

## Accreditation as a Benchmark of Quality Sustenance in Higher Education: A Review of Quality Assurance in Indian University System

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Economic globalisation has increased cross border transactions in every sphere of economic activity and the trend is more pronounced in higher education field. In a period of intensifying international interconnectivity and economic transition, there is a paradigm shift by knowledge becoming the key factor for economic growth. Universities and colleges are motors of development in an increasingly knowledge based society and it is the quality and size of the higher education that differentiates an emerging economy from others. The need for some kind of higher educational qualification for better prospects is increasingly recognised and growing enrolment in tertiary education sector and increasing rates of returns on it only make a case for the wider reach of higher education. Higher educational institutions face huge expectations from society. With geographical boundaries no longer apply to educational access, the traditional educational hierarchies like physical attendance, contact hours, formal academic credentials for academic instructors, library holdings etc are dissolved and the present challenges for quality assurance were unimaginable just a quarter century ago. This is not unique to any one country but has emerged as a global trend. Worldwide, students, educators, and all stakeholders are interested in knowing about the importance of obtaining a college degree from a college, university, or other institution of higher education with accreditation. Accreditation is considered across the globe as a benchmark in this context to quantify the effective educational practices towards qualitative achievements.

In the above context, there have been many interesting developments in India since early 1990s. The higher education sector has immensely expanded and diversified and in addition to compliance of regulatory requirements, the institutions are expected to demonstrate quality enhancement with the help of

proven measures that assures improvement in quality. A large variety of parameters are designed to assess the performance of the institution as well as the faculty. These "Standards of Excellence" are driven by considerations of a number of parameters like management, quality, learning outcomes, availability and adequacy of learning resources, long term viability etc.

### Objectives of the Study

India is emerging as a global knowledge hub; the fast growth of the nation draws attention to the role of universities in generating knowledge, driving innovation, and tackling global challenges. While India is considered as the destination market by world renowned universities for collaborations, only a few institutions like IITs and IIMs are widely recognised abroad. The rising wave of internationalization marked by increased flow students, programs and providers across national boundaries is largely confined only to selected universities of India. Policy makers in India, both at national and at individual University level are bringing in wide diversity, broad access and high quality in the Universities to cope up with the increased expectations and global exposure. They intend to equip higher educational institutions in such a way as to ensure positive changes in programs and pedagogy resulting in availability of a well trained flexible workforce as means of sustaining a national competitive advantage in a world of mega competition.

With this background, the current study is undertaken as an academic pursuit with four fold objectives:

- To take stock of the importance assigned to Accreditation as a formalised assessment process towards quality sustenance in different countries ;
- To grasp the quality assurance mechanism followed by tertiary education system in India through

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accreditation process by analysing the role played by national agencies and also the Government in assessing the performance of Indian Universities;

- To have an insight into the local reality by analysing the NAAC methodology in practice towards assessment of quality sustenance and quality enhancement measures in reaccredited Universities and affiliated colleges in India;
- And to arrive at a nuanced sense of conclusion about accreditation as a quality differentiator.

This research paper is thus planned to study such suitable aspects of accreditation as concepts, the need, benefits and inhibitions and also to understand the tools used by NAAC to review and evaluate quality performances. In short, this research paper outlines recent developments in the higher education system to improve understanding of the linkages of accreditation with quality in higher education and explores the nature and conditions of quality commitment and quality augmentation in higher education system in India.

Various sections in this paper have been organized as follows -

- i) an outline of international position of accreditation by throwing light on accrediting agencies in various countries;
- ii) an overview of the higher education sector in India bringing out its salient characteristics;
- iii) a review of recent developments in accreditation in India by the National agency for accreditation - NAAC under UGC
- iv) a summary of the grading system of NAAC to identify the potential of strong institutions and the measures to be initiated by institutions towards continual quality assurance.
- v) A list of suggestive measures towards quality sustenance and quality augmentation.

### **The Concept of Accreditation**

The quality of any education system is judged by the 'extent to which its objectives are being met. (UNESCO 2004,p223). UNICEF, in its document defining quality in Education charts out five dimensions of quality: learners, environments, content, processes and

outcomes. (UNESCO 2004, p31).with learners placed first and learning outcomes placed last. Presently, this broad vision of reputed international agencies is quantified in terms of cognitive learning outcomes; and the focus on quality elements such as 'quality control, accreditation, standards and assessment'(HKIED, p19) by quality monitoring authorities and institutions reflects this vision.

