

Quality Assurance in Higher Education: A Literature Review on Accreditation System in Management Education

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KEYWORDS

Accreditation,
Management
Education, Quality
Assurance, Higher
Studies, Quality
Benchmarks.

ABSTRACT

Accreditation, a powerful tool of quality assurance, is used to assess the national system of higher education. Accreditation is considered as a quality stamp, which ensures that an accredited institution/programme has undergone a rigorous process of external peer evaluation based on predefined standards/principles and complies with the minimum requirements. This paper focuses on the understanding the concept of accreditation in order to enhance quality and excellence in higher education institutions (HEIs) specially focusing on available literature review and empirical researches. Prior studies conducted in different nations on quality parameters and outcomes of management education are assessed so as to highlight the key parameters that enhances the distinction of HEIs in India.

1. INTRODUCTION

From early Vedic ages there has been a concept of education being imparted to students where students could choose which course to pursue, in ancient times Ashrama or Gurukool systems offered a variety of courses like Vedas, Niti Shastra, Arth Shastra, Dharma Shastra, Art of War, Music, Dance, Drama, Mathematics, Astronomy, Botany, Zoology, Medicine to name a few. By 10th Century India had a well-established university – Takshshila which was known to impart quality education in the fields of arts, science, medicines. Similarly, by 6th -8th Century witnessed rise of Vallabhi University, Vikramashila University, Nalanda University and Udantapura Universities which also gained prominence for the quality of education in various domains. (Altekar¹, 2009). India was then considered as one of the most renowned knowledge hub, creating important concepts of theories related to Zero, Decimal System, Astronomical theories etc, however it was only by 18th Century that quality assurance as a parameter for higher education standardization was adopted. The first quality assurance body in India was established in 1929 in the field of Agriculture research with an aim of pursuing excellence and imparting quality education, this quality assurance body was named as Indian Council for Agricultural Research, which pertained to the most important economic discipline of our nation– Agriculture

Higher Education – In terms of level, the higher education includes colleges, universities that are engaged in teaching learning process offering higher education qualifications to the students. According to Ronald Barnett (1992)², higher education serves as the input phase where the students (considered as a ‘product’) are made ready for the future labor market, this in turn also benefits the industry and businesses. Higher education is also viewed as a training ground for the future researches and researchers to proliferate. These institutes also facilitate efficient and quality teaching, ensuring that many

¹ Altekar, A. S. (2009). *Education in ancient India*. Gyan Publishing House.

² Barnett, R. (1992). Linking teaching and research: A critical inquiry. *The Journal of Higher Education*, 63(6), 619-636.



students are able to complete their diploma, degree etc. and lastly higher education is deemed to be a platform from where students get opportunity to develop and are able to pursue their further educational aspirations and even lifelong learning in several cases.

Quality Assurance- According to Barnett(1992)³, ...a high evaluation accorded to an educative process, where it has been demonstrated that through the process the students' educational development has been enhanced, not only have they achieved the particular objectives set for the course but, in doing so they have also fulfilled the general educational aims of the autonomy of the ability to participate in reasoned discourse of critical self-evaluation and of coming to a proper awareness of the ultimate contingency of all thought and action. (p.61) Thus the concept of QA in education refers to meaning of standard and excellence.

The quality assurance of the institutions mostly measured by the NBA and NAAC is based on ISO17021, which fulfils the requirements of the accreditation bodies (Dotong and Laguador, 2015)⁴. The quality assurance parameters of NBA & NAAC are as under

1. **Interdependence, Integrity:** both the accreditation bodies are mostly free from the financial, commercial, and other pressure, they also ensures confidentiality of the information submitted by the colleges and universities thus maintaining integrity.
2. **Quality Maintenance:** the Accreditation process emphasises the importance of documenting and keeping all the details of the entity, procedures, policies, and feedbacks.
3. **ICT enablement, Innovative measures and required Equipment:** The universities and colleges need to have all the required ICT tools, state of art technology, machines, equipment and tools that are necessary to for imparting knowledge and which essentially relates to the field of study provided by the HEIs.
4. **Administrative Requirement:** The colleges and universities are required to have their independent audited accounts, fulfilling all the legal requirements and having documented functions and technologies of the institutions.
5. **Documentation:** For quality assurance, the accreditation body has written policies and regulations that are needed to be maintained by the institutions in India.
6. **Personnel and Faculty staff:** The institution must have qualified and expert inhouse full time faculties and also faculties hailing from the industry who have adequate knowledge to deliver the students. Also the educational institutions must have documented and certified training programs and systems.
7. **Complaints, Grievance, Appeal and Redressal system:** The students' complaints and questions about the certification of the college needs to be documented (Dey, 2011)⁵. Additionally, the institutions should have the ability to answer all the queries written to the clients.
8. **Management:** Proper management is very much required to maintain the hierarchy and the institutional procedure.

Accreditation and its purpose- Accreditation is a mechanism intended to assess whether an educational institution or program satisfies the specified academic standards. (Shah, M., & Kolhekar, M. (2021)⁶. Accreditation is a process of quality assurance and improvement, whereby a programme in an approved Institution is critically appraised to verify that the Institution or the programme continues to meet and/or exceed the Norms and Standards prescribed by regulator from time to time. It is a kind of recognition which indicates that a programme or Institution fulfils certain standards. Accreditation is a tool that stakeholders use to monitor, assess and evaluate the standards and quality of the education a student receives at a college, university or other institution of higher learning it further :

- Support and advice to technical institutions in the maintenance and enhancement of their quality of provision;
- Builds confidence and assurance on quality to various stakeholders including students;

³ Barnett, R. (1992). Linking teaching and research: A critical inquiry. *The Journal of Higher Education*, 63(6), 619-636.

⁴ Dotong, C. I., & Laguador, J. M. (2015). Philippine quality assurance mechanisms in higher education towards internationalization. *Studies in Social sciences and Humanities*, 3(3), 156-167.

⁵ Dey, N. (2011). Quality assurance and accreditation in higher education in India. *Academic Research International*, 1(1), 104-110.

⁶ (Shah, M., & Kolhekar, M. (2021). A Case-Study on Leveraging the Policies on Outcome-Based Education. *Journal of Engineering Education Transformations*, 35(2).

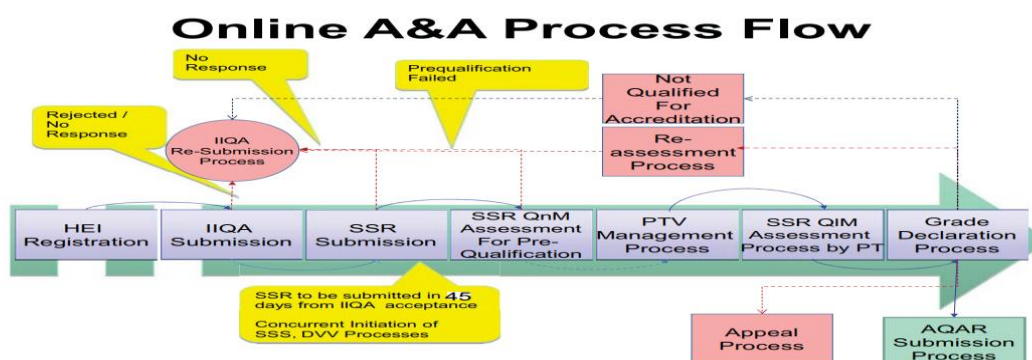


- Gives assurance of the good standing of an Institution to government departments and other interested bodies;
- Encourages an Institution to state publicly that it has voluntarily accepted independent inspection and has satisfied all the requirements for satisfactory operation and maintenance of quality in education. Source : (<https://nbaind.org/accreditation>).

National Assessment and Accreditation Council (NAAC) – it is one of the main agency established by UGC in 1994, that accredits the colleges and universities in general education.

