

# National Education Policy and Vision of NAAC

**Nitin Kumar Verma**

Assistant Professor of Chemistry  
Rajiv Gandhi Government College, Saha (Ambala)  
Email: [nitinverma1857@gmail.com](mailto:nitinverma1857@gmail.com)

## ABSTRACT

*The famous theory of evolution states "for a species to sustain itself, it is necessary that it must keep evolving itself". The world has seen evolution of all living creature on earth through the generation of life. Human, being social animal has also evolved itself from Apes (as claimed by some scientific community). Every human must also evolve itself to keep pace with modern world and Education is wonderful tool to achieve this goal. NAAC has been trying to inculcate good qualities among the HEIs for betterment of students. New Education Policy is one of the attempts to revamp our colonial education system and make us compatible with needs of modern society. The ultimate goal of both NAAC and NEP is overall development of students.*

**Keywords:** - New Education Policy, NAAC, Education System, Quality

## 1. Introduction

The famous theory of evolution states "for a species to sustain itself, it is necessary that it must keep evolving itself". The world has seen evolution of all living creature on earth through the generation of life. Human, being social animal has also evolved itself from Apes (as claimed by some scientific community). Every human must also evolve itself to keep pace with modern world and Education is wonderful tool to achieve this goal. It is only the education that can bring necessary changes to every person. New Education Policy is one of the attempts to revamp our colonial education system and make us compatible with needs of modern society.

India, Bharat, was one of the education hubs of the world prior to colonial education systems, having several education universities like Taxila University, Nalanda University, Vikramaditya University etc, and scholars from all over the world like Huen Tsang (For & Ulltural, 2000) came here to gain education. Colonial era resulted in exploitation of resources of Bharat. The Macaulay Education System (Macauley Education System) was introduced here as per the needs of the colonial society. This system resulted in production of slaves and clerks but the expertise was not produced because this system was a generalised system.

The present government of India has introduced a revamped or modified Education System. This system is specialised in nature. The prime motive of this education reform is to evolve a new generation as per the need of the modern society.

## 2. Past Education Systems

We got evidences of life on the Indian peninsula from the excavations done by Shri D. D. Sahnii (Harrapa Civilization) at around 1826 AD (Atham & An, n.d.). This series of excavations led to the emergence of information about Indus Valley Civilization which is currently considered the oldest civilization of this peninsula. Indus Valley Civilization (from here on IVC) was a civilisation settled on the bank of river Indus (Sindhu in Hindi). It was primarily an agricultural civilisation and one of the best examples of specialised systems.



After sunset of this civilization due to some unknown reason, several kingdoms like Mauryan empire, Gupta empire etc. arose. During the period of such great empires, education flourished everywhere and several education universities like Taxila University, Nalanda University, Vikramshila University etc. got started which not only attracted attention of several scholars, like Huen Tsang, from all over world but also empowered the society.

The greed of more and more territorial expansion resulted in fight among these kingdoms, which ultimately led to destruction only. The benefit of this destruction was cashed by foreign invaders like Mahmud Gazanavi, Mohammad Gauri, Mughals etc. These invaders established their education system and resulted in religion colonialism era. This era resulted in confrontation of several beliefs as well sunrise of several new beliefs.

The more harmful dent to education system was done by colonial era. Britishers led the exploitation of resources of Bharat. Colonial Education System (Macaulay Education System (Sexton et al., 2018)) was introduced here as per the need of the colonial society. This system resulted in production of slaves and clerks but the expertise can't be produced because this system was generalised system.

Even after the independence from colonial rule, the colonial education system is still continuing to prosper and preparing the required workforce to fulfil the need of present society.

### 3. Vision of NAAC

The National Assessment and Accreditation Council (from now onwards NAAC) is an agency which works as the motive to improve the quality status of the several institutions since 1994 (Aithal et al., 2016). It conducts Accreditation of Higher Education Institutions (HEIs) such as Colleges, Universities or other recognised institutions. It evaluates the institutions for its educational quality, curriculum coverage, teaching- learning processes, faculty, research, infrastructure, learning resources, organisation, governance and student services. After evaluation it provides a specific grade to HEI.