Before analysing the accreditation process followed in India, to set the context, it would be more appropriate to define the concepts of quality assurance and accreditation. The precise meaning of certain terms used in the context of accreditation is:

- ❖ Quality as "fitness for purpose" - ability to meet the stated purpose of education
- ❖ Quality Assurance as "a process of continuous quality improvement"
- ❖ Assessment as "a process of evaluation of performance of an institution of Higher Learning and/ or its units, based on certain established criteria"
- ❖ Accreditation as "a quality assurance scheme wherein a certification of assessment given with a validity for a stated period of time and the recognition accorded to an educational institution that meets commonly accepted standards of quality or satisfies criteria laid down by a competent agency"
- ❖ Criteria as "predetermined standards for the functioning of an institution of Higher Education that form the basis of assessment and accreditation"

The accreditation process is based on self-regulation, a voluntary and cooperative effort towards gathering, reporting on, and using evidence to improve students' learning, focusing on external / third party evaluation to approve continuing reinforcement of educational quality. The process requires a clear articulation of purpose and strategy. Accreditation confirms that accredited institutions have the structure and processes in place necessary to meet their strategic objectives and continually improving performance and confers legitimacy through its function as a quality certification which is becoming an important differentiator in quality standards as competition increases in higher education market domestically and globally.

In short, the basic characteristics of accreditation are:

- a) its prevailing sense of volunteerism
- b) its strong tradition of self-regulation
- c) its reliance on evaluation techniques
- d) its primary concern with quality

Accreditation as a quality assurance concept is of recent origin. Why such a concern for quality? All over the world, there is a growing demand for better higher education with fewer resources. As major institutional support is derived from the Governments, society is calling for greater accountability in utilising the public funds to provide value for money and to assure that professional competence is achieved towards national welfare including the labour market needs. A great faith has been reposed on higher educational institutions by assigning varied functions. The faith has been based more on expectations and a firm evidence of the capabilities and functional capacity of the institutions warrants accreditation to play a crucial role. The goal of accreditation is to maintain quality in education by creating a healthy competitive environment for quality rating of educational institutions. Accrediting agency and institutions collaborate to set high standards for academics, student achievement, faculty, facilities, resources, administration, governance, and integrity. The assessment process helps Universities to introspect regarding improvement in their teaching pedagogy that equip graduates with problem solving, analytical and innovation skills. It places benchmarks, impact statements and performance evaluations to quantify attributes like attainment of insight, inspiration, and the advancement of human knowledge with higher education. The actual process of method of assuring quality has now been made an integrated one working with the institution's own procedure. More attention is given to student support and to enhancing the quality of learning experience. Refurbishment of teaching space, improvements in facilities and equipments, the creation of learning centres have all received much higher priority that would perhaps otherwise been the case, given the financial pressures on the institutions. Globally, there is not just one type of accreditation. Different educational institutions require specific types of accreditation status. Varied kinds of institutions that

require accreditation status include Public institutions, Private institutions, For-profit institutions, Non-profit institutions, Single-purpose institutions, Private career institutions, Faith-based colleges and universities, Distance learning colleges and universities, Law schools, Medical schools, Health profession educational programs etc. Only one kind of accreditation would not be sufficient to address the accrediting needs of all such institutions that require accreditation status. This is why accreditation organizations provide two major types of accreditation. They are:

1. Institutional accreditation
2. Specialized, professional, or programmatic accreditation

Institutions can acquire regional, national, and/or programmatic accreditation. Institutional accreditation reviews educational institutions, while programmatic accreditation reviews specific programs within institutions. Many choose to acquire both regional and programmatic accreditation in order to doubly assure students and the public of the quality of education they offer. In essence, quality assurance must always be an essential part of higher educational system and the present emerging international system for ensuring quality with accreditation has gained momentum in recent years. More empirical researches are needed to take stock of sustained measures towards quality assurance and to analyse the beneficial results of accreditation.

### **Trends and Practices of Accreditation across World**

1990's begun with quality as the main theme. The assessment, maintenance and augmentation of quality and attempts to define and measure quality evolved as major issues for higher education in many countries. It is more so in developing nations like India, where quantity, as measured through Gross Enrolment Ratio (GER), remains one of the lowest in the world, at around 15%, as compared to around 30% of China, or the world average. The concomitant history of determining quality in higher education prior to 90's relates accreditation being largely confined only to business schools and other for profit institutions and has been

predominantly an outcome or product based model. With internationalisation of education, quality assertiveness and third party assessment is considered common to all institutions including state funded public institutions.