The seven criteria established by NAAC for assessment and accreditation are (1) Curricular Aspects; (2) Teaching-Learning and Evaluation; (3) Research, Consultancy, and Extension; (4) Infrastructure and Learning Resources; (5) Student Support and Progression; and (6) Governance, Leadership, and Management. (7) New Innovations/developments and best practices

Accreditation processes adopted by NAAC for assessment of the institutions

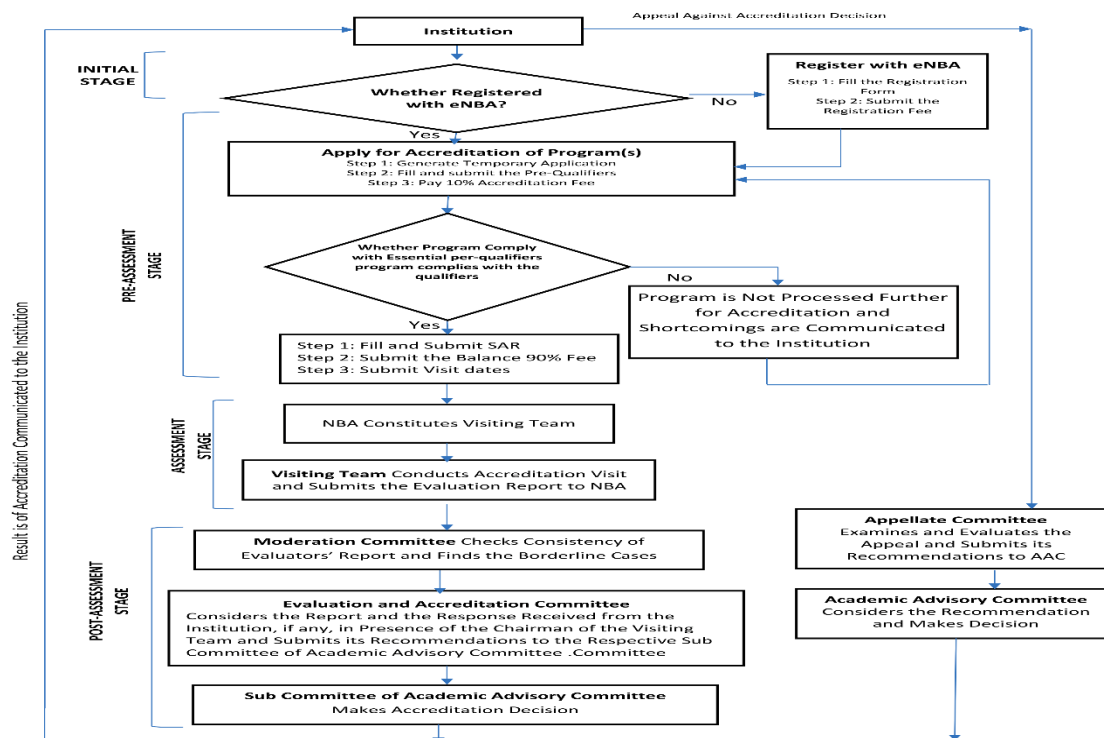


Source : <http://naac.gov.in/images/docs/Flowcharts-of-A-and-A-process.pdf>

National Board of Accreditation (NBM) – it was set-up in September 1994 by the AICTE to assess the qualitative competence of the programs offered by technical educational institutions from diploma level to post-graduate level in engineering and technology, management, pharmacy, architecture and related disciplines, which are approved by AICTE and the regulatory bodies.

In the year 2009, NBA aligned its methodology with international benchmarks and started accreditation on the basis of outcomes. It believes that educational quality must be measured by outcomes rather than inputs, because inputs do not necessarily correlate with quality outcomes. Outcomes are dependent not only on inputs but also on the processes followed by an institution to convert inputs into defined outcomes.

Accreditation processes adopted by NBM for assessment of the institutions



Source : <https://www.nbaind.org/Accreditation/AccreditationProcess>

Objective

The purpose of the paper is to uncover the parameters of the quality assurance in higher education.

2. METHODOLOGY

For obtaining the information on the above cited objectives we considered SLR to be the best suited tool for research. Thus, the steps we followed in conducting the focused review are outlined below:

We defined the precise question forming the basis for the review: What are key parameters of the quality assurance followed by NAAC and NBA in higher education?

We identified databases for search of the literature: Two popular databases were identified for the search of the literature – Google Scholar and Dimensions ai.

We define the search terms /strings: The search terms/strings used were “parameters of the quality assurance in higher education”, “NAAC and NBA” and “the key issues and challenges faced by HEIs in meeting quality assurance parameters in India.”

We then perform initial, second-level and final screening with Filters Finally we conducted the review and drew findings of total, 43 literature items were reviewed.

Search Filters were applied during the identification phase and literature selection process were made on account of the following exclusions was made:

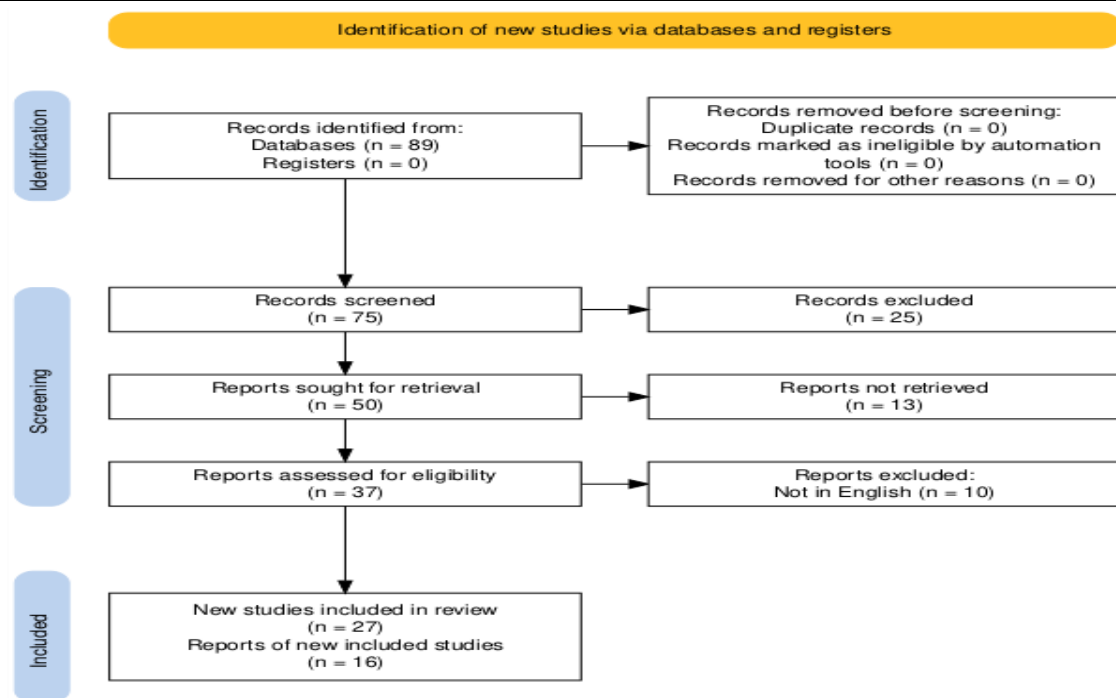
1. Studies that did not deal with ‘Field of research apart from “39 Education OR 3903 Education Systems OR 3902 Education Policy, Sociology; only quality assurance in Dimensions ai;
2. Studies prior to 2020;
3. Publication other than ‘Article’

Exclusion criteria for the studies included :

1. Article focused on accreditation criteria/process for non-management colleges.
2. Article related to specific college/ university but did not deal with NAAC/NBA in specific
3. Full Articles not available / retrievable for reference.
4. Article in other than English language



Stage	Search Results	String 1	String 2	String 3	Total considered after Filter/Exclusion	Filtered Out / Excluded cases
Identification Stage	Filter 1	79	32	16913	17024	15435
	Filter 2	39	17	1533	1589	730
	Filter 3	28	17	814	859	770
	Filter 4	25	16	48	89	-
Screening Stage	Exclusion 1	1	5	8	75	14
	Exclusion 2	1	4	20	50	25
	Exclusion 3	1	2	11	37	13
	Exclusion 4	9	0	1	27	10
Included for Study	Included	13	5	9	27	-
Additional Studies included based on citation	Google Scholar Database				16	



