

Impact Of Accreditation On Indian Educational System: A Teacher Perspective

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Abstract:

In India, accreditation mechanisms, spearheaded by the National Assessment and Accreditation Council (NAAC) and the National Board of Accreditation (NBA), are instrumental in assessing and upholding the quality of education in India. This paper investigates the impact of accreditation on the Indian educational system from the perspective of teachers. Drawing insights from a faculty survey, which delves into issues such as time allocation, mental and physical well-being, and time management, this paper offers a comprehensive analysis of the challenges faced by teachers in navigating accreditation requirements. By examining the expected impact versus the reality of accreditation, this study underscores the need for proactive measures to support faculty and enhance the effectiveness of accreditation processes in promoting quality education and academic excellence.

Key words : Accreditation , Indian Education System , NAAC , NBA,

1. INTRODUCTION:

The National Assessment and Accreditation Council (NAAC) [1] and the National Board of Accreditation (NBA) [2] are important bodies to assess the quality of education in India. The NBA is an autonomous body in India that operates under the aegis of the All India Council for Technical Education (AICTE). Its primary function is to assess and accredit technical education programs in engineering and technology, management, pharmacy, architecture etc. The NBA evaluates the quality and standard of education provided by technical institutions based on predetermined criteria and benchmarks. Institutions voluntarily seek accreditation from the NBA to demonstrate their commitment to quality improvement and excellence in technical education.

Accreditation by the NBA signifies that an institution or program meets or exceeds certain standards of quality in terms of infrastructure, faculty qualifications, teaching-learning processes, curriculum, research and development activities, industry interaction, student outcomes, and continuous improvement mechanisms. NBA accreditation is highly regarded in India and is often used by institutions to enhance their reputation, attract students and faculty, and improve their academic standards. It also serves as a benchmark for employers and other stakeholders in assessing the quality of technical education programs.

NAAC stands for the National Assessment and Accreditation Council. It is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit higher education institutions in the country. The primary objective of NAAC is to promote and maintain the quality and excellence of higher education institutions through a process of assessment and accreditation. NAAC evaluates universities, colleges, and other higher education institutions based on various parameters such as curricular aspects, teaching-learning and evaluation processes, research and innovations, infrastructure and learning resources, governance, and institutional values. Institutions were awarded grades based on their performance, with accreditation statuses ranging from A++, A+, A, B++, B+, B, and C.

Both the National Board of Accreditation (NBA) and the National Assessment and Accreditation Council (NAAC) require institutions to fill out a self-assessment report as part of the accreditation process. These

reports are crucial components of the accreditation process as they provide detailed information about the institution's infrastructure, resources, academic programs, governance, and overall performance.

In both cases, the self-assessment report (SAR)/ self-study report (SSR) plays a critical role in the accreditation process as it provides a comprehensive overview of the institution's strengths, weaknesses, and areas for improvement. It helps accreditation agencies to make informed decisions about the quality and performance of the institution or program.

I.The expected impact of accreditation by NAAC and NBA on quality of education can be significant in several ways as mentioned below:

- i.Quality Assurance: Accreditation by NAAC and NBA serves as a validation of the quality of education and infrastructure provided by the institution. This can enhance the credibility and reputation of the institution hosting the Teaching Learning Process (TLP), making it more attractive to participants.
- ii.Recognition: Institutions accredited by NAAC and NBA are often recognized for meeting high standards of quality in education. This recognition can attract more participants to the TLP, as they may perceive it as a mark of quality in professional development.
- iii.Access to Resources: Accredited institutions can have access to more resources, both financial and academic, which can benefit the TLP. This could include funding opportunities, access to research grants, and collaboration with other accredited institutions, enhancing the scope and impact of the TLP.
- iv.Professional Development: Accreditation by NAAC and NBA often involves continuous quality improvement efforts, which can translate into better professional development opportunities for faculty and staff involved in the TLP. This can include training programs, workshops, and conferences aimed at enhancing teaching and learning practices.
- v.Global Recognition: Accreditation by NAAC and NBA can enhance the global recognition of the institution hosting the TLP. This may attract participants from around the world who seek professional development opportunities in a reputable institution.

