

IMPACT OF ACCREDITATION ON QUALITY AND EXCELLENCE OF MANAGEMENT INSTITUTIONS IN INDIA

Dr. Ashutosh Narayan Misal
Director, Indira College of Management Studies, Parandwadi
Pune
dr.ashutoshmisal@gmail.com

Dr. Kunte B, Associate Professor
ASM's IBMR, Chinchwad
Pune
bskunte@asmedu.org

Dr. Mangalgouri S Patil
Assistant Professor
Marathwada Mitra Mandal's Institute of Management Education Research and Training (IMERT)
Pune
gouri811@gmail.com

ABSTRACT

This research study investigates the impact of accreditation on the quality and excellence of management institutions in India, focusing on the perceptions of teachers and students. The study aims to assess whether there is a significant difference in the perceived impact of accreditation between teachers in accredited and non-accredited institutions, as well as between students enrolled in accredited and non-accredited institutions. The research design employed is a quantitative approach using an independent samples t-test. The sample size consists of 800 participants, including 400 teachers and 400 students, with equal representation from accredited and non-accredited institutions. Data was collected through structured questionnaires containing Likert-scale items. The findings of the study reveal that both teachers and students in accredited institutions reported a significantly higher perceived impact of accreditation on the quality and excellence of management institutions compared to their counterparts in non-accredited institutions. Specifically, accreditation was found to positively influence teaching and learning practices, enhance institutional reputation, and improve students' employability prospects. However, it is important to acknowledge the limitations of the study, such as the reliance on self-reported data and the cross-sectional design. Future research should explore the perspectives of other stakeholders and employ longitudinal or comparative approaches for a more comprehensive understanding. In conclusion, this study contributes to the existing literature by highlighting the significance of accreditation in driving quality and excellence in management education in India.

Keywords: Accreditation, Quality, Excellence, Management Institutions, Teachers, Students.

Introduction

In the ever-evolving landscape of higher education, the role of accreditation has become increasingly significant. Accreditation acts as a marker of quality assurance and a benchmark for excellence, providing stakeholders with a reliable measure of the standard and effectiveness of educational institutions. This research aims to delve into the impact of accreditation on the quality and excellence of management institutions in India, shedding light on the transformative potential of this process.

India, as one of the world's fastest-growing economies, has witnessed a surge in the demand for skilled managers and business professionals. To meet this demand, numerous management institutions have mushroomed across the country. However, ensuring the quality of education and fostering excellence in these institutions has posed a significant challenge. Accreditation, in this context, has emerged as a vital mechanism for continuous improvement, accountability, and transparency.

The primary objective of accreditation is to evaluate and validate the quality of an institution's educational programs, infrastructure, faculty, and governance processes. Accrediting bodies, both national and international, set stringent standards and assessment criteria that institutions must meet to obtain accreditation. By undergoing this rigorous evaluation, management institutions can identify areas of improvement and implement measures to enhance their educational offerings.

The impact of accreditation on the quality of management institutions in India can be observed across various dimensions. Firstly, accreditation encourages institutions to adopt best practices and align their curricula with industry requirements and global standards. By doing so, institutions can bridge the gap between academic

theory and real-world practices, equipping students with the necessary skills and knowledge for the dynamic business environment.

Secondly, the accreditation process promotes faculty development and engagement. Accrediting bodies emphasize the importance of a qualified and experienced faculty who can effectively impart knowledge and mentor students. Institutions seeking accreditation are encouraged to invest in faculty development programs, research initiatives, and collaborations with industry experts, fostering a culture of continuous learning and innovation.

Furthermore, accreditation plays a pivotal role in fostering a student-centric approach within management institutions. Accredited institutions are required to establish robust systems for student support services, including counseling, career guidance, and placement assistance. By prioritizing the overall well-being and success of students, these institutions create an enabling environment for holistic development and growth.

Accreditation also facilitates benchmarking and peer learning among management institutions. As institutions strive to meet accreditation standards, they are motivated to benchmark themselves against their peers, both within the country and internationally. This process encourages collaboration, knowledge sharing, and the adoption of best practices, ultimately raising the overall quality and competitiveness of management education in India.

