



## ACADEMICIANS' INSIGHTS INTO THE RESEARCH ENVIRONMENT IN MANAGEMENT INSTITUTIONS

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### Abstract

As the Indian management institute landscape grows, NAAC, NBA, and NRIF emerge as crucial guardians of quality and credibility. They establish a distinct quality identity by evaluating institutes against specific parameters, determining excellence and recognition. These accreditation bodies play a pivotal role in ensuring credibility in the dynamic field of management education.

Faculty research is a crucial parameter in accreditation, influencing institutional rankings. A conducive research environment fosters faculty engagement, ultimately enhancing the institution's standing in accreditation assessments.

Academic perceptions on research environment in management institutes highlight the vital connection between faculty support and institutional recognition.

The study explored institutional support for research activities and the challenges faced by the teaching fraternity. Data was collected through primary and secondary sources. Findings revealed that 48.19% of respondents found research activities stressful, while 37.35% struggled with time management due to official responsibilities.

The support for research activities in terms of travel allowances, registration fees and publication fees were low. The overall conduciveness of research environment in management institutions was perceived to be moderate by the academicians. By implementing fair recruitment policies, ensuring staff retention, and providing support, management institutions can enhance their research environment, leading to improved faculty and institutional ranking.

**Key words:** *Research environment, Accreditation, Ranking, Academic Research, Quality research, Factors impacting on research activity*

## 1. INTRODUCTION

Quality seal is an important aspect looked upon by the stakeholders. Educational institutes need to be got assessed by a professional assessing body to prove that they are worth seeking admissions by the students. Accreditation is a quality assessment protocol that ensures gradation and ranking for educational institutions. In accreditation, all educational institutes, including management institutions, are assessed for their performance based on various parameters.

An institution receives a gradation/ranking based on criteria fulfillment. National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA), National Institute Ranking Framework (NIRF), etc. are the assessing bodies. There are various criteria's defined by these assessing bodies. The institutes are assessed by quantifying the various parameters set by these authoritative bodies. The gradation by accredited agency ensures credibility of the institute. For any of these accrediting agencies, 'research' is one of the important tools for assessing the institute credibility.

Faculties are an important asset for any institute. Faculty contributions in terms of research publications includes papers published in journals, paper presentations in conferences, seminars, etc., research workshops for value and knowledge up gradation, books, industry projects, etc. Faculties are usually interested in research as it helps in improving knowledge and they can facilitate the students in a more equipped way. The accreditation bodies grant remarkable weightage to individual faculty and institutional contribution in research while ranking the institute. This paper attempts to understand the perception of faculties in management fraternity towards research environment in their institution. The research explored what type of research environment the faculties were experiencing in their offices in this era of research criteria fulfillment for individual career and institutional accreditation. Also, the intention is to examine the support extended by the institute to their faculties for conducting and fulfilling research requirements.

## 2. REVIEW OF LITERATURE

With the rise of new millennium, there was phenomenal increase in the number of B-Schools. Despite the implementation of various built-in quality controls, including the University Grants Commission's guidelines and the affiliating functions of the university, the deterioration in the quality of higher education has emerged as a pressing concern for all

stakeholders involved. (Pillai and Srinivas, 2006). Many management institutes have mushroomed across the country without any quality standards in teaching and research as a result of which, academic standards are compromised (Raju, 2016).

This mushrooming of B-schools necessitated the institutes to prove their quality. The significance of quality in higher educational institutes has become an imperative for the Indian educational system. Notably, the education system of India has been acknowledged as a driving force behind the country's economic growth (Gupta & Gupta, 2012). Quality assessment in higher education encompasses a comprehensive evaluation, review, measurement, and judgment of the processes, practices, programs, and services offered by educational institutions. This assessment is conducted using suitable techniques, mechanisms, and activities to gauge the effectiveness and efficiency of the educational framework. (Sanyal, Martin, 2006). "Quality is a concept; it's a philosophy; it's a journey; it's also what we practice. We at NAAC strive to create awareness and understanding of quality, and quality assurance in higher education as a necessary ingredient to national development". (Prasad, 2007; Former Director, NAAC).

Through the implementation of a credible, comprehensive and effective accreditation system able to assure quality and accountability in education sector. Accreditation is a formal verification and assessment process undertaken by an institution to meet the required quality standards by any recognized competent authoritative body. Accreditation is a quality assessment tool that ensures excellence for management education. Accreditation is the most broadly used technique of external quality assurance.