After 30 years of growth, at the dawn of 21st century, international enrolments in many English speaking nations started declining. The main challenge for the developed nations came from Asian markets. National Governments in some of the traditional source countries of the west started to initiate commitment towards expansion of their educational system. Universities in emerging Asian economies started counterbalancing western monopoly in higher education by improving the local human resources talent pools. Promotional activities and recruitment networks are on the rise in these countries. For example, Singapore has been emerging as a regional educational hub by attracting many American, European and Australian Universities to open their offshore / branch campuses. Chinese response too is overwhelming by attracting more and more enrolments of international students. The spread of accreditation in India too is of a recent origin mainly during the past couple of decades of reforms and is gradually reshaping the competitive environment of higher education.

Alternative processes are followed for accreditation in different countries. In most countries this process is carried out by the Government. While countries like India have vested the same in the hands of a government instituted autonomous body, the U.K. and Australia have moved towards centralised Governmental evaluation; few countries have nongovernmental processes, several countries have none. Again, validation and revalidation may be given to an institution or to individual degree it offers with periodic institutional reviews. An institution that has one does not necessarily have the other. The United States based Council for Higher Education Accreditation (CHEA) (a non-governmental organization) maintains an International Directory which "contains contact information about 467 quality assurance bodies, accreditation bodies and Ministries of Education in 175 countries. The 2012-13 directory for American Institutions enlists agencies into four groups- regional accrediting organisations, faith

related national organisations, Career related institutions and programmatic accrediting organisations.

- The quality assurance and accreditation bodies in the US have been authorized to operate by their respective governments either as agencies of the government or as private (nongovernmental) organizations. Both public and private accreditation agencies recognised by the Federal Secretary of Education are allowed to accredit institutions or programmes.
- All bodies that award UK degrees are subject to a regular external quality assurance reviews by the Quality Assurance Agency for Higher Education (QAA). Non-accredited prestigious qualifications given by professional bodies (e.g. those of the Institute of Directors) are not automatically discounted. In the UK too both public and private bodies can be accrediting agencies. Universities receiving public funding or having degree giving powers are accredited by public bodies. Private institution can be accredited by private bodies such as the British Accreditation Council and the Accreditation Service for International Colleges.
- In Germany Accreditation agencies are private non-profit entities monitored by the Accreditation Council (under Foundation for the Accreditation of Study Programmes).
- Self accrediting institutions such as universities in Australia are authorised to accredit their own courses. Non self accrediting institutions are accredited by a government agency.
- Membership to the Association of Universities and Colleges of Canada is accepted as quality assurance. There are some province specific public or private accrediting agencies to accredit institutions. Some professional programmes (engineering and nursing) are also accredited by professional bodies. Most Canadian universities are operated by the provincial governments for their respective provinces. Legal authority to grant degrees is conveyed upon individual public or private post secondary institutions by the provincial and territorial legislatures. Institutions authorized to grant degrees are identified as

"recognized" institutions. There is no accreditation of whole education institutions in Canada, but individual university or college programs of study are accredited by professional bodies.

- In Hong Kong, formal evaluative tie with the U.K. was started in 1990. Publically funded tertiary education system was rapidly expanded as a preparatory to governmental transition in 1997 to China. The Hong Kong Council for Academic Accreditation was replaced by a new authority Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) in 2007 to conduct accreditation of programs. Assessment is made with reference to local and internationally recognised standards through a process of peer review.
- France initiated its first nationalised process in 1985 and the main accreditation authority is the Ministry of National Education, charged with running France's public educational system and with the supervision of agreements and authorizations for private teaching organizations ascertaining European standards for university studies; it follows three tiers of accreditation for public and private universities facilitating international mobility.
- Every public institution Accreditation in Malaysia was done by the Lembaga Akreditasi Negara (English: National Accreditation Board), a statutory body created through an act of Parliament, for certificates, diplomas and degree courses provided by private higher educational institutions (defined as institutions providing tertiary or post-secondary education) until 2007 when the body was replaced with the Malaysian Qualifications Agency. Prior to the enactment of the legislations that provided for the establishment of these bodies, no specific framework for accreditation existed and institutions only required a valid registration status from the Ministry of Education of Malaysia.
- The main accreditation body for higher education is Higher Education Commission of Pakistan. It regulates and formulates laws governing all the degree awarding universities in Pakistan. The Higher Education Commission (HEC), formerly the University Grant Commission, is the primary regulator of higher education in Pakistan. It also facilitates the

development of higher educational system in Pakistan. Its main purpose is to upgrade the Universities of Pakistan to be centres of education, research and development.

