Impact of National Assessment and Accreditation Council (NAAC) on Higher Education Institutions (HEIs) in India

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ABSTRACT

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) with headquarters in Bangalore to assess and accredit higher education institutions (HEIs) in India. Its objectives are to evaluate and accredit institutions of higher learning, enhance the quality of teaching, learning, and research, and offer financial support for workshops, conferences, and seminars. India is regarded as one of the biggest college and university systems in the entire globe, and fixing today's problems would require competent administration of these kinds of institutions. The purpose of the National Academic Accreditation Council (NAAC) is to ensure that higher education is of a high caliber. This was the driving force behind the NAAC's creation. Indian Higher Education Institutions (HEIs) are evaluated and accredited by the National Assessment and Accreditation Council (NAAC), an independent organization created by the University Grants Commission (UGC).

The socioeconomic and cultural growth of any country is greatly influenced by higher education. With an increase in both the number of educational institutions and learners enrolled in various programs, higher education in India has grown significantly in recent years. This report presents policy recommendations for education systems to help all children succeed in their schooling, focusing on system and school-level policies to promote equity and quality. In order to support all students toward academic success, this study offers suggested solutions for education systems that center on system- and school-level policies that uphold quality and equity. Additionally, since expanding chances helps both the educational system and society at large, it offers proof on how to assist underprivileged kids and schools. It also provides evidence on how to support disadvantaged students and schools, as improving opportunities benefits the education system and societies as a whole.

Keywords: NAAC, UGC, HEIs, College and University Systems.

INTRODUCTION

Over the last three decades, the Indian College and University System has grown rapidly, with the addition of over 20,000 colleges and over 8 million students. India currently has 800 universities, broken in to Central University State and Private Universities, in addition to other prestigious institutes like NIITs, AIIMs, and IITs. In terms of students, India's educational system ranks third globally, behind that of the United States and China. Science and technical knowledge are given priority in Indian education, and by 2004, an extensive number of STEM educational institutions had been built there. Furthermore, the foundation of the Indian higher education system is made up of open universities and distant learning. For example, Indira Gandhi Open institution has 5.5 million students enrolled, making it the largest institution in the world. There were specialized methods to analyze and ensure the quality of education imported by higher education institutions, notwithstanding the regular mechanisms set in to ensure a suitable level of quality in their operations to deal with this matter. Following review of the institution's institutional assessment and accreditation application, the NAAC determined that the institution qualified for institutional eligibility for quality assessment (IEQA) status.

India's higher education sector is always demanding due to its immense diversity, intense international rivalry, and rising standards. For any higher education institution to expand and pursue quality advancement, it must possess the attributes of innovation, accountability, and improvement. Studies conducted worldwide on the significance of HEI assessment show that performance evaluation plays a major role in enhancing the caliber of research and teaching. Reliability, confidence, and responsiveness are increased if the institute is evaluated and receives higher marks. Within the realm of education, the phrase assessment describes the techniques or resources that teachers employ to assess students' academic performance,

delivery, educational needs, and desired research in India. The government took many steps to address the massive demand for enhancing access to advanced education and boosting the gross enrolment ratio (GER) for advanced educational institutions across the country, but in the early 1990s it also permitted education privatization. The GER increased as planned as a result of this expansion, but it also raised questions about the caliber of education. In recent times, India's higher education sector has experienced significant expansion due to many sociopolitical variables. The long-awaited patronage for the structured design of higher education institutions (HEIs) coincided with the unveiling of the Member State Administration's NEP 2020 national education policy. Nonetheless, the epicenter of knowledge worldwide was ancient India. There were many different courses that students could select from, such as Vedas, Logic & Cognitive Grammar, Science and Technology, Zoological Science, Physiology, Business Studies, Judiciary, Building and Construction, Civil Engineering and Architectural Design, Astrophysics, Medicine, Political Science, Music, Performing Arts & Drama, Art of War, etc. By the sixth century, a number of highly influential ideas and theories had been established in Ancient India, including Zero, the Decimal System, Fibonacci numbers, and other HEIs like Taxila, Nalanda University Vikramsheela, Kanchipuram, Ujjaini, Udantapura, and Vallabhi (Altekar 1994). The endeavor of excellence is one of the main goals of almost all HEIs.