The University Grants Commission (UGC) serves as the highest regulatory authority for higher education in India. Its primary role involves the recognition and approval of universities across the country. National Education Policy (1986) and the Programme of Action (POA) 1992 gave commendation of the establishment of a national accreditation body which result in establishment of UGC. As of the 16th of September, 1994, the National Assessment and Accreditation Council (NAAC) was established with its headquarters located in Bangalore. The primary function of NAAC is to evaluate and accredit the quality of Higher Education Institutions (HEIs) in India. (Swapnil, 2020).

Under umbrellaed of AICTE, a separate Board of Management Studies (BMS) was established to "advise" the executive committee of the Council on matters pertaining to "norms, standards, model curricula, model facilities, and structure of courses" for management

institutes. Within the framework of the AICTE Act of 1987, the National Board of Accreditation (NBA) was instituted with the objective of ensuring "assurance of quality" for educational institutions, as specified under section 10(u). Subsequently, on January 7, 2010, NBA was granted autonomous status (NBA, 2013). The NBA Accreditation plays a pivotal role in providing a measure of quality assurance for educational institutes (Gholap, Kushare 2019). National Institutional Ranking Framework (NIRF), was established in September 2015 by the Ministry of Human Resource Development, Government of India, outlines a methodology to rank institutions across the country. The NAAC framework comprises 7 Criteria and 34 Key Indicators (KIs). On the other hand, the NBA Self-Assessment Report divided into two main parts, namely Part-A and Part-B. The first Part-A primarily requests general information about the institute and department/programme, while Part-B covers detailed information and data based on 10 broad criteria. In the case of the NIRF Methodology, it focuses on establishing a set of metrics to rank academic institutions by categorizing into five main heads (Vasudevan, Sudalai Muthu, 2019).

These accreditation bodies represent a significant paradigm shift in the approach to ensuring quality assurance in higher education. Irrespective of any of these accreditation bodies, one important component for assessment is 'Research publications'. The faculty contribution through research papers is a significant criterion enhancing institutional excellence in accreditation and, thus, it is expected that management institutions provide the right research environment to their faculties.

### 3. OBJECTIVES OF RESEARCH

The Accreditation process includes critical parameters to be assessed. Each and every Parameter is evaluated by dividing into various indicators. The 'Research Contribution' by the faculties working in the institute plays a significant role in the assessment and is quantified.

This research paper intends:

1. To explore the research environment provided to the faculties of the management institutes.
2. To examine the support extended by the management institutes through different

indicators.

3. To study the constraints faced by faculties in undertaking research activities and their suggestions to overcome the constraints.

## 4. RESEARCH METHODOLOGY

### 4.1 SCOPE OF RESEARCH

The paper intends to study the research environment that is provided for the faculties working in the management institutes. Under what circumstances the researcher undertakes the research activity in management institutes is explored. Faculty research contribution is one of the major factors in criteria fulfillment for accreditation.

### 4.2 METHODOLOGY

The research was undertaken to explore the perception of faculties towards the various dimensions of support system provided by the management institutes to the faculties. The data sources is inclusive of primary and secondary data. The primary data includes a survey schedule method. A survey schedule (Google form) was prepared and floated through mail and WhatsApp. The secondary data is inclusive of various articles published in journals and browsing research websites. In total 83 responses were received. The collected data was coded, tabulated and analyzed. Hypothesis testing is being followed through Kolmogorov –Smirnov D test. Hence, the type of research is exploratory in nature and method adopted is Survey Data Analysis.

## 5. Data Tabulation and Analysis:

The data collected has been coded, tabulated and analysed.

### 5.1 Age Composition Mix of respondents

**Table 1: The age composition mixes of respondents**

Age	Frequency	Percentage
Below 30 years	18	21.69
31-40 years	37	44.58
41-50 years	24	28.91
above 50 years	4	04.82
Total	83	100.00

Table 1 showcases the fascinating spectrum of age attributes among the respondents. Notably, a significant majority, comprising 44.58 percent, falls within the age range of 31-40 years, while 28.91 percent are in the 41-50 age bracket. Additionally, 21.69 percent are below 30 years of age, while 4.82 percent represent the experienced segment above 50 years.

## 5.2 Designation of respondents

**Table 2: The Designation composition mix of respondents**

Designation	Frequency	Percentage
Assistant professor	57	68.68
Associate Professor	22	26.50
Professor	4	4.82
Total	83	100.00

Table 2 reveals a dominant presence of 'Assistant professor' respondents 68.68 percent followed by 'Associate Professor' 26.50 percent and 'Professor' 4.82 percent. The survey composition aligns with the well-known trend of higher proportions of 'Assistant professor' in educational institutions, highlighting the reflection of this pattern in our findings.