The brief global tour of practice towards quality assurance reveals that in every country, the quality assurance is ascertained by Government initiative and within this broad framework, the University sector has to develop its own approach to quality assurance involving external scrutiny but controlled by institutions themselves assuring academic autonomy.

### Indian Higher Education Scenario

In recent debates on higher education, general accreditation of all institutions in formal University system has received considerable attention. To meet the international challenge, the Indian higher educational institutions attempt to differentiate themselves on the basis of quality and which is where accreditation comes to play. More and more institutions in India are coming forward to get accredited to attain global standards.

India possesses a large system of highly developed higher education generating a vast pool of qualified manpower every year. Education sector falls in soft-infrastructure category and in a developing economy where investment in infrastructure faces a severe deficit, higher education area has unique place that remains unparalleled in richer nations too. Different types of higher education institutions exist in India with reference to size, resources, systems of governance and ownership to reach larger number of people, around 80% of the nation's demand of 1.21 billion people. Indian higher education and research sector is the third largest in the world in terms of number of students. Privatization, widespread expansion, increased autonomy and introduction of programs in new and emerging areas has improved access to higher education.

The Indian Higher education sector comprises of a large university sector and a big and complex non-university sector. It involves both public and private institutions and formal and non-formal activities. The system offers facility of education and training in almost all spheres of human creative and intellectual endeavours. Source:

**Table no 1: Total number of Universities, University level institutions and Colleges in India in 2009-10**

Universities and University level Institutions		Colleges	
Central University	40	Arts, Fine Arts, Social Work, Science and Commerce	14321
State University	227	Engineering/Technology/Architecture	2894
Private University	18	Medical	2074
Deemed University	105	Education/Teacher Training	3357
Others Institutions Established under State Legislature Act & Institute of National importance	46	Others (including management institutes)	3292
Total	436	Total	25938

Economic Survey 2011-12

The above table depicts that out of total 436 universities more than 50 percent are publicly funded state Universities and out of 25,938 colleges, 55 % comprises of the general education group of Arts, Fine Arts, Social Work, Science and Commerce colleges. Further, almost eighty seven percent of gross enrolment in higher education is in affiliated colleges and hence affiliating system defines the main academic arrangement in the higher education system in the country. On an average, most state affiliating universities have hundreds of affiliating colleges, and thereby India has the distinct position of having highest number of Higher Educational Institutes in the world.

**Indian Experience of Accreditation**

Though Indian economy is on the road map of reforms ever since 1990, educational reforms are on a slow pace. Recently, the Government of India has initiated a number of educational reforms in 2010 to meet the global challenges. The Ministry of Human Resource Development has placed a number of proposals for Parliamentary approval and the outcome is awaited. The prominent ones are The Foreign Educational Institutions (Regulation of Entry and Operations) Bill,

2010, The Prohibition of Unfair Practices in Technical Educational Institutions, Medical Educational Institutions and Universities Bill, 2010, The Educational Tribunals Bill, 2010 and The National Accreditation Regulatory Authority for Higher Educational Institutions Bill 2010-

The National Accreditation Regulatory Authority for Higher Educational Institutions Bill 2010 states that 'Accreditation is a process of benchmarking of academic quality of a higher education institution by an accreditation agency' and 'Academic quality' means the quality of teaching, learning and research; it includes infrastructure, human resources, curricula, and admission procedure and governance structure. Presently, the responsibility of accrediting formal University system in India in the public domain is vested in the hands of a Government appointed autonomous body called as National Assessment and Accreditation Council. (NAAC) and technical education sector assessment comes under the purview of the National Board of Accreditation (NBA). While NAAC accredits All categories of higher education institutions (Institutional and programme accreditation) other than agricultural Universities, NBA's domain activities is constrained only to programme accreditation of Technical Institutions. The benchmarks of quality shall be determined by the statutory authorities of the University Grants Commission (UGC and the All India Council of Technical Education (AICTE) respectively, In addition, Indian Council of Agricultural Research (ICAR) accredits the programmes as well as Institutions of Agricultural Education, Distance Education Council (DEC) established by IGNOU caters to Programme and institutional accreditation of Distance Education.