This study evaluates higher education's quality and excellence via the accreditation process and ascertains how it affects certain aspects. One of the main goals of almost all HEIs is to pursue excellence. This study examines the effects of higher education's quality and excellence on several characteristics by evaluating it through the accreditation process. The National Assessment and Accrediting Council (NAAC) was established in 19941 as a result of preparatory work done for the formation of an accrediting system under the auspices of the National Policy on Education (1986 and 1992). All HEIs with a 2(f) or 12(B) status are required by UGC to have an assessment by NAAC. The National Assessment and Accreditation Council (NAAC), an independent organization, is always aiming to improve education institutions' (HEIs') level of quality assurance. Only when educational assessment is viewed as serving the primary function of guaranteeing high-quality education will it be genuinely beneficial to education.

Higher Education and NAAC

Every five years, the success rate of universities, autonomous colleges, and colleges connected to universities is evaluated. Academicians, intellectuals, and officials associated with the NAAC gather information about worldwide standards and experiences that form the basis of the program for evaluating an institution. It evaluates the effectiveness and academic brilliance of the instructors at an institution in addition to inspecting the facilities and infrastructure. It assigns grades based on an institution's prospects and performance.

The following explains the key movements in India for quality enhancement: With the authority granted to it by statute, the University Grants Commission (UGC) has the responsibility of maintaining the standard of education in Indian universities. UGC is mandated to oversee "the establishment and upholding of standards for teaching, examinations, and research in universities" according to Section 12 of the University Grants Commission Act of 1956. In order to carry out this obligation, the UGC has been working tirelessly to create systems that either directly or indirectly track college and university excellence. National research facilities and Academic Staff Colleges, which offer subject-matter refresher courses and help reorient teachers, have been formed in an effort to improve quality. The National Eligibility Test (NET), which is administered by the UGC as well, is currently administered by the CBSE in order to establish high standards for instruction. Over the years, a number of education-related committees and commissions have underlined, either directly or indirectly, the necessity of quality improvement and recognition in the Indian higher education system.

The idea of quality improvement serves as the foundation for the Kothari Commission's (1964–1966) recommendation of autonomous colleges. The availability of educational options has greatly increased at all levels, especially in higher education, since the National Policy on Higher Education was adopted in 1968. As educational institutions grew, so did the need for excellence. Education was included in the concurrent list of provisions in the 1976 constitutional amendment, which increased the central government's accountability for quality enhancement. The New Education Policy (1986) placed a strong emphasis on identifying and rewarding institutions that perform exceptionally well as well as monitoring institutions that fall short of expectations. As such, the 1986 Programme of Action (PoA) declared that the University Grants Commission (UGC) would be responsible for maintaining and promoting educational standards. As such, the UGC would first create an Authentication and Assessment Council as a separate entity. The UGC formed the NAAC in Bangalore on September 16, 1994, as a recognized autonomous entity according to the provisions of the Society Registration Act of 1860, following eight years of intense and ongoing deliberations.

The Quality Movement in Higher Education in India
"The totality of the qualities and features of a product or service that depend on its potential to satisfy stated or implied needs" is how the British Standard Institution (BSI) determines quality (BSI, 1991). One question that may be on your mind as educators—teachers, principals, department heads, planners, and policymakers—is why it matters to concern about quality. The following explanations for this are as follows:

1. **Competition:** We are about to enter a new era in which educational institutions will compete fiercely for students and funding. In a setting like this, educational institutions must be concerned about their quality in order to survive.

2. **Customer Satisfaction:** As patrons of educational institutions, parents, students, and sponsoring organizations are more aware of their rights and seeking value for their time and money.

3. **Upholding Standards:** As educational establishments, we are constantly focused on establishing and upholding our own standards year after year. We should deliberately work to enhance the caliber of academic activities and also the resources and infrastructure for education in order to uphold the standard.

4. **Accountability:** With regard to the money (public or private) spent on it, each institution is answerable to its stakeholders.

5. **Boost Staff Morale and Motivation:** As an organization, your attention to quality will boost staff morale and inspire them to carry out their tasks and obligations while receiving a fair wage.

6. **Credibility, Prestige, and Status:** If you prioritize quality on a regular basis rather than just occasionally, people will regard you and your organization more highly since consistency builds prestige, status, and brand value.

7. **Brand and Effective Visibility:** Reputable schools can draw in more cash from benefactors and funding agencies, more scholarships and gifts from deserving students from near and far, and greater interest from employers in placing graduates quickly.

History of the NAAC
The following are the turning points in the development of NAAC:
1. In 1986, the University Grants Commission established an advisory panel on the Authentication and Assessment Council, including fifteen members led by Dr. Vasant Gowarikar.