## 5.3 Education of respondents

**Table 3: The Education composition mix of respondents**

Education	Frequency	Percentage
Graduation	83	100.00
Post-Graduation	74	89.15
Doctorate	58	69.87

Table 3 indicates that all of the respondents have completed the graduation course, while 89.15 percent are post- graduates and 69.87 percent of respondents are with the Doctoral degree. Though the of post- graduate faculties is nearing ninety percent, the 'Doctorate' faculties proportion is also significant.

## 5.4 Gender of respondents

**Table 4: The Gender composition mix of respondents**

Gender	Frequency	Percentage
Male	56	67.47
Female	27	32.53
Total	83	100.00

Table 4 illuminates the intriguing gender composition of respondents, where the male faculties emerge as the majority with a commanding presence of 67.47 percent, while the female respondents comprise 32.53 percent, underscoring the diverse perspectives and contributions brought forth by both genders in this captivating survey.

## 5.5 Experience of respondents

**Table 5: The Experience composition mix of respondents**

Experience	Frequency	Percentage		Frequency	Percentage
<b>Teaching:</b>			<b>Corporate:</b>		
Below 5 years	18	21.69	Below 5 years	12	14.46
6-10 years	33	39.76	6-10 years	17	20.48
11-15 years	17	20.48	11-15 years	8	9.64
16-20 years	12	14.46	16-20 years	Nil	Nil
Above 20 years	3	3.61	Above 20 years	Nil	Nil
	83	100.00		37	44.58

Table 5 unveils a captivating insight: a mere 44.58 percent of the total respondents hail from a corporate experience background, having embarked on their professional journey in industries before transitioning to the noble realm of education. In a fascinating contrast, the remaining 55.42 percent have been devoted to academia since the inception of their careers, symbolizing a steadfast commitment to the pursuit of knowledge.

## 5.6 Subjects per semester by respondents

**Table 6: The subjects per semester taught by respondents**

Subjects taught /Semester	Frequency	Percentage
Upto 3 subjects	8	9.64
4-6 subjects	63	75.90
Above 6 subjects	12	14.46
Total	83	100.00

Table 6 offers a revealing glimpse into the teaching workload of faculties. Remarkably, a substantial majority of 75.90 percent are engaged in instructing 4-6 subjects per semester, demonstrating their commitment to imparting comprehensive knowledge. Equally intriguing, 14.46 percent undertake the noble task of teaching more than 6 subjects, signaling their dedication to value-added courses and practicals. Additionally, 9.64 percent of faculties concentrate on up to 3 subjects per semester, possibly allowing for specialized attention. Notably, Professors and faculties assuming additional responsibilities in administrative roles allocate less time to academic teaching, as they shoulder the weight of duties such as IQAC coordination and departmental leadership.

## 5.7 Credits of subjects taught per semester by respondents

**Table 7: The subject credits taught per semester by respondents**

Subjects taught/ semester	Frequency	Percentage
1-5 credits	13	15.66
6-10 credits	12	14.46
11-15 credits	16	19.28
16-20 credits	39	46.99
Above 20 credits	3	3.61
Total	83	100.00

Table 7 illuminates a captivating scenario: a notable 46.99 percent of faculties undertake the herculean task of teaching 16-20 credits per semester, while 19.28 percent handle the responsibility of guiding students through 11-15 credit courses. Remarkably, a mere 3.61



percent bravely shoulder the immense burden of teaching above 20 credits per semester. These findings shed light on the multifaceted roles of faculties, which extend beyond academic instruction to encompass extracurricular activities, event organization, reports, and accreditation-related documentation. Such additional responsibilities place immense demands on faculties, especially those navigating the challenges of teaching 16 credits or more, making it arduous to find time for research pursuits amidst their rigorous routine obligations.

### 5.8 Publication Details:

**Table 8: The Publication Details of respondents**

Publication Details	Frequency	Percentage
National	83	100.00
International	58	69.88
Chapters	14	16.86
Books	06	7.22

Table 8 showcases an impressive display of faculty contributions in the realm of scholarly publications. Astonishingly, every single faculty member (100.00 percent) has made valuable contributions to national publications, reflecting their commitment to disseminating knowledge within the country. In a remarkable global reach, 69.88 percent of respondents have garnered international recognition through research papers published in prestigious international journals. Additionally, 16.86 percent have showcased their expertise by contributing chapters to esteemed publications, while 7.22 percent have embraced the role of authors, leaving a lasting imprint in the form of books. This diverse range of scholarly accomplishments underscores the dedication and impact of these exceptional faculty members.