With an expansion of the role of Colleges and Universities in recent years, quality of higher education and the need for efficient quality assurance systems is given priority. But, quality assurance, assessment and accreditation in higher education sector as of now are only voluntary in nature. Currently, only about one-fifth of all universities and less than 10 percent of colleges are accredited. The following table shows that the spread of accreditation in Indian Higher education sector is at a slow pace.

**Table no 2: State-wise total Number of University and colleges in India and accredited institutions by NAAC**

States/UTs	Number of Universities	Number of NAAC accredited Universities	Number of Colleges	Number of NAAC accredited colleges
Andhra Pradesh	31	13	4473	128
Arunachal Pradesh	2	-	23	2
Assam	8	4	546	46
Bihar	20	-	1031	11
Chhattisgarh	9	-	584	13
Goa	1	1	39	9
Gujarat	26	7	1218	288
Haryana	12	3	1002	110
Himachal Pradesh	7	2	582	21
Jammu and Kashmir	10	2	303	37
Jharkhand	8	-	161	9
Karnataka	29	8	979	301
Kerala	11	2	448	84
Madhya Pradesh	21	2	1311	36
Maharashtra	42	15	3446	423
Manipur	1	-	73	8
Meghalaya	2	1	118	9
Mizoram	1	-	29	13
Nagaland	1	-	74	7
Orissa	15	3	874	58
Punjab	14	5	578	97
Rajasthan	24	3	1610	70
Sikkim	3	-	18	2
Tamil Nadu	43	12	1936	187
Tripura	3	-	29	1
Uttar Pradesh	36	4	3104	258
Uttarakhand	12	1	225	16
West Bengal	20	4	841	73
Andaman and Nicobar	0	-	5	-
Chandigarh	3	-	24	-
Dadra and Nagar Haveli	-	-	3	-
Daman and Diu	0	-	3	1
Delhi	19	3	155	11
Lakshadweep	0	-	3	-
Puducherry	2	1	90	4
<b>All India</b>	<b>436</b>	<b>96</b>	<b>25938</b>	<b>2333</b>

Source: Economic Survey of India 2011-12 and naac.gov.in accessed on 28th oct 2012

Note : The data pertaining to number of Universities and colleges dates to 2009-10 and accreditation details are during the period April 2007 to Sep 2012 by NAAC

Out of the total number of 25938 colleges, barring 11617 colleges of Technical Institutions (of Engineering, medical and Management institutes) falling under the purview of AICTE, a mere 13 percent of remaining colleges which are under the purview of NAAC was accredited by the national agency till September 2012. There is also a regional imbalance in the growth of institutions as well as accreditation tilting more in favour of the southern and western regions which needs a separate attention but does not

### Role of NAAC in Quality Assessment

The Assessment methodology followed by NAAC is very much similar to that followed by many Quality Assurance (QA) agencies across the world; it consists of a combination of self and external quality evaluation, promotion and sustenance initiatives. NAAC also grades institutions which is not common in all countries. In the perspective of NAAC, grading enables to know the Credentials of a particular Institute, and gives a scope for up gradation of skills through regular Appraisals.

a) The accreditation framework of NAAC is based on foundation of five core values

Values/Goals	Suggested Parameters/Activities
1. Contribution to National Development	<ul style="list-style-type: none"> <li>➤ More access with equity</li> <li>➤ Developmental thrust in identification of research areas and academic programmes</li> <li>➤ Community engagement</li> </ul>
2. Fostering Global Competencies among Students	<ul style="list-style-type: none"> <li>➤ Development of generic skills</li> <li>➤ Development of application skills</li> <li>➤ Development of life skills</li> </ul>
3. Inculcating Value System in Students	<ul style="list-style-type: none"> <li>➤ Value integration in academic Programmes</li> <li>➤ Value integration in management practices</li> <li>➤ Value inculcation through co-curricular and extra-curricular Activities</li> </ul>
4. Promoting the Use of Technology	<ul style="list-style-type: none"> <li>➤ For enrichment of learning</li> <li>➤ For increasing the access-online programmes</li> <li>➤ For system management</li> </ul>