Haddaway, N. R., Page, M. J., Pritchard, C. C., & McGuinness, L. A. (2022). PRISMA2020: An R package and Shiny app for producing PRISMA 2020-compliant flow diagrams, with interactivity for optimised digital transparency and Open Synthesis Campbell Systematic Reviews, 18, e1230. <https://doi.org/10.1002/cl2.1230>

3. LITERATURE REVIEW

Alexopoulos, C., Al-Tamimi, T. A. S., & Saxena, S. (2024)⁷. In COVID times the HEIs were forced to continue with remote

⁷ Alexopoulos, C., Al-Tamimi, T. A. S., & Saxena, S. (2024). Were the higher educational institutions (HEIs) in Oman ready to face



teaching learning process, management needs and the administrative work in Oman. The study has stresses that usage of ICT tools readiness has to be tested for the institutes. The stakeholder survey is conducted for refurbishment of the teaching–learning process, especially in times of contingencies and the results reveal that the HEIs’ of Oman have lack of ICT implementation strategies despite of sufficiency of the funds, their “readiness” in terms of ensuring the smooth transitioning to the remote learning pedagogical arrangements for meeting the challenges of the COVID-19 wasn’t efficacious. The teaching and operational staff are not given sufficient training to counter the COVID related challenges.

Caldwell, A. S., & Kumar, V. R. J. (2024)⁸. The Authors in this paper have analyzed how the administration teams of IQAC and NAAC in an HEI examine their functions in multiple dimensions to achieve the best accreditation grades for the institute, the authors have tried to identify the quality gaps of one of the recognized HEI in Meerut as the sampling frame of which the functioning has been assessed. The data across 31 pointers or heads which have to be scored in order to get good accreditation grades has been analyzed. Ranging from signing new MOU’s, introduction of new courses, academic tie ups and collaborative activities, introduction of online and hybrid teaching methodology, access to digital and E-library, timely and regular quality audits, admissions and alumni connect. Regular interaction with parents regarding the academic activities of the institutes and universities via various modes, HEI employees and employer policy feedbacks of students to understand their viewpoints, social responsibility and outreach programs, presence of strong and fully functional proctorial board which timely addresses to student grievances, maintains discipline, rules and regulations of the institute/university. Apart from these functional and efficient centralized purchase committee, student clubs for extracurricular activities, commitment towards plagiarism free research and development through a fully functional PhD cell, bringing up and supporting innovative and startup supporting ecosystem, bringing awareness for NEP and COVID prevention, robust finance, accounts, Human Resource department and Examination cell functioning are equally important for quality assurance in HEIs. Revision of Course curriculum for industry needs, upgradation of infrastructural setup are considered important elements of quality assurance in HEIs. Further the authors offer suggestions and recommendation for IQAC Cell of HEI to function more coherently and in competitive manner in all these areas to be able to get positive and improved rating and grades from accreditation agencies emphasizing that the cell must imbibe and internalize these aspects and continuously review if it is able to achieve the desired objectives and get better grades.

Dey, A. K. (2024)⁹. Management curriculum development is one of the core elements of quality assurance, the study is longitudinal study conducted between 2005 to 2019 on the curriculum development of post graduate course in management course at Birla Institute of Management Technology(BIMTECH). The author has described regarding AACSB accreditation. According to author a curriculum is influenced by the mission, values, and culture of the B-school , and in turn , it influences the assurance of learning (AoL) through programme learning goals. Curriculum management captures inputs from key business school stakeholders, incorporates new developments in business practices and issues, and responds to changes in the environment and competitive scenario to decide the content, organization, and sequence to maximize learner success. The method of assessment is by evaluating the students with that of Rubrics of the curriculum. If more than 15% of students are marked as ‘Below expectations’ the curriculum is relooked and revised and this is done for every batch which ensures continuous and gradual improvement of curriculum at the institute.

Gautam, D. A. S. (2024).¹⁰ This paper focuses on identifying the role of NAAC accreditation and its impact on the quality of education in higher education institute throughout India. The authors have tried to examine how NAAC influences the learning teaching infrastructure research and institute's development of higher education institute. The paper is both descriptive as well as analytical and focuses on literature review to know the various NAAC procedures documentation and data requirement also the various acceleration cycles and criteria set by NAAC are evaluated. The key variables are institutional quality indicators such as infrastructure research output teaching learning processes student progression and

pedagogical challenges during COVID-19?. *Arab Gulf Journal of Scientific Research*, 42(4), 1379-1391.

⁸ Caldwell, A. S., & Kumar, V. R. J. (2024). A MULTIDIMENSIONAL AND HOLISTIC ADMINISTRATIVE FUNCTIONING OF IQAC AND NAAC TEAMS IN HEI: A COHESIVE ALIGNMENT. *WASHINGTON INTERNATIONAL LAW JOURNAL*, 10(3), 117-126.

⁹ Dey, A. K. (2024). Designing and assessing an innovative and evolving MBA curriculum in a mission centric way with benchmarking and stakeholder validation. *The International Journal of Management Education*, 22(1), 100944.

¹⁰ Gautam, D. A. S. (2024). Impact of National Assessment and Accreditation Council (NAAC) on Higher Education Institutions (HEIs) in India. *International Journal of All Research Education and Scientific Methods*, 12(8).



overall governance. Accreditation process includes set up of IQAC cell, AQAR submission, IQA, SSR, Peer team visit and DVV process. Maths stringent seven criteria's which focus on curricular aspects student support governors etc and the outcomes are evaluated on the basis of student employability international and national collaborations institutional CGPA stakeholders' satisfaction and final grade of the students. It has been observed that institutions substantially improve in their quality deliverables in order to get good NAAC accreditation. Institutions improve in their overall infrastructure and research capabilities teaching and curriculum quality and a positive student enrolment and employability hence Mac radiation place and important role in enhancing the overall qualities standards in Indian higher education institute.

Kumar, A., Paliwal, J., Singh, M., Pendse, V., Gade, R., Palav, M., & Raibagkar, S. (2024)¹¹. The authors of the paper have aimed for focused analysis and evaluation of the relationship between accreditation and quality assurance in higher education institutes, also the role and impact of accreditation on the quality assurance is measured. Total of 54 studies were considered after stages of screening and adhering to inclusion and exclusion criteria's set by researchers. The major areas of discussion include involvement of stakeholders in quality assurance and accreditation process, research as one of the key areas of the accreditation. Further the authors suggest that academic corruption, and lack of integrity in accreditation process comes as a hurdle and needs to be addressed. Also, the findings suggest that the major focus of accreditation is for HEIs whereas schools are left aside, according to authors this is one of the research gaps and needs more studies. Authors conclude that there are five areas overview studies, accreditation system-based studies, the role of accreditation in quality assurance, the impact of accreditation on quality assurance and other studies that have been widely addressed in existing literature.

Mukhatayev, A., Omirbayev, S., Kassenov, K., & Idiyatova, Y. (2024)¹² this paper has focused on the practical problems faced by the higher education institutes in Kazakhstan, the authors primarily focus that the quality components such as Content which includes disciplines, course contents and modules lack relevance, there is dearth of syllabus and study material. Low motivation of students to enrol, study and have involvement in college and universities governing bodies. Even the staff lacks quality training courses to enhance their pedagogical skills. Under the infrastructure head, lack of equipments, library, wi-fi and internet services within premise, low quality restrooms and medical centre along with universities and college's non compliance of infrastructure requirement. the participants identified the essential elements that contribute to the improvement in the quality assurance system in the university. the survey participants identified the essential elements that contribute to the improvement in the quality assurance system in the university, such as the quality of personnel and continuous professional development; motivation of teaching staff, ; the state of the university's material base; and university innovation activities.

