

# Role of Facility and Regulation in Accreditation Process in Academic Institutions

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## **Abstract:-**

Higher education is in transition, evolving continuously. This evolution has been accelerated by the post-cold war economic liberalization and the economic, political, and technological changes in the 21st century. Revolutionary developments in information and communication technologies (ICT) have led to a networked and borderless society (Coville, 2013; Eaton, 2001). Prior to doing pattern, teaching of pupils were evaluated by researcher`s designed educational questionnaire and researcher`s designed observational checklist and group evaluated and follow-up was performed. The results showed that this approach was successful and effectual as a technique toward teaching pupils in 2nd elementary. According to what have been done, cooperative learning through performance of pupils, provide the opportunity for social acceptance and self-confidence and also improve mental ability. Accreditation systems, the principal means of quality assurance of HEIs are also under pressure. Possible implications for accreditation in this context identified by Van Damme (2001) Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners.

## **Keyword:-**

Integrates, collaboration, technology Accreditation Benchmarking Educational Institutions Information and Communication Technologies (ICT)

## I. INTRODUCTION

It is important to remember that what the student does is actually more important in determining what is learned than what the teacher does" (Sheull, cited in Biggs, 1993). This statement is congruent with a constructivist view and also reminds us that students in Understanding student learning | 21 higher education must engage with and take considerable responsibility for their learning. One of the great goals of today's education system which aims at developing and changing is to teach student show to get information through research, instead of giving it to them directly. In this decade, students who are in their childhood; an age of gaining information, ability, skills, attitude and habit should be considered entirely with regard to their physical, mental, psychological aspects and education. No doubt the role of students in the educational activities of pupil's effectiveness of the partnership approach is undeniable. Researchers suggest that the best learning occurred when students get to achieve a concept (Johnson, Johnson, & Smith, 1991). Research in student learning underscores the importance of concentrating on what learners do, and why they think they are doing it, rather than what the teacher does (Biggs, 1990). Over the past decade, cooperative learning has emerged as the leading new approach to classroom instruction. Cooperative learning is an instructional paradigm in which teams of students work on structural tasks (e.g., homework assignments, laboratory experiments, or design projects) under conditions that meet positive interdependence, individual accountability, face-to-face interaction, appropriate use of Enhancement of academic networks and partnerships between universities means that norms and requirements of both partners need to be honored, which could lead to harmonizing their degree curricula, evaluation norms, and pedagogies. However, this could also cause conflicts with national regulatory frameworks and culturally embedded programmes and practices.

## II. ACCREDITATION: DEFINITION AND PROCESS

self-regulation and continuous improvement based on periodic reviews under the guidance of a recognized accrediting agency. Accreditation is a voluntary process; hence its definitions are also quite elaborate with descriptions of the process and benefits. The simplest and yet comprehensive definition is that of the Council for Higher Education Accreditation.

Focus on the programme outcomes, even when evaluating the academic processes. Develop and propose flexible standards to encourage innovations. Propose diagnostic, not prescriptive, recommendations. Avoid isolated evaluation even for specialized programmes; link and benchmark with other programmes wherever possible. Clarify the educational goals and develop alignment of other systems with these goals. rather than focus on a standardized set of concerns Information technology and managing quality

education, which focused on ways information technology has been used to support enhanced qualities of educational management and its outcomes in terms of effective and improved teaching and learning (explored in the international conference in Kasane, Botswana, in 2010). It is not just a change in the delivery of education, it is much more than that. With radical changes in technology, the teachers of today, can have a hard time in processing what the future will be like 20 years from now. Since the accreditation is for a specified period (normally five, three, or zero), there is a need for re-accreditation at the end of that period if the institution wants to stay accredited. They have to go through the same process of self-review and peer-review in the subsequent accreditation cycles as well. This is the built-in incentive for the institution to do self-review and improvements continuously. The areas of improvements identified by the peer-review team are particularly useful for the institution in this regard. In short, the three crucial phases in the process.

