
**NAAC ACCREDITATION: A TOOL FOR CONTINUOUS QUALITY
IMPROVEMENT**

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ABSTRACT:

In order to achieve academic quality, institutional sustainability, and national success, NAAC certification should be viewed as a continual developmental process rather than just a periodic grading exercise. In the study has gather the vital information on the relevant literature needed to support this study, the researchers turned to a number of significant secondary data sources, including commission reports, NAAC documents, previous research projects, books, journals, magazines, and the Internet. The findings of the research show that NAAC certification plays a major role in the ongoing quality development of India's Higher Education Institutions (HEIs). The analysis of secondary data sources, such as NAAC framework documents, and current empirical research, shows that accreditation promotes accountability in governance, transparency, and organized institutional planning. The study conclude that NAAC certification is a powerful and revolutionary tool for quality assurance and improvement in Indian higher education, based on the study's findings.

KEYWORDS: National Development, Global Competencies, Value System, Use of Technology, Quest for Excellence.

INTRODUCTION

One of the world's biggest and most varied educational systems is found in India. Higher education is now more accessible thanks to privatization, broad expansion, greater autonomy, and the launch of programs in novel and developing fields. Widespread worries about the caliber and applicability of higher education have also resulted from it. The Programme of Action (PoA, 1992) and the National Policy on Education (NPE, 1986) both outlined strategic plans for the policies and promoted the creation of an independent national accreditation organization in order to address these issues. As a result, in 1994, the University Grants Commission (UGC) granted the National Assessment and Accreditation Council (NAAC) its independence, with its headquarters located in Bengaluru. Making quality assurance a crucial component of Higher Education Institutions' (HEIs') operations is NAAC's mission, as stated in its vision statement. The General Council (GC) and Executive Committee (EC) of the NAAC are made up of top academicians, policymakers, and educational administrators from all sectors of the Indian higher education system. The President of the GC of the NAAC appoints the Chairperson of the EC, while the Chairperson of the UGC is the President of the GC (NAAC). In addition to serving as the member-secretary of the GC and the EC, the Director is the academic and administrative leader of NAAC. NAAC receives advice from advisory and consultative committees that are periodically established in addition to the legislative bodies that direct its policies and core personnel who assist with its operations. Thus, the five essential values listed below form the foundation of NAAC's accrediting framework.

(i) Contributing to National Development: The majority of HEIs has an exceptional ability to adjust to changes while still pursuing their own aims and ambitions. An unspoken objective of Indian HEIs has always been to support national development. In order to meet the demands of the economy, society, and nation at large, HEIs play a crucial role in the development of human resources and the capacity building of individuals. This helps the nation grow. HEIs can support national development in a number of ways, including promoting social justice, guaranteeing equity, and expanding access to higher education. Therefore, it is fitting that HEIs' responses to and contributions to national development be examined as part of NAAC's Assessment and Accreditation (A&A) process.

(ii) Fostering Global Competencies among Students: The NAAC should incorporate student skill development on par with their international counterparts in its assessment scope due to the rapid worldwide advancements. As economic operations become more liberalized and globalized, it is essential to produce highly qualified human resources. As a result, there

is a clear need for globally recognized standards in higher education. As a result, the NAAC accreditation process must include how HEIs help students develop the basic competences they need to successfully navigate the difficulties of the world. This calls for the HEIs to adopt an inventive, imaginative, and enterprising mindset. In order to do this, HEIs may network with local organizations and bodies, form partnerships with businesses, and promote a tighter connection between the "world of competent-learning" and the "world of skilled work."

(iii) Inculcating a Value System among Students: In the absence of suitable value systems, skills lose their worth, even if skill development is essential for students to succeed in the labor market. The duty of instilling desirable value systems in students must fall on the shoulders of HEIs. It is crucial that students absorb the proper values in line with social, cultural, economic, and environmental realities at the local, national, and international levels in a nation like India, which is characterized by cultural plurality and diversity. Despite the country's diversity and plurality, there is a recurring worry about teaching fundamental universal values like truth and righteousness in addition to other values highlighted in the nation's numerous policy documents. Through suitable learning opportunities and experiences, the principles that were sown in the early stages of school—like cooperation and mutual understanding—must be reaffirmed and reemphasized in higher education. Therefore, the NAAC assessment looks at how the HEIs are teaching these important and desirable qualities to the students.