Surya Bahadur, G. C., Gurung, S. K., Poudel, R. L., Yadav, U. S., Bhattacharjee, A., & Dhungana, B. R. (2024)¹³. This study has been conducted with a purpose of knowing the student satisfaction level for the business schools in India and Nepal. A survey on 659 student has been conducted as respondents with convenient sampling methods. North Hill University and Pokhara University in Nepal have been assessed for the student satisfaction survey on HEDPERF model consisting six parameters of academic, non-academic, reputation, access, program issues, and understanding (Abdullah, 2005). PLS SEM was used to assess the proposed links between latent constructs. The findings indicate that the good administrative services such as problem-solving, communication, responsiveness, complain handling and grievance redressal offered by the institute has favourable impact on student satisfaction, whereas teacher attributes and physical amenities do not have much influence on their satisfaction level. Efficacy of the educational programs would add to student satisfaction level and improved student drop out rate.

¹¹ Kumar, A., Paliwal, J., Singh, M., Pendse, V., Gade, R., Palav, M., & Raibagkar, S. (2024). Focused literature review on accreditation and quality assurance: insights and future research agenda. *Quality Assurance in Education*.

¹² Mukhatayev, A., Omirbayev, S., Kassenov, K., & Idiyatova, Y. (2024). Quality Assurance System of Higher Education in Kazakhstan Through Stakeholders' Eyes: An Empirical Study to Identify Its Challenges. *Education Sciences*, 14(12).

¹³ Surya Bahadur, G. C., Gurung, S. K., Poudel, R. L., Yadav, U. S., Bhattacharjee, A., & Dhungana, B. R. (2024). The effect of higher education service quality on satisfaction among business students in India and Nepal. *Cogent Education*, 11(1), 2393521



Mulimani, M., & Naikar, S. (2024)¹⁴ According to author the accreditation plays a very important role in enhancing the quality and standardization of the academic programs faculties qualification infrastructure and student support activities this ensures accountability transparency and maintenance of good standards of research, innovation, ICT initiatives and governance within the organisation. Authors have focused on importance of dissemination of knowledge through teaching research publication and extension programs along with this available of academic libraries also play an important role in dissemination of knowledge to the students. Under the NAAC accreditation importance is laid on ICT enabled libraries for digital storage and preservations of knowledge content and providing access of this knowledge to the students.

Paladieva, A. (2024)¹⁵. The author proposes that for a foreign language learning it is important that one uses information and communication technologies along with online available resources. The results of the empirical study reveals that in Ukraine it is not always possible for getting access to physical textbooks and journals and high quality teaching material. Also subscription to short term access for information sources has a negative impact on the teaching process. From authors perspective permanent access to online library sources should be made compulsory, suggests readings and textbook readings should be sufficed by the universities/ educational programs.

Reddy, J. S., Sharma, R., & Gupta, N. (2024)¹⁶. In this paper the authors have referred and compared various domestic and international accreditation processes for business schools. The research explores common criteria across accreditation standards focusing on costs associated with the same. The comparative analysis would bring clarity to the higher education institute to understand which accreditation standard is best suited for its needs and goals specially the ones with limited budgets can pursue the right accreditation body and get itself certified.

Dr. Thangavel V. (2023)¹⁷. In this article the author has drawn comparison that can be used to quickly assess how different management accreditation boards differ in terms of eligibility, duration of accreditation, requirements, and other factors. NAAC has been working to redesign its current assessment and accreditation methodologies based on its own field experience, knowledge shared with other international quality assurance agencies, and the quality requirements in the evolving global higher education landscape. The focus of the paper is on analysing the research base resource, how to promote educational journals at the international standards with other statutory publications, and various technical assistance for peer review publications for higher educational growth and creative advancement.

Emmanuelle, G. (2023)¹⁸. This paper has synthesized several frameworks on accreditation and quality assurance criteria pertaining to education healthcare industry etc. several empirical studies policy papers and analytical essays have been referred through systematic literature review to understand the historical evolution of quality assurance and accreditation process several case studies from countries like India, Africa, Jordan and Bangladesh have been referred to understand after radiation frameworks. Authors have suggested that important qualities internal quality assurance external accreditation and adherence to performance indicators of the institute which includes institutions readiness stakeholder engagement teaching and research digital education also is an important part for quality education.

Duarte, N., & Vardasca, R. (2023)¹⁹. This paper gives an SLR on the accreditation process and parameters used across in the

¹⁴ Mulimani, M., & Naikar, S. (2024). The Role and Significance of Accreditation in Higher Education Institutions: A Study. In *Multidisciplinary Approach to Information Technology in Library and Information Science* (pp. 210-230). IGI Global.

¹⁵ Paladieva, A. (2024). NEW APPROACHES TO THE TEACHING OF THEORETICAL DISCIPLINES OF THE "FOREIGN LANGUAGES" CYCLE IN THE CONTEXT OF INFORMATIZATION OF THE EDUCATIONAL PROCESS. *Pedagogy and education management review*, (1 (15)), 62-67.

¹⁶ Reddy, J. S., Sharma, R., & Gupta, N. (2024). The accreditation paradigm: a comparative analysis of accreditations for management programmes. *International Journal of Educational Management*, 38(1), 73-95.

¹⁷ Dr. Thangavel V. (2023). *Assurances for Higher Education, and Other Industries, as Well as Various Supports and Services at Global Standard, Are Made Possible by Unrestricted Open Data Directories: Vision 2040*. SSRN.

¹⁸ Emmanuelle, G. (2023). Reviews of Literature on Accreditation and Quality Assurance. *Online Submission*, 1(1), 1-57.

¹⁹ Duarte, N., & Vardasca, R. (2023). Literature review of accreditation systems in higher education. *Education*



various countries, also highlighting the major and common criteria, length of accreditation process and the challenges faced by the institutions first going to accreditation process. The parameters of the quality as discussed are Quality as Value for money(cost effective), Quality as fit for purpose (satisfying needs), Quality as transformation (continuous improvement), Quality as perfection (consistent flawless outcomes), Quality as excellence (achieving the highest standards). Comparing different countries' accreditation processes reveals a general trend toward efficiency, with most institutions receiving accreditation within a reasonable timeframe, the results of the study also reveal that the institutes going for the first time accreditation face challenges which suggests that the agencies need to be more innovative. Also managerial concerns such as market are considered far more important than the intrinsic values like academic disciplinary concerns.

Omirbayev, S. (2023). In this paper the author has provided the conceptual framework for quality assurance in the higher education system in Kazakhstan. According to the authors the quality assurance domains should include stakeholders entered approach like focusing on students the employees, employers, faculty, accreditation agencies and the government. The framework focuses on core element such as internal quality standards and policy academy principals and value quality culture and various National international development strategies. Any higher education institute should focus on improving student learning outcomes and make them employable. Higher education institute should incorporate academic values such as innovation inclusiveness interdisciplinary teachings continuous audit following the compliance norms and enhancing the quality of education

Parvathi, M., & Amy Prasanna, T. (2023, February)²⁰. Authors suggest that the NAAC under UGC and NBA under AICTE are the two accreditation bodies uses a qualitative assessment method for assessment whereas NIRF adopts a methodology based on Ministry of Education, Government of India tends to more towards quantitative assessment for providing rankings to higher education institutes and universities. A comparative analysis has been done for the two accreditation bodies and suggestions has been made to HEIs as to how they can improve their grades in the process.