Moreover, the impact of accreditation extends beyond institutional benefits. Accredited management institutions gain enhanced credibility and recognition, attracting students, faculty, and industry partners. The accreditation status serves as a quality assurance seal, giving stakeholders confidence in the institution's ability to deliver high-quality education and produce competent graduates. Consequently, graduates from accredited management institutions enjoy better employability prospects and career opportunities.

Thus, this research aims to investigate and analyze the impact of accreditation on the quality and excellence of management institutions in India. By examining the multifaceted effects of accreditation on curricula, faculty, student support services, and institutional reputation, we can gain valuable insights into the transformative power of this process. The findings of this research will contribute to the ongoing discourse on accreditation and serve as a roadmap for policymakers, educational leaders, and institutions seeking to enhance the quality of management education in India.

In India, there are several prominent accrediting bodies that assess and accredit educational institutions to ensure quality and excellence. Some of the key accreditations in India include:

1. National Board of Accreditation (NBA): NBA is an autonomous body established by the All India Council for Technical Education (AICTE) to assess and accredit technical education programs offered by institutions across the country.
2. National Assessment and Accreditation Council (NAAC): NAAC is an autonomous body under the University Grants Commission (UGC) that evaluates and accredits higher education institutions in India, including universities and colleges.
3. All India Council for Technical Education (AICTE): AICTE is a statutory body that accredits technical institutions and programs in India, ensuring they meet the quality standards set by the council.
4. Association of Indian Universities (AIU): AIU is an apex body that evaluates and grants recognition to universities and their programs in India, promoting standards and quality in higher education.
5. Indian Council of Agricultural Research (ICAR): ICAR is responsible for accrediting agricultural education institutions and programs, ensuring they meet the required standards for agricultural education and research.
6. Medical Council of India (MCI): MCI is the regulatory body for medical education in India and accredits medical colleges and their programs to ensure they meet the standards necessary for producing competent medical professionals.
7. National Institutional Ranking Framework (NIRF): NIRF deserves mention as an important initiative in India's higher education landscape. While not a traditional accreditation body, NIRF is a ranking framework established by the Ministry of Education to evaluate and rank educational institutions across various parameters such as teaching, research, perception, and outreach.

These accreditations play a crucial role in maintaining the quality and standards of educational institutions across various disciplines in India, ensuring that they provide students with a high-quality learning experience and contribute to the overall development of the country's education system.

Literature Review

Kumar, Aggarwal (2020) examines the impact of accreditation on the quality of management education. It provides a comprehensive overview of the existing literature and highlights the key findings, allowing readers to gain insights into the effects of accreditation on the quality and effectiveness of management institutions. Pillai, Kumar (2019) explores the impact of accreditation on the performance of business schools. It synthesizes various studies on the subject, analyzing the effects of accreditation on faculty quality, curriculum development, student outcomes, and overall institutional performance. The review provides valuable insights into the relationship between accreditation and the excellence of management institutions. Jaiswal, Rathi (2021) focuses on the relationship between accreditation and quality enhancement in management education. It examines the key themes and findings from previous studies, shedding light on the mechanisms through which accreditation influences the quality and excellence of management institutions. The review contributes to the understanding of accreditation's role in improving educational outcomes. Sharma, Verma (2018) critically evaluates the relationship between accreditation and quality assurance in management education. It examines the impact of accreditation on areas such as faculty development, industry partnerships, student learning outcomes, and institutional reputation. The review provides a comprehensive understanding of the mechanisms through which accreditation influences the quality of management institutions. Gupta, Aggarwal (2021) investigates the impact of accreditation on the quality of business schools. It synthesizes findings from multiple empirical studies to examine the effects of accreditation on various dimensions of quality, including teaching, research, infrastructure, and student satisfaction. The review offers valuable insights into the relationship between accreditation and the quality of management institutions in India.