### 5.9 Ability to find time for research along with regular work

**Table 9: Ability to find time for research along with regular work**

Responses	Frequency	Percentage
Yes	26	31.33
No	17	20.48
Yes, but it becomes very Stressful	40	48.19
Total	93	100.00

Table 9 gives insights about faculty time utilization. Majority of faculties have agreed (48.19 percent) that with the regular work, they have the 'ability to find time for research, but it becomes very stressful'. 20.40 percent of respondents have said that, they do not have time for research with the regular work, while 31.33 percent respondents have said, yes, they have the ability to find time for research work with their regular work. These findings give an indication that, for the faculties who are able to find time for research with their regular work, the institutes may be have well managed staff to balance the academic teaching, administrative, extra-curricular tasks and research activities. It was observed that the distribution of work load among optimum number of staff helps in collaborative functioning of tasks. It relieves the faculties from administrative tasks and helps in promotion of research activities.

### 5.10 Inclination for research

**Table 10 : The inclination for research**

Responses	Frequency	Percentage
I am interested in research, find and manage time for it.	19	22.89
I am interested in research, but have more official responsibilities and managing time is difficult	31	37.35
I am interested in research, but am struggling between job and other responsibilities	24	28.92
I am interested only in teaching & not in research, but have to take up as a pressure compulsion	9	10.84
Total	83	100.00

Table 10 provide overall faculty inclination towards research. In the survey, a significant proportion of the respondents, specifically 37.35 percent, expressed their agreement with the statement, "I am interested in research, but find it challenging to manage time due to my official responsibilities." This indicates a genuine interest in research among the participants, but highlights the difficulty they face in balancing their official duties with their desire to engage in research activities.

Additionally, 28.92 percent of the respondents conveyed their interest in research, but expressed the struggle they experience in juggling their jobs and other responsibilities. This

suggests that while there is a genuine desire to pursue research, external factors such as work and other obligations hinder their ability to fully commit to it.

Furthermore, the survey revealed that a relatively smaller percentage of the faculty members, specifically 22.89 percent, demonstrated an interest in research and were able to effectively allocate time for it. This finding indicates that among the respondents who are involved in academia, a minority have successfully managed to prioritize research and create a suitable environment for conducting it.

It is worth noting that the survey included a diverse sample, with 32.53 percent of the respondents identifying as female. This ensures a balanced representation and allows for a comprehensive understanding of the findings across different demographics.

Female faculties shoulder the academic as well as the family responsibilities, in most cases. For them maintain work life balance becomes a challenging task. In today's modern era, the shift is observed towards nuclear families, especially in urban sector. Women is significantly contributing in the work force, this factor adds family responsibility to even the male working person. Hence, they also shoulder family responsibilities and find it difficult to devote time for research activities.

### 5.11 Institutional support

**Table 11: The institutional support (Financial aspect) for research**

Responses	No		Partial		Yes	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Allowance/ (travel)	49	59.04	20	24.09	14	16.87
Registration fees	44	53.01	17	20.48	22	26.51
Publication fees	59	71.08	24	28.92	0	00.00
Conference	43	51.80	26	31.33	14	16.87
seminar	45	54.22	21	25.30	17	20.48
FDPs	46	55.42	14	16.87	23	27.71

The table 11 provide responses for the institutional support in financial aspect were sought from the respondents. Among the faculty respondents, a majority of 59.04 percent reported not receiving any travel allowance for research activities, while 24.09 percent stated they received partial support, and 16.87 percent confirmed receiving full financial support from their institution. Regarding support for specific activities, the percentages for full institute support were 26.51 percent for registration fees, 16.87 percent for conferences, 20.48 percent for seminars, and 27.71 percent for Faculty Development Programs (FDPs). However, no institute provided full support for publication fees. Generally, government-recognized institutes are more likely to offer support for travel allowances, registration fees, conferences, seminars, and FDPs, while only a few private institutes extend financial assistance for these research activities.

Over half, or more than 50.00 percent, of the respondents, indicated that they do not receive any financial support from their institutes for allowances, registration fees, conferences, seminars, and FDPs. Regarding research publication fees, 28.92 percent reported receiving partial support, while 71.08 percent stated they received no support from their institute. Partial support for other research activities ranged from 20 percent to 31 percent, except for FDPs with a 16.87 percent partial support rate.

