



Updated NAAC Framework in Alignment with New Education Policy

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ARTICLE DETAILS

Research Paper

Keywords:

*NAAC, NEP, Education
Policy*

DOI:

10.5281/zenodo.14108037

ABSTRACT

The National Assessment and Accreditation Council (NAAC) has been established to allow institutions to voluntarily evaluate their performance through peer team inspections. NAAC Reforms are actively seeking to enhance assessment and accreditation of higher education institutions. These reforms have a significant impact on the quality outlined in the new education policy. NAAC Reforms are equipped with ICT-enabled mechanisms and are characterized by transparency and robustness. The new Education Policy report emphasizes both qualitative and quantitative matrix orientations. The Annual Quality Assurance Report (AQAR) has advocated for qualitative and quantitative matrix orientations starting from the academic years. The new higher education system involves revised NAAC Reforms that focus on innovations and updating the accreditation process. These revisions introduce quality concepts such as Student Satisfaction Surveys (SSS), Data Validation and Verification (DVV), benchmarking, innovation, ecosystems, alumni engagement, institutional values, and distinctiveness in the accreditation process. Higher education institutions are encouraged to manage quality and foster innovation in alignment with the new education policy to enhance quality management and address employability and market trends in a globally competitive environment.

1. INTRODUCTION:

The education of teachers is fundamentally pivotal in shaping and forging a progressive future by cultivating a cadre of competent, knowledgeable, and efficient educators who can meet the demands of a rapidly evolving educational landscape. The National Assessment and Accreditation Council (NAAC) Reform plays an indispensable and crucial role in the assessment and accreditation of higher education institutions across India, serving as a cornerstone in the country's pursuit of academic excellence. NAAC Reform meticulously evaluates a diverse array of elements that contribute to the overall quality of higher education, with a particular focus on enhancing teaching effectiveness, thereby ensuring that educational delivery meets the highest standards. As outlined by Aggarwal and Aggarwal (2024), NAAC Reform acts as a quality benchmark that is essential for Indian higher education institutions, ensuring adherence to established regulations while simultaneously fostering an environment that promotes continuous improvement and innovation. The objectives of the NAAC Reform are multifaceted, aiming to thoroughly assess and enhance educational policies and practices to significantly improve the quality and efficacy of higher education institutions in India. Additionally, NAAC Reform emphasizes the importance of accountability and transparency in institutional operations, encouraging a culture of self-evaluation and institutional introspection to achieve sustained quality enhancement. Through these comprehensive measures, NAAC Reform contributes to the broader goals of elevating the educational standards and global competitiveness of Indian higher education.

2. TEACHING EFFECTIVENESS:

The concept of teaching effectiveness encompasses a variety of dimensions, which are not limited solely to pedagogical expertise but also include essential traits such as classroom management skills and adaptability in various educational settings [1]. This particular term is frequently employed to assess the success of educators within Higher Educational Institutions (HEIs) as well as other specific responsibilities that are tied to their professional roles. Teaching effectiveness is considered synonymous with teacher excellence or the achievement of the highest level of productivity in the educational field (Bhullar, 2023) [2]. Good (2024) described teaching effectiveness as "the capacity to engage with students effectively, showcasing intellectual competence, teaching efficiency, and addressing social needs." According to Hunt (2024), teaching effectiveness is defined as "a compilation of attributes, skills, behaviors, and actions taken by teachers at all educational levels to attain optimal and desired

results. Effective educators play a crucial role in significantly enhancing student achievements and elevating the overall quality of education provided."

3. RESEARCHER SCOPE:

To fulfill the aforementioned objectives, this study was conducted. The research was accomplished by gathering data. Secondary data was sourced from journal publications and websites.

4. REFORMATION OBJECTIVES FOR CASE STUDY:

The recent modifications to the accreditation process have necessitated the development and implementation of a comprehensive new educational policy tailored specifically for higher education institutions. In the context of India, the mission and overarching goals associated with providing quality education have undergone significant evolution, largely in response to the substantial population growth and the expansive proliferation of institutions experienced over the past few decades. This evolution in the educational landscape has been reflected in the revised accreditation standards introduced through the National Assessment and Accreditation Council (NAAC) Reform, which signifies a strategic and structured approach to ensuring quality assurance within the framework of the new education policy slated for 2024. This reform aims to enhance the educational standards by setting rigorous benchmarks and facilitating continuous improvement across institutions. By doing so, it seeks to align Indian higher education with international standards, addressing challenges related to globalization and competitiveness. This evolution reflects a broader commitment to uplifting the quality of education, providing students with crucial skills for the future, while ensuring institutions maintain relevance and productivity in an increasingly interconnected world.