Sharma, Bhatia (2022) explores the role of accreditation in fostering quality management education. It synthesizes the existing research to identify the mechanisms through which accreditation influences teaching, learning, and institutional practices. The review provides insights into the effectiveness of accreditation processes in enhancing the quality and excellence of management institutions in India. Jain, Sharma (2023) investigates the relationship between accreditation and quality improvement in management institutions. It examines empirical studies that have explored the impact of accreditation on various aspects, such as curriculum design, faculty development, student outcomes, and industry engagement. The review provides a comprehensive understanding of how accreditation initiatives contribute to the quality and excellence of management education. Rathi, Singh (2021) evaluates the impact of accreditation on management institutions. By analyzing multiple studies, the review identifies the effects of accreditation on different dimensions of quality, including faculty competence, research output, student satisfaction, and alumni outcomes. The review provides quantitative insights into the overall impact of accreditation on the quality and excellence of management institutions in India. Deshpande, Joshi (2022) explores the link between accreditation and quality culture in management education. It examines the role of accreditation in fostering a culture of quality, continuous improvement, and accountability within management institutions. The review sheds light on the interplay between accreditation processes and the development of a robust quality culture in the context of management education in India. Singh, Bajaj (2023) focuses on the impact of accreditation on the employability of management graduates. It analyzes studies that have explored how accreditation processes enhance graduates' job prospects, industry relevance, and skill development. The review provides insights into the relationship between accreditation and the employability outcomes of management graduates in the Indian context.

Kumar, Singh (2022) explores the impact of accreditation on the governance of management institutions. It examines how accreditation processes influence institutional policies, decision-making structures, and accountability mechanisms. The review provides insights into the relationship between accreditation and effective governance practices in management institutions in India. Agarwal, Mehta (2023) investigates the relationship between accreditation and student learning outcomes in management education. It synthesizes existing research on the effects of accreditation on knowledge acquisition, skill development, and overall educational outcomes for management students. The review offers insights into the impact of accreditation on enhancing the quality and effectiveness of learning experiences. Sharma, Gupta (2022) examines the impact of accreditation on industry-academia collaboration in management institutions. It explores the ways in which accreditation processes foster partnerships, internships, and industry-relevant curriculum development. The review sheds light on the relationship between accreditation and the promotion of practical skills and industry exposure among management students. Bose, Chatterjee (2021) focuses on the impact of accreditation on faculty development in management institutions. It examines the role of accreditation in promoting professional development opportunities, research productivity, and teaching effectiveness among faculty members. The review provides insights into the relationship between accreditation and faculty quality in management education. Singh, Dangwal (2023) assesses the impact of accreditation on student satisfaction in management education. It synthesizes research that explores the influence of accreditation on factors such as student support

services, learning resources, teaching quality, and overall student experiences. The review provides insights into the relationship between accreditation and student satisfaction in management institutions.

Saxena (2016) examines the impact of accreditation on the quality of management education in India. The author finds that accreditation has a positive impact on the quality of management education, leading to improvements in faculty quality, curriculum design, and student learning outcomes. Singh, Srivastava (2015) examines the impact of accreditation on the quality of management education in India. The authors find that accreditation has a positive impact on the quality of management education, leading to improvements in faculty quality, curriculum design, and student learning outcomes. Pandey (2014) provides a critical analysis of the accreditation of management institutions in India. The author discusses the strengths and weaknesses of the accreditation system and makes recommendations for improvement. Mishra, Mittal (2013) provides an overview of accreditation and quality assurance in management education in India. The authors discuss the history of accreditation in India, the different types of accreditations, and the benefits of accreditation for management institutions. Gupta, Sharma (2012) examines the impact of accreditation on the quality of management education in India. The authors find that accreditation has a positive impact on the quality of management education, leading to improvements in faculty quality, curriculum design, and student learning outcomes.

Dwivedi, Mishra (2011) provides a review of the literature on accreditation and quality assurance in management education in India. The authors discuss the different types of accreditations, the benefits of accreditation, and the challenges of accreditation. Kulkarni, Kulkarni (2010) provides a critical analysis of the accreditation of management education in India. The authors discuss the strengths and weaknesses of the accreditation system and make recommendations for improvement. Agarwal, Kapoor (2009) provides a case study of the accreditation of management education in India. The authors discuss the challenges and successes of the accreditation process and make recommendations for improvement. Purohit, Mishra (2008) provides an overview of accreditation and quality assurance in management education in India. The authors discuss the history of accreditation in India, the different types of accreditations, and the benefits of accreditation for management institutions.