Raza, H., Ali, A., Rafiq, N., Xing, L., Asif, T., & Jing, C. (2023)²¹. In the study the authors have drawn a comparison among the universities of China and Pakistan and tried to assess what sustainable development means from the student's perspective and do they consider their universities offerings as satisfactory academic programs. PLS-SEM has been used for analysis of data. Sustainable development has three pillars of economic, environmental and social well being as decided in Rio Earth Summit 1992, with 17 SDG goals identified in the charter to be achieved by 2030. Sustainable development in context to Higher Education means that, HEIs must have social/ethical responsibility, expertise, accountability in the issue, reputational advantages, and must function as a model institution. The results reveal that only a few HEIs in Pakistan have been able to recruit a full time PhD professor seriously hampering the quality education. Whereas, in China, there is serious focus on accessibility of students and improving the overall quality of distributed work and employment of Ph.D instructors and offered a pay similar to standards of USA universities. The hypothesis 1(H1) is thus created "The improved quality assurance parameters (such as the research, education, and campus atmosphere) of an HEI have a positive effect on the study satisfaction of students. And Hypothesis 2 (H2). The technically advanced teaching system of an HEI has a positive effect on the study satisfaction of students." Further Hypothesis 3a (H3a). The improved quality assurance parameters (such as the research, education, and campus atmosphere) of an HEI positively affect sustainable development program. Hypothesis 3b (H3b). An HEI's technically advanced teaching system has a positive effect on sustainable development program. Hypothesis 3c (H3c). The students who have a good perception of sustainability have a positive attitude toward sustainable development programs are tested in the research. Authors suggest that Pakistan due to resource constraints is not able to utilize the advanced technology for upliftment of the HEIs whereas China is in good situation, and digitalization, online education platforms has paved the way for growth and modernization of traditional education system. The findings suggest that advanced technology improves student satisfaction, also more than the accessibility of the technology, it is the usability of the technology that makes more impact in terms of satisfaction. The third hypothesis is rejected and confirms that there is no correlation between how students perceive sustainability and the effectiveness of a university's sustainable development

Sciences, 13(6), 582.

²⁰ Parvathi, M., & Amy Prasanna, T. (2023, February). Performance Evaluation Metrics of NBA, NAAC, NIRF, and Analysis for Grade up Strategy. In *Proceedings of International Conference on Data Science and Applications: ICDSA 2022, Volume 1* (pp. 89-107). Singapore: Springer Nature Singapore.

²¹ Raza, H., Ali, A., Rafiq, N., Xing, L., Asif, T., & Jing, C. (2023). Comparison of higher education in Pakistan and China: A sustainable development in student's perspective. *Sustainability*, 15(5), 4327.



program. The study reveals that quality assurance plays a vital role in accomplishing sustainable development objectives at the University level.

Fernandes, J. O., & Singh, B. (2022)²². This paper has identified that teaching learning research and industry collaborations are the important parameters in the accreditation and ranking systems. The academic fraternity lack prominence in research publication and citation as is needed in global accreditation and ranking standards if this is given attention then academy and quality wise the standard of the institute will rise and improve.

Gessa, A., Marin, E., & Sancha, P. (2022)²³. Authors propose that Quality assurance in higher education has two primary functions. First, it establishes the legitimacy of an institution and the academic programmes it offers. Second, it informs the institutions' stakeholders about program objectives and outcomes and the fulfilment of the expected quality standards (Kinser, 2014). This research work's aim is to contribute to understanding the usefulness of the application of Statistical process control (SPC), in the processes of accreditation and monitoring of university degrees, through the analysis of the variability of the performance rate associated with the procedures that constitute the quality assurance system (QAS). Specifically, the authors focussed their analysis on the variation in performance rates in business studies taught at a Spanish University. Based on this goal, the following research question is suggested: Are there any significant differences between the results obtained with a standard statistical analysis and the results obtained through the SPC application. The Spanish University evaluates a program on 3 levels these are Academic Staff, Programme and Institute. Authors have referred to previous studies in use of SPC in teaching learning process and from the analysis of the studies, four principal objectives have been identified: (1) controlling student achievement; (2) monitoring the effectiveness of the teaching-learning process; (3) evaluating student satisfaction; and (4) identification abnormal patterns in certain educational processes. three facts have motivated this research. First, the existence of inadequate statistical approaches that university institutions have traditionally used to assess certain outcomes of educational processes. Second, the potential of SPC to assess different quality characteristics for higher education institutions has been demonstrated in the literature review. Third, the authors of this paper are active members of the Board for the Monitoring and Accreditation of Qualifications at a business faculty at a Spanish University. Moreover, some of the authors teach courses related to quality management. The method adopted for this study is the action-based case study approach conducted at Faculty of Business Sciences and Tourism (FBST). The findings suggest that the evaluation of the performance rate of the courses that comprised the training programs through the SPC revealed significant differences with respect to the evaluations obtained through traditional evaluation procedures. Similarly, the results show differences in the control parameters (central line and control interval), depending on the adopted approach (by programmes, by academic year and by department), further the results of the SPC allows a contextualized, robust and unbiased analysis of the variability of quality indicators involved in the accreditation and monitoring processes, providing valuable information for decision making to administrators, teachers and other stakeholders in HE.

Kumar, A., Gawande, A., & Raibagkar, S. (2022)²⁴. The purpose of the study is to assess and understand the long term sustenance of quality parameters in HEIs. The authors have analysed the accreditation scores of 481 higher education institutions over two consecutive 5 year cycles which is generally the global quality practice. The study reviews that out of 481 HEIs, 161 Institute showcase improved quality where as 320 Institute registered decline in their overall scorings depicting downfall in quality management. It also suggest that IQ AC cells lack quality practices resulting into decline.

Ratnakumar, E. S., & Desai, J. J. (2022)²⁵. This is a conceptual paper where the authors have undertaken a limited study on

²² Fernandes, J. O., & Singh, B. (2022). Accreditation and ranking of higher education institutions (HEIs): review, observations and recommendations for the Indian higher education system. *The TQM Journal*, 34(5), 1013-1038.

²³ Gessa, A., Marin, E., & Sancha, P. (2022). A practical application of statistical process control to evaluate the performance rate of academic programmes: implications and suggestions. *Quality Assurance in Education*, 30(4), 571-588.

²⁴ Kumar, A., Gawande, A., & Raibagkar, S. (2022). Quality complacency in Indian higher education institutions between the second and third cycles of accreditation. *Quality Assurance in Education*, 30(4), 431-445.

²⁵ Ratnakumar, E. S., & Desai, J. J. (2022). Determination and Measurement of Quality of Higher Educational Institution in Rajasthan. *International Journal of Early Childhood Special Education*, 14(5).



the quality concerns and issues of universities of Rajasthan which includes private universities and private deemed to be universities. The authors have tried to focus on the criteria independent of the ones set by assessment bodies that would be more suiting to Rajasthan. The authors have proposed criteria such as Admission and Enrolment, Vision, Mission and reliability of the Higher education institute/ university, HR management and development of academic staff, Infrastructure and resources in terms of classrooms, library, access to journals and databases, for teaching, learning, focus on student support services, curriculum and evaluation, Research support in terms of grants, funding, Consultancy etc.

Suresh, E. S. M., & Kumaravelu, A. (2022)²⁶, the authors have identified the ten parameters for quality assurance in fashion technology education. 330 faculty members and 280 industry professionals from fashion industry participated in the survey. Parameters such as resources, education management, instructional design and delivery, learning outcomes, learning experience, professional attributes, skill sets etc were considered for the study and the data gathered was analysed using t-test and correlation for comparing among the educators and industry professionals.

Vinothini, C., Tarun, C., Bhavana, K. A., Krishna, G. N., & Praveen, A. (2022, July)²⁷. In this conference paper the authors have suggested that the number of institutions across country are on the rise, but the quality of education needs to be checked for maintaining of quality standards and to generate positive impact. This paper specially focuses on the engineering institutes those should apply for getting accreditation from NAAC to get autonomous status and for getting accreditation for a specific program through NBA. The paper illustrates the various aspects of the

Alzahrani, B., Bahaitham, H., Andejany, M., & Elshennawy, A. (2021)²⁸. The purpose of this paper is to assess the environments of higher education institutions (HEIs) against the 11 axes of LNS Research Quality 4.0 framework and provide insights about their readiness for Quality 4.0 transformation. This paper uses these continuums to identify the quality implementation efforts conducted by HEIs through analysing the continuums' related practices adopted within their environments and find out what should be done to get to the full transformation to Quality 4.0 within the higher education field. The study shows the HEIs potential of adopting the Quality 4.0 tools and techniques of various axes of the framework while revealing a limited adoption of most of them in the current times authors have used PRISMA. The authors followed in their literature review the PRISMA guidelines. Google Scholar, Web of Science, Scopus, Ebsco, and ProQuest databases were visited to identify literature related papers. The research yielded (n = 1272) articles, and records after duplicates removed (n = 750) using Endnote X9. A total of 522 articles were excluded based on the exclusion criteria. Exclusion criteria are book chapters, papers that upon review were not related to the research questions, opinions, viewpoints, anecdotes, letters, and editorials. 110 articles were included. Inclusion criteria are written in English, peer-reviewed, and identify, describe, or use empirical and/or model graph. The authors suggest that HEIs face challenges in adopting Quality 4.0 in areas of data management, compliance automation and inculcating culture of quality. A four stage transformational roadmap is proposed by the authors starting from ASSESS stage where the HEIs are required to assess themselves with their existing quality practices. RECOGNIZE stage where the improvement in quality can be implemented and needs improvement. STRUCTURE stage where emphasis is to enhance traditional practices and adopt new tools. VALIDATE stage where the organizational goals are to be aligned with the innovative steps taken by HEIs.

