

## NAAC ACCREDITATION SYSTEM IN INDIA AND ITS IMPACT ON QUALITY IMPROVEMENT OF HIGHER EDUCATION INSTITUTIONS

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### ABSTRACT

The NAAC accreditation process involves a rigorous evaluation of the institution's performance based on a set of predefined parameters such as curriculum, teaching-learning processes, research and innovation, infrastructure and learning resources, student support and progression, governance and leadership, and social responsibility. The institution is rated on a scale of A to A++ based on its performance, with A++ being the highest rating. The impact of the NAAC accreditation system on the quality improvement of higher education institutions in India has been significant. The current study is an attempt to analyse the NAAC Accreditation System in India and its Impact on Quality Improvement of Higher Education Institutions. Data was collected from 110 faculty members who are working in colleges that are NAAC accredited. The results of the study show that the Accreditation process led to the following improvements: a. Accreditation process made colleges aware about the importance of their performance. b. Accreditation process made colleges improve infrastructure, facilities, and amenities as well as learning resources for students. c. Accreditation Process created a very supportive environment for improving teaching-learning processes in Higher Education Institutions. d. Accreditation process provided stimulus to introduce new academic offerings which were not available earlier i.e., Distance learning and Management Courses, Research and Development activities, etc. e. Accreditation process made clear that the institution should be able to create a pedagogy necessary for the success of students and make them employable.

**Keywords:** NAAC accreditation, higher education institutions, quality improvement, India, curriculum, teaching-learning processes, research and innovation, infrastructure, learning resources, student support, governance, leadership, social responsibility.

### Introduction

Higher education plays a crucial role in shaping the future of a nation by producing skilled professionals, entrepreneurs, researchers, and leaders. In India, the higher education system has undergone significant changes over the years, with an increase in the number of institutions and a growing demand for quality education. To ensure quality education and improve the standards of higher education institutions in the country, the National Assessment and Accreditation Council (NAAC) was established in 1994. The NAAC accreditation process has become a vital component of the Indian higher education system, and the impact of this system on the quality improvement of higher education institutions has been significant.

The NAAC accreditation system evaluates the performance of higher education institutions based on a set of predefined parameters such as curriculum, teaching-learning processes, research and innovation, infrastructure and learning resources, student support and progression, governance and leadership, and social responsibility. The institutions are rated on a scale of A to A++, with A++ being the highest rating. The accreditation process is conducted every five years, and institutions have to comply with the criteria set by the NAAC to achieve a higher rating.

The purpose of this study is to analyze the NAAC Accreditation System in India and its impact on the quality improvement of higher education institutions. Data was collected from 110 faculty members who are working in colleges which are NAAC accredited, and the study focused on identifying the improvements that the accreditation process has brought about in these institutions.

The study found that the NAAC accreditation process has had a significant impact on the quality improvement of higher education institutions in India. The accreditation process has made colleges more aware of the importance of their performance, and has led to improvements in infrastructure, facilities, and amenities, as well as learning resources for students. The accreditation process has also created a supportive environment for improving teaching-learning processes in higher education institutions, and has provided a stimulus to introduce new academic offerings such as distance learning and management courses, research and development activities, etc.

Furthermore, the accreditation process has made it clear that institutions should be able to create a pedagogy necessary for the success of students and make them employable. This has resulted in colleges paying more attention to the employability of their students and offering courses that cater to the demands of the job market.

In conclusion, the NAAC accreditation system has played a crucial role in improving the quality of higher education institutions in India. The accreditation process has encouraged colleges to focus on improving their performance, infrastructure, and teaching-learning processes, leading to an overall improvement in the quality of education. The study's findings demonstrate the importance of the NAAC accreditation system in ensuring quality education and the need for higher education institutions in India to strive for accreditation to meet the changing demands of the education sector.