NAAC has been basically providing a yardstick to measure the education quality in institution. This grading system of NAAC resulted in quality comparison between several institutions which led to competition among them. This fair competition favours the growth of students.

The vision of NAAC is to provide a transparent yardstick system to all involved stakeholders of education. The assessment of HEIs is being done on the basis of score made by HEI in seven different categories (known as Criteria in terms of NAAC) –

- v Curricular Aspects,
- v Teaching- learning and evaluation,
- v Research, Innovations and Extension,
- v Infrastructure and learning Resources,
- v Student support & Progression,
- v Governance, Leadership and Management and
- v Institutional Values and Best Practices.

All these parameters are somehow linked to overall growth of students and providing them better opportunities.

*Merma*

#### 4. New Education Policy

The new education policy has been unveiled by union government of India (through Ministry of Education) in 2020 with a motive to give flip to current education system which was generalised system. Our previous education system was faculty centric but now under this policy, our system will be student centric. Table 1 shows some differences between old education system and new education system. It can be clearly seen that this new system is more student centric with involvement of several other important factors too like Research, Placement etc. Under the policy, the concept of regional universities has been involved whose motive is to provide more autonomy to capable colleges so that they can work as Multi Discipline Institutions or Regional Universities.

Parameters↓	Old Education System	New Education System
Approach	Faculty Centred	Student Centred
Free hand to choose any subject!	No	Yes
UG Courses	Mostly 3 years	4-year integrated courses
Provision for research attitude in UG courses	No	Yes
Provision for exit at any stage of course	No	Yes
Autonomy to College	No	Yes
Concept of Regional Universities	No	Yes

Table 1 - Comparison of Education Systems

#### 5. Conclusion

India, Bharat, in current scenario of international geopolitics, needs more skilful and more educated youth population to occupy the respectful seat in nearby future. Whatever the damage has been done to our society in past, this modern era needs revamping of our educational system to fulfil the needs of modern population. New Education Policy is one of such attempt and successful implementation of this it may lead us to new era of India. Similarly, continuation of efforts of assessment agencies like NAAC is only going to strengthen the common motive of NEP.

Therefore, it can be understood that the vision of both NAAC and New Education Policy is somewhat similar. The purpose is very sound and clear – Overall development of Student.



## 6. References

- Aithal, P. S., Shailashree, V. T., & Kumar, P. M. S. (2016). Analysis of NAAC Accreditation System using ABCD Framework. *International Journal of Management, IT and Engineering*, 6(1), 3044. <https://doi.org/10.5281/zenodo.154272>
- Atham, I. R. A. V., & An, M. (n.d.). *Harappan Civilization* Edited by For, S. O., & Ulural, C. R. (2006). *The Travel Records of Chinese Pilgrims Faxian, Xuanzang, and Yijing*. *Education about Asia*, 11(3), 2433.
- Sexton, R. J., Shogren, J. F., Cho, S., Koo, C., List, J., Park, C., Polo, P., Wilhelmi, R., Johnston, R. J., Boyle, K. J., Vic Adamowicz, W., Bennett, J., Brouwer, R., Ann Cameron, T., Michael Hanemann, W., Hanley, N., Ryan, M., Scarpa, R., Tourangeau, R., ... 近能善範. (2018). No Title. In *ثبثب: Vol. ث قق (Issue 4)*. [https://www.jstage.jst.go.jp/article/amr/1/5/1\\_010501/\\_article/-char/ja/%0Ahttp://www.ghbook.ir/index.php?name=فرهنگ و رسانه های نوین&option=com\\_dbook&task=readonline&book\\_id=13650&page=73&chckhashk=ED9C9491B4&Itemid=218&lang=fa&tmpl=component%0Ahttp://dx](https://www.jstage.jst.go.jp/article/amr/1/5/1_010501/_article/-char/ja/%0Ahttp://www.ghbook.ir/index.php?name=فرهنگ و رسانه های نوین&option=com_dbook&task=readonline&book_id=13650&page=73&chckhashk=ED9C9491B4&Itemid=218&lang=fa&tmpl=component%0Ahttp://dx)

*Amma*