2. 1987–1990: To discuss the Gowarikar Committee report, 9 regional seminars and one national seminar were held.

3. 1990: The project report that Dr. Sukumaran Nair provided to UGC indicated the agreement to have an approved agency report to UGC.

4. In 1992, the updated New Education Policy reaffirmed the commitment to continuous improvement of educational establishments.

5. The Prof. G. Ram Reddy commission was formed in July 1994 with the goal of finalizing the accreditation board's rules and regulations as well as the memorandum of association.

6. September 1994 saw the establishment of the NAAC in Bangalore.

Vision and Mission Statements
Vision
To establish quality as the key component that distinguishes colleges and universities in India by combining internal and external quality assessment, promotion, and maintenance programs.
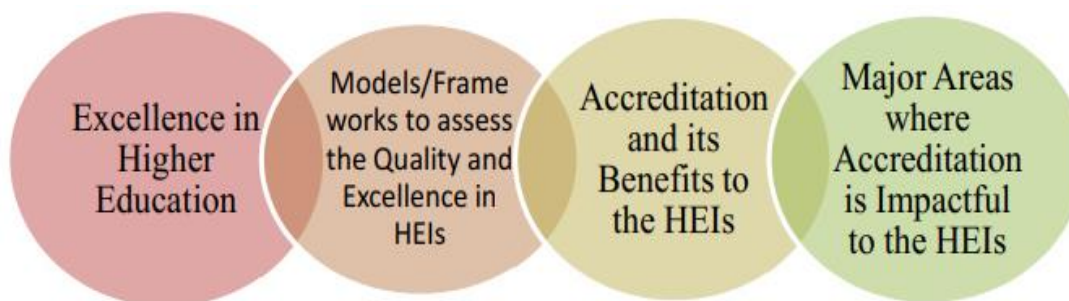
Mission Statements

1. To set up the periodic evaluation and accreditation of higher education institutions, their units, or particular academic programs or projects;
2. To encourage the academic environment in higher education institutions to promote the quality of teaching, learning, and research;
3. To support innovation, autonomy, accountability, and self-evaluation in higher education;
4. To conduct quality-related research studies, consulting, and training programs; and
5. To work with other higher education stakeholders for quality evaluation, promotion, and sustenance.

Driven by its vision and committed to fulfilling its objectives, the NAAC uses a globally recognized methodology to evaluate the caliber of higher education institutions that voluntarily participate in the process.

Framework of Values

NAAC (2004) established five basic values to advance awareness advancements and the function of higher education in society:

1. Supporting the advancement of the country
2. Encourage students to develop global competencies
3. Establishing a moral code in pupils
4. Encouraging technology use
5. The pursuit of perfection
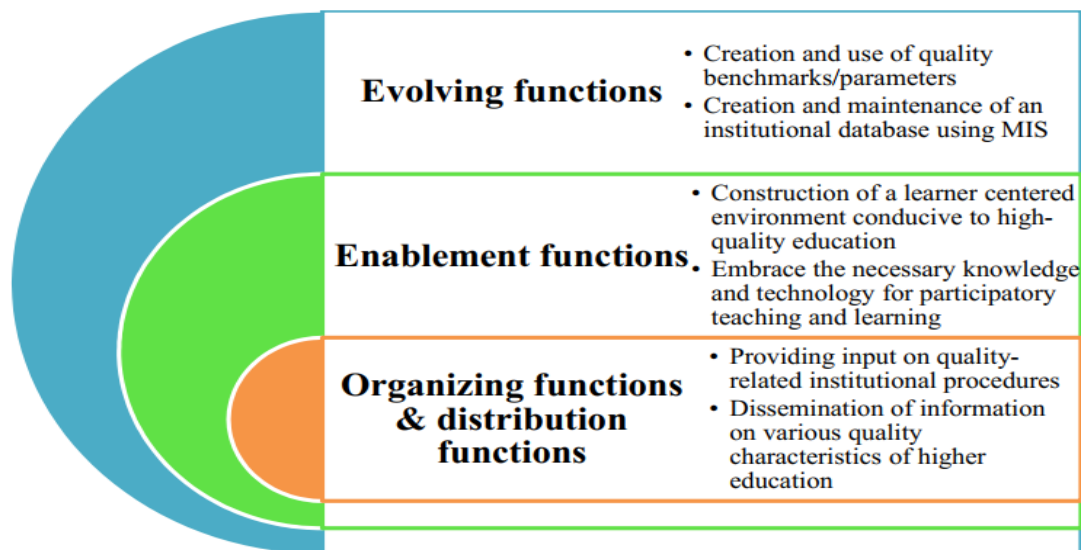
The Administrative Framework

The association of Indian Universities (AIU), universities, colleges, and other professional institutions, as well as the University Grants Commission (the UGC), All India Council for Technical Education (the AICTE), Ministry of Human Resource Development (the MHRD), and the Executive Committee (EC), oversee the functioning of NAAC. Educational administrators and senior scholars are nominated to serve on these two boards.

