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COMPARISON AND MAPPING OF THE UPDATED ACCREDITATION STANDARDS AND CRITERIONS OF ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS (AACSB), NATIONAL BOARD OF ACCREDITATION (NBA)

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BANGALORE**

ABSTRACT

Education sector in India is undergoing a rapid change. The number of management institutes in the country is growing in numbers year by year. The mushrooming of the institutes does not indicate any improvement in the quality of education that is imparted to the students. The new tendency of top tier management institutions is to obtain acceptance of its existence from the peer group. With this aim, the number of institutions that is participating in various international and national accreditations and rankings has also drastically increased. Obtaining national and international accreditations and better rankings attracts better students and faculty to the institution. Currently the most sought after accreditations are The Association to Advance Collegiate Schools of Business (AACSB), National Board of Accreditation (NBA). This paper tries to map the revised criterions and standards laid by AACSB and NBA. The criterions of both the accreditation processes were modified in July 2017. When AACSB has slightly modified the standards, NBA has completely revamped the criterions set for the management programs. Institutions submitting NBA self-assessment Report from July to September has an option to submit the report in old format or new format. By end of September -2017 it is mandatory for all the management institutions to follow the newly initiated criterions. This paper compares the newly initiated standards and criterions of these two accreditations.

KEYWORDS

Indian management education, accreditations of business schools, the association to advance collegiate schools of business (AACSB), national board of accreditation (NBA), comparison of accreditation.

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INTRODUCTION

Indian Education system is the third largest education system in the world. The history of management education of India can be traced back to 19th Century and those institutions were then set up to cater the needs of British Empire in India. The first Indian B-School was established in 1903 at Chennai – ‘Commercial School of Pachiappa Charities’. College level Business School was set up in 1913 at Mumbai – ‘Sydenham College’. In 1920, Shri Ram College of Delhi was set up. In the initial period Science, education was popular and slowly management education started grooming as corporate were open to recruit management-trained students for executive posts.^[1] Indian Institute of Managements (IIMs) was launched in 1961 by Jawaharlal Nehru the first Prime Minister of India based on the recommendations of the planning commission. IIM- Calcutta was started with the support of Sloan School of Management at MIT and IIM Ahmadabad was launched with the help from Harvard Business School. From the period 1960 to 2000, the growth of IIMs in numbers was slow and progressive. The time period post 2000 witnessed an increase in the number of IIMs from 6 to 20.

OBJECTIVES OF THE STUDY

Comparison of revised criteria for accreditation of National Board of Accreditation (NBA) for management institutions with that of the revised accreditation criteria of The Association to Advance Collegiate Schools of Business (AACSB).

RESEARCH METHODOLOGY OF THE STUDY

The paper is purely conceptual and is based on secondary research.

GENESIS OF IIMs

TABLE 1: LIST OF IIMs

Year	No of IIMs	Names of IIMs
1960-1970	2	IIM-C & IIM-A
1971-1980	1	IIM-B
1981-1990	1	IIM-L
1991-2000	2	IIM-K & IIM-I
2000-2010	4	IIM-S, IIM-R, IIM-Ranchi, IIM-Raipur
2011-2015	9	IIM-T, IIM-Kashipur, IIM-U, IIM-N, IIM-V, IIM-BG, IIM Amritsar, IIM Sambalpur, IIM Sirmaur
2016	1	IIM-Jammu

All India Council for Technical Education (AICTE) is the body in India who is responsible for technical as well as management education in the country. AICTE was set up in November 1945 initially as the advisory body and later in 1987 was given statutory status by the Acts of Parliament. AICTE works with the following objectives^[2]

- Promotion of Quality in Technical Education.
- Planning and Co-ordinated Development of Technical Education System.
- Regulations and maintenance of Norms and Standards.

The purview of AICTE (the Council) covers programmes of technical education including training and research in Engineering, Technology, Architecture, Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology etc. at different levels^[3].

AICTE data for the academic year 2015-16 shows the following:

TABLE 2: MANAGEMENT SEATS ENROLLMENT DETAILS SOURCE FOR DATA

No of management seats available in India (MBA/PGDM) in the Academic Year 2015-16	Students Enrolled	Students Passed	Students Placed
4,30,424	2,39,081	99,397	90,146
	Enrollment Percentage : 55.5% of available seats	Passing Percentage:41.5 % of enrollment	Placed Students percentage 90.69%