5. Quest for Excellence	<ul style="list-style-type: none"> <li>➤ Development of benchmarks of excellence</li> <li>➤ Best Practices application</li> <li>➤ Institutionalization of continuous improvement systems</li> </ul>
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b) The approach to assessment covers four stages viz.. Identifying pre-determined criteria for assessment, Preparation and submission of self-study report (SSR) by the institution, On-site visit by the Peer Team for validation of SSR and for recommending the assessment outcome to NAAC, and the final decision on accreditation by the Executive Committee of the NAAC

c) NAAC also ensures quality assurance in post-accreditation activities especially in facilitating establishment of strategic quality management systems for ensuring continuous improvement. Each accredited institution is advised to form an Internal Quality Assurance Cell (IQAC) resulting in building a quality culture. The IQACs are not only expected to facilitate the internalization and institutionalization of quality, but also to activate the system and trigger the institutional capabilities to higher levels ensuring continuous quality improvement.

d) NAAC adjudges seven criteria for grading of the institutions viz..i) Curricular Aspects, ii) Teaching-Learning and Evaluation, iii) Research, Consultancy and Extension, iv) Infrastructure and Learning Resources, v) Student Support and Progression, vi) Organization and Management, vii) Healthy Practices. Each of these seven Criteria for assessment: considers certain key aspects to reflect the processes and values of the institution on which assessment is made. Again, each criterion bears different weightage and a Cumulative Grade Point Average is arrived at for grading. Key aspects and the assessment weightage are marginally different for Universities / autonomous colleges and accredited colleges. For eg. In the criterion of curricular aspects, Curriculum Design and Development is assigned more weightage for the former while the affiliated colleges gain more credits for their teaching learning and evaluation



system. The syllabi designed by the University are as it is adopted by affiliated college and hence Curriculum Planning and Implementation makes the difference for the colleges.

e) Lessons of experience and Concerns

- ◆ Government association and support is critical to the effectiveness of external assessment agencies and for Recognition of accreditation
- ◆ Appropriate methodologies for assessment of large number of institutions and simple and quantifiable criteria of quality assessment will bring more credibility to the operations.
- ◆ Transparency of the process brings more accountability and reliability to the operations.
- ◆ Involvement of academia is critical to their acceptance of external assessment activity .
- ◆ Co-ordination among Multiple agencies is needed in a diversified field.
- ◆ Autonomy given to Quality assessment agency is critical to the effectiveness of its operations and allow to become a role model of quality.
- ◆ India is yet to streamline Accreditation of cross-border education.

### Conclusion

Growth of higher education and developments in accreditation for quality in India has been tracked in this paper. Accreditation stimulates the academic environment for promotion of quality. It calls for initiatives by the state to make the connection between higher education and the quality more efficient as a means for sectoral growth. This can be achieved by having a proper mix of intervention at the systemic level by the state by making accreditation mandatory within specific time frame and the commitment of higher educational institutions towards quality on the other. While the nature and quality of regulation for the private institutions is to be streamlined more investment in public institutions with an increased accountability mechanism is needed. Considering the limitation of resources for public funding, strategic deployment of funds linked to accreditation can leverage quality advancement in public Universities.

On the part of the institutions, special initiatives are required to enhance quality. NAAC accreditation mechanism portrays the roadmap in this direction. Collection of data on quality assurance initiatives during post accreditation, data analysis, and interpretation of results and dissemination of information across institutions for sharing of experiences will create conducive atmosphere in this direction. Curriculum and content has to be continually renewed through Teaching and Learning Support Networks and specific skill development network may be set up. Considerable pool of quality manpower corollary to the higher education system has enabled India to achieve enviable success in global knowledge economy. A careful planning without doing anything glaringly wrong will facilitate the country to gain a cutting edge further in the international arena. A flurry of educational reform measures towards quality assurance has already been initiated by the UGC and the Government of India and any further sustainable improvement will be led only by implementation of reforms.

(Sources for details on International accreditation: U.S.: Department of Higher Education, UK: UK Border Office: Home Office, Germany: Foundation for the Accreditation of Study Programmes in Germany, Australia: "Inquiry into the desirability of national higher education accreditation body, Joint Committee on Higher Education, June 2008; Canada: The Association of Universities and Colleges of Canada).

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