²⁶ Suresh, E. S. M., & Kumaravelu, A. (2022). Enhancing the Quality Assurance of Fashion Technology Courses in India: A Comparative Study between Educators and Industry Professional. *Proceedings of the Canadian Engineering Education Association (CEEA)*.

²⁷ Vinothini, C., Tarun, C., Bhavana, K. A., Krishna, G. N., & Praveen, A. (2022, July). NBA web portal: A Comprehensive Survey on NBA Accreditation and MERN Stack for the Purpose of Implementing a Portal. In *2022 International Conference on Inventive Computation Technologies (ICICT)* (pp. 1245-1251). IEEE.

²⁸ Alzahrani, B., Bahaitham, H., Andejany, M., & Elshennawy, A. (2021). How ready is higher education for quality 4.0 transformation according to the LNS research framework?. *Sustainability*, 13(9), 5169.



Butenko, A., Denyskina, G., & Yeremenko, O. (2021)²⁹. The article focuses on the quality parameters of Ukrainian HEIs suggesting an approach to the study program creation, which concentrates on the consideration of involvement of all the stakeholders and the communication between those who are responsible for creation of study program as a system: further an explanation of the necessary steps, components, and parameters of the process has been discussed. The authors have suggested the use of proper assessment framework for the achievement of the quality parameters.

Konstantinova, L. V., Shubenkova, E. V., Smirnova, E. A., & Gagiev, N. N. (2021)³⁰ authors in the paper suggest that higher education institutes go with the benchmarked parameters against which they try to excel and gain competitive edge over other universities/ HEIs. They tend to use tools such as TQM, Business Process Re-engineering, Strategic planning, Kaizen techniques to have continuous self-improvements which in turn bring them repute attracting more students and enrolment status. Important factors that contribute for student attraction includes Internship opportunities, scholarship programs, partnering and collaborating with other universities for student teacher educational enrichment, research activities and joint publications.

Kumaravelu, A., & Suresh, E. S. M. (2021)³¹. This paper focuses to Compare the Indian Quality Assurance Models and Accreditation Parameters of Higher Education with the International standards, for the same the authors have the quantitative research approach has been followed, and the data collection has been done by conducting the survey among faculty members from engineering and higher education. For the same the mapping of NAAC and NBA parameters has been done with international bodies such as ABET, AEER, E.U, E.A, and JABEE. Authors have created a Quality Assurance Framework which includes four parameters like Resource management, Education management, Instructional planning and Delivery and Graduate attribute.

Shah, M., & Kolhekar, M. (2021)³². NBA accreditation model of India is linked to ABET via Washington Accord. This paper demonstrates a case-study on how the Electronics and Telecommunication Engineering Department of Fr. C. Rodrigues Institute of Technology (FCRIT) leveraged the policies and models adapted by NBA for Outcome Based Education (OBE) for raising the quality of the Bachelor of Engineering Program. It reviews the history and role played by ABET and NBA in continuously evolving the criteria for the accreditation of engineering courses. The study highlights a 4.1% increase in Course Outcome and a 5% increase in Program Outcome attainments for the 2016-20 graduating class compared to the previous batch, suggesting that the NBA-OBE model can be further leveraged for enhancing educational outcomes.

Zaki Fouad Mohamed, T., Chang, C. H., & Huang, Y. C. (2021)³³. Higher education QA can be understood as assuring stakeholders with confidence regarding the continuous effectiveness and enhancement of educational provision (i.e. internal process), as well as constantly meeting stakeholders' expectations and needs. Also, quality enhancement and solving quality issues can be considered as the output of the QA process and preventive measures (i.e. assessment and diagnosis). The paper identifies ten categories for QA in HEIs namely (i) Academic and organisational networking with local and foreign entities (ii) Organisational competitiveness and profitability (iii) Convenient facilities and environment (iv) Faculty and teaching

²⁹ Butenko, A., Denyskina, G., & Yeremenko, O. (2021). Formation of a study program in the context of conformity with the ESG (on the Material of the Analysis of Study Programs in Ukraine). *Education Sciences*, 11(11), 670.

³⁰ Konstantinova, L. V., Shubenkova, E. V., Smirnova, E. A., & Gagiev, N. N. (2021). Theoretical and Methodological Approaches to Assessing Efficiency of Formation and Functioning of the EAEU's Integrative Complex of Universities. *ИНТЕГРАЦИЯ ОБРАЗОВАНИЯ INTEGRATION OF EDUCATION*, 25(1), 44.

³¹ Kumaravelu, A., & Suresh, E. S. M. (2021). Comparison of indian quality assurance model and accreditation parameters of higher education with international standards. *Journal of Engineering Education Transformations*, 35(2), 81-90.

³² Shah, M., & Kolhekar, M. (2021). A Case-Study on Leveraging the Policies on Outcome-Based Education. *Journal of Engineering Education Transformations*, 35(2).

³³ Zaki Fouad Mohamed, T., Chang, C. H., & Huang, Y. C. (2021). AACSB assurance for STUST quality and competitiveness: balanced scorecard roadmap. *Journal of International Education in Business*, 14(2), 320-337.



quality (v) Knowledge resources and organisation support (vi) Research productivity and quality (vii) Student learning quality (viii) Employability (ix) Reputation attractiveness and image credibility: and (x) Administrative and student service quality. A Focus group interviews from experts has been conducted related to QA. The results found that education QA and accreditation (by AACSB) can directly influence the competitive advantage (i.e. for AACSB, STUST and Students) or indirectly via education quality enhancement. institutional networking and support are important for QA influencing student competitiveness. Also, education and service quality are strong success factors for QA influencing organisational competitiveness. On the other hand, corporate brand and competitiveness, as well as institutional networking and support are key success factors for quality improvement influencing student and organisational competitiveness. Finally, institutional networking and support are key success factors for QA and quality improvement influencing each other.

Avolio, B., & Benzaquen, J. (2020)³⁴. This paper is about CPU CP Peru which has obtained international accreditation from AACSB, AMBA and EQUIS. According to the findings 15 strategic drivers influence positive accreditation of an institute which includes budgetary commitment faculty and staff participation leadership and commitment quality management system accreditation team structure hiring and retaining qualified professors' encouragement for research local engagement and social responsibility continuous innovation record maintenance audit evaluation and adequate academic and physical facilities.

Braslauskienė, R., Norvilienė, A., Ramanauskienė, S., Strazdienė, N., Vismantienė, R., Dirman, M., ... & Todor, I. (2020)³⁵. This international study is theoretically and empirically based on the research methodology and statistical methods that have been identified the most important factors that determine the quality of the study process. It is researched how students' attitudes towards individual study process quality factors depend on their study evaluation, learning motivation, age and other parameters. The aim of the education policies of the nation is to promote education focused on values, creativity, cognitive abilities, volitional and action capacities, fundamental knowledge, as well as knowledge, skills and abilities of direct utility, in the profession and in society. The study reveals that students, who are active in participants of the study process and contribute to the improvement of the quality of studies, are an important part of the university community. It should be noted that students have higher expectations and their opinions draw attention to the problematic areas that require change (Galkutė, 2008). The research question of the study is to analyse students' attitudes towards the most important factors that influence the quality of the study process. It is thus important to choose such a teaching/learning strategy, curriculum of the study subject, and methodology that would ensure that students acquire the subject-specific and general competences provided in the study programme (Lepaitė, 2011) In the study 553 students participated in survey, the data was collected through a written survey and SPSS 22 was used for analysis. 9 factors have been identified such as Structure of the study programme, Curriculum of the study subject, Teaching methods, Individual work tasks, Methods of reporting for individual work tasks, University teacher competences, Student motivation, Interpersonal relationships with university teachers, Interpersonal relationships with classmates, Material base (library, data bases, hardware, etc.), Provision of information about the organization of the study process are used for the study. The findings of the study reveal that Curriculum, teaching method, also teacher competency and interpersonal relationships are considered key elements.