President of the General Council: Professor Ved Prakash has held distinguished roles in several leading institutions that focus on personnel selection, school education, and higher education.

Chairman of the Executive Committee: Pursuant to NAAC Rules 19(b), the member in charge of the Executive Committee, or in their absence, the Vice Chairman of UGC, or in their absence, the Highest Most Member of the CEO Committee, shall preside over all meetings of the Executive Committee on a regular basis.

Committees: The NAAC is run by its Executive Committee (EC), General Council (GC), and other administrative, advisory, and academic subcommittees. Senior academics from all around India who exhibit unquestionable integrity provide the NAAC with its knowledge. The following committees are significant ones under NAAC:

a) Executive Committee
b) General Council
c) Committee on Finance;
d) Committee on Building;
e) Committee on Appeals;
f) Committee on Purchase
g) CRIEQA Committee

REVIEW OF THE LITERATURE

To identify new trends in the sphere of higher education, the current study examined the expansion of higher education institutions and forecasted their futures. Numerous aspects have been investigated, such as the number of organizations, the programs they offer, enrollment trends, shortages of teachers, gaps in higher education accessibility, management styles, procedures for ensuring quality, and financial trends.

1. **Dash K.K. (2023)** has developed tools to get academics' and authorities' perspectives on state, polytechnic, and academic policies. The researchers got 525 responses to the research questions; these were sorted, examined, and evaluated to provide three levels of explanation for the methods. The comments indicate that in light of changes in industry and technical education, it is imperative to ensure, innovate, and sustain the quality of education at the state level, polytechnic, as well as faculty member levels. Limitations of the study and future directions for research are addressed. The goal of this research, according to, is to review the literature on these evaluations in order to gain a better understanding of how quality traits grow inside HEIs. The trial results suggest that the SERVQUAL instrument may be more appropriate for evaluating the caliber of educational institutions if the skills, intangibles, responsiveness, and convenience criteria are added. Three testing cycles conducted over a five-year period by the Indian government's National Assessment Accreditation Council provide credence to our findings. We examined the rankings over several years to see if institutions had significantly improved. The seven NAAC standards for assessing a school's quality have been converted into the four elements of the latest SERVQUAL scale. Since then, throughout the span of seven cycles, data on the reliability of services have been reviewed multiple times. There are significant differences between a college student's first and third years of study.

2. **Parvathi M., Prasanna T.A. (2023)** have revealed that a brief review of the literature shows no research on polytechnic education and that the ones that are cannot be replicated in light of the evolving polytechnic futures under the 2020 National Education Strategy.

3. **Gupta A. (2021)** It is obvious that the university has no control over the peer review committee; the accrediting bodies are usually associations made up of several universities, often including the university that is being recognized. Furthermore, the accreditation procedure won't begin unless the relevant institution requests it. Furthermore, the accreditation procedure won't begin unless the relevant institution requests it. Put another way, the process's guiding principle—the sacredness of voluntariness—is safeguarded by the system. Thus, it is an institution-initiated process in which the accreditation organization is encouraged to serve as a consultant and facilitator for self-evaluation and upgrading in opposition to "industry" norms. When paired with peer support to benchmark against industry best practices, a self-initiated process usually represents a drive for progress and is expected to yield breakthroughs and advances. Research on colleges and universities indicates that more attention is now placed than ever before on "quality." The concept of excellence is actually what elevates higher education to a "higher" status. A few people used to be allowed to attend college. Prior until now, the primary objective was knowledge "for the benefit of knowledge." However, we see that students' employability in a workplace that is changing quickly is now receiving attention as

emerging economies around the world grow more knowledge and technology-based. A quality education should equip students with the skills and expertise required for their chosen line of work as well as prepares them for lifelong study. It is expected that this will equip the students to engage in critical thinking and action outside of the classroom, serving the interests of humanity and society. The present essay focuses on the changing Indian perceptions of the quality of higher education. There is use of comparative, analytical, and empirical methodologies. In the country, there are very few accredited engineering diploma programs. This is a really severe matter. Researchers conducted a cross-sectional study with the goal of creating strategies to encourage polytechnic institutions to improve the quality of their diploma program in engineering and forward a proposal for accreditation within the next two years.