Source: <http://www.aicte-india.org/dashboard/pages/dashboardaicte.php>

As per AICTE records, 44.5 % of the management seats were vacant in the academic year 2015-16 and out of the enrolled students only 41.5 % could graduate and only 37.7 % were employable. All these aspects points to the fact that the growth in number of institutions or seats does not vouch for quality in education. It's the need of the hour for Premier institutes to have a differentiating factor to attract management aspirants to their institution. The competition and relevance to attract quality students is evident from the fact that IIMs- the most premier institutions in the country itself takes part in various B-School rankings and accreditations. Accreditations and rankings from different International/National agencies help the institute to get an edge over other institutions. Accreditations urge and help Institutions for continuous improvement and builds confidence and assurance on quality to various stakeholders including students. It enables Institution to state publicly that it has voluntarily accepted independent inspection and has satisfied all the requirements for satisfactory operation and maintenance of quality in education. The primary goal of any management institution is to impart high quality global management education and their by create employable students, mentor and support students to create employment; attract renowned faculty. It's a mundane and rigorous task to prepare for rankings and accreditations. Institutions should have a well defined plan and process in hand to take part in these rankings and accreditations. IIM-Calcutta is the only triple crowned institution in India with the most sought after international accreditations from The Association to Advance Collegiate Schools of Business (AACSB), The Association of MBAs (AMBA) and European Quality Improvement System (EQUIS).

In the era of mushrooming management institutes and B-Schools it has become the need of the hour for top tier management institutes to proclaim its quality to the stakeholders.

This paper tries to **Compare and Map the newly launched Accreditation standards and criterions of Association to Advance Collegiate Schools of Business (AACSB), National Board of Accreditation**

- **NBA**

As per the NBA accreditation manual (2017) the process of the NBA Accreditation focus towards measuring exhibitions of the business colleges mission, program objectives and course objectives. In taking after the input process-yield' structure, the attention is on result based points of view and factor. This creates and makes the business college receptive to its key partners, principally, students and their families, industry, personnel and society on the whole.

- **AACSB**

The AACSB International Eligibility Criteria and procedure for Business schools Accreditation give direction in regards to the characterization of the business college. For AACSB accreditation methods, taking the common method that the college taken for accreditation audit "is an association by means of which the business projects are approved, financed, and supervised". By giving significant variety in the frameworks and regulation of advanced education establishments around the globe, the genuine utilization of this definition for accreditation uses can be confounded. The way decorum and discipline are characterized and sorted out inside of an advanced education setting changes crosswise over national connections, and might bring about 'business and organization' programs offered in numerous units and/or in a sections that likewise offers programs in different fields. At the same time, the qualification criteria for AACSB accreditation diagram a procedure and rules for achieving agreement on how every foundation under audit is characterized, this procedure just applies to a less subset of the evaluated 12,600 establishments.

The AACSB International Eligibility Criteria and Standards for Business Accreditation incorporate a far reaching rundown of "customary business subjects" by and large thought to be incorporated into accreditation overviews. AACSB assessment list of establishments giving business degrees. The International Standard Classification of Education (ISCED), utilized by the UNESCO Institute for Statistics as a system for its advanced education information gathering endeavors, utilizes a comparative however not by any means compatible definition. In addition, confounding endeavors to disengage and distinguish business projects is the apparently continually developing vicinity of expansions of the "conventional business subjects" by means of interdisciplinary or coordinated subjects, majors, projects, focuses, or ranges of accentuation. Elements in the fields as apparently assorted as accommodation administration, aeronautics administration, designing administration, forest service administration, and healthcare organization are conveyed somewhat or in full by institutional sections not customarily considered "business colleges," but rather these courses of concentrate may justify the arrangement as business projects in view of their substance. A few nations, especially those with a high-state of claimed undertakings, takes an open organization projects to be business projects and arrange them in that capacity.

In spite of these complexities and haziness, in the factors that tail are attract upon accessible data to describe the worldwide way of administration instruction in 2010. The center of the investigation is on degree suppliers, as this center gives the least difficult premise to examination given the data that is right now accessible