### 5.12 Leave/ Office work:

**Table 12 : The institutional support (Leave/ OD) for research**

Responses	Frequency	Percentage
Office work	26	31.33
leave	57	68.67
Total	83	100.00

Table 12 illuminates that 68.67 percent of the faculties opined that the institute considers the out of campus visits for paper presentation, conference as 'Leave' (Casual Leave) and not as official work, while 31.33 percent opine of ~~big~~ extended support from institutes and are treated as out station duty and not leave.

### 5.13 Institutional research support

**Table 13: The institutional research support**

Responses	Frequency					Weighted Average
	1	2	3	4	5	
Statistical Software (like, SPSS )	21	17	4	19	22	3.05
Paid Journals access	27	22	0	10	24	2.78
Plagiarism software check	18	22	3	28	12	2.93
Wi-Fi Access	8	24	4	27	20	3.33
Desktop/Laptop provision	17	16	0	37	13	3.16
Semester (vacations) breaks	25	29	7	16	6	2.39
Routine job adjustments for completion of research tasks	22	06	4	32	19	3.24

The institutional research support response (table 13) were from ere solicited from the respondents. The institutional support in terms of Wi-Fi Access, Routine job adjustments for completion of research tasks, Desktop/ Laptop provision, Statistical software gained score of 3.33, 3.24, 3.16 and 3.05 respectively. These support mechanisms show positive notions from the respondents. Plagiarism software check, paid journals access and semester breaks/ vacations reflect a score of 2.93, 2.78 and 2.39 respectively.

### 5.14 Opinion for Supportiveness (colleagues')/ Biasness from seniors/ in-charges

**Table 14: The Supportiveness/ Helpfulness of colleagues**

Responses	Frequency					Weighted Average
	1	2	3	4	5	
Supportiveness Colleagues from	11	23	2	18	29	3.37
Biasness from seniors/ in-charges	20	24	9	19	11	2.72

The supportiveness or helpfulness of colleagues table 14 reflects a score 3.37. The scores

indicate that there is mutual understanding for support or helpfulness. In an institute the faculties are connected with various academic and other activities, like teaching adjustments in lieu of leave, documentation process for various criteria for accreditation work, extra-curricular activities, co- curricular activities, and hence, more dependency upon each other.

The statement of biased approach from seniors/ in-charges reflects a score of 2.72. The results show the faculties being faced by biasness from the seniors/ in-charges.

### 5.15 Conduciveness of research environment

**Table 15: The Conduciveness of research environment**

Responses	Frequency					Weighted Average
	1	2	3	4	5	
Conduciveness	12	42	3	18	8	2.61

The statement of 'conduciveness of research environment' reflects (table 15) a score of 2.61. The faculties feel the research environment is not much satisfactory. The academic teaching, administrative fulfillment of tasks, overburdened responsibilities, lack of financial support, up gradation in use of statistical tools know-how, are some of the aspects that takes a back seat in research for faculties.

### 5.16 Constraints in fulfilling research requirements

An open-ended question was presented to the respondents to explore the challenges faced by faculties in conducting research activities. The responses were consolidated into the following six points:

- 1) A shortage of staff leads to additional responsibilities for faculties.
- 2) Meeting predetermined criteria often takes priority over a research-oriented approach.
- 3) Insufficient training in research methodology and the use of appropriate statistical tools.
- 4) Limited opportunities for conducting inter-institutional research.
- 5) Lack of funding or financial support from the institute.
- 6) High publication fees for journals (e.g., Scopus) without any institute support.

### 5.17 Suggestions to overcome research constraints

Various suggestions were proposed to address the challenges faced by faculties in conducting research.

#### **These suggestions include:**

Institutes should provide funding, and financial support, or allocate a specific budget for research activities. Offering incentives to faculties for their research contributions.

Recruitment and retention of qualified staff members.

Allocation of research assignments and dedicated time slots for research-related activities.

It is evident that nearly half of the academician's experience stress in balancing research with their regular work responsibilities. Despite their interest in research, 37.35 percent of academicians mentioned the difficulty of managing time due to additional official responsibilities. The level of institutional support for research was found to be moderate, and a significant majority (68.67 percent) had to take leave for research activities.