Overall, accreditation by NAAC and NBA can have a positive impact on the TLP by enhancing its credibility, attracting participants, providing access to resources, fostering professional development, and increasing global recognition.

II.The expected impact of NAAC (National Assessment and Accreditation Council) and NBA (National Board of Accreditation) accreditation on the teaching and learning process (TLP) is as mentioned below:

- i.Quality Enhancement: NAAC and NBA accreditation processes emphasize quality improvement in various aspects of education, including teaching and learning. Institutions striving for accreditation often implement measures to enhance teaching methods, curriculum design, and learning outcomes.
- ii.Curriculum Development: Accreditation criteria often include benchmarks for curriculum design and relevance to industry standards. Autonomous Institutions may update their curriculum to align with these standards, ensuring that students receive education that is up-to-date and meets the needs of the industry.
- iii.Faculty Development: NAAC and NBA accreditation typically require institutions to invest in faculty development initiatives. This may include training programs, workshops, and seminars aimed at improving teaching methodologies, assessment practices, and subject knowledge among faculty members.
- iv.Student-Centric Approach: Accreditation processes often emphasize student-centered learning approaches and the use of innovative teaching methods. Institutions may adopt active learning strategies, collaborative projects, and experiential learning opportunities to enhance student engagement and success.
- v.Infrastructure and Resources: Accreditation criteria often include standards for infrastructure, facilities, and learning resources. Institutions may invest in improving classrooms, laboratories, libraries, and technology infrastructure to support effective teaching and learning.
- vi.Assessment and Evaluation: Accreditation processes encourage institutions to implement robust assessment and evaluation mechanisms to monitor student learning outcomes. This may involve developing standardized tests, implementing continuous assessment methods, and analyzing data to identify areas for improvement.

- vii. Continuous Improvement Culture: Accreditation fosters a culture of continuous improvement within institutions. Through self-assessment, peer review, and feedback mechanisms, institutions can identify strengths and weaknesses in their teaching and learning processes and implement targeted interventions to enhance quality.
- viii. Graduate Attributes: For those with educational qualifications in the engineering and engineering technician tracks, graduate qualities are defined. The graduate attributes help to highlight the unique qualities and characteristics where the intended outcomes of various programs are similar. The Graduate Attributes, which are measurable results backed by level statements that provide assurance that the programs' educational goals are being met. A program's quality is determined by its stated goals and characteristics that need to be evaluated, as well as by its structure, the resources allocated to it, the process of teaching and learning, and the evaluation of its graduates, which includes confirming that their attributes have been met[3]. Fig. 1 shows the graduate attributes.



Figure 1- Graduate Attributes

Although, the objectives and goals of accreditation are intended for quality education, in reality the expected impact is not achieved due to various factors.

The preparation of the NBA SAR and the NAACSSR is a crucial aspect of the accreditation process for educational institutions in India. These reports serve as comprehensive assessments of an institution's performance, evaluating various aspects of its educational programs, infrastructure, governance, and overall quality.

In the case of NBA accreditation, the SAR requires the evaluation of data from three consecutive batches of students. This includes gathering information on curriculum design, teaching methodologies, faculty qualifications, research activities, industry collaborations, student outcomes, and other relevant parameters. The process demands extensive data collection and processing to provide a comprehensive overview of the institution's technical education programs.

Similarly, NAAC accreditation entails the preparation of the SSR, which involves assessing data from five consecutive batches of students. This report covers seven criteria, including curricular aspects, teaching-learning processes, research, infrastructure, student support services, governance, leadership, and innovations. Institutions are required to provide detailed information and evidence to demonstrate compliance with these criteria.