4. **Kumar P. et al. (2020)** concentrate on the results of accreditation to enhance excellence in colleges and universities.

5. **Mamima et al. (2020)** claim that certification is the scholarly counterpart of an industry benchmarking effort, with the main distinction being that accreditation is conducted in a far more structured way. Even though it could appear that such from the viewpoint of the specific institution, such a structured organization did not appear overnight or by force.

6. **N.P. Bhalerao (2020)** studied the effects of NAAC certification on a subset of Pune's select schools for his research paper, "Impact of NAAC Certification on Colleges and Universities Learning Centers: A Study of Certain Colleges in Pune." According to the study, the colleges' entire development, including advancements in research, teaching-learning procedures, infrastructure, and governance, was positively impacted by the accrediting process. Additionally, the study showed that stakeholders' perceptions of the colleges' quality of education were positively impacted by the accreditation process.

7. **M.P. Chavan (2019)** studied the effect of approval from the NAAC on raising the standard of education in India's higher education system. According to the survey, higher education institutions in India have become better as a result of the certification procedure. According to the study, accreditation has a beneficial effect on an institution's overall development, leading to advancements in research, governance, teaching strategies, assessment, and curriculum design.

8. **S.K. Gupta (2018)** conducted a study on "The importance of NAAC to enhance the quality of colleges and universities in India." According to the study, the accreditation process considerably raised the standard of Indian universities. The importance of quality control mechanisms, including NAAC accreditation, in preserving the advancement of higher education was also underlined in the report.

9. **Joshi (2017)** conducted a case study on "The consequences of accreditation from the NAAC on the academic standards of technical colleges in Pune." The study found that the accreditation process had a favorable effect on the colleges' facilities, faculty growth, academic pursuits, and overall excellence of education. The importance of stakeholder involvement in successful quality assurance throughout the accreditation process was also highlighted in the report.

10. **Jonaki B., Prasenjit P. (2016)** has argued for a system that uses national regulation to mitigate the detrimental effects of modernization on the academic community. The purpose of this study was to investigate Vietnam's attempts to create a credible system of higher education.

11. **Harvey L. (2016)** focused on the study mostly Vietnam's historical responses to its successes and failures in this field. They wanted to learn more about the background, existing situation, and accreditation possibilities of Vietnam's higher education system, so they read the relevant literature. The lack of unified accrediting agencies, personnel, established guidelines and criteria, institutional understanding of the importance of accreditation, and approving authority contributed to the delayed pace of implementation. Higher education is essential for the advancement of the economic, social, historical, scientific, and political aspects of progress. Through education, people can transcend from being human to being human resources. High-quality higher education is necessary to encourage creativity, skills, flexible thinking, and an attitude toward research in the contemporary globalized context. To properly utilize education's achievements, it is imperative to ensure that it meets the minimal standards required to meet the ever-changing global criteria. One powerful tool for quality assurance in the nation's institutions of higher learning is accreditation. An accredited program or institution has met the minimal requirements and has completed a demanding external peer evaluation procedure based on predefined standards or principles. Based on a review of the literature and empirical research, accreditation is seen as a quality.

METHODOLOGY

In this paper, we have discussed the importance of NAAC certification for higher education institutions and the preliminary steps that these institutions need to follow in order to advance with the assessment process. The NAAC has thoroughly covered this in its manuals and on their website. The following steps comprise the general procedure of NAAC accreditation for HEIs:

a) The creation and operation of IQAC
b) AQAR Submission 3. IIQA Submission
c) SSR submission
d) DVV and the explanation of it
e) Visit by peer teams and grade announcement
f) Following the NAAC

The purpose of this paper is to provide an initial description of the systematic approach of evaluation by briefly discussing the qualifying requirements, the accreditation process, and the aforementioned processes.

Standards for Eligibility for NAAC Accreditation
HEIs are divided into three categories

a) Autonomous Colleges;
b) Affiliated or Constituent Colleges, and;
c) Universities.