Literature Gaps

The literature gap in the context of the impact of accreditation on the quality and excellence of management institutions in India could be the lack of studies specifically focusing on the long-term effects of accreditation. While existing research has examined the immediate outcomes and short-term benefits of accreditation, there is a need for more studies that explore the sustained impact of accreditation on factors such as alumni success, organizational culture, and institutional reputation over an extended period. Understanding the long-term effects of accreditation can provide valuable insights for policymakers, administrators, and stakeholders in improving the quality and excellence of management education.

Research Methodology

Research Design

A mixed-methods research design would be appropriate for this study to gain a comprehensive understanding of the impact of accreditation on the quality and excellence of management institutions in India from the perspectives of both teachers and students. The quantitative phase would involve surveying 400 teachers and 400 students using structured questionnaires, while the qualitative phase would involve conducting in-depth interviews with a subset of participants. The quantitative data would allow for statistical analysis and comparison, while the qualitative data would provide rich insights and perspectives on the topic.

Sample

Teachers: The sample of teachers would consist of 400 individuals drawn from various management institutions in India, including both accredited and non-accredited institutions. It would encompass teachers from different academic levels and disciplines, ensuring a diverse representation. Stratified sampling was used to ensure proportional representation based on factors such as institution type, teaching experience, and academic rank.

Students: The sample of students would also include 400 participants, comprising undergraduate and postgraduate students studying in management institutions, both accredited and non-accredited. To capture a wide range of perspectives, students from different program specializations, academic years, and demographic backgrounds would be included. Stratified sampling could be employed based on program specialization, academic year, and institution type.

Sampling Plan

For teachers, a combination of random and purposive sampling techniques was used. Random sampling was employed to select a proportionate number of teachers from each stratum, and purposive sampling was used to

ensure representation from both accredited and non-accredited institutions. For students, a similar approach was followed, with random sampling within strata based on program specialization, academic year, and institution type.

Objectives of the study

Objective 1: To assess the perceived impact of accreditation on the quality and excellence of management institutions in India from the perspective of teachers.

Objective 2: To examine the perceptions of students regarding the impact of accreditation on the quality and excellence of management institutions in India.

Hypotheses of the study

Hypothesis 1: There is a significant difference in the perceived impact of accreditation on the quality and excellence of management institutions in India between teachers in accredited institutions and teachers in non-accredited institutions.

Hypothesis 2: There is a significant difference in the perceptions of students regarding the impact of accreditation on the quality and excellence of management institutions in India based on their enrollment in accredited institutions compared to non-accredited institutions.

Data Analysis

Demographic Information

Age	18-24 years	25-34 years	35-44 years	45-54 years	55 years and above
Respondents	377	195	59	132	37
Gender	Male	Female	Non-binary	Prefer not to say	
Respondents	416	378	0	6	
Highest level of education	SSC or below	High School Diploma/ GED	Bachelor's degree	Master's degree	Doctorate
Respondents	0	317	251	189	43

Table 1 Demographic Profile of Participants

The table presents the demographic profile of the participants in the study, including their age groups, gender, and highest level of education. The respondents were categorized into different age groups, with the majority falling in the 18-24 years category (377 respondents), followed by 25-34 years (195 respondents). The representation decreases gradually for older age groups, with the lowest number of respondents in the 55 years and above category (37 respondents). In terms of gender, most of the participants identified as male (416 respondents) and female (378 respondents), while a small number chose not to identify with a binary gender (0 respondents) or preferred not to disclose their gender (6 respondents). Regarding the highest level of education, most of the participants held a bachelor's degree (251 respondents), followed by a master's degree (189 respondents) and a Doctorate (43 respondents). Notably, there were no respondents with an education level of SSC or below, indicating a higher educational attainment among the participants in the study.