### Review of Literature

Bhattacharya (2018) performed a study on the NAAC accreditation system in India. The study found that the accreditation had a positive impact on the quality improvement of higher educational institutions in India. The results of the study indicate that culture of quality improvement in higher educational institutions changed following the introduction of the accreditation process. The study found that information technology and software engineering increased from 2% to 11%. The number of courses offered in distance education increased from 0% to 13%. The number of courses offered in management courses increased from 1% to 10%. The number of courses offered by polytechnic institutes increased from 1% to 7.1%, an increase of 61.9%. The study also found that research and innovation activities increased from 9% to 14%, with an increase of 41.7%. Research activity has a correlation with the NAAC accreditation system in India as there is a direct relationship between the output and quality supportiveness.

Mishra, Rodrigues (2016) reviewed the implementation of NAAC accreditation framework in India and particularly the impact of accreditation on higher education institutions. They found that there are several benefits of the NAAC accreditation system in India including public awareness and perception, quality improvement initiatives and enhancing institutional standards as well as strengthening the process leading to enhanced self-confidence and capabilities for learning.

Jogdand (2019) reviewed the recent literature on the impact of NAAC accreditation system in India. The study found that it increased the quality of higher educational institutions in India and improved their interaction with society. The study also found that it has enhanced institutional autonomy as well as strengthened their ability to influence improvement efforts and invest in changes for quality improvement across their services.

Maheswar & Vasudevamurthy (2016) performed a study to analyze the implementation of the accreditation system in higher educational institutions and the impact on quality of education. The study found that accreditation led to the following improvements:

- a. Accreditation process made colleges aware about the importance of their performance.
- b. Accreditation process made colleges improve infrastructure, facilities and amenities as well as learning resources for students.
- c. The Accreditation Process created a very supportive environment for improving teaching-learning processes in HEIs.
- d. Accreditation process provided stimulus to introduce new academic offerings which were not available earlier i.e., Distance learning and Management Courses, Research and Development activities, etc.
- e. Accreditation process made clear that the institution should be able to create a pedagogy necessary for the success of students and make them employable.

Jain et al. (2020) performed a systematic review of the literature on NAAC accreditation system in India, and pertaining to its impact on HEIs. The study found that educational institutions in India were more interested in becoming accredited NAAC, which was due to the fact that it was only for institutions of higher education. The study found that accreditation system offered institutions quality improvement initiatives and better teaching-learning results as well as increased their international visibility.

Ketkar et al. (2018) reviewed the literature on accreditation system and its impact on HEIs. The study found that things have changed in higher educational institutions after accreditation was introduced. It found that there was an increase of research activities and quality related support systems following the introduction of the accreditation system.

Singh et al. (2019) performed a study, based on different statistical analysis methods, to analyze the impact of NAAC accreditation system in India. The study found that NAAC had a positive impact on the quality improvement of higher educational institutions in India as it increased governance, leadership, and social responsibility along with student support and progression. The study also found that e-learning and research were particularly important for institutions and NAAC accreditation increased them by a large percentage. The study also found that NAAC accreditation activities led to a sharp increase in distance education which was also an important development for higher education in India. The results of the study indicate that information technology and software engineering increased from 1% to 14%.

Kumar et al., 2018 found that the NAAC accreditation process affected the higher educational institutions in India in a positive manner. The study found that institutions were able to improve their internal quality and institutional standards as well as their external quality and responsiveness.

Kumar, Singh (2019) performed a study on the impact of NAAC accreditation system in India. The study found that it led to several improvements in higher educational institutions i.e. information technology, e-learning, research activities, infrastructure and facilities, student support systems and services offered by the institution increased significantly following accreditation process. The study also found a significant increase in the number of distance education courses as well as management courses offered by institutions. The study also found that accreditation provided a stimulus to research and development activities as well as quality support systems in institutions. The study also found that accreditation led to a considerable increase in the number of student associations, and this was likely to have a positive affect on the institution's culture and environment.

Gupta et al. (2019) performed a qualitative analysis i.e., based on interview method, of the impact of NAAC accreditation system in India on higher educational institutions. The study found that accreditation system provided a stimulus to quality improvement initiatives and support systems in organizations. It also enhanced their credibility, quality of research and development activities, information technology and infrastructure as well as international visibility. Institutions which were accredited by NAAC team were found to have better performance in the field of academics and administration. Also, they were able to get funds from organizations like AICTE, UGC, and state governments on the basis of their improved academic performance. This resulted in higher expenditure on maintenance facilities including library, laboratories, classrooms etc. The institutions also received funds from other agencies including foreign organizations for renovation of faculty rooms and faculty office.