The HEI must be at least six years old and have graduated at least two batches of students in order to be eligible to apply for the assessment and accreditation procedure. The eligibility requirements for all three classifications of universities (central, state, private, or deemed to be) and organizations of national importance, as well as autonomous, constituent, and affiliated colleges as well as accredited higher education institutions, are listed on the NAAC website. These institutions are applying for reassessment or the next phase (cycles 2, 3, and 4) of accreditation. The HEI can better understand its position and submit applications for certification and assessment in accordance with them thanks to this classification. Understanding the composition and operations of the institute also requires an understanding of the NAAC's accepted classification. Additionally, this classification divides the institutes according to the level and process of accreditation in addition to how they operate.

The Accreditation Procedure
The accreditation cycle is the basis for both the method and stage. For those institutions who view A&A as a chance to evaluate and start taking steps toward quality improvement, Cycle 1 is applicable. Cycle 1 of the accrediting process is what happens when a higher education institution goes through it once. Following that, every five years, HEIs that are eager to assess and improve their quality standards may apply to Cycles 2, 3, and so on.
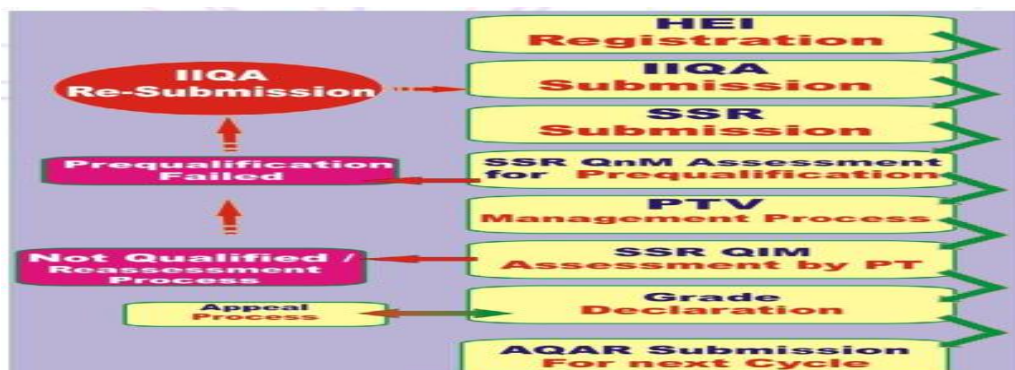

Figure -1: Accreditation Procedure Flow Chart

As shown in Figure 1, the accrediting procedure is for Cycle 1. Everything else stays the same throughout the remaining cycles, with the exception of the three necessary requirements. These three procedures are listed on the NAAC website as functional IQAC, timely AQAR submission, and IIQA submission six months before accreditation status expires.

The registration of Higher Education Institutes is the first step in the very transparent, methodical, and suggestive A&A process of the NAAC. The stages that all HEIs need to be aware of before seeking for accreditation are as follows:

1. **Registering with HEI:** All Higher Education Institutions are required to register on the AISHE website. To go to the next stage, you must enter the provided code. The HEI will receive an AISHE Reference Code once all data has been uploaded to the All India Survey on Higher Education (AISHE). This code is required in order to apply for A&A. Following completion of the HEI Registration Form, the NAAC checks the Registration; upon approval, the HEI receives the Login Credentials. To provide the essential archives in the interim, the Institute can access the Portal using its login credentials. It should be carefully noted that AISHE ID registration is mandatory for the duration of the cycle.

2. **IIQA Document Submission:** -The fundamental data regarding the Institute is contained in the Institutional Information for Quality Assessment (IIQA). Following HEI portal registration and login, the Institute is required to complete the IIQA (Institutional Information for Quality Assessment). IIQA completion is a crucial phase that needs to be completed with extreme caution. The Institute must pay a fee after receiving the completed forms and uploaded documentation. To move on, NAAC approval is required.

3. **Submission of SSR:** -The completion of the SSR (Self Study Report) is required upon IIQA's acceptance. The most crucial step in the accreditation and assessment process is SSR. The SSR discusses the Institution and all the topics important to upholding standards of quality. The Self Study Report is an extensive record that presents all relevant data in an organized manner. Since the SSR resembles a detailed report from the institution, it is best to fill it out and prepare for it well in advance. The Installment Fee must be paid online when the SSR has been completed. NAAC checks the Student Satisfaction Survey (SSS) during the evaluation process. It also requests clarifications, data validation (DVV), and additional data, such as INFLIBNET and Bibliometric data. Pre-qualification assessment includes an evaluation of QnM (Quantitative Metrics).