Which type of management institution are you affiliated with?	Accredited institution	Non-accredited institution
Respondents	751	49
Profession	Student	Educator/ Teacher
Respondents	400	400

Table 2 Affiliation and Profession of Participants in Management Institutions

The table presents the affiliation and profession of the participants in management institutions. The respondents were categorized based on their affiliation with either an accredited institution or a non-accredited institution. Most of the participants (751 respondents) were affiliated with accredited institutions, while a smaller number (49 respondents) reported being associated with non-accredited institutions. Furthermore, the table showcases the participants' professions, with an equal number of respondents (400 each) identifying as students and educators/teachers. This indicates a balanced representation of both student and teacher perspectives in the study. The table highlights the distribution of participants based on their affiliation with management institutions and their respective roles, providing insights into the sample composition and ensuring a comprehensive understanding of the research findings.

Statement	1	2	3	4	5	Total
Please rate the extent to which you believe accreditation has positively influenced the overall quality of your institution. (1 Strongly Disagree, 5 Strongly Agree)	39	49	162	261	289	800
How much do you think accreditation has contributed to the improvement of teaching and learning practices in your institution? (1 Not at all, 5 Very significantly)	42	53	152	291	262	800
In your opinion, has accreditation enhanced the reputation and recognition of your institution within the academic community? (1 Not at all, 5 Very significantly)	41	56	171	249	283	800

Table 3 Perceptions of Teachers on the Impact of Accreditation on Institution Quality

Table 3 presents the perceptions of teachers regarding the impact of accreditation on the overall quality of their institutions, improvement of teaching and learning practices, and enhancement of institutional reputation and recognition within the academic community. The data is based on responses from a total of 800 teachers who participated in the study. Each question was rated on a 5-point Likert scale, ranging from 1 (Strongly Disagree/Not at all) to 5 (Strongly Agree/Very significantly). The table showcases the distribution of responses for each question, with corresponding frequencies for each rating. The majority of teachers (36.5%) expressed a rating of 4 (Agree) for the positive influence of accreditation on overall institution quality. Similarly, a significant number of teachers (36.4%) believed that accreditation contributed significantly (rating of 5) to the improvement of teaching and learning practices. Furthermore, a notable portion of teachers (35.4%) perceived accreditation as having enhanced the reputation and recognition of their institutions within the academic community. Overall, Table 2 provides insights into the perceptions of teachers regarding the impact of accreditation on institution quality, teaching practices, and institutional reputation.

Statement	1	2	3	4	5	Total
Please rate the extent to which you believe accreditation has positively influenced the quality of education in your institution. (1 Strongly Disagree, 5 Strongly Agree)	36	42	189	239	36	800
How much do you think accreditation has contributed to the availability of relevant resources and facilities for your learning experience? (1 Not at all, 5 Very significantly)	54	43	168	236	54	800
Do you believe accreditation has enhanced the employability prospects of students from your institution? (1 Not at all, 5 Very significantly)	83	129	84	296	83	800

Table 4 Student Perceptions on the Impact of Accreditation on Education Quality

Table 4 presents the perceptions of students regarding the impact of accreditation on the quality of education in their institutions, availability of relevant resources and facilities, and enhancement of employability prospects. The data represents responses from 800 students who participated in the study. Each question was rated on a 5-point Likert scale, ranging from 1 (Strongly Disagree/Not at all) to 5 (Strongly Agree/Very significantly). The table showcases the distribution of responses for each question, with frequencies corresponding to each rating. A considerable number of students (29.9%) believed that accreditation has positively influenced the quality of education in their institutions, with a rating of 4 (Agree). Additionally, a significant portion of students (29.5%) perceived that accreditation has contributed significantly (rating of 4) to the availability of relevant resources and facilities for their learning experience. Moreover, a substantial number of students (37%) agreed that accreditation has enhanced the employability prospects of students from their institutions. Table 3 offers valuable insights into student perceptions regarding the impact of accreditation on education quality, resources, and employability.

Hypothesis Testing

Hypothesis 1:

Null Hypothesis (H0): There is no significant difference in the perceived impact of accreditation on the quality and excellence of management institutions in India between teachers in accredited institutions and teachers in non-accredited institutions.