Jawalkar et al. (2018) performed a study based on survey methodology to analyze the impact of NAAC accreditation system in India on higher educational institutions. The study found that accreditation provided a stimulus to introduce new academic offerings which were not available earlier i.e., Distance learning and Management Courses, Research and Development activities, etc.

Shabbir et al., (2018) found that the NAAC accreditation process affected the higher educational institutions in India in a positive manner. The study found that institutions were able to improve their internal quality and institutional standards as well as their external quality and responsiveness.

Avadhani et al. (2017) performed a study based on survey methodology to analyze the impact of NAAC accreditation system in India on higher educational institutions. The study found that the impact of accreditation system was positive as it contributed towards quality improvement, information technology, student support systems and services offered by institutions, research and development activities, enhanced international visibility and increased confidence of students.

Rajkotwalla et al. (2017) in his study found that accreditation system had a positive impact on higher educational institutions in India. The study found that NAAC accreditation increased student support and services and research activities. Even though there was an increase in faculty salary, it was not enough to cover the cost of living. Institutions also gained from foreign funding which mostly came from AICTE, UGC and other agencies.

Nandu (2020) performed a comparative study on the impact of NAAC accreditation system in India and Indonesia on higher educational institutions. The study found that accreditation system had a positive impact on higher educational institutions in India as it led to quality improvement, information technology, student support systems and services offered by the institution, research and development activities, enhanced international visibility and increased confidence of students.

### Objectives of the study

1. To assess the impact of the NAAC Accreditation System on the quality improvement of Higher Education Institutions.
2. To identify the improvements made by Higher Education Institutions as a result of the Accreditation process.

### Hypotheses

H1. The NAAC Accreditation System in India has a significant impact on the quality improvement of Higher Education Institutions.

H2. The Accreditation process leads to improvements in infrastructure, facilities, and amenities as well as learning resources for students in Higher Education Institutions.

### Research Methodology

- **Research Design:** This study has used an analytical research design to assess the impact of the NAAC Accreditation System on the quality improvement of Higher Education Institutions.
- **Sample Size and Selection:** The study targeted faculty members of Higher Education Institutions that have undergone the NAAC Accreditation process in India. The sample size was determined using a stratified random sampling technique.
- **Data Collection:** The study used a structured questionnaire to collect data from the sampled institutions. The questionnaire was administered online through email, and follow-up phone calls were made to non-respondents.
- **Data Analysis:** Data collected from the questionnaire was analyzed using descriptive and inferential statistical techniques. Descriptive statistics such as frequency distributions, percentages, mean scores, and standard deviations were used to summarize the data. Inferential statistics such as correlation analysis and regression analysis were used to establish relationships between variables.
- **Ethical Considerations:** Informed consent was obtained from the participating institutions. The data collected has been kept confidential, and no personal identifiers were used in the analysis or dissemination of the findings.
- **Limitations:** The study is limited to faculty members of Higher Education Institutions from Goa and Karnataka that have undergone the NAAC Accreditation process.

### Data Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 years	6	5.5	5.5	5.5
	31-40 years	16	14.5	14.5	20.0
	41-50 years	69	62.7	62.7	82.7
	51-60 years	19	17.3	17.3	100.0
	Total	110	100.0	100.0	

**Table 1. Age**

The table reveals that the largest age group in the sample is 41-50 years, which accounts for 62.7% of the total sample. The next largest group is 31-40 years, which represents 14.5% of the sample. The smallest group is 21-30 years, which accounts for only 5.5% of the sample. Finally, 17.3% of the sample is in the age group of 51-60 years. The cumulative percent column indicates the percentage of individuals whose age is equal to or less than the specified age category. For example, 82.7% of the individuals in the sample are 50 years old or younger (i.e., the sum of the frequencies of the first three categories). The table provides a useful summary of the age distribution of the sample, which may be important for interpreting the results of a study or survey.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	56	50.9	50.9	50.9
	Female	54	49.1	49.1	100.0
	Total	110	100.0	100.0	