4. **Process of PTV Management:** -The NAAC uses a team of specialists to verify the Institutional Data in order to increase clarity and transparency throughout the accreditation process. The HEI must proceed with extreme caution in this step as well because it is quite sensitive. Following its visit to the Institution, the PTV presented their report.

As everyone is aware, assessment and accreditation encompass more than just grading and evaluation. A&A's primary goal is to inform the HEI of its current situation. It assists the Institutions in identifying their weak points and areas for improvement. Additionally, it equips them to improve and expand their administrative operations, IT, infrastructure, and fundamental requirements for teaching, learning, and research. It functions as feedback to consider and enhance each of the key aspects. The seven criteria that the NAAC created in order to evaluate the HEIs are very important in terms of expanding a strategy and implementation perspective. The HEIs are assessed by NAAC using 34 key indicators and 7 criteria. Every criterion and statistic has been carefully considered, and the Institute strives to get the highest possible score. The weights recognized and shown on the NAAC web page are shown in Table 1 & Figure 2 below:

Table 1: University, Autonomous, and Affiliated College Criteria and Weighting

No of Criteria	CRITERIA	Required KI for University	Required KI for Autonomous College	Required KI for Affiliated College
Critera-1	Curricular Aspect	150	150	100
Critera-2	Teaching Learning & Evaluation	200	300	350
Critera-3	Research Innovation & Extensions	250	150	120
Critera-4	Infrastructure & Learning Resources	100	100	100
Critera-5	Student support & Progression	100	100	130
Critera-6	Governance, Leadership & Management	100	100	100
Critera-7	Institutional Value & Best Practices	100	100	100

NAAC Grading System

The examination and final institutional grading have a considerable impact on the NAAC Grading System. The cumulative grade point average (CGPA) regarding a learning organization is calculated following evaluation for those that meet the grade qualifying requirements. The term "grade qualifier" for HEIs refers to the document that certifies an institution's eligibility for legitimate accreditation.

For an institution to be eligible for a grade (C to A++), the cumulative CGPA (both quantitative and qualitative) must be at least 1.51 in each category. The institution's CGPA is determined following the completion of the grade qualifier. The institutional CGPA calculation process Based on the results of three different sources—the System Generated Scores (SGS) part of the statistical metrics, which make up approximately 70% of the total—the Peer Team's on-site qualitative critical appraisal scores, and the Student Satisfaction Survey scores—the CGPA is determined. A five-point rating system will be used to evaluate these after they have been compiled using an automated process based on "benchmarks." A seven-point rating system is used to determine the final grade, which is determined by the institution using the highest CGPA possible—4.00. As illustrated in Table 2, the seven-point scale is composed of seven letter grades that are corresponding to seven distinct score ranges.

Table 2: Letter Grade and CGPA

Range of Institutional Letter Grade Cumulative Grade Point Average (CGPA)	Letter Grade
351.4.00	A++
3.26-3.50	A+
3.01- 3.25	A
2.76-3.00	B++
2.51-2.75	B+
2.26-2.50	B
2.01-2.25	C
Less than 1.50	D (Not Accredited)

Impact of Accreditation by Naac

The quality of colleges and universities in India has been significantly impacted by NAAC accreditation. Accredited institutions have attested to enhancements in their research output, infrastructure, and instructional programs. The following succinctly describes how NAAC accreditation affects higher education institutions:

1. **Improves institutional reputation:** An institution's reputation and status are raised by NAAC accreditation, which offers an impartial and unbiased evaluation of the institution's caliber.
2. **Boosts student enrollment:** Schools with NAAC accreditation are more likely to draw students since both parents and students understand the importance of a top-notch education.
3. **Eligibility for executive financial support:** Institutions must be accredited by the NAAC in order to be eligible for government funding. Financial aid such as grants and scholarships are available to accredited universities.
4. **Encourages internationalization:** An institution's quality is acknowledged by NAAC accreditation, which can draw teachers and students from abroad and boost diversity and cross-cultural interaction.
5. **Promotes research and development:** Because accredited institutions are judged on their innovative ideas, community involvement, and research output, accreditation encourages research and development.
6. **Promotes cooperation:** Because NAAC-accredited schools are sought-after collaborators for research and various other partnerships because of their reputation for excellence, they promote cooperation amongst them.
7. **Increases graduates' employability:** Accreditation guarantees that graduates have obtained high-quality education, which enhances employability and opens up more work options.
8. **Encourages continuous improvement:** As institutions work to preserve or enhance their accreditation status, which results in greater performance and outcomes, NAAC accreditation encourages an approach of continuous improvement.
9. **Promotes institutional autonomy:** Since NAAC accreditation grants institutions the opportunity to create their own curricula, policies, and procedures, it promotes institutional autonomy.