Kumar, P., Shukla, B., & Passey, D. (2020)³⁶. Authors in this research have conducted survey of 3219 students from Delhi NCR region to identify the impact of a creditors status institutional ranking curriculum quality research focus and stakeholders satisfaction on the student enrolment learning outcome and employability variables the finding suggest that

³⁴ Avolio, B., & Benzaquen, J. (2020). Strategic drivers to approach business school's accreditations. *Journal of Education for Business*, 95(8), 519-526.

³⁵ Braslauskienė, R., Norvilienė, A., Ramanauskienė, S., Strazdienė, N., Vismantienė, R., Dirman, M., ... & Todor, I. (2020). FACTORS THAT INFLUENCE THE QUALITY OF THE STUDY PROCESS: THE ATTITUDE OF KLAIPĖDA UNIVERSITY AND 1 DECEMBER 1918 UNIVERSITY STUDENTS OF PEDAGOGICAL STUDIES. *Regional Formation & Development Studies*, 31(2).

³⁶ Kumar, P., Shukla, B., & Passey, D. (2020). Impact of accreditation on quality and excellence of higher education institutions. *Investigación Operacional*, 41(2), 151-167.



academic reputation is highly based on good accreditation where else with good ranking institute can for the support research. With good ranking and accreditation students have better employability chances their curriculum is made more relevant and they themselves have a better trust in there institutes, also learning outcomes, industry linkages and overall performance metrics improves as a result of ranking.

Vorobyova, O. (2020)³⁷. The author suggest that the quality of the education is achieved by the management system in place and organization continuous process of influencing. One of the most important factor identified in this paper is Values and Norms as a driving force for better educational system.

Makhoul, S. A. (2019)³⁸. This paper suggests that while AACSB and similar accreditations have the potential to enhance educational quality, this depends heavily on internal communication, faculty engagement, and resource investment. Accreditation must be understood not as a compliance task but as a transformational strategy aligned with institutional goals, teaching innovation, and learning quality.

Ulker, N., & Bakioglu, A. (2019)³⁹. An international research on the influence of accreditation on academic quality. *Studies in Higher Education*, 44(9), 1507-1518. The study investigates the perceived influence of accreditation on academic quality, based on feedback from accreditation self-study coordinators and program administrators involved in US-based accreditation processes. The research aims to explore how accreditation affects institutional processes, learning outcomes, and continuous improvement efforts, with comparisons based on country, program age, and accreditation status. The top 5 contributions of accreditation: Emphasis on learning outcomes, Quality improvement culture, Alignment of learning outcomes with program review, Overall program quality and Institutional documentation and systems

Kagondur, R., & Marwa, S. M. (2017)⁴⁰. Authors have discussed eight quality parameters in the HEIs those are: governance and management, programme planning and management, curriculum development, teaching and learning, infrastructure, assessment, research, publication and innovation and programme results Data were collected from a sample of 136 academic staff, 340 students, and 34 staff of quality assurance directorates out of a total of 222,384, and 38 targeted respondents respectively. The results suggested that the HEIs under study in Kenya differed in the quality measures in these eight dimensions with most challenged dimension being research and publication. In Kenya, the government established the Commission for Higher Education (CHE) in 1985 for regulating quality assurance in higher education with its initial focus being regulation of private universities to ensure they met academic quality standards. since the enactment of the Universities Act 2012, all universities in Kenya must be chartered and their programmes accredited under the regulation of the CUE which serves as the external quality assurance mechanism. This study employed a mixed methods research design. A cross-sectional survey that included the use of questionnaires and interview schedules. In the study, the East African Quality Assurance Framework developed jointly by the IUCEA and DAAD (2010) was applied in interrogating quality assurance practices in the eight universities. This is because the universities were expected to apply the framework in driving quality assurance practices in their respective institutions. The research sought to track compliance or adherence of these institutions to the framework, the results reveal that there was a need for each of Kenya's HEIs to fortify their internal QAPs which can be achieved through formulation of appropriate quality assurance policies and procedures that should be embedded as part of their strategic plans. The study pointed to the need for the government to strengthen the implementation and accountability mechanisms of the internal quality assurance practices in Kenya's HEIs order to create a culture of continuous improvement.

³⁷ Vorobyova, O. (2020). THE QUALITY OF HIGHER EDUCATION THROUGH THE PRISM OF VALUES AND TARGETING OBJECTIVES OF EDUCATIONAL ACTIVITY. *Innovative Solution in Modern Science*, 4(40), 75-87.

³⁸ Makhoul, S. A. (2019). Higher education accreditation, quality assurance and their impact to teaching and learning enhancement. *Journal of Economic and Administrative Sciences*, 35(4), 235-250.

³⁹ Ulker, N., & Bakioglu, A. (2019). An international research on the influence of accreditation on academic quality. *Studies in Higher Education*, 44(9), 1507-1518.

⁴⁰ Kagondur, R., & Marwa, S. M. (2017). Quality issues in Kenya's higher education institutions. *Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique*, 15(1), 23-42.



Kakembo, F., & Barymak, R. M. (2017)⁴¹. In this paper the authors have provided the quality parameters that are usually assessed by the stakeholders which include students, lecturers, administration, parents and policy makers. The parameters are a) effectiveness of teaching and learning; b) relevancy of academic programmes to job-markets; c) quality of basic research; d) number of publications in accredited international journals; and e) concerns regarding ranking of the university relative to others in the country, region, continent and the globe. The threefold function of universities includes teaching, research/innovation and community engagement (CE). However community engagement is not given that much importance as a function. CE is conceptualised as the establishment of formal or informal networks, collaborations, partnerships, interactions and joint activities between universities and community agencies at local, national, regional and international levels. CE may potentially facilitate partnerships among universities, private sector, civil society, and government agencies. CE is expected to facilitate symbiotic relationships between universities and communities, leading to sustainable socio-economic development. But due to shortage of funds the CE is not considered as important as other two elements. Authors have proposed a conceptual framework where CE has to be linked at Faculty level, University level, National level and International Level. Qualitative and quantitative approaches are used to generate data and, in particular, the following methods are employed: questionnaires, interviews, and documentary analysis of academic and non-academic programmes. Data for this exploratory study were obtained through in-depth interviews of university staff, including lecturers, administrators and QA officers. Data from two public universities and four private chartered universities are used for this analysis. The interviews generated detailed information regarding the perceptions of university staff on CE in relation to QA.

Lagrosen, S. O. (2017)⁴². In this paper the author has drawn comparison of various accreditation systems like AACSB, EQUIS and AMBA and developed a framework namely EFQM Excellence Model. The framework dimensions include 5 broad parameters like governance, people, operations, customers and environment.

Bagga, T., Bansal, S., Kumar, P., & Jain, S. (2016)⁴³. Quality assurance in Higher Education Institutions (HEIs) is governed by diverse and often stringent accreditation parameters set by various global accreditation bodies. Key challenges faced by HEIs include meeting unique and rigorous eligibility requirements—such as mandatory work experience for students (AMBA), strong international reputation (EQUIS), and mandatory workshops (IACBE). Accreditation criteria also vary widely, with international bodies like AACSB and EQUIS demanding a comprehensive focus on faculty, research, executive education, internationalization, social responsibility, and support staff, far exceeding the typically less stringent requirements of Indian accreditation bodies. This comparison highlights the complexity and high standards of international accreditations, posing significant challenges for HEIs aiming to compete on a global scale.

