

**THE HIGHER EDUCATION SUMMIT 2007**  
**“INNOVATION FOR QUALITY & RELEVANCE”**

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**Federation House, New Delhi, India**

**Plenary Session IV: “Quality Assurance Mechanisms:  
Key Issues”**

**Topic: “Promoting Accreditation in Higher Education”**

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**1. Accreditation is another mechanism for quality control in higher education.**

**2. Why quality assurance?**

**3. New world order and inexorable trends to increasingly cross border education supply**

**4. Three categorical imperatives:**

**Axiom 1 :By 2020, 40% of all higher education must take place in distance education**

**Axiom 2 :Locally owned, privately managed institutions, will bear the brunt of professional education**

**Axiom 3: Cross borders and foreign providers will play a major role**

**5. Possible Pitfalls**

**3 key drivers of change in higher education:**

**The 3 “As” to ensure success:**

- **Affordability**
- **Accessibility**
- **Appropriateness**

## **6. Mechanism for quality assurance (as it stands):**

### ***First, Internal Quality Assurance***

- **procedures & systems**
- **proper documentation**
- **feedback from stakeholders**
- **ensuring transparency & accountability**
- **set up assurance cells**

- ***Second, External Quality Assurance***

- **Usually, involve four steps in carrying an external audit:**
- **Step1:the institutions prepare port-folio based on self assessment**
- **Step2: independent audit panel examines this port-folio**
- **Step3: a visit to the institutions by the audit panel**
- **Step4: audit panel then submits report**

**Outcome:** (1) **Accountability & Transparency**  
(2) **Institutional Improvement**

# Accountability pentagon

Government priorities

Global pressures

Market demand

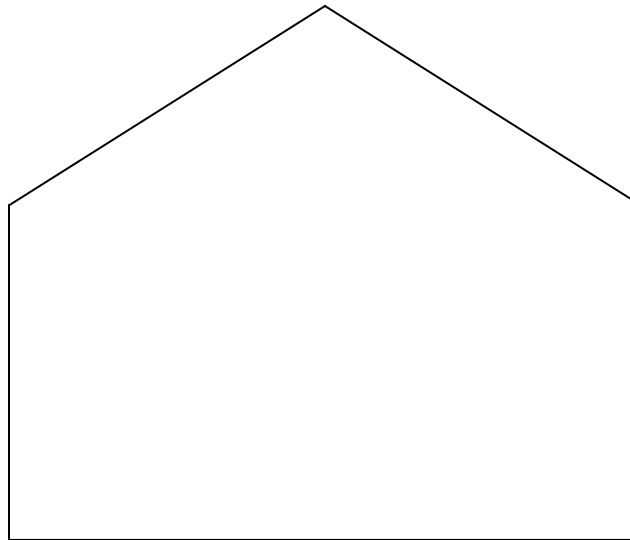
[Industry/Commerce]