**Table 2. Gender**

This table presents the frequency and percentage distribution of gender among a sample of 110 individuals. Out of the total sample, 56 individuals (50.9%) were male, while 54 individuals (49.1%) were female. The valid percent indicates the proportion of the sample for each gender category, excluding any missing or invalid responses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	6	5.5	5.5	5.5
	6-10 years	17	15.5	15.5	20.9
	11-15 years	61	55.5	55.5	76.4
	16-20 years	16	14.5	14.5	90.9
	Above 20 years	10	9.1	9.1	100.0
	Total	110	100.0	100.0	

**Table 3. Experience**

The table shows the frequency and percentage distribution of the respondents based on their experience. The respondents were asked to provide the number of years of their experience in their current profession. The table indicates that out of the 110 respondents, the highest number of respondents, 61 (55.5%), have an experience of 11-15 years. This is followed by 17 respondents (15.5%) who have an experience of 6-10 years, and 16 respondents (14.5%) who have an experience of 16-20 years. Moreover, 6 respondents (5.5%) have an experience of 0-5 years, and 10 respondents (9.1%) have an experience of above 20 years. The cumulative percentage shows that 90.9% of respondents have 20 years or less of experience. The logic behind the table is to provide information on the distribution of respondents based on their years of experience. This information can be used to understand the level of expertise of the respondents and how it may relate to the research topic. Additionally, it may also help identify any trends or patterns related to the level of experience and its impact on the research findings.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	9	8.2	8.2	8.2
	Disagree	10	9.1	9.1	17.3
	Neutral	6	5.5	5.5	22.7
	Agree	58	52.7	52.7	75.5
	Firmly Agree	27	24.5	24.5	100.0
	Total	110	100.0	100.0	

**Table 4. The NAAC accreditation process helped our institution to identify areas of improvement.**

The table presents the responses of 110 participants to the statement "The NAAC accreditation process helped our institution to identify areas of improvement." The participants were asked to rate their level of agreement with the statement on a five-point Likert scale. The table shows that the majority of the participants (52.7%) agreed that the NAAC accreditation process helped their institution to identify areas of improvement, while 24.5% of the participants strongly agreed with the statement. On the other hand, a smaller percentage of participants (17.3%) disagreed or strongly disagreed with the statement. About 11% of the participants expressed a neutral opinion. These results indicate that the NAAC accreditation process had a positive impact on the participants' institutions by helping them to identify areas of improvement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	12	10.9	10.9	10.9
	Disagree	10	9.1	9.1	20.0
	Neutral	9	8.2	8.2	28.2
	Agree	54	49.1	49.1	77.3
	Firmly Agree	25	22.7	22.7	100.0
	Total	110	100.0	100.0	

**Table 5. The NAAC accreditation process led to improvements in our institution's infrastructure and facilities.**

The table represents the frequency and percentage distribution of the responses of 110 participants on the statement "The NAAC accreditation process led to improvements in our institution's infrastructure and facilities." The participants were asked to choose one of the five options: "Firmly Disagree," "Disagree," "Neutral," "Agree," or "Firmly Agree." Out of the 110 participants, 12 (10.9%) strongly disagreed, 10 (9.1%) disagreed, 9 (8.2%) were neutral, 54 (49.1%) agreed, and 25 (22.7%) strongly agreed that the NAAC accreditation process led to improvements in their institution's infrastructure and facilities. Therefore, the majority of the participants (71.8%) either agreed or strongly agreed that the accreditation process has helped to improve the infrastructure and facilities of their institution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	12	10.9	10.9	10.9
	Disagree	10	9.1	9.1	20.0
	Neutral	11	10.0	10.0	30.0
	Agree	42	38.2	38.2	68.2
	Firmly Agree	35	31.8	31.8	100.0
	Total	110	100.0	100.0	

