

# ACCREDITATION : A CHALLENGE FOR UNAIDED ENGINEERING COLLEGES

\*PROF. N.V. RATNALIKAR

---

## SYNOPSIS

*Due to shortage of Funds, Govt. of Maharashtra allowed establishment of many private Engineering Colleges and Polytechnics in Maharashtra in 1983-84. This policy was severely criticised by one and all, and it was feared that these Colleges would not survive long and would definitely bring down the standards. It is seven years, since then. As years go by, it is seen that these Colleges are settling down well and making all efforts to maintain the standards inspite of all odds. The author feels that these Colleges should take up "The Accreditation" as a challenge and set at rest, once and for all, all fears and apprehensions expressed in respect of standards of Engineering Education due to involvement of private sector, by willingly seeking and obtaining accreditation from the All India Council of Technical Education.*

---

## 1.00 Introduction :

Standardisation is the first major essential step in our march towards Quality. We have an Indian Standard Bureau which provides national standards for our Industrial/Consumer Products. But in the past not much attention was paid to the standards of Educational Institutions. Most of our technical Institutions were Govt./Govt. aided Institutions and were sometimes inspected by the Govt. Committees only or by the Western Regional Committees or

A.I.C.T.E.. The A.I.C.T.E. so far had only recommendatory status and as such we never bothered about the inspection committees and its Inspection Reports. As a result, all Govt./Govt. aided Institutions were supposed to be good institutions and we never bothered about their exact standards. This was probably correct as there were no alternative Govt. Institutions conducting Engineering Courses. Besides this, the Engineering Colleges are also inspected for purposes of granting affiliation/Extension of affiliation, by the Local Enquiry committees of

---

\* Principal, College of Engg., Kopergaon & Editor "Engineering Education" Quarterly

the respective universities. But these inspections neither ascertain to any depth the quality of Education nor contribute to standardisation of these Colleges. But now the times have changed. We are today imparting technical education on a massive scale. Table below indicates this quantitative growth in Engineering Education in Maharashtra;

	1982-83	1983-84
Engineering Colleges No.	09	65
Intake	2100	14000
Branches	5	30
Faculty	700	3250

This massive quantitative growth though welcome has brought in dilution of standards in technical education, incurred the displeasure of the Govt. of India and resulted in severe criticism by Educationists all over the Country, particularly the northern states.

Since our Institutions are a part and parcel of the National Educational System, we have to submit to the national standards which shall be laid down/have been laid down by the A.I.C.T.E. and its Accreditation Board. Govt. of Maharashtra and Directorate of Technical Education have been very considerate and sympathetic to our newly started, *non-aided* Engineering Colleges and rightly so, as it is with their blessings that this massive expansion has taken place. The Parental sympathy has sustained us for the last five years or so, but now we shall be called upon to submit to the national standards of Accreditation Board, when we shall have to

be on our own and the parental sympathy of the D.T.E. or Govt. of Maharashtra will not help us any more in our struggle of existence. Hence, we must understand the Accreditation procedure, the standard laid down by it and take determined steps to get accreditation from the A.I.C.T.E.

Many of our newly started Engineering Colleges are either in undeveloped or developing stage and have yet to go a long way. This they can do only by the combined will and determination of the Management, the Principal and the faculty to develop and attain the required national standards. Actually, all these Colleges should take up the proposed accreditation as a challenge and prepare for the same on war footing.

## 2.00 Accreditation :

### 2.1 Aims and Objects :

The objective of accreditation is to identify those Institutions and professional programmes in Engineering and Technology which are worthy in professional context. Accreditation does not seek to replace the system of award of degrees by the Universities.

The accreditation is intended to accomplish the following.

- a) To assist the public, prospective students, educational institutions, professional societies, potential employees and Governmental agencies in identifying these institutions and their specific

---

programmes which fulfil the minimum criteria for Accreditation.

- b) To provide guidance for the improvement of the existing educational programmes in Engineering and Technology and also for the development of future programmes.
- c) To stimulate the process of bringing out continuously, improvements in Engineering Education in the country.

## **2.2 Agency for carrying out accreditation process :**

To accomplish these objectives, a national board named National Accreditation Board for Engineering and Technology - "NABET, India," will have to be constituted whose purposes/functions would be -

- a) To evaluate in a comprehensive manner the academic programmes and the Institutional environment in which these programmes are run and also to advise academic institutions in planning and organising their educational programmes in Engineering, if required.
- b) To establish criteria, through the analysis of available data and information, that would assist the Govt., the Universities and other interested bodies in effective planning of policies, decision making and resource allocation.