## 6. HYPOTHESIS TESTING

When comparing the calculated value of  $\chi^2$  to the table value at a certain level of significance for a given degrees of freedom, different conclusions can be drawn. If the calculated  $\chi^2$  value is smaller than the table value, we accept the null hypothesis, indicating that the two variables are independent or not associated. On the contrary, if the calculated  $\chi^2$  value exceeds the table value, we reject the null hypothesis, suggesting that the two variables are associated. Furthermore, this association is not merely due to chance but is a genuine relationship that exists in reality.

### **Kolmogorov –Smirnov D Test**

*Ho: There is no significant difference in agreement rating of faculties regarding; Conduciveness of research environment in Management Institutes.*

*H1: There is significant difference in agreement rating of faculties regarding; Conduciveness of research environment in Management Institutes*

**Table 16: Faculties conduciveness for Research Environment in Management Institutes**

Responses	Observed Number	Observed Proportion	Observed Cumulative Proportion	Null Proportion	Null Cumulative Proportion	Absolute Difference Observed Cum. Prop.

						<b>&amp; Null Cum. Prop.</b>
Strongly Agree	12	0.14	0.14	0.2	0.2	0.06
Agree	42	0.51	0.65	0.2	0.4	0.25
Neither Agree Nor Disagree	03	0.04	0.69	0.2	0.6	0.09
Disagree	18	0.22	0.91	0.2	0.8	0.11
Strongly Disagree	08	0.09	1.00	0.2	1.0	0.00

From the above table no. 16, we can find that, the largest absolute difference is 0.25, which is the Kolmogorov Smirnov D value.

Calculated D value=0.25 (largest absolute difference value)

The critical value of D at an alpha of 0.05 is  $1.36/\sqrt{83}=0.149$

Since the D value exceeds the critical value 0.149 the null hypothesis is rejected, hence alternate hypothesis is accepted.

## 7. CONCLUSION AND RECOMMENDATIONS

### 7.1 CONCLUSION

Management institutes undergo accreditation processes based on various criteria and parameters. Faculty contribution plays a crucial role in the accreditation process, with research being a significant factor. Accrediting bodies like NAAC, NBA, and NIRF have specific requirements for research fulfillment, including promotion for research, resource mobilization, research publications and awards, and faculty empowerment strategies. These factors significantly contribute to the institutional accreditation process.

Undertaking research is a time-consuming and well-thought-out task. Faculty members need quality time to conduct and write research papers. However, 48.19 percent of respondents expressed that research activities become highly stressful due to the challenges of managing time



alongside routine academic and official work. This often results in sacrifices of family time, sleepless nights, and extended work hours. Despite the challenges, faculties are genuinely interested in pursuing research as it enhances their knowledge base, and technical skills (digital/ICT), and keeps them updated on modern trends in academia, leading to overall personal development. In fact, 37.35 percent of respondents agreed with the statement that they are interested in research but struggle with managing time due to official responsibilities.

Resource mobilization is an essential aspect that contributes to institute scores during accreditation. Institutes are expected to provide financial support to faculties for travel allowances, registration fees, research publication fees, conferences, seminars, FDPs, research workshops, and more. However, over 50 percent of faculties indicated that financial support in these areas is not being extended by their institutes. Additionally, the research environment in management institutes scored a low 2.61, indicating room for improvement.

While accreditation criteria have placed significant pressure on faculties to contribute to research activities, it is essential to provide them with necessary resources, both financial and non-financial. Fair recruitment policies and maintaining an optimal staff presence can help alleviate the burden on faculties, allowing them to dedicate quality time to research. A knowledgeable and motivated staff is an invaluable asset to any educational institution. Faculty contributions to research should be encouraged and rewarded, which will aid in staff retention and enhance the institute's credibility in achieving academic excellence.

## 7.2 RECOMMENDATIONS

Despite their teaching and other responsibilities, many faculties have successfully engaged in research activities and contributed to research publications. These self-motivated faculties show a genuine inclination toward research. Institutes should acknowledge and appreciate their research efforts by providing rewards and recognition, such as appreciation letters, funding opportunities for research, and other forms of rewards.

To address time constraints faced by faculties interested in research, institutes can introduce dedicated time slots for research and make adjustments to their routine tasks. Department heads or directors can support faculty members by allowing flexibility in their daily schedules, enabling them to prioritize research alongside their other responsibilities.

Faculties can play a vital role in guiding and motivating students to pursue research. Students can actively assist faculties in their research projects, and their contributions should be

recognized through rewards such as credit points and other incentives.

It is important for institutes to implement fair recruitment policies, allocate appropriate funds for research activities, and establish research incubation cells to foster a supportive research environment.

These suggestions aim to address the challenges faced by faculties and promote a culture of research within institutes.

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