TABLE 3: COMPARISON OF ACCREDITATION STANDARDS OF AACSB AND NBA

Various Factors	AACSB	Criteria	NBA	Remarks
Formation	1916	NA	1994	NA
Establishment of 1 st Standard'	1919	NA	1994-The present form was established in 2010	NA
Types of accreditation	2 types 1. Institutional Accreditation 2. Specialized Accreditation	NA	Program specific accreditation	
Recognition by Council for Higher Education Accreditation (CHEA)	Yes	NA	No	
Criteria Modified	July, 2017	NA	July, 2017	
Eligibility			3 batches of Management Students must have graduated	
Fundamental Purpose	Encourage B-Schools to hold accountable for improved business practices through scholarly education and intellectual contribution.		Assurance of Quality and Relevance of Education, especially of the programmes in professional and technical disciplines	
Focus Area	Demands evidence for Continuous quality improvement in engagement, innovation and impact		Quality Assurance	
Core Values and Guiding Principles	Ethical Behavior of Stake holders.-The B-School is expected to provide documentation of supporting ethical Behaviour -Collegiate Environment. The B-School is expected to provide proof for the quality of education imparted and the various platforms available for interactions with different stakeholders. Faculty involvement in governance processes -Corporate Social Responsibility		Mission- To stimulate the quality of teaching, self-evaluation and accountability in higher education and facilitate the Institutions in realizing their academic objectives, adopt teaching practices that enable them to produce high quality professionals and to assist them in continuously contributing to the domain of knowledge through innovations & research	
Preliminary Step	Completion of AACSB Eligibility Application		Clearance of Pre qualifier Performa	
General Criteria to consider for Accreditation.	an institution authorized to award bachelor's degrees or higher (in business) or under certain circumstances a business academic unit within a larger institution		Pre-Visit Qualifiers 1. Three batches of management Program should have graduated. 2. 33% of faculty should have PhD for previous two academic year including the current one 3. Admission towards at least 60% of seat 4. Required (1:2:6) cadre ratio should be maintained 5, Placement ratio should be more than 60% At least 50% faculty retention.	
Scope of Accreditation	all business and management degree and related programmatic activities operating within the institution are to be included in the scope of the AACSB accreditation		All management programs.	
Criteria to consider Bachelors Program	Normally, bachelor degree programs in which 25 percent or more of the teaching relates to traditional business subjects or graduate programs in which 50 percent or more of the teaching relates to traditional business subjects are considered business degree programs.		At management level NBA looks into PGDM, MBA programs	

TABLE 4: STANDARDS AND CRITERIA –MAPPING BETWEEN AACSB AND NBA

AACSB Standard/Criterion	Focus Area of AACSB	Mapping of NBA Criterion with AACSB	Focus Area of NBA	Remarks
Strategic Management and Innovation (Standards 1 to 3) Standard-1	1. Clarity of mission 2. Expected outcome based on the mission 3. Strategies for achieving these objectives	Criteria -1 (Vision, Mission & Program Educational Objectives	Vision and Mission Statement – Aspirations of the B-School and broad approach to achieve aspirations. Process of formulation of Vision, Mission and Program Educational Objectives 3. Program Educational Objectives 4. Coordination/Dissemination among stakeholders.	Clarity of Mission/Vision, Linkage between Program Objectives and Mission is considered in both NBA and AACSB
Standard-2	Intellectual Contribution, expected outcomes and impact are aligned with Mission	Criteria-6	Faculty Attributes and Intellectual Contributions. Faculty innovations in teaching and learning	Mapping of faculty Intellectual Contributions
Standard-3	Financial Strategies and allocation of resources –Adequate financial resources	Criteria-2 (2.2)	Budget allocation, utilization, Budget allocation and utilization	AACSB –ensures that the B-School has adequate financial resources. NBA analyses the budget allocation and actual usage.
Participants-Students, Faculty and Professional Staffs) Standard-4 to standard 12	Student Admission-Policy and Procedure, Progression and Career Development- Support for academic Progression Student Admission Process	Criterion 5 5.1, 2.1.2	Student Quality and Performance Admission process not included Compares Sanctioned Intake (Enrolment Ratio) No of students from same state, outside state, other country, Management Stream, Other Streams, Fresher's and Experienced -Success is calculated based on the No of students who have completed 1 st year and 2 nd Year Placement, Higher Studies and Entrepreneurship 1. Students Placed in Companies/Government Sector 2. Pursuing PhD/Higher Studies 3. Entrepreneur Faculty Empowerment-Should have faculty development policy,	AACSB considers the transparency of admission process, Progression and career development of students. NBA considers enrolment ratio, quality of students' enrolled. No of students clearing the exam. Etc. NBA indicates the need for faculty development initiatives and decentralization, delegation of power and collective decision making of faculty.
Standard-5	Faculty Sufficiency And Deployment-Faculty is divided into Participating Vs Supporting	6.6	Faculty performance, appraisal and development system	AACSB considers faculty as Participating and Supporting. NBA access faculty for their performance
Standard-6	Faculty Management and Support - Assigning responsibilities to individuals - reflect differences in expectations for different faculty members -Systematic faculty, development, retention policy Effective process for mentoring, orientation -Performance expectations -Proper faculty resource Plan in place	-Criterion 6.6 and	Faculty Performance, appraisal and development system Details about the different program title, description, duration, resource person, type of training etc. are considered Involvement of adjunct faculty/Visiting faculty from industry -	AACSB considers the assignment of job responsibility for each faculty. NBA and AACSB considers different development program provided for the faculty. NBA gives weightage for visiting faculty/adjunct faculty from industry.
Standard -7	Deploys professional staff and/or services sufficient to ensure quality outcomes.			
Standard-8	Curriculum management and Assurance of learning -Well documented approach for modifying and updating curriculum to achieve learning objective and goals	Criteria 3 (3.1.1 to 3.2.2)	Attainment of Program Outcomes and course outcome.	Both NBA and AACSB give weightage for various assessment tools and processes used to gather program outcome. Each course and its program outcomes need to be identified and mapped. Different methods to assess the program outcome need to be mapped.
Standard -9	Curriculum Content Development of theories, ideas, concepts, skills, knowledge, etc., that makes up a degree program.	Criteria 4.1 4.1.1 to 4.1.4	NBA considers the process for designing the program curriculum. -NBA considers the components of the curriculum Learning processes and quality of teaching and learning also is considered.	NBA criterion considers the process used to develop and evolve the curriculum. Considers the number of lectures, projects and seminars.
Standard-10	Student-Faculty Interaction Level and quality of well documented student-student, student-faculty-Interaction	NA	NA	NA