Bejan, S. A., Janatuinen, T., Jurvelin, J., Klöpping, S., Malinen, H., Minke, B., & Vacareanu, R. (2015)⁴⁴. The authors suggest that the essence of the quality parameters comprises of 5 elements and they are determination. Implementation, evaluation, control and improvement in Indonesian University specially the Morotai Pacific University in North Maluku which has been presented as a PPEPP model. This model confirms to the process of continuous improvements in the higher education processes. Sequential exploratory strategy has been used by the researchers that lean more towards quantitative parameters

⁴¹ Kakembo, F., & Barymak, R. M. (2017). Broadening perceptions and parameters for quality assurance in university operations in Uganda. *Journal of Higher Education in Africa/Revue de l'enseignement supérieur en Afrique*, 15(1), 69-88.

⁴² Lagrosen, S. O. (2017). Quality through accreditation. *International Journal of Quality and Service Sciences*, 9(3/4), 469-483.

⁴³ Bagga, T., Bansal, S., Kumar, P., & Jain, S. (2016). New wave of accreditation in Indian higher education: Comparison of accreditation bodies for management programmes. *Prabandhan: Indian Journal of Management*, 9(8), 26-40.

⁴⁴ Bejan, S. A., Janatuinen, T., Jurvelin, J., Klöpping, S., Malinen, H., Minke, B., & Vacareanu, R. (2015). Quality assurance and its impact from higher education institutions' perspectives: methodological approaches, experiences and expectations. *Quality in Higher Education*, 21(3), 343-371.



such as alumni placement, the addition to skilled and knowledgeable teaching staff, the educational infrastructure and the teacher student ratio to be precise.

Dey, N. (2011)⁴⁵. Paper reveals that the existing quality assurance system in higher educational institution needs constant monitoring and revision. The existing system is not justified for the distance educational institutions, as many of the parameters of this system does not match with the working and requirements of institutes.

Welzant, H., Schindler, L., Puls-Elvidge, S., & Crawford, L. (2011)⁴⁶. Paper develop a conceptual model for defining quality which contains four categories Purposeful Exceptional Transformative Accountable. Paper also adopt the second strategy to define quality which also helps to identify the indicators of quality and these indicators are desired input including faculty and staff and desired output including the employment of students. On the basis of these definition of quality paper also classify the quality indicators in four categories which are administrative, student support, instructional and student performance indicators. From these categories first three categories administrative, student support and instructional focuses on resources provided to the students for their educational development, while the last category student performance indicator focuses on outcome based learning.

Welsh, J. F., & Dey, S. (2002)⁴⁷. Paper discussed the concept of quality and its measurement system for higher education. According to the study the continuous improvement in the quality of higher education required a valid assessment of data of universities and their decision makings through external accountability. Paper suggested to develop a standard quality assurance system which can perform a successful assessment of performance of universities to ensure the quality education in universities.

4. DISCUSSIONS AND FINDINGS

Based on the Parameters of the quality assurance in higher education in various papers and research articles we conclude that :

- a) Governance and management initiatives: The HEI's clear and well-communicated vision, mission, and core values to all stakeholders. It ensures inclusive governance by involving staff, students, and external partners in decision-making processes. Robust quality assurance policies are actively developed to uphold academic standards. Additionally, a comprehensive management information system supports effective student data management and performance tracking.
- b) Programme planning and management: Each programme of HEI is purposefully aligned with the broader mission and vision of the institution, ensuring strategic coherence. Adequate resources are allocated to facilitate effective implementation and sustainability. A dedicated programme coordinator oversees management and quality assurance processes. Delivery methods are designed to accommodate diverse student needs and learning contexts, while students actively participate in evaluating and shaping the curriculum.
- c) Curriculum development should be a structured and inclusive process that clearly identifies the intended learner profile for each programme. Learning outcomes must be explicitly defined at both the course and programme levels, with regular updates to incorporate emerging knowledge and innovative content. Courses should follow a logical sequence, ensuring coherence and a balanced integration of knowledge, skills, and attitudes. The process should actively engage employers, alumni, and students to ensure the curriculum remains relevant, responsive, and forward-looking.
- d) The Teaching and learning process is supported by a sufficient number of qualified, skilled educators who are well-versed in diverse instructional methods aligned with intended learning outcomes. The institution ensures that new teaching staff are effectively inducted into pedagogical practices and encourages close interaction with students through small-group consultations. Well-defined policies and procedures guide curriculum design and delivery, while experiential learning opportunities such as industrial placements and practical training are integrated.

⁴⁵ Dey, N. (2011). Quality assurance and accreditation in higher education in India. *Academic Research International*, 1(1), 104-11.

⁴⁶ Welzant, H., Schindler, L., Puls-Elvidge, S., & Crawford, L. (2011). Definitions of quality in higher education: A synthesis of the literature. *Higher learning research communications*, 5(3), 2.

⁴⁷ Welsh, J. F., & Dey, S. (2002). Quality measurement and quality assurance in higher education. *Quality Assurance in Education*, 10(1), 17-25.



Additionally, students benefit from structured academic support throughout their studies.

- e) Infrastructure facility of the institute should provide adequate and well-maintained lecture spaces equipped with internet access and presentation technology to support effective instruction. Laboratory facilities meet the practical needs of the programme, while both academic and administrative staff are supported with access to computers and reliable internet. Secure, well-kept learning environments foster a positive educational experience, and students benefit from access to electronic library resources that enhance their academic engagement.
- f) The institution should maintain a structured assessment system that includes the involvement of external examiners to ensure objectivity and quality. Students receive clear, upfront information on assessment modes for each module. A range of assessment methods is employed to effectively evaluate the extent to which learning outcomes have been achieved. Marking and grading criteria are transparent, consistently applied, and aligned with academic standards.
- g) The institution fosters a vibrant research culture through a clear research and publications policy that guides scholarly activities. Both staff and students actively contribute to accredited academic journals, with institutional support encouraging participation in national and international conferences. Adequate funding is allocated to facilitate research initiatives, and outstanding contributions are recognized and rewarded, promoting sustained academic innovation and excellence.
- h) Programme results operationalised with five attributes: monitoring of student progress throughout the programme and provision of early warning; acceptability of the completion rates per cohort within the defined duration of the programme; established linkage with potential employers that facilitate graduate employment; availability of structured system for feedback from the labour market on achievement of graduates; and availability of structured system for feedback from alumni.

5. CONCLUSION AND RECOMMENDATION

To secure a strong NAAC ranking, Higher Education Institutes must demonstrate a holistic commitment to quality across all dimensions of institutional functioning. This includes a clearly defined and communicated vision and mission, inclusive governance, rigorous academic and administrative processes, and continuous enhancement of teaching, learning, and research practices. Evidence-based decision-making, active stakeholder engagement, and a student-centric approach remain pivotal. Institutes that integrate quality assurance into their institutional culture are more likely to achieve sustained academic excellence and regulatory recognition.

Strengthen Institutional Vision and Governance: Ensure clarity and alignment of programmes with the institution's vision and mission, and involve stakeholders—students, faculty, alumni, and industry partners—in governance and strategic planning.

Enhance Curriculum Relevance and Delivery: Regularly update curricula to reflect current knowledge and skills, involve external stakeholders in development, and adopt diverse and inclusive delivery methods.

Invest in Teaching Excellence: Recruit and retain qualified faculty, provide continuous pedagogical training, and promote student engagement through interactive and outcome-driven teaching methods.

Promote Robust Assessment Practices: Design transparent, outcome-aligned assessment systems that use varied methods and maintain consistency through clear grading criteria and external moderation.

Build Research and Innovation Capacity: Establish policies and funding to support research, incentivize publications and conference participation, and foster a culture of innovation among staff and students.

Upgrade Infrastructure and Digital Resources: Maintain adequate, technology-enabled learning spaces, laboratories, and libraries, ensuring equitable access for all users.

Embed Quality Assurance Mechanisms: Institutionalize internal quality assurance systems that regularly monitor, review, and improve academic and administrative processes.

Foster Community Engagement and Inclusivity: Engage in social outreach, promote diversity, and support underrepresented groups to ensure an inclusive academic environment.

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