- c) To use the data and findings so gathered, as feedback information to educators and administrators for the purpose of applying necessary adjustments and corrections to practices and procedures in the educational procedures.
- d) To evolve new methods and techniques for evaluation of Institutions and their programmes.

## **2.3 Responsibility of NABET India.**

It will be the responsibility of NABET, India to

- a) Administer the accreditation process based on clearly laid down policies and predetermined procedures and criteria, established by itself.

It shall make decision on accreditation, take appropriate action thereon and also consider applications for review of its decisions.

- b) It may propose to AICTE, policies and procedures for Engineering education planning and procedures.

## **2.4 Structure of NABET India.**

The constitution of NABET India will be such that all groups interested in maintaining the standards of Engineering and Technology are a part of it and the Board is constituted in such a manner as to reflect their involvement in the different disciplines of Engineering/Technology Education.

The total numbers of member on the Board shall neither be so large as to prevent meaningful exchange of opinion nor so small that the desirable range of different experience or expertise is not represented.

The NABET India will have full time secretariat headed by an Executive Officer.

It is not proposed to consider here the details of qualification for membership of NABET, method of selection, tenure of membership, recommendations for which have been worked out by a working group and AICTE may be in the process of finalising the same.

## **2.5 Status of NABET - India.**

The NABET - India shall be an independent body with an appropriate legal framework that will ensure it to have the privilege of an autonomous body, remaining independent of the day-to-day control of any Ministry or Govt. Dept. The NABET - India shall itself be its own Governing body, laying down the procedure of its governance.

The AICTE may take appropriate steps to issuance of Act of Parliament, Govt. Orders, Resolutions and to ensure the granting of autonomous status to NABET - India. NABET - India will be funded specifically by a grant-in-Aid from the G.O.I. through AICTE and also supported by fees/service charges that it may levy on various Technical Institutions for the services it renders.

## **3.00 Accreditation Process :**

### **3.1 Method of Evaluation :**

This will be based upon a questionnaire submitted by the Institution followed by an on-the-site visit. The purpose of such a visit will be :

1. To assess the factors that cannot be adequately stated/reflected in the questionnaire such as intellectual/academic atmosphere, the enthusiasm and dynamism of the faculty and the students, the calibre of the students body and the staff, and the quality of the work performed by them.
2. To assist the institution/assessing/identifying its areas of weaknesses and areas of strengths.
3. To examine, in greater details, the written material compiled and supplied by the Institution relating to :
  - a) The structure and management of the Institution;
  - b) The educational programmes offered by it;
  - c) The number of students enrolled in individual educational programmes;
  - d) Criteria for admission of students;
  - e) Teaching staff, teaching loads and teaching methods.

- f) Physical facilities - buildings equipments, students amenities, sports facilities etc - and infrastructures.
- g) Finances;
- h) Curricular content of the programmes and the extent to which these are carried out.
- i) Number of working days in an academic semester/year, periods of study and vacation/leave policies.
- j) Co-Curricular activities, extra curricular activities including athletics and sports, hobbies and social/cultural programmes;
- k) Training and placement of students.
- l) Training of Supporting staff.
- m) Q.I.P. Programmes for faculty.
- n) Teaching abilities, professional commitment and devotion of the faculty.
- o) Students Counselling.
- p) Liaison with industry.
- q) Service to community.
- r) Feedback from alumni/society, on the general performance of the Institution.

### 3.2 Criteria for Accreditation :

NABET - India will lay down its own criteria for different education programmes and evaluate the Institutional programmes in respect of :

- 1) Contents and objectives of curricula.
- 2) Curricular Guide lines.
- 3) Faculty
- 4) Student body
- 5) Institutional Commitment to goal.

### 3.3 Accreditation Process :

The detailed procedure for applying for accreditation will be given by the NABET - India and it will be necessary for each Institution to get fully acquainted with it. However, it may be noted that the accreditation action shall be on the following lines :

- 1. Accreditation granted for 4 years.
- 2. Accreditation granted for 2 years with an inspection at the end of this period.
- 3. Accreditation not granted.

Factors which would limit the period of accreditation include :

- 1. Uncertainty of financial resources.
- 2. Uncertainty due to nature of ad-

---

ministrative organisation.

3. Need for additions or improvements in staff, equipment, physical facilities.
4. A new/changing curriculum.
5. Undue dependence on a single individual.
6. Other management related factors.

There is also a provision for an appeal for a review of action of "No accreditation", and an Institution can avail of it.

#### **4.0 A Challenge for unaided Engineering Colleges :**

To seek and get accreditation is a matter of vital significance for all private unaided Engg. Colleges. It is a matter of prestige for us. Hence, the main task for the Management and Principals of these Colleges is to take all steps necessary for all round development of these Colleges and to ensure that they attain a standard which will be acceptable to the NABET - India.