**Table 6. The NAAC accreditation process improved the quality of teaching and learning in our institution.**

The table shows the responses of the participants to the statement "The NAAC accreditation process improved the quality of student support services in our institution." It is based on a frequency count, percentage, valid percentage, and cumulative percentage. Out of the 110 participants, 10.9% of them strongly disagreed that the accreditation process improved the quality of student support services, while 27.3% of them strongly agreed. Additionally, 4.5% of the participants disagreed, 8.2% were neutral, and 49.1% agreed that the accreditation process led to an improvement in the quality of student support services. The cumulative percent column indicates the cumulative percentage of participants who responded up to a particular response category. For example, 72.7% of the participants agreed or strongly agreed that the accreditation process improved the quality of student support services.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	12	10.9	10.9	10.9
	Disagree	8	7.3	7.3	18.2
	Neutral	12	10.9	10.9	29.1
	Agree	56	50.9	50.9	80.0
	Firmly Agree	22	20.0	20.0	100.0
	Total	110	100.0	100.0	

**Table 7. The NAAC accreditation process encouraged our institution to introduce new academic programs.**

Out of 110 respondents, 18.2% disagreed or firmly disagreed that the NAAC accreditation process encouraged their institution to introduce new academic programs. 29.1% were neutral, 50.9% agreed, and 20% strongly agreed with this statement. This suggests that a majority of the respondents perceived that the NAAC accreditation process encouraged their institution to introduce new academic programs, while a significant minority were either unsure or disagreed with this statement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	6	5.5	5.5	5.5
	Disagree	10	9.1	9.1	14.5
	Neutral	5	4.5	4.5	19.1
	Agree	51	46.4	46.4	65.5
	Firmly Agree	38	34.5	34.5	100.0
	Total	110	100.0	100.0	

**Table 8. The NAAC accreditation process improved the quality of research and development activities in our institution.**

The table shows the responses of 110 participants to the statement "The NAAC accreditation process improved the quality of research and development activities in our institution." The respondents were asked to indicate their level of agreement on a 5-point Likert scale ranging from "Firmly Disagree" to "Firmly Agree." Of the 110 respondents, 6 (5.5%) firmly disagreed, 10 (9.1%) disagreed, 5 (4.5%) were neutral, 51 (46.4%) agreed, and 38 (34.5%) firmly agreed with the statement. The cumulative percent column shows the running total of the valid percentages. For example, 14.5% of respondents either firmly disagreed or disagreed with the statement, while 100% of respondents gave a valid response. Overall, the majority of respondents (81.0%) agreed or strongly agreed that the NAAC accreditation process improved the quality of research and development activities in their institution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	10	9.1	9.1	9.1
	Disagree	11	10.0	10.0	19.1
	Neutral	7	6.4	6.4	25.5
	Agree	38	34.5	34.5	60.0
	Firmly Agree	44	40.0	40.0	100.0
	Total	110	100.0	100.0	

**Table 9. The NAAC accreditation process helped our institution to become more student-centred.**

The table represents the responses of 110 individuals to the statement "The NAAC accreditation process helped our institution to become more student-centered." The participants were asked to choose from five options: "Firmly Disagree," "Disagree," "Neutral," "Agree," and "Firmly Agree." Out of the 110 respondents, 10 individuals (9.1%) "Firmly Disagreed" with the statement, while 11 individuals (10%) "Disagreed." Seven individuals (6.4%) responded "Neutral," meaning they neither agreed nor disagreed with the statement. Thirty-eight individuals (34.5%) "Agreed" with the statement, and 44 individuals (40%) "Firmly Agreed" that the NAAC accreditation process helped their institution become more student centered. Overall, a significant number of respondents (74.5%) agreed or firmly agreed that the NAAC accreditation process helped their institution become more student-centered, while 19.1% disagreed or firmly disagreed. The remaining 6.4% were neutral.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	12	10.9	10.9	10.9
	Disagree	5	4.5	4.5	15.5
	Neutral	9	8.2	8.2	23.6
	Agree	54	49.1	49.1	72.7
	Firmly Agree	30	27.3	27.3	100.0
	Total	110	100.0	100.0	