However, one of the challenges institutions face is the lack of a dedicated department or human resources, infrastructure specifically assigned for handling accreditation-related activities. As a result, faculty members

often must shoulder the responsibility of preparing these reports alongside their teaching duties. This dual role places a significant burden on teachers and consumes a considerable amount of their time and effort. Further, accreditation is not a one-time process but rather an ongoing endeavor aimed at continuous improvement. This means that institutions must continuously collect, analyze, and updation of data to maintain accreditation status. As a result, accreditation has become an integral part of teachers' daily routines, requiring ongoing attention and investment of time and resources.

Despite the efforts invested in preparing SARs and SSRs, there are concerns about the actual implementation and quality of educational practices within institutions. Many institutions may end up focusing solely on completing the paperwork required for accreditation, rather than implementing meaningful changes to improve the quality of education. This raises questions about the effectiveness and impact of the accreditation process in ensuring quality and improvement in educational institutions.

It is also important to acknowledge the challenges and criticisms associated with accreditation, such as bureaucratic processes, administrative burden, potential for standardization at the expense of innovation, and the need for flexibility to accommodate diverse educational contexts and philosophies. Ultimately, the necessity of accreditation bodies like the NBA depends on the goals and priorities of the educational system, as well as the effectiveness of accreditation in achieving those goals while balancing the needs of stakeholders, institutions, and society as a whole.

Considering above mentioned points, to find out the factual feedback from the faculty members a survey was conducted and inputs were sought on various parameters such as quality education, work culture of accredited institution, quality improvement policies, TLP, stake holder's preferences, placement and management views etc. The analysis of this survey is discussed in next section.

2. Hypothesis

A structured questionnaire was circulated amongst the teaching communities teaching in professional as well as higher educational institutions through the social media. A received responses are filtered. All respondents are having more than a decade of teaching experience. However, 36 % respondent's highest education qualification is Ph.D and they are at Associate / Professor cadre level.

The analysis is carried out with following hypothesis:

1. Accreditation and quality education are dependent.
2. Accreditation, mental health and time management are dependent.
3. Teaching Learning Process and Graduate attributes are dependent.

3. Hypothesis Testing

The hypothesis are tested using non parametric chi-square test [4]. Test of goodness of fit is calculated using tool excel. The respondent's views are tabulated in likelihood % for goodness of fit.

a. Hypothesis 1: Accreditation and quality education are dependent.

The likelihood % of quality education and accreditation status of the intuition is shown in table 1.

The Majority of respondents expressed that the quality education and accreditation are independent. The quality education is also observed in non-accreditation institution too. The factual feedback received on the quality education and accreditation status is also represented in pie chart shown in fig. 2. The pie chart reflects only 93 out of 322 i.e., 28 % respondents are in favor of accreditation and quality education. Test of goodness of the fit gives the $P = 0$, Chi square = 155 at 9 degrees of freedom (d.f.). Hence the hypothesis Accreditation and quality education are dependent is not accepted.

Table: 1 Quality Education (Likelihood in %) and Accredited Institute

			Accreditation				Total
			High	Low	Medium	Not Important	
Quality Education Likelihood in %	Up to 25 %	Count	90	78	12	0	180
		%	96.77	64.46	14.11	0	55.90
	26-50 %	Count	3	43	73	6	125

		%	3.22	35.53	85.88	26.08	38.81
	51 -75 %	Count	0	0	0	17	17
		%	0	0	0	73.91	5.27
	Above 75 %	Count	0	0	0	0	0
		%	0	0	0	0	0
		Count	93	121	85	23	322
P value = 0 , Chi Square= 155 , Degree of Freedom = 9							

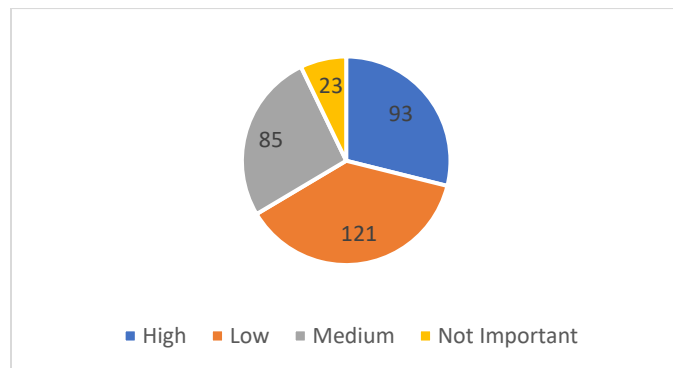


Figure 2 - Quality Education and Accreditation

b. Hypothesis 2: Accreditation Process, mental health and time management are dependent

