



Pro-forma

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL, BENGALURU**

**NAAC framework based on NEP 2020 Recommendations**

Sl. No.	NEP Recommendations	Inputs / feedback
1	<p><b><u>Chapter 18: Transforming the Regulatory System of Higher Education</u></b></p> <p><i>18.4 The primary mechanism to enable such regulation will be accreditation. The second vertical of HECI will, therefore, be a ‘meta-accrediting body’, called the National Accreditation Council (NAC). Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC. The task to function as a recognized accreditor shall be awarded to an appropriate number of institutions by NAC. In the short term, a robust system of graded accreditation shall be established, which will specify phased benchmarks for all HEIs to achieve set levels of quality, self-governance, and autonomy. In turn, all HEIs will aim, through their Institutional Development Plans (IDPs), to attain the highest level of accreditation over the next 15 years and thereby eventually aim to function as self-governing degree-granting institutions/clusters. In the long run, accreditation will become a binary process, as per the extant global practice.</i></p>	<p>Instead of multiple accreditation agencies under the proposed NAC it is better to have Regional Units of NAC with autonomy to accredit HEIs under their jurisdiction. They may use the national level QIF with 10% Matrices specific to the region.</p>
2	<p><i>18.12 Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education. This will be a key priority of the regulatory system. All education institutions will be held to similar standards of audit and disclosure as a ‘not for profit’ entity. Surpluses, if any, will be reinvested in the educational sector. There will be transparent public disclosure of all these financial matters with recourse to grievance-handling mechanisms to the general public. The accreditation system developed by NAC will provide a complementary check on this system, and</i></p>	<p>The new regulatory regime has to ensure that private sector investment in higher education is sustainable with barriers to commercialisation. Higher education is to be viewed as a merit good.</p>

	<i>NHERC will consider this as one of the key dimensions of its regulatory objective.</i>	
3	<p><b><u>Chapter 10: Institutional Restructuring and Consolidation</u></b></p> <p><b><i>10.4. A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Colleges will be encouraged, mentored, supported, and incentivized to gradually attain the minimum benchmarks required for each level of accreditation. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university - in the latter case, it would be fully a part of the university. With appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire.</i></b></p>	<p>All HEIs will not have the potential to be degree granting institutions under the given time frame. Even if they have the potential, some HEIs may prefer to continue under the affiliating system for various reasons. Hence affiliating system has to continue along with degree granting HEIs. Considering the diverse nature of our institutions it will be better to have a synthesis of both affiliating system and autonomous degree granting system.</p>
4	<p><b><i>10.5 It must be clearly stated that these three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum. HEIs will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness. The most salient marker for these categories of institutions will be the focus of their goals and work. The Accreditation System will develop and use appropriately different and relevant norms across this range of HEIs. However, the expectations of high quality of education, and of teaching-learning, across all HEIs will be the same.</i></b></p>	<p>Uniform standards cannot be prescribed for institutions of different levels as the pace of movement of institutions from one step of the ladder to the other will be different, due to a variety of reasons. This time lag should get appropriate consideration while granting them the status of degree granting institutions.</p>
5	<p><b><i>10.9 Growth will be in both public and private institutions, with a strong emphasis on developing a large number of outstanding public institutions. There will be a fair and transparent system for determining increased levels of public funding support for public HEIs. This system will give an equitable opportunity for all public institutions to grow and develop, and will be based on transparent, pre-announced criteria from within the accreditation norms of the Accreditation System. HEIs delivering education of the highest quality as laid down in this Policy will be incentivized in expanding their capacity.</i></b></p>	<p>Along with public investment in higher education, Public Private Partnership in investment in higher education should also be encouraged. A private HEI after attaining a desirable level of standard measurable objectively, should get a chance for grant from Govt.</p>

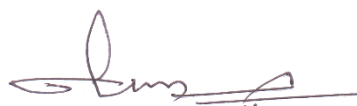
6	<p><b>10.10.</b> Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so, in order to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning (SDG 4). All ODL programmes and their components leading to any diploma or degree will be of standards and quality equivalent to the highest quality programmes run by the HEIs on their campuses. <b>Top institutions accredited for ODL will be encouraged and supported to develop high-quality online courses.</b> Such quality online courses will be suitably integrated into curricula of HEIs, and blended mode will be preferred.</p>	<p>A very good proposal. But the possibility of cut throat competition to attract students for ODL should be curbed. The quality and fee structure of ODL are to be monitored by statutory agencies like Distance Education Council.</p>
7	<p><b>10.12</b>The new regulatory system envisioned by this Policy will foster this overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of ‘affiliated colleges’ over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode. Each existing affiliating university will be responsible for mentoring its affiliated colleges so that they can develop their capabilities and achieve minimum benchmarks in academic and curricular matters; teaching and assessment; governance reforms; financial robustness; and administrative efficiency. <b>All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges.</b> This will be achieved through a concerted national effort including suitable mentoring and governmental support for the same.</p>	<p>Affiliating system cannot be completely replaced by a new system in a country like India. Affiliating system is basically a system of sharing responsibilities .It makes HEIs accountable. It can comfortably coexist with degree granting institutions. It will lessen the burden of universities leading to quality improvement. The Govt.aided colleges of Kerala function under the Direct Payment Agreement between the College Managements and State Govt. This mutual agreement is likely to become void once the institutions move out of the net of affiliating system. It will have serious consequences with respect to admission process, fee structure, appointment of staff etc.</p>