Standard-11	Degree Program Educational Level, Structure and Equivalence Degree programs are structured and designed to support the content coverage, rigor, interactions, and engagement that are normally expected at this level of study	Criterion 4.2 (4.2.1 to 4.2.3)	Learning Processes followed to ensure and improve the quality of teaching and learning.	NBA also considers the process considered for to improve quality of teaching and learning. Ensures the quality of continuous assessment and evaluation processes. Quality of students reports
Standard-12	Teaching Effectiveness -Existence of policies and processes to enhance the teaching effectiveness of faculty and professional staff	Criterion 6.5	-Faculty Initiatives on Teaching and Learning - Faculty contributions to teaching and learning are measured.	NBA as well as AACSB insists different policies and documentation to ensure effective teaching methods.
Academic And Professional Engagement (Standard-13 to Standard 15) Standard-13	Student Academic And Professional Engagement -Active involvement of students in academic and professional settings	Criterion 5.6 (5.6.1 - 5.6.2) 6.1	Students Professional Activities Faculty –student Ratio	NBA as well as AACSB considers students participation in professional societies/chapters and management events. NBA also considers students publications
Standard-14	Executive Education -Involvement in executive education. Appropriate process in place to meet high quality client expectations	Criterion 7 (7.1.5)	Institutes initiatives related to industry including executive education, industry sponsored labs, industry sponsorship for students activities etc. are considered	NBA does not consider executive education alone as a criterion. It gives due importance to all other industry interactions like consultancy, participation of industry professionals in curriculum development, etc.
Standard-15	Faculty Qualification and Engagement Academic Credential- Earned Degree and other academic Credentials Professional Experience- Nature, level, duration of leadership and management positions Sustained academic and professional engagement Academic Engagement of faculty Professional engagement of faculty	Criterion 6	Faculty Attributes and Contributions	AACSB considers faculty qualification as a standard where in NBA qualification and research aptitude is blended and captured. NBA captures and gives weightage for faculty with PhD and management degree
--	--	Criterion 7	Industry & International Connect	Industry and International connect is extensively captured in NBA.MOUs signed,student exchange programs, faculty exchange programs, collaborative research projects etc. are given weightage
--	--	Criterion 8	Infrastructure	NBA gives weightage for the infrastructure, library, IT infrastructure, Hostel, Sports and medical facility available
		Criteria 9	Alumni Performance and Connect	NBA looks into institutes Alumni association, Involvement of alumni, methodology to connect with Alumni and its implementation is considered.
		Criterion-10	Continuous Improvement	NBA considers actions taken based on the results of evaluation of each of the POs and actions taken for improvement. NBA also look into the academic audits and action taken during the period of assessment is considered. NBA also looks into the improvement in placements, Higher Studies and Entrepreneurship One unique feature of new criterion of NBA is the weightage given for the quality of students admitted to the program.

SUMMARY

This paper tried to compare and map different parameters and standards followed by AACSB accreditation, which is an international accreditation with that of NBA, which is a National level accreditation. The scope of the paper is limited to the comparison of updated standards of both the accreditation. This paper is based on secondary data, further based on the parameters and standards mentioned a new framework could be developed which will support the management institutions in their effort to prepare for these accreditations.

From the aforesaid mapping it is evident that the newly developed NBA criteria are influenced by AACSB. NBA has also Indianized its approach with certain criteria's and weightages given to physical infrastructure, academic infrastructure student enrollment statistics etc.

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