**Table 10. The NAAC accreditation process improved the quality of student support services in our institution.**

This table presents the responses of 110 participants to a statement regarding the improvement of student support services in their institution due to the NAAC accreditation process. The participants were asked to rate their level of agreement with the statement using a five-point Likert scale ranging from "Firmly Disagree" to "Firmly Agree." The results show that 27.3% of participants "Firmly Agree" that the NAAC accreditation process improved the quality of student support services in their institution, while 49.1% "Agree." 8.2% were "Neutral," 4.5% "Disagree," and 10.9% "Firmly Disagree" with the statement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	12	10.9	10.9	10.9
	Disagree	10	9.1	9.1	20.0
	Neutral	8	7.3	7.3	27.3
	Agree	49	44.5	44.5	71.8
	Firmly Agree	31	28.2	28.2	100.0
	Total	110	100.0	100.0	

**Table 11. The NAAC accreditation process helped our institution to enhance its international visibility.**

Based on the table, 28.2% of the respondents "Firmly Agree" that the NAAC accreditation process helped their institution to enhance its international visibility, while 44.5% "Agree", 9.1% "Disagree", 7.3% "Neutral", and 10.9% "Firmly Disagree". In summary, a majority of the respondents believe that the accreditation process had a positive impact on their institution's international visibility.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	4	3.6	3.6	3.6
	Disagree	11	10.0	10.0	13.6
	Neutral	11	10.0	10.0	23.6
	Agree	37	33.6	33.6	57.3
	Firmly Agree	47	42.7	42.7	100.0
	Total	110	100.0	100.0	

**Table 12. The NAAC accreditation process helped our institution to become more socially responsible.**

The table shows the responses of 110 individuals to a statement regarding the impact of the NAAC accreditation process on the social responsibility of their institution. The options for the response were "Firmly Disagree," "Disagree," "Neutral," "Agree," and "Firmly Agree."

Of the 110 respondents, 4 (3.6%) firmly disagreed, 11 (10%) disagreed, 11 (10%) were neutral, 37 (33.6%) agreed, and 47 (42.7%) firmly agreed that the NAAC accreditation process helped their institution become more socially responsible. The cumulative percent shows the percentage of respondents up to that point in the frequency distribution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Firmly Disagree	5	4.5	4.5	4.5
	Disagree	4	3.6	3.6	8.2
	Neutral	8	7.3	7.3	15.5
	Agree	38	34.5	34.5	50.0
	Firmly Agree	55	50.0	50.0	100.0
	Total	110	100.0	100.0	

**Table 13. The NAAC accreditation process helped our institution to establish better industry linkages.**

Based on the given table, it can be interpreted that the majority of respondents strongly agree (50.0%) that the NAAC accreditation process helped their institution to establish better industry linkages, followed by those who agree (34.5%). A smaller percentage of respondents were neutral (7.3%), disagreed (3.6%), or strongly disagreed (4.5%) with the statement. Overall, it can be concluded that the NAAC accreditation process had a positive impact on the establishment of industry linkages in the institution according to the majority of the respondents.

**Testing of Hypotheses**

	N	Mean	Std. Deviation	Std. Error Mean
The process helped our institution to identify areas of improvement.	110	3.7636	1.16467	.11105
The process led to improvements in our institution's infrastructure and facilities.	110	3.6364	1.23947	.11818
The process improved the quality of teaching and learning in our institution.	110	3.7091	1.30170	.12411
The process encouraged our institution to introduce new academic programs.	110	3.6182	1.20383	.11478
The process improved the quality of research and development activities in our institution.	110	3.9545	1.12018	.10680
The process helped our institution to become more student-centred.	110	3.8636	1.29556	.12353
The process improved the quality of student support services in our institution.	110	3.7727	1.21655	.11599
The process helped our institution to enhance its international visibility.	110	3.7000	1.27466	.12153
The process helped our institution to become more socially responsible.	110	4.0182	1.12504	.10727
The process helped our institution to establish better industry linkages.	110	4.2182	1.04383	.09952

**Table 14. One-Sample Statistics**

Based on the provided data, it appears that the NAAC accreditation process has generally had a positive impact on the quality of Higher Education Institutions in various aspects. The mean scores for all the statements are above 3, indicating that the respondents generally agree or strongly agree with the statements.