(iv) Promoting the Use of Technology: The influence of science and technology is responsible for the majority of the noteworthy advancements that are currently visible. Although the benefits of utilizing contemporary tools and technical advancements in daily life are widely acknowledged, the corresponding shifts in the application of new technology for education, learning, and HEI governance leave much to be desired. All HEIs must implement technological advancements and innovations in educational transactions in order to have a noticeable effect on administration and academic development. Adoption of important technical advancements is necessary at a time when our educational institutions are expected to function on par with their international counterparts. Many students no longer find traditional higher education delivery techniques to be as compelling. HEIs must provide their students with cutting-edge educational tools to enhance their learning experiences and stay up with advancements in other areas of human effort. To utilize information and communication technology (ICT) to its full potential, the campus community needs to be ready. Investing in hardware and appropriately orienting the faculty also require conscious

effort. Effective institutional functioning will be ensured by managing the institution's operations in a technology-enabled manner in addition to utilizing technology as a learning resource. For instance, the NAAC assessment procedure has had a major influence on the HEIs' paperwork and data management. Desired moves in this direction include switching to electronic data management and setting up an institutional website to give stakeholders quick access to pertinent information. To put it another way, HEIs that effectively employ ICT will be able to adopt ICT-enabled administrative procedures, leverage ICT for networking and resource sharing, and impart ICT literacy to the campus community. As a result, NAAC accreditation would examine how HEIs have implemented electronic resources and data management systems, as well as how they have accessed internal and external stakeholders, especially the student body.

(v) Quest for Excellence: HEIs should show a desire to become centers of excellence while also aiding in the development of students' talents and the nation. Outstanding performance in all they do will help the nation's higher education system grow overall. The assessment or, even earlier, the formation of the Steering Committee for the development of an institution's Self-Study Report (SSR) could be the first step in this "Quest for Excellence." Finding the institution's strengths and shortcomings in the teaching and learning procedures could be another step in this route.

Literature

Quality Improvement

This systematic review seeks to identify current obstacles, discuss the function of the NAAC accreditation procedure designed for physiotherapy schools, and describe the organization's mission and standards. Materials and Procedures: An organized search technique was used to conduct this systematic review across various journal. Keywords including NAAC, physiotherapy, medical institutes, engineering, education accreditation, and quality assurance were used in the search, which was further refined by Boolean operators. To identify recurrent themes, difficulties, and opportunities, articles and publications discussing NAAC accreditation and its applicability to physiotherapy and allied health education were filtered and compiled. Infrastructure, finance, and faculty development resources were the most often identified issues. Based to the evaluation, accreditation is a crucial component of graduate competency and institutional legitimacy. Accreditation is regarded as a standard for the caliber of education worldwide. Physiotherapy colleges in India frequently encounter obstacles such as a lack of trained teachers, limited facility, limited finance, and a lack of

foreign collaboration. In addition, disparities in research culture and a lack of knowledge about NAAC's primary indicators contribute to institutions' varying levels of readiness. One of the earliest narrative reviews that concentrate exclusively on NAAC accreditation in Indian physiotherapy education is this one. The goal of accreditation is to improve graduate employability, connect courses with workforce demands, and raise institutional quality. To successfully integrate accreditation procedures, structural hurdles must be addressed through policy changes, focused capacity training, and improved institutional governance.

Pradeep Kumar C R And Shobha J (2025) The current study looks at how academic, administrative, and infrastructure aspects of an institution's quality are enhanced by NAAC accreditation. The study focuses on how research culture, governance, student support services, teaching-learning techniques, and overall institutional performance are impacted by NAAC processes. A structured questionnaire was used to gather data from administrators and academics at particular higher education institutions using a descriptive study approach. The results show that through encouraging methodical planning, outcome-based learning, administrative transparency, and continuous improvement techniques, NAAC accreditation positively affects quality enhancement. The study comes to the conclusion that NAAC certification is a beneficial tool for improving institutional quality and offers insightful information to help educational administrators and policymakers enhance quality assurance procedures in higher education.