Accreditation should be taken up as a challenge by unaided Engineering Colleges - their Management, the Principals and all the faculty members. They must prepare for this on a war footing. For this the following steps are suggested.

1. To prepare a five year perspective development plan for the College.

2. To prepare yearly plans for development of the College and provide necessary budget allocation for the same.
3. To take a quarterly review of these plans and make necessary correction/adjustments.
4. To undertake no further expansion unless the College gets sound footing in all respects; in other words, till it gets accreditation for programmes already undertaken.
5. To properly train Principals and H.O.D.s for Educational planning and administration and the Faculty for the Professional skills - academic as well as teaching.

#### **5.0 Role of the Directorate of Technical Education :**

If these unaided Colleges fail to come to the national standards and are refused accreditation by the NABET - India, it will be a very bad reflection on the Directorate of Tech. Education and Govt. of Maharashtra. Hence, it should not merely provide all guidelines and advise to these Colleges; but should control, watch, monitor and ensure that these Colleges are progressing well and to see that they attain the required national standards. It is their moral responsibility. For this there will not be any financial implications for the Govt. and even if there is any, it will be almost negligible. Only there should be an urge and determination on the part of the Govt. of

---

Maharashtra to play its role effectively. The following steps are suggested.

1. To revive the Governing Councils for the private Colleges, provisions for which has been made in G.R. 1983.
2. Nominate suitable and competent persons from the field of Tech. Education as Govt. Nominees on these Governing Bodies and acquaint them of their exact function and responsibility as a Govt. nominee on the Governing Councils of these Colleges. Entrust these Govt. nominees with the responsibility of watching and monitoring the progress of all these Colleges and to bring them up to the required standards. Direct them to submit quarterly reports.
3. Utilise the Regional Offices newly set up to scrutinise, watch and monitor the progress of these Colleges.
4. Take a quarterly review of the progress of these Colleges at State Level.
5. If some funds are required for this procedure the private Colleges will provide the same. Hence lack of funds should not be made an excuse for not undertaking its role in respect of unaided Engineering Colleges.
6. Bring out a monthly bulletin and

keep all Colleges informed of the policies and their implementation at the national level. Today these Colleges have no interaction with D.T.E. except the usual circulars/lectures of warning, in respect of admission rules and eligibility etc. and direction to pay heavily and participate in Seminars arranged by Govt. at different places.

## 6.0 Concluding Remarks :

In the end, it may be summed up as follows :

Accreditation is a matter of prestige for both the unaided Engineering Colleges and the Govt. of Maharashtra.

It is a matter of concern for all those involved directly or indirectly in the field of Technical Education. Hence i) the *Management and Principals of these Colleges* should assess their readiness to meet the national standards of accreditation, identify the shortcomings and take immediate steps to remove the same. In short, they should take up this accreditation as a Challenge.

ii) The Directorates of Technical Education should effectively play its parental role in watching, monitoring and controlling the development of these Colleges and prove that the Govt. of Maharashtra was fully justified in adopting the bold policy of involving private sector in Engineering Education in 1983 and this will be fully reflected when these Colleges get accreditation from the

highest national body NABET - India.

What is said of the unaided Engineering Colleges in Maharashtra is equally applicable to similar unaided Engineering Colleges in Karnataka and Andhra Pradesh. Engineering Colleges in these states also should welcome, rather invite A.I.C.T.E. and seek its accreditation and set at rest the misgivings, doubts and apprehension about the role and performance of the private sector in the field of Engineering Education.

Maharashtra has already set an example of involving and associating

private sector in the expansion of Engineering Education, for the rest of the country to follow with only one warning that this expansion should be a planned one and consistent with the needs of Industry.

Actually the growth of Engineering Education should be planned and controlled at the national level and all states must submit to this. Let us hope and expect that A.I.C.T.E. with its statutory powers will accomplish this and accept and acknowledge the place of private sector in the field of Engineering Education in India.

\* \* \*

**Anjuman-i-Islam's**

**M.H. Saboo Siddik College of Engineering**

(Affiliated to Bombay University)

8, Shepherd Road, Bombay 400 008.

### **REQUIRES**

(1) PROFESSORS, (2) ASSTT. PROFESSORS in Electronics/Automobile & Production Engineering.

Qualifications, Experience, Pay Allowances for all posts as per rules.

Residential accommodation for the posts of Professors will be provided on the campus.

Persons recently retired from services will also be considered for appointment on contractual basis.

Application forms and other particulars for the above posts may be obtained by sending a crossed postal order for rupees ten in favour of Principal, within three weeks from the date of publication of this advertisement.

**Dr. K. Hussain**

Principal & Ex-Officio Secretary