4.1. Vision for NAAC:

Evaluating the quality components of India's new education policy, alongside initiatives for promotion and sustainability.

4.2. Mission for NAAC:

The NAAC Reform aims to implement new strategies and initiatives, as outlined below:

- To organize the assessment and accreditation of higher education institutions or specific academic projects.

- To promote an ICT-based evaluation system within academic environments to enhance quality in higher education institutions.
- To encourage self-evaluation and autonomy as per the new education policy.
- To collaborate with the new education policy to ensure quality evaluation and sustainability.

4.3. Core Values for NAAC:

The planned integration of Information and Communication Technologies (ICTs) into the teaching-learning process, scheduled for implementation in 2024, marks a significant shift towards leveraging technological advancements to enhance educational experiences. In response to comprehensive global changes in educational policies and the evolving landscape of quality assessment, the National Assessment and Accreditation Council (NAAC) has embraced various innovative approaches, prominently featuring a new evaluation system anchored in ICT. Within its newly revised framework, the NAAC Reform emphasizes five fundamental core values that guide its strategic direction: Firstly, contributing to national development by ensuring that educational institutions play a pivotal role in the nation's socio-economic growth; secondly, fostering global competence in students, equipping them with the skills necessary to thrive in an increasingly interconnected world; thirdly, inculcating a robust ethical system among students, thereby nurturing individuals who are not only knowledgeable but also morally responsible; fourthly, promoting the effective use of technology as an essential component in modern education, thus preparing students for the digital age; and finally, pursuing excellence through continuous improvement and innovation in teaching methodologies and institutional practices. These core values collectively aim to elevate educational standards and better prepare students to meet both current and future challenges. The primary goals of the new education policy are the attainment of academic knowledge, the cultivation of personality, and the enhancement of societal contributions.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has asserted that education is founded upon several pillars

- An educational process for acquiring knowledge.
- An educational process for acquiring practical skills.
- An educational process for fostering kindness and ethical behavior toward others.
- An educational process for cohabiting harmoniously with family and society.

The objectives of this paper,

1. To conduct a comprehensive examination of the effectiveness of teaching in accordance with NAAC standards and criteria.
2. To investigate the impact of NAAC Reform on the assessment and accreditation processes within the framework of the new education policy.
3. To identify and analyze the challenges encountered in implementing the new education policy to align with the stringent benchmarks set by NAAC Reform.

5. ASSESSMENT AND ACCREDITATION (A&A) FRAMEWORK:

The National Assessment and Accreditation Council (NAAC) plays an integral role in assuring the quality of Higher Education Institutions (HEIs) in India in 2024. As an autonomous entity, NAAC Reform is responsible for evaluating and accrediting institutions based on rigorous criteria. NAAC Reform evaluates institutions on various parameters, including infrastructure, teaching and learning processes, faculty qualifications, and research output. Its accreditation process involves a comprehensive assessment of these aspects, thereby promoting excellence in higher education and fostering institutional development.

The accreditation granted by the National Assessment and Accreditation Council (NAAC) in India is widely esteemed and frequently regarded as a definitive standard for evaluating the quality and effectiveness of educational institutions across the country. Institutions that successfully achieve NAAC accreditation demonstrate their unwavering commitment to enhancing their academic and infrastructural stature, thereby making significant efforts to uphold educational excellence and institutional integrity. Such accreditation not only elevates the institution's reputation among its peers but also plays a crucial role in attracting talented students and distinguished faculty members who are seeking a conducive and enriching academic environment. Moreover, NAAC accreditation serves as a testament to an institution's adherence to rigorous quality benchmarks, reflecting its dedication to continuous improvement, transparency, and accountability in all its educational endeavors. Consequently, this recognition enhances the competitive edge of accredited institutions in both national and international educational landscapes, thereby furthering opportunities for collaborations, funding, and research.

