-based education towards ensuring holistic and multidisciplinary education to students.
- d. Preparation for a 4-year teaching intensive or research intensive honours degree to promote higher level academic/research experience relevant to solve societal problems.

2(a) : Institutional preparedness for NEP-2020:

(Descriptive narration covering the following aspects in not more than 500 words)

Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, NEP-2020 is aligned with the UN 2030 Agenda for Sustainable Development Goals and aims to transform India into a vibrant knowledge society and a global knowledge superpower. Providing holistic, flexible, multidisciplinary Higher Education suited to the 21st century needs and aimed at bringing out the unique capabilities of each student are the hallmarks of this policy and are the directives to all HEIs. Towards this, institutions are required to describe their preparedness and planning to implement the following:

1. Broad-based multi-disciplinary holistic education at the undergraduate level: for integrated, rigorous exposure to science, arts, humanities, and languages, including professional fields, with innovative and flexible curricular structures, creative combinations of study and integration of vocational education in a Choice Based Credit system of operations and an opportunity for project based learning and undergraduate research.

2. Options for multiple entry/exit points during the end of each year of UG studies, with a provision to award relevant certification and carrying forward the credits earned and stored in the Academic Bank of Credit (ABC), for ease of transfer of credits between HEIs and award of degrees on completion of the stipulated regulations.

3. HEIs to provide opportunities for online as well as Digital learning, to promote self learning, personal accomplishment/enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

4. HEIs to develop an Institutional Development Plan (IDP) and adopt the National Higher Education Quality Framework (NHEQF) as per the directions of the Statutory Regulatory Agencies.

5. The curricula and pedagogies developed by HEIs must promote amongst students a deep sense of bonding with one's country and its ethos, respect towards their Fundamental Duties, Constitutional values, a conscious awareness of one's citizenry roles and responsibilities in a changing world.