***In light of NEP recommendations, stakeholders may also suggest specific revision to current accreditation framework of NAAC on issues as mentioned below.***

Sl. No	NAAC - Revision of current A&A Process	Inputs / feedback																											
A	<i>Changes to overall accreditation framework</i>	<p>The Institutional Grades and Accreditation Status may be revised in the following way for the advantage of HEIs.</p> <table border="1"> <thead> <tr> <th data-bbox="893 625 1096 657">Range CGPA</th> <th data-bbox="1096 625 1274 657">Letter Grade</th> <th data-bbox="1274 625 1529 657">Status</th> </tr> </thead> <tbody> <tr> <td data-bbox="893 688 998 720">3.50-4.00</td> <td data-bbox="1096 688 1193 720">A++</td> <td data-bbox="1274 688 1421 720">Accredited</td> </tr> <tr> <td data-bbox="893 720 998 751">3.25-3.49</td> <td data-bbox="1096 720 1177 751">A+</td> <td data-bbox="1274 720 1421 751">Accredited</td> </tr> <tr> <td data-bbox="893 751 998 783">3.00-3.24</td> <td data-bbox="1096 751 1161 783">A</td> <td data-bbox="1274 751 1421 783">Accredited</td> </tr> <tr> <td data-bbox="893 783 998 814">2.75-2.99</td> <td data-bbox="1096 783 1193 814">B++</td> <td data-bbox="1274 783 1421 814">Accredited</td> </tr> <tr> <td data-bbox="893 814 998 846">2.50-2.74</td> <td data-bbox="1096 814 1177 846">B+</td> <td data-bbox="1274 814 1421 846">Accredited</td> </tr> <tr> <td data-bbox="893 846 998 877">2.00-2.49</td> <td data-bbox="1096 846 1161 877">B</td> <td data-bbox="1274 846 1421 877">Accredited</td> </tr> <tr> <td data-bbox="893 877 998 909">1.50-1.99</td> <td data-bbox="1096 877 1161 909">C</td> <td data-bbox="1274 877 1421 909">Accredited</td> </tr> <tr> <td data-bbox="893 909 998 940">≤1.50</td> <td data-bbox="1096 909 1161 940">D</td> <td data-bbox="1274 909 1529 940">Not Accredited</td> </tr> </tbody> </table>	Range CGPA	Letter Grade	Status	3.50-4.00	A++	Accredited	3.25-3.49	A+	Accredited	3.00-3.24	A	Accredited	2.75-2.99	B++	Accredited	2.50-2.74	B+	Accredited	2.00-2.49	B	Accredited	1.50-1.99	C	Accredited	≤1.50	D	Not Accredited
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B	<i>Alignment of key expectations in NEP such as Basic Norms, Public Disclosure, Good Governance, Outcome Based Accreditation, etc.,</i>	All these are to be aligned with the Vision and Mission Statements of the HEI																											
C	<i>Revision of Manuals (Q<sub>i</sub>M, Q<sub>n</sub>M, data templates &amp; SOP etc.)</i>	<p>1.The weightage for Key Indicators under Curricular Planning &amp; Implementation is to be progressively increased when the HEIs move from lower level to higher levels of graded autonomy.</p> <p>2.KIs like Student Enrollment &amp; Profile (KI:2.1), Catering to Students Diversity (KI:2.2) may be separated from the criterion of Teaching, Learning and Evaluation and be made a part of the Extended Profile of the Institution.</p> <p>3.Optional Matrices may be added with respect to online Teaching of all programs including Certificate and Diploma Courses offered by HEIs</p>																											
D	<i>Data Validation &amp; Verification (DVV) Process</i>	The present practice may be continued.																											
E	<i>Student Satisfaction Survey</i>	The present practice may be continued																											
F	<i>Peer Team Visit Process</i>	The present practice may be continued																											

<b>G</b>	<i>Different genre of Manuals (Universities/Colleges/other types of HEIs)</i>	There should be different genre of SSR Manuals for different HEIs like Universities, Autonomous Colleges, PG Colleges, UG Colleges, Single Faculty Colleges, Training Colleges, Engineering Colleges, Medical Colleges, Pharmacy Colleges, Dental Colleges, Nursing Colleges, Management Institutes, Agricultural Institutes etc.
<b>H</b>	<i>Any other areas / issues pertaining to A&amp;A process.</i>	<ol style="list-style-type: none"> <li>1. The number of years of data to be furnished by HEIs in the First cycle is to be reduced from five years to three years.</li> <li>2. The time for submitting SSR after filing IIQA is to be extended from 45 days to three months.</li> </ol>

Inputs dated :23/02/2021 filed by



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