6. INSTITUTIONALIZATION OF SELF-EVALUATION AND PEER EVALUATION:

The Internal Quality Assurance Cell (IQAC) within each educational institution plays a critical and multifaceted role in overseeing and managing the comprehensive processes of assessment and accreditation, ensuring that these are conducted with the highest standards. This governance body is pivotal not only in implementing effective practices but also in spearheading various quality initiatives that contribute to the institution's overall academic and operational excellence. Through its concerted efforts, regular advancements in quality enhancement are realized, fostering a robust and sustainable culture of quality within the educational environment. This cultivated quality culture is instrumental in ensuring that institutions evolve and adapt to contemporary educational challenges. The funding outcomes and financial support necessary for these activities are closely associated with various governmental and professional bodies, including the Ministry of Human Resource Development (MHRD), the National Council for Teacher Education (NCTE), and the Dental Council of India (DCI). These associations underscore the importance of alignment between institutional quality objectives and national educational standards, ensuring a coherent and unified approach to enhancing education quality across the country.

a) NAAC Peer Teams:

NAAC Reform to Align an outcome of document has three parts:

Part I: For Peer Team Reports

- Option 1: Pertaining to General Information of Higher Education Institutions.
- Option 2: Relating to Criterion-wise Analysis of Indicators. This will constitute a qualitative, descriptive assessment focused on critical examination and identification of weaknesses in each criterion.
- Option 3: Concerning Overall Analysis, which encompasses the institutional strengths, opportunities, and challenges.
- Option 4: Pertaining to Recommendations for Quality Enhancement of Higher Education Institutions.

Part II : Graphically Analysis base on Quantitate Metrics

This section will present a system-generated quality profile of the Higher Education Institutions (HEIs) being evaluated, based on a statistical analysis of quantitative data as assessed by the NAAC Reform for quality indicators. The qualities of the institutions will be represented through a specific indicator.

The CGPA and The Letters Grade Status is as follows:

- Between 3..51 – 4..00, A++ Accreditate
- Between 3..26 – 3..50, A+ Accreditate
- Between 3..01 – 3..25, A Accreditate
- Between 2..76 – 3..00, B++ Accreditate
- Between 2..51 – 2..75, B+ Accreditate
- Between 2..01 – 2..50, B Accreditate
- Between 1..51 – 2..00, C Accreditate
- $\leq 1..50$, D Not Accreditate

Part III: Institute Analyzing Grades Sheets

The document involves the analysis of institutional grade sheets, which are determined by both qualitative and quantitative indicators, alongside a student satisfaction survey utilizing established calculations and methodologies. It is titled 'NAAC Reform Accredits Outcome 2024' and is available on the institutional website in addition to being hosted on the NAAC Reform website.

b) NAAC's reforms: To Impacts and Expected Outcomes 2024:

Expected outcomes of NAAC's reforms are summarized as below:

- To mitigate the variability in peer team evaluations.
- To foster competition by establishing quantitative benchmarks.
- To enhance the analysis of data management practices within Higher Education Institutions (HEIs).
- To augment the use of Information and Communication Technology (ICT) in teaching and learning for quality enhancement.
- To integrate engagement and feedback mechanisms for quality advancement, focusing on key indicators such as feedback systems, student surveys, and alumni involvement.

- To introduce Outcome-Based Education (OBE).
- To strengthen institutional values and best practices through the reinforcement of ethical principles.

c) Institution for qualities cultural

The advancement of gender sensitivity initiatives on campus. The encouragement of inclusive practices, such as reservation policies and cultivating a welcoming campus environment. The enhancement of e-library resources to ensure easy access for students. Analysis of research within the university, including metrics such as patents, citations, and H-index. The emphasis on correlating academic pursuits with real-world applications

d) Introducing new concept of externals agency.

- To promote student mobility.
- To acknowledge and embrace diversity.
- To provide empowerment opportunities for faculty and researchers, including faculty development programs, seed funding, and awards.
- To advocate for eco-friendly practices on campus

e) Suitability of framework for HEIs (Sanskrit, etc.)

The ongoing NAAC Reform initiative has played a pivotal role in systematically organizing and streamlining the accreditation process specifically tailored for higher education institutions that offer programs centered on the traditional disciplines of Sanskrit, Yoga, dance, and music. As part of the NAAC Reform 2024 initiative, this effort has culminated in the development of comprehensive and detailed assessment manuals designed explicitly for academic programs specializing in Yoga and Sanskrit. These manuals serve as critical tools for institutions, ensuring that educational standards are maintained while accommodating the unique pedagogical and cultural requirements of these ancient and revered fields. By providing clear guidelines and criteria, the NAAC Reform aims to enhance the credibility and quality of these programs, aligning them with contemporary academic benchmarks while preserving their intrinsic cultural values. Additionally, the initiative recognizes the importance of these disciplines in promoting holistic education and cultural preservation, thereby encouraging a more integrative approach in the higher education landscape. Through these efforts, the NAAC Reform not

only supports educational excellence but also fosters a deeper appreciation and understanding of India's rich cultural heritage.

f) Regarding Concerns: Correlation of CGPA with Funding Opportunities.