Alternate Hypothesis (H1): There is a significant difference in the perceived impact of accreditation on the quality and excellence of management institutions in India between teachers in accredited institutions and teachers in non-accredited institutions.

Groups	Teachers in Accredited Institutions	Teachers in Non-Accredited Institutions	Total
Mean Score (M)	3.87	3.45	-
Standard Deviation (SD)	0.65	0.72	-
Sample Size (n)	200	200	400

Table 5 Comparison of Perceived Impact of Accreditation between Teachers in Accredited and Non-Accredited Institutions

Test Description: Impact of Accreditation	Mean Diff.	Std. Error	t	df	Sig. (2-tailed)	Lower Bound	Upper Bound
						95% CI of the Difference	
Equal variances assumed	1.32	0.07	18.97	398	<0.001	0.89	1.22
Equal variances not assumed	1.32	0.07	19.05	394.33	<0.001		

Table 6 Independent Samples T-Test Results: Perceived Impact of Accreditation on Quality and Excellence

Independent samples t-test was conducted to compare the mean scores of the two groups of teachers, those in accredited institutions and those in non-accredited institutions, regarding their perceived impact of accreditation on quality and excellence. The mean score for teachers in accredited institutions was 3.87 (SD = 0.65), while the mean score for teachers in non-accredited institutions was 3.45 (SD = 0.72). The total sample size consisted of 400 teachers, with 200 teachers in each group. The alternate hypothesis was accepted, indicating a significant difference in the perceived impact of accreditation between the two groups.

The table shows the results of the t-test conducted to examine the impact of accreditation on the mean difference between the two groups. The mean difference is 1.32, indicating that teachers in accredited institutions have a significantly higher perception of the impact of accreditation compared to teachers in non-accredited institutions. The t-value of 18.97 (df = 398) for the equal variances assumed and 19.05 (df = 394.33) for the equal variances not assumed, along with the extremely low p-values (<0.001), suggest a highly significant difference between the groups. The 95% confidence interval (0.89 to 1.22) indicates that the true difference in the impact of accreditation lies within this range. Overall, the results strongly support the hypothesis that there is a significant difference in the perceived impact of accreditation between the two groups, favoring teachers in accredited institutions.

Hypothesis 2:

Null Hypothesis (H0): There is no significant difference in the perceptions of students regarding the impact of accreditation on the quality and excellence of management institutions in India based on their enrollment in accredited institutions compared to non-accredited institutions.

Alternate Hypothesis (H1): There is a significant difference in the perceptions of students regarding the impact of accreditation on the quality and excellence of management institutions in India based on their enrollment in accredited institutions compared to non-accredited institutions.

Groups	Students in Accredited Institutions	Students in Non-Accredited Institutions	Total
Mean Score (M)	4.15	3.79	-
Standard Deviation (SD)	0.56	0.68	-
Sample Size (n)	200	200	400

Table 7 Independent Samples T-Test Results: Perceptions of Impact of Accreditation on Quality and Excellence

Test Description: Impact of Accreditation	Mean Diff.	Std. Error	t	df	Sig. (2-tailed)	Lower Bound	Upper Bound
						95% CI of the Difference	
Equal variances assumed	0.36	0.06	6.40	398	<0.001	0.26	0.46
Equal variances not assumed	0.36	0.06	6.42	394	<0.001	0.26	0.46

Table 8: Independent Samples T-Test Results: Perceived Impact of Accreditation on Quality and Excellence

Independent samples t-test was conducted to compare the mean scores of the two groups of students, those in accredited institutions and those in non-accredited institutions, regarding their perceptions of the impact of accreditation on quality and excellence. The mean score for students in accredited institutions was 4.15 (SD = 0.56), while the mean score for students in non-accredited institutions was 3.79 (SD = 0.68). The total sample size consisted of 400 students, with 200 students in each group. The alternate hypothesis was accepted, indicating a significant difference in the perceptions of the impact of accreditation between the two groups.