III. ACCREDITATION: CRITERIA FOR EVALUATION

While there is a consensus that the evaluation should be outcome focused, the criteria are mostly about the inputs by the institutions. It is the responsibility of the peer-review team to examine the connections and guide the college to modify the inputs accordingly to meet the standards required for accreditation. SAQS criteria assesses the operational context of the institution in accordance with its stated mission AACSB (2013) under eight major headings, namely:

1. Mission alignment impact
2. Academic impact
3. Teaching/instructional impact
4. Bachelor’s/master’s level education impact
5. Doctoral education impact
6. Practice/community impact
7. Executive education impact, and
8. Research centre impact

**Accreditation Criteria—ACICS & Accreditation Criteria—SAQS**

Accreditation Criteria—ACICS	Accreditation Criteria—SAQS
Organization	Faculty
Admissions and recruitment	Physical resources
Tuition and fees	Programme quality
Educational activities	Research and development
Credentials conferred	Context and mission
Instruction	Contribution to the community
Facility	Executive education
Consultancy projects	Programme outcome

IV. IMPACT OF ACCREDITATION

Accreditation may be categorized as – institution-level and programme-level. Institution-level accreditation reviews overall processes and quality of an institution, whereas programme-level accreditation reviews specific programmes within institutions and attainment of results & student success in depth. Outcomes of accreditation status have significant impact on many aspects of HEIs. First of all, it helps for improving the quality of H.E. through improving its policies, processes and core functional areas, such as research, academics, teaching-learning etc.

- Enrollments/Admissions
- Academic Reputation and Internationalization
- Promotion of Research and Innovation
- Stakeholders’ Satisfaction and Employability
- Quality of Faculty, Curriculum and Learning Outcomes
- Industry Connect

Apart from other impacts, they found following are some of the important purposes of accreditation:

- a) Quality assurance,
- b) Enhanced academic reputation at national and international level,
- c) International mobility of grandaunts

- d) Improvements in academic processes,
- e) Educational marketing and competitiveness Teaching-Learning and Resources
- b) Research and Professional Practice
- c) Graduation Outcome
- d) Outreach and Inclusivity
- e) Peer Perception

#### V. BENEFITS TO INSTITUTIONS

Accreditation by a professionally managed and recognized agency can bring about several benefits to different stakeholders in the education system. Improves the quality of education and the student performance, which otherwise was lost due to liberalization of the procedures required to start an educational institution Positively influences customer satisfaction because of improved documentation and streamlining of systems as well as consistency in policies and transparency in communication, which would inculcate public accountability feeling within and outside the institution. May reduce legal costs since the clarity in systems Develops an orientation towards ethics, social responsibility, and sustainability in the institution. Strengthens the acceptability of one's graduates to employers and other institutions, which in turn would improve the number and quality of fresh intake. May reduce legal costs since the clarity in systems, procedures, and communication as well as the strict adherence to quality standards are likely to reduce disputes and disagreements.

#### VI. CONCLUSION

The peer-review system can deteriorate into a mutual back-scratching club', where the creditors and the accredited would reverse their roles as per the requirements of the peer-review process and hence may tend to favors one another. It is often feared that the accreditation process would increase the workload of the faculty, who would basked to carry out a lot of documentation work. They may also be apprehensive about the additional efforts needed for implementing the recommendations of the creditors and for ensuring continuous improvements after that. It may, therefore, be difficult to get faculty cooperation for accreditation work (Van Kemenade & Hardjono, 2009).. Finally, there is the cost factor. There are apprehensions as to whether the benefits of accreditation are commensurate with the time, efforts and costs incurred for the periodic documentation and preparation of self-reports as well as the fees paid to the accrediting agency. The cost issue is more pronounced when one considers that institutions would like to secure accreditation from 'multiple significant accrediting bodies Group working takes away their boringness in the classroom and enhances learner participation to solving the problems and reduces learner stress, at the time of exam and also making their self-confidence much better. In interaction approach students learning who to learn as well. Since students can teach others whatever they learnt, their learning became much better than just listening or reading alone. Moreover, significant social skills, speaking, listening, logic and solving the problem are reinforced with experiential interaction. Representing of active techniques and teaching them to teachers and clarifying the benefits of the instructional atmosphere based uncooperative, facilitate instruction and determined the students in parallel to their knowledge acquisition for awareness and its usage for daily life and lovely sense of existence and togetherness, and ultimately make them fruitful and continuous diligent to upgrade their society. In short, students construct their own meaning by talking ,listening, writing, reading, and reflecting on content, ideas, issues and concerns (Meyers & Jones, 1993).

There is still no consensus on accrediting programmes and institutions purely based on student outcomes or how to measure them. Consequently, the tendency to ignore the outcomes in favors of inputs and processes. Benefits of Accreditation are clearly visible in credit transfer of students from one accredited institution to other, higher acceptance of degree qualification to pursue further education across the world, benchmarking with other institutions and adoption of best practices, continuous improvements in overall processes and availing funds etc, This will be the future scope of research.

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