Arun Kumar Singh (2025) This article uses some of the NAAC's new accreditation framework to examine several facets of the accrediting process for the Indian higher education sector. This framework considers a number of improvements and changes to the accrediting procedure. The changing criteria and procedures that accrediting organizations implement to enhance the accreditation procedure and better serve the needs of organizations, sectors, and society are referred to as an updated accreditation framework. Accreditation systems around the world adjust to shifting organizational, governmental, and educational contexts as a result of the increased focus on quality assurance, accountability, and continuous development. New evaluation standards, more adaptable procedures, and an emphasis on outcomes-based assessment could all be part of these revisions.

Gurram Sunitha and J Avanija (2021) The study offers a paradigm for gauging the attainment of one-to-many course-program outcomes. The process of measuring the educational system and its results is extremely difficult, time-consuming, and exacting. Unquantifiable educational results or systems indicate that benchmark measurement methods have not yet been devised, that the educational system is not well understood, or that the measurement

system is not well specified. The educational system itself is not fully understood, its objectives are imprecisely stated, and there is no method for reviewing and improving the system's quality if it and its results are not adequately monitored. To achieve the objectives of outcome-based education and reorient the educational system's future, the intangibles of the system must be precisely defined, assessed, and understood. The key to producing potentially proficient graduates for the country and society is measuring academic accomplishment at institutions and the level of knowledge possessed by students. Measuring educational outcomes yields trustworthy information on how education affects stakeholders.

Rahul V. Mulay and Vandana Tandon Khanna (2021) The goal of this study was to determine how certain administrative procedures in professional higher education institutions were impacted by quality (as measured by customer expectations). According to the literature, teaching, learning, student concerns, and infrastructure were the primary areas of attention for quality management research in higher education. Since administrative process quality was rarely discussed in previous research, the authors felt compelled to investigate this topic. Students, instructors, administrative personnel, and process owners at private engineering and management schools were given survey questionnaires as part of the study. Twelve engineering schools and eight management schools provided the data. There were 725 responders in the entire sample. Software called Partial Least Square-Structural Equation Modeling (PLS-SEM) was used to analyze the data. According to this study, the admissions process had the biggest influence on quality, but the placement and exam procedures also had a big effect. The authors advise private universities to make an effort to uphold and enhance their quality.

V.S. Mangnale and Rajasekhara Mouly Potluri (2011) This study's main goal is to investigate how students and higher education institutions view the different quality deliverables in the Indian higher education system. It also closely examines the function of the Internal Quality Assurance Cell (IQAC) in maintaining high-quality education service delivery. The study examined pertinent research on higher education and quality control in higher education. The researchers then employed two distinct questionnaires to collect feedback on the quality of education service delivery in the Pune area of Maharashtra state from 250 students and 10 higher education institutions during the first quarter of this year. With the use of Microsoft Excel software, the gathered data was examined. Through an inclusive strategy supported by research and with a strong emphasis on library and community services, the analysis's findings verified that institutions were confidently given academic activity that reflected their goals and objectives with highly qualified faculty. Students' opinions of the academic

activities, the faculty's communication abilities, motivation, and mentoring, among other things, also varied and fluctuated. Just 33 out of 80 students expressed satisfaction with the institution's infrastructure, sports, and faculty's subject-matter expertise. In summary, both organizations and students demanded that the Internal Quality Assurance Cell (IQAC) play a more proactive role in preserving the caliber of higher education.