The respondents' views on mental health, time management and accreditation process are shown in table 2. The dependency of mental health, time management and accreditation work is tested with test of goodness. Test of goodness of the fit gives $P = 0.95$, Chi square = 0.094 at 5 degree of freedom (d.f.). The survey feedback is also represented with pie chart as shown in fig.3. The Majority of respondents expressed that they observed mental stress due complex accreditation process. They also expressed that they are not getting sufficient time for skill upgradation, research work to contribute in value education. Hence the hypothesis Accreditation Process, mental health and time management are dependent is accepted.

Table: 2 Mental Health and Time Management (Likelihood in %) and Accreditation Process

		Accreditation Process				
			Yes	No	Maybe	Total
Mental Health and Time Management Likelihood in %	Up to 25 %	Count	9	5	4	18
		%	10.71	13.15	25	13.04
	26-50 %	Count	75	0	12	87
		%	89.28	0	75	63.04
	51 -75 %	Count	0	0	0	0
		%	0	0	0	0
	Above 75 %	Count	0	33	0	33
		%	0	86.84	0	23.91
	Count	84	38	16	138	
	P value = 0.95, Chi Square= 0.094, Degree of Freedom = 5					

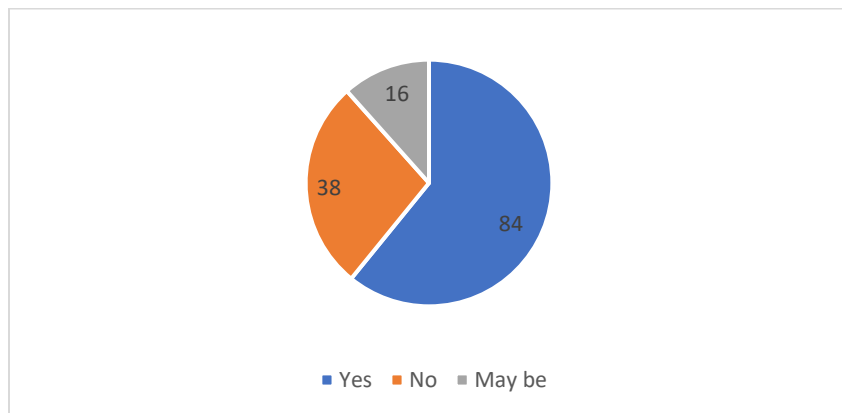


Figure 3 - Mental Health and Time Management and Accreditation Process
c. Hypothesis 3: Teaching Learning Process and Graduate attributes are dependent

The % likelihood of teaching learning process in line with the graduate attributes is tabulated in table 3. The respondents expressed mixed views as shown in fig .4. Hence with the help of chi square test the hypothesis is confirmed. The Chi square result shows that $P = 0.04$, Chi square = 8.28 at 6 degree of freedom. Hence the hypothesis Teaching Learning Process and Graduate attributes are dependent is accepted.

Table: 3 Teaching Learning Process (Likelihood in %) and Graduate Attributes

		Graduate Attributes					
			High	Low	Medium	Not Important	Total
Teaching Learning Process Likelihood in %	Up to 25 %	Count	81	117	5	0	203
		%	72.32	100	10.63	0	73.55
	26-50 %	Count	31	0	42	0	73
		%	27.67	0	89.36	0	26.44
	51 -75 %	Count	0	0	0	0	0
		%	0	0	0	0	0
	Above 75 %	Count	0	0	0	0	0
		%	0	0	0	0	0
		Count	112	117	47	0	276
	P value = 0.04 , Chi Square= 8.28 , Degree of Freedom = 6						