NAAC's Function in Changing the Situation

Regarding recognition/accreditation, program accreditation, national university rankings, national benchmarking, national and international databases, research and development centers, producing reports and policy papers for the Government of

India (GOI), approval from various accreditation companies, approval by regional/state level accreditation bodies, etc., the role of NAAC in the evolving landscape of higher education wants to be redefined. It may be necessary for all of the nation's higher education institutions to undergo assessment and NAAC accreditation. NAAC might begin accrediting programs. When compared to grading, institution rankings might not be all that important. All accrediting bodies, including the NAAC, must reaccredit every three years. While NAAC may be approved by internationally renowned accrediting organizations, it could also carry out this role for all the various accrediting organizations that the GOI recognizes. Longer accreditation periods may be taken into consideration for the third round of institutional accreditation, as there may be a correlation between NAAC grading and accreditation term. The NAAC must remain the nation's preeminent assessment and accreditation authority, offering guidance and direction to postsecondary educational institutions.

NAAC Recommendations
The following NAAC recommendations for the general growth of higher education institutions:
1. The classrooms are getting a little crowded because the state government is deputizing a lot of teachers to complete the entire program. Moreover, the government and the university have separate authority over the state's government-run colleges.
2. Is it feasible for the government and the university to designate these educational institutions as constituent colleges, facilitating their improved growth and development?
3. Considering the expansion of academic offerings and the rise in student enrollment, the college needs more instructors, particularly in the language departments.
4. The laboratory space has to be improved and extended.
5. Given that each trainee chooses a single language, colleges ought to offer a well-stocked language lab.
6. The institution must provide dorms for both male and female students in order to accommodate the academic demands of students who traveled from remote places like Kargil and Ladakh.
7. The internship should be comprehensive and simplified because the syllabus shows the teaching practice and internship independently.
8. Given the tendency of annual fee increases, scholarships for students from the disadvantaged segments of society must be provided on the basis of merit.
9. In order to prevent discrimination, the university should immediately take heed of the faculty's suggestions that the assigned work not be done in groups.
10. The faculty improvement program should be reinforced, the computer center should be enlarged, and there should be more skilled teachers.

Emerging Challenges in Higher Education
The increasing diversity of online and distance learning options has made assessment of quality more challenging due to globalization and the use of learning technology. As a result, quality assurance systems need to be modified on a regular basis. Distance education programs are offered by institutions that employ various multimedia tactics and have varying capabilities when it comes to using digital platforms and delivery infrastructure. Maintaining standards and quality is further hampered by the movement of international students and the rise of private college and university institutions. Global effort is required to meet the challenge of quality assurance, which calls for cooperation across countries and institutions.

CONCLUSION

The enhancement of higher education standards in India and the general development of institutions heavily depend on NAAC accreditation. Collegiality and interpersonal interactions on campus are improved as a result of it helping institutions identify their internal planning areas, opportunities, difficulties, and strengths and limitations. To better serve their students, numerous schools have modernized their curricula and included cutting-edge teaching strategies. Institutions that get accredited gain increased legitimacy, accountability, direction, and identity. Nevertheless, there was no systematic approach to the effect of research on NAAC assessment. To extract the process's quantitative and qualitative elements, the methodology needs to be strong. A thorough assessment necessitates an evaluation of the evaluation efforts themselves. Checks are also necessary to assess the value of finished evaluation efforts and to enhance ongoing evaluation operations. The study offers suggestions on how educational institutions should enhance their accreditation across fields like guidance, student support services, physical facilities, and curriculum. The results are corroborated by three testing cycles conducted over a five-year period by the Indian government's National Assessment Accreditation Council. In order to maintain and improve the standard of education services provided in India, internal quality assurance cells are essential. Each higher education institution intending to pursue NAAC accreditation must establish this cell. All colleges and universities must be subject to limitations on the quality components of service delivery by colleges and universities, NAAC, AICTE, and UGC,

along with national and state governments. One of the main responsibilities of the educational system is to maintain quality in this vital area, which can only be done with ongoing observation and the assistance of each higher education institution's internal quality assurance cell.

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