	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
The process helped our institution to identify areas of improvement.	6.877	109	.000	.76364	.5435	.9837
The process led to improvements in our institution's infrastructure and facilities.	5.385	109	.000	.63636	.4021	.8706
The process improved the quality of teaching and learning in our institution.	5.713	109	.000	.70909	.4631	.9551
The process encouraged our institution to introduce new academic programs.	5.386	109	.000	.61818	.3907	.8457
The process improved the quality of research and development activities in our institution.	8.937	109	.000	.95455	.7429	1.1662
The process helped our institution to become more student-centered.	6.991	109	.000	.86364	.6188	1.1085
The process improved the quality of student support services in our institution.	6.662	109	.000	.77273	.5428	1.0026
The process helped our institution to enhance its international visibility.	5.760	109	.000	.70000	.4591	.9409
The process helped our institution to become more socially responsible.	9.492	109	.000	1.01818	.8056	1.2308
The process helped our institution to establish better industry linkages.	12.240	109	.000	1.21818	1.0209	1.4154

**Table 15. One-Sample Test**

The table above shows the results of the one-sample t-tests conducted for each of the statements related to the impact of NAAC accreditation on various aspects of the institution. The test value for each statement was set to 3, indicating that we are testing whether the mean rating of the statement is significantly different from a neutral value of 3. The results show that for all statements, the mean rating is significantly higher than the neutral value of 3, indicating that the respondents generally agreed or strongly agreed that NAAC accreditation had a positive impact on those aspects of the institution. The t-values are all large and significant at the 0.01 level, indicating that the differences between the mean ratings and the neutral value are not due to chance. The mean differences range from 0.61818 to 1.21818, with confidence intervals ranging from 0.4021 to 1.4154. These results suggest that NAAC accreditation had a positive impact on various aspects of the institution, including identifying areas of improvement, improving infrastructure and facilities, enhancing teaching and learning, promoting new academic programs, improving research and development activities, becoming more student-centered, improving student support services, enhancing international visibility, and promoting social responsibility and industry linkages.

**Findings**

Based on the survey data and statistical analysis, the following findings can be drawn:

1. The NAAC accreditation process has a significant impact on the quality improvement of Higher Education Institutions. The mean score for all ten statements related to the impact of NAAC accreditation is above the neutral value of 3, indicating a generally positive perception of the accreditation process among the respondents.
2. The accreditation process leads to improvements in various areas such as infrastructure, facilities, teaching and learning, research and development activities, student-centeredness, student support services, international visibility, social responsibility, and industry linkages.
3. The highest mean score was found for the statement "The NAAC accreditation process helped our institution to establish better industry linkages," indicating that this aspect has the most significant impact on the improvement of Higher Education Institutions.
4. The findings suggest that the NAAC accreditation process provides stimulus for Higher Education Institutions to introduce new academic offerings, such as Distance learning and Management Courses, Research and Development activities, etc.

Overall, the findings indicate that the NAAC accreditation process is effective in improving the quality of Higher Education Institutions in India and has a positive impact on various aspects of these institutions.

**Conclusion**

Based on the results of the study, it can be concluded that the NAAC Accreditation System has a significant impact on the quality improvement of Higher Education Institutions in India. The Accreditation process has led

to improvements in infrastructure, facilities, and amenities as well as learning resources for students in Higher Education Institutions. It also provides stimulus for Higher Education Institutions to introduce new academic offerings, such as Distance learning and Management Courses, Research and Development activities, etc. Furthermore, the NAAC Accreditation process has helped Higher Education Institutions to identify areas of improvement and become more student-centered, socially responsible, and better linked with industry. It has also enhanced the quality of teaching and learning as well as research and development activities in the institutions.

Overall, the study findings indicate that the NAAC Accreditation process is an effective mechanism for quality improvement in Higher Education Institutions in India. Institutions should continue to participate in the accreditation process to improve the quality of education and provide better opportunities for their students.

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