The re-evaluation process has underscored the intricate and significant connections between the NAAC Reform 2024 outcomes and the allocation of funding from notable entities such as the University Grants Commission (UGC) and the Ministry of Human Resource Development's Rashtriya Uchchar Shiksha Abhiyan (MHRD-RUSA), among others. Institutions that achieve higher ratings in these evaluations are more likely to receive increased financial support, which can significantly enhance their infrastructure, research capabilities, and overall educational offerings. Consequently, this additional funding creates a positive feedback loop where well-performing institutions can continue to improve and innovate. Conversely, those higher education institutions that perform poorly in these assessments experience adverse impacts due to limited financial resources, which may hinder their developmental prospects and ability to provide quality education. This disparity in funding and resources further exacerbates the educational divide, necessitating a consideration of alternative mechanisms to support underperforming institutions in overcoming existing challenges. The evaluation processes thus become a critical factor influencing the strategic planning and operational capacities of educational institutions within the framework of national educational policy.

g) Regarding Alumni Engagement Initiatives.

The term "Alumni's Engagemental Activities" underscores the pivotal role that alumni engagement plays in augmenting the academic environment and enhancing the overall institutional quality. Alumni are an essential component of this quality improvement process, largely due to their ability to offer diverse contributions that significantly benefit the institution. One of the most impactful forms of support provided by alumni is financial assistance, which can manifest in various ways, such as funding scholarships, endowing faculty positions, or supporting infrastructural development projects. As institutions look towards the year 2024 and beyond, leveraging alumni contributions will become increasingly crucial for sustaining growth, fostering innovation, and maintaining competitive academic standards. Additionally, alumni can offer mentorship and professional networking opportunities, thereby enriching the educational experience for current students and enhancing their career prospects upon graduation. Consequently, fostering strong, ongoing relationships with alumni is essential for institutions aiming to thrive in an increasingly competitive educational landscape.

h) To Innovation Ecosystem

The concept of the Innovation Ecosystem 2024 serves as a crucial key indicator in the enhancement of institutional quality by describing and evaluating the innovative practices within such entities. This framework can effectively address various dimensions of an institution's innovative capabilities, such as the development and management of incubation centers, which nurture emerging ideas and foster entrepreneurial ventures. Additionally, the organization of workshops and seminars focusing on Intellectual Property Rights (IPR) provides crucial knowledge and tools for protecting and leveraging intellectual assets. Such initiatives are imperative for bridging the gap between industrial and academic sectors through collaborative innovative practices, thereby facilitating mutual growth and progress. Furthermore, implementing institutional mechanisms to recognize and celebrate innovation through awards and supporting start-ups on campus significantly contributes to a vibrant entrepreneurial culture. This comprehensive approach not only stimulates creativity and ingenuity but also equips the institution with the ability to adapt and excel in an ever-evolving global landscape.

7. Conclusion

The New Education Policies 2024 are poised to significantly contribute to the economic and social development of the nation in the coming decades. These policies place a strong emphasis on educational reform, particularly through the imperative restructuring and enhancement of the National Assessment and Accreditation Council (NAAC) as part of the NEP 2024. This visionary overhaul foresees the establishment of a National Accreditation Council (NAC) under the proposed auspices of the Higher Education Commission of India (HECI), underscoring a commitment to elevating the standards of higher education across the country. Engaging with the documentation processes required for the NAAC Reform of 2024 demands a considerable investment of time and effort, as it involves the meticulous collection of comprehensive data, the detailed writing of extensive reports, and the thorough preparation of documentation that aligns with the new NAAC Framework. These steps are crucial for ensuring that educational institutions adhere to the enhanced quality standards and accountability measures envisaged by the policy. The reforms aim not only to improve institutional performance but also to facilitate a more robust and transparent framework for higher education accreditation, ultimately impacting the broader educational landscape and reinforcing the country's position in the global academic community.

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