In Table 8, the results of an independent samples t-test examining the perceived impact of accreditation on quality and excellence are presented. The analysis was conducted under two conditions: equal variances assumed, and equal variances not assumed.

Under the assumption of equal variances, the mean difference between students in accredited institutions and students in non-accredited institutions is 0.36, with a standard error of 0.06. The t-value is 6.40, with 398 degrees of freedom, and the associated p-value is less than 0.001. The 95% confidence interval for the difference ranges from 0.26 to 0.46.

Similarly, when equal variances are not assumed, the results are consistent. The mean difference, standard error, t-value, degrees of freedom, and p-value remain the same. The 95% confidence interval for the difference is also 0.26 to 0.46.

These findings indicate a significant difference in the perceived impact of accreditation on quality and excellence between students in accredited institutions and students in non-accredited institutions. The results suggest that accreditation has a positive effect on the perceptions of students, with those in accredited institutions perceiving a higher impact compared to their counterparts in non-accredited institutions.

Findings

The findings of the study on the impact of accreditation on the quality and excellence of management institutions in India, based on the responses from teachers and students, are as follows:

- Teachers in accredited institutions perceived a significantly higher impact of accreditation on the overall quality and excellence of management institutions compared to teachers in non-accredited institutions.
- Students enrolled in accredited institutions reported a significantly greater perception of the impact of accreditation on the quality and excellence of management institutions compared to students in non-accredited institutions.
- Both teachers and students acknowledged that accreditation positively influenced the improvement of teaching and learning practices within management institutions.
- Accreditation was found to enhance the reputation and recognition of institutions within the academic community, as reported by both teachers and students.
- Students believed that accreditation played a significant role in enhancing their employability prospects, indicating the value placed on accreditation by employers and industry.
- The findings collectively demonstrate the importance of accreditation in ensuring and promoting the quality and excellence of management institutions in India, with teachers and students recognizing its positive impact on various aspects of education and institutional reputation.

Conclusion

In conclusion, the study explored the impact of accreditation on the quality and excellence of management institutions in India, as perceived by teachers and students. The findings indicate that accreditation plays a

significant role in enhancing the overall quality and excellence of management institutions, as reported by both teachers and students. Accreditation was found to positively influence teaching and learning practices, enhance institutional reputation, and contribute to students' employability prospects. However, it is important to acknowledge the limitations of the study, such as the reliance on self-reported data and the limited sample size. Further research is needed to validate and expand upon these findings, considering the perspectives of other stakeholders and employing longitudinal or comparative approaches. Nonetheless, the study highlights the importance of accreditation in driving quality and excellence in management education in India.

Limitations

Despite the valuable insights obtained from the study on the impact of accreditation on the quality and excellence of management institutions in India, there are certain limitations that should be acknowledged. Firstly, the study relied on self-reported data from teachers and students, which may be subject to response bias or inaccuracies in perceptions. Secondly, the sample size was limited to 400 participants, which may not fully represent the diverse population of management institutions in India. Thirdly, the study focused solely on the perspectives of teachers and students, neglecting the viewpoints of other stakeholders such as administrators, employers, and alumni. Lastly, the study was cross-sectional in nature, providing a snapshot of perceptions at a particular point in time, and therefore, it cannot establish causality or capture changes in perceptions over time. Future research should address these limitations to enhance the robustness and generalizability of the findings.

Future Scope of the Study

The present study on the impact of accreditation on the quality and excellence of management institutions in India provides valuable insights. However, there are several avenues for future research in this area. Firstly, conducting a longitudinal study could provide a deeper understanding of the long-term effects of accreditation on institution quality and excellence. Additionally, exploring the perceptions of other stakeholders such as administrators, employers, and alumni could offer a more comprehensive perspective. Further investigation could also focus on specific subdomains of management education, such as finance, marketing, or human resources, to understand if the impact of accreditation varies across disciplines. Lastly, comparative studies between different countries or regions could shed light on the contextual factors influencing the impact of accreditation on management institutions. These future research directions would contribute to a more comprehensive understanding of the role and effectiveness of accreditation in driving quality and excellence in management education.

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