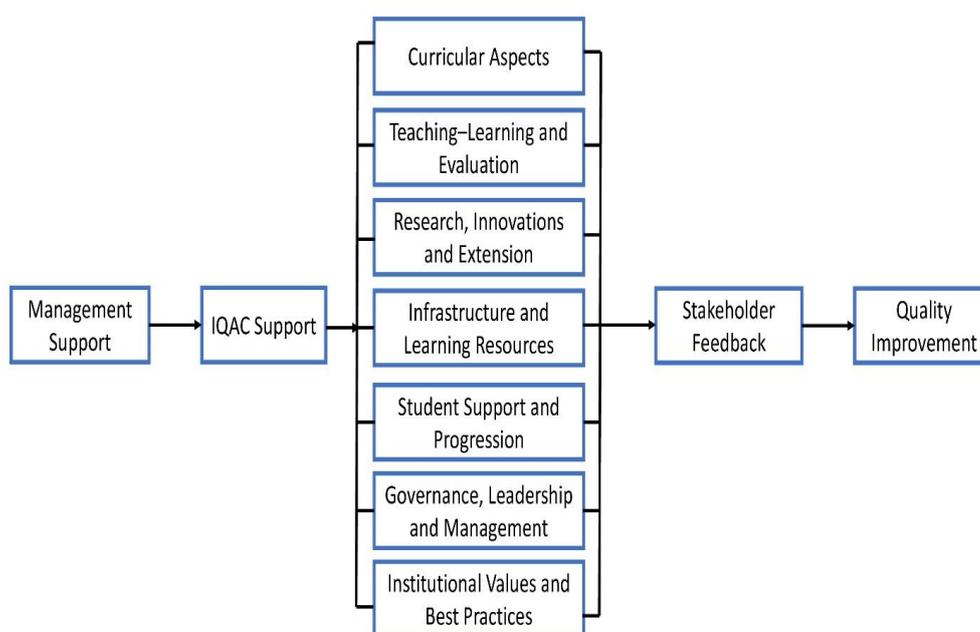


Figure 1: Research Framework.

METHODOLOGY

The primary goal of this study was to determine how educational institutions are managing to increase the quality of their outputs across the board. In raising the standard of any institution of higher learning. In order to gather the vital information on the relevant literature needed to support this study, the researchers turned to a number of significant secondary data sources, including commission reports, NAAC documents, previous research projects, books, journals, magazines, and the Internet. Only higher education institutions were included in this analysis.

DISCUSSION

The findings of the research show that NAAC certification plays a major role in the ongoing quality development of India's Higher Education Institutions (HEIs). The analysis of secondary data sources, such as NAAC framework documents, and current empirical research, shows that accreditation promotes accountability in governance, transparency, and organized institutional planning. Academic audits, feedback analysis, and performance

assessment systems are examples of quality monitoring techniques that have been institutionalized as a result of the creation and efficient operation of Internal Quality Assurance Cells (IQACs). Through the promotion of learner-centric pedagogies, curriculum enrichment, outcome-based education (OBE), and systematic assessment reforms, the certification process has had a positive impact on academic practices. Accredited institutions have also demonstrated quantifiable advancements in digital governance, ICT integration, infrastructure development, and documentation systems. Increased focus on publications, financed projects, faculty development programs, and cooperative activities have all contributed to the strengthening of research culture. Additionally, by increasing student support services like career counseling, skill development programs, placement mechanisms, and mentorship systems, NAAC accreditation has improved graduate employability and global skills. The assessment does, however, also note enduring issues such funding limitations, poor infrastructure in rural institutions, a lack of professors, a lack of research capability, and the administrative strain brought on by onerous documentation requirements. Notwithstanding these drawbacks, the data indicates that NAAC accreditation serves as a strategic framework for establishing a continuous improvement culture within HEIs as well as an evaluating tool. It brings institutional goals into line with stakeholder expectations, international quality standards, and national development goals.

CONCLUSION

NAAC certification is a powerful and revolutionary tool for quality assurance and improvement in Indian higher education, based on the study's findings. The accrediting framework encourages institutional self-reflection and methodical improvement by placing a strong emphasis on stakeholder interaction, technology integration, accountability, and quantifiable results. The efficacy of the accrediting process can be improved by continuous institutional commitment, improved IQAC functioning, faculty capacity building, and supporting policy initiatives, even while structural and resource-related issues still exist. In order to achieve academic quality, institutional sustainability, and national success, NAAC certification should be viewed as a continual developmental process rather than just a periodic grading exercise.

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