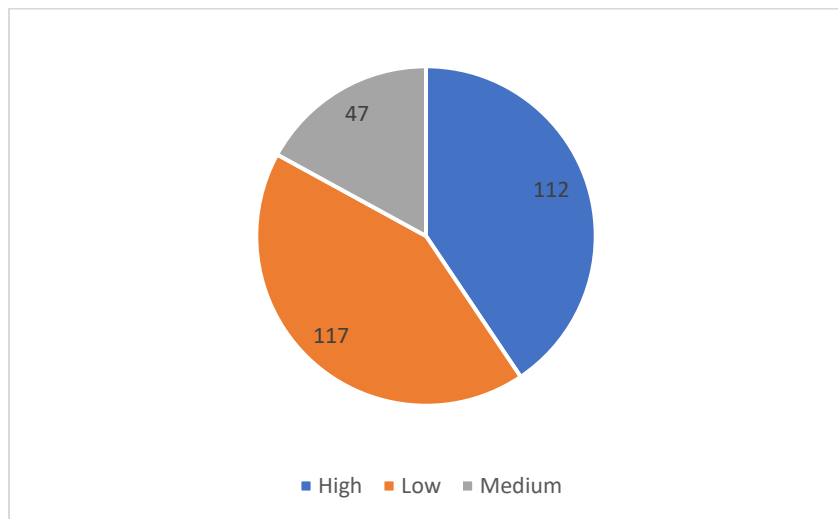


Figure 4 : Teaching Learning Process and Graduate Attributes

Apart from hypothesis, respondents are commented on Placement, credit transfer for higher education in foreign university, faculty retention, traditional way of teaching learning process as well as ethics followed by community at appropriate level. The responses are mixed and few are mentioned below.

1. There is no major impact on placement of the students.
2. Many foreign universities are not considering credits of the students who completed graduation from accredited institutions.
3. Faculty Attrition is observed.
4. Ethical awareness amongst all stake holders should be promoted.

4. Challenges and Proposed Solution:

Based on above discussion and sample survey, it is summarized as follows: Balancing administrative tasks with professional development and teaching responsibilities can indeed be overwhelming and impact both mental and physical health:-

The probable solutions to address these issues are proposed, as mentioned below:

- i.Streamlining Documentation Processes: Institutions can work towards streamlining documentation processes to reduce the burden on teachers. This may involve implementing efficient data collection systems, providing templates and guidelines for documentation, and simplifying reporting requirements without compromising quality assurance standards.
- ii.Allocating Administrative Support: Institutions can allocate administrative support or resources to assist teachers with documentation tasks. This could involve hiring dedicated staff or establishing support teams to handle documentation-related responsibilities, allowing teachers to focus more on teaching and professional development.
- iii.Prioritizing Teacher Well-being: Institutions should prioritize the well-being of their teaching staff by promoting work-life balance, providing support services such as counseling and mental health resources, and fostering a culture of appreciation and recognition for teachers' efforts.
- iv.Flexible Work Environment/Arrangements: Offering flexible work environment, such as flexible scheduling, remote work options, or additional leave benefits, can help alleviate the stress and workload associated with documentation requirements, allowing teachers to better manage their time and prioritize professional development.
- v.Investing in Professional Development: Institutions should invest in ongoing professional development opportunities for teachers, including workshops, seminars, conferences, and training programs aimed at

enhancing their knowledge and skills by providing financial support as and when required. This can help teachers stay updated with the latest developments in their field and bridge the gap between academia and industry.

- vi. Restructuring of Accreditation Processes Advocating for Change: Teachers, administrators, and relevant stakeholders can collectively advocate for changes to accreditation processes that strike a balance between ensuring quality and reducing administrative burden on teachers. This may involve engaging with accreditation bodies to voice concerns and propose solutions for more manageable documentation requirements, as well as restructuring of entire process to make it simple, faster and paperless.

5. CONCLUSION:

By addressing these challenges and implementing supportive measures, institutions can create a more conducive environment for teachers to excel in their roles, prioritize professional development, and deliver quality education to students while fulfilling accreditation requirements.

6. REFERENCES:

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