Academic concerns

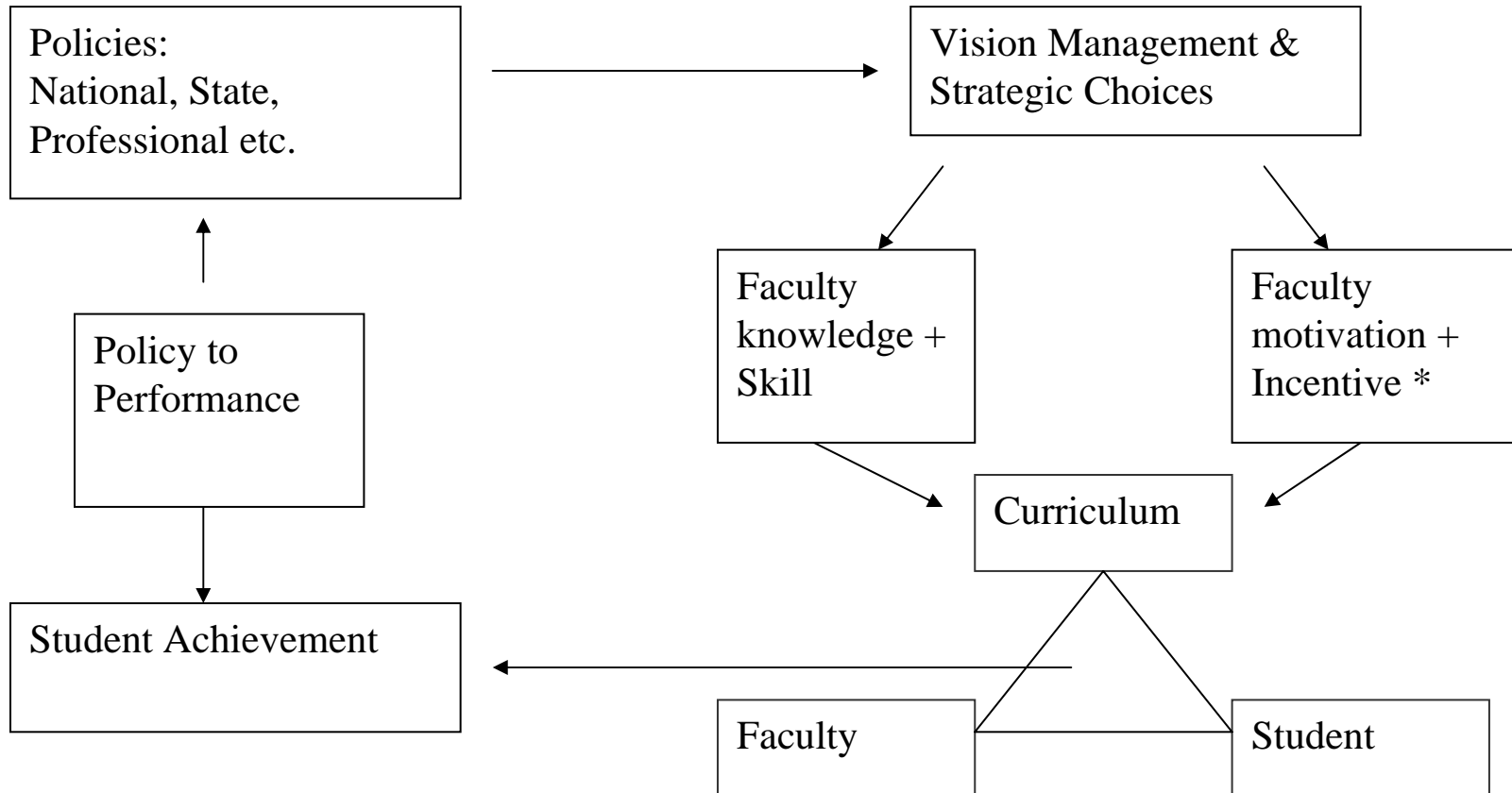
Social concerns

[Teachers]

[Family and society]



## Focus on coherence:



## Assessment is Multidimensional and multifaceted

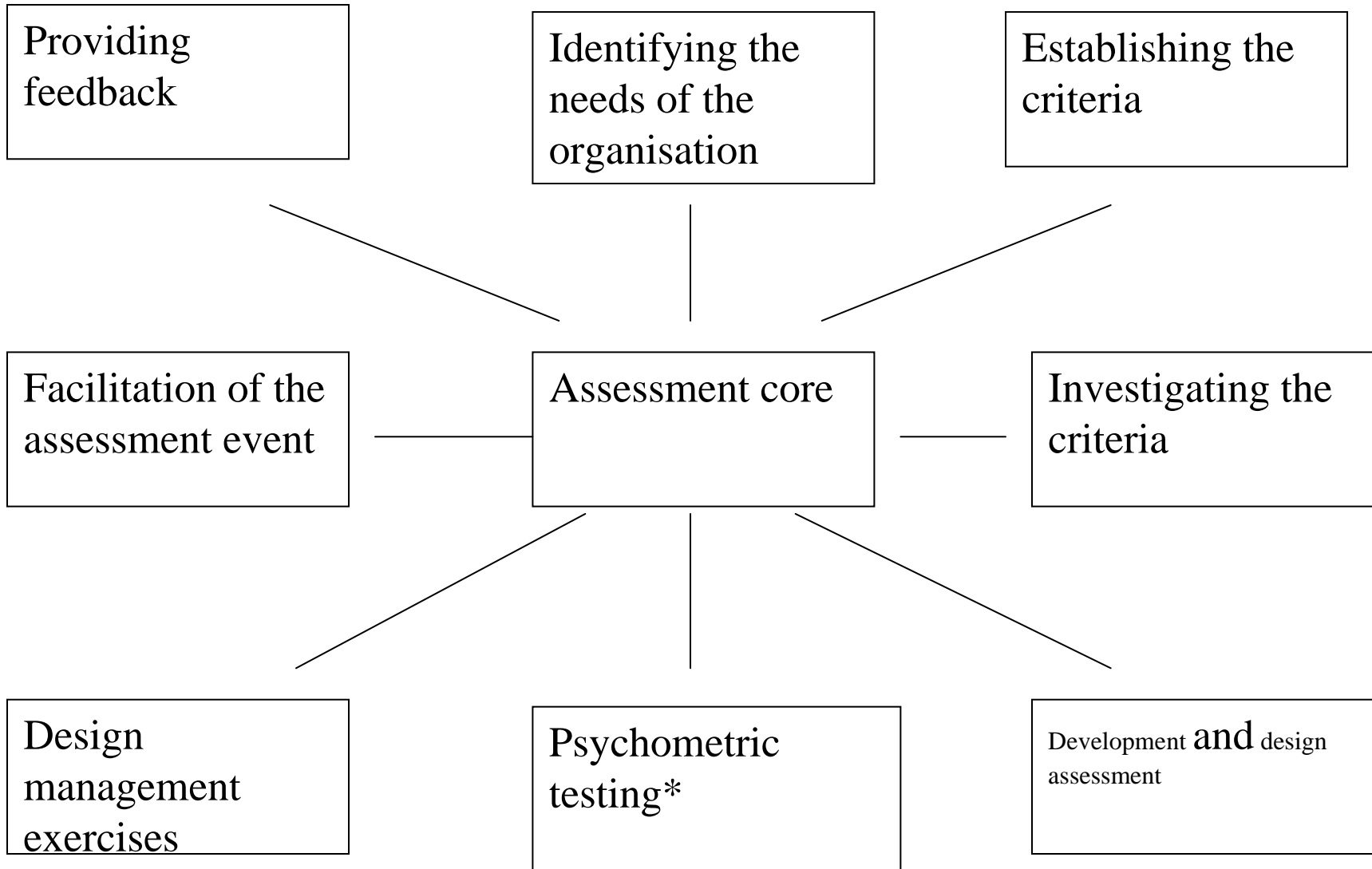
### Assessment

- Have a pass/fail criteria
- Geared towards a task
- Address an immediate need
- Geared towards goals [organization]
- Assign Role of judge
- Selection more important
- Feedback at a later date
- Involve organisation having control over the information obtained.

### Development

- Donot have pass/fail criteria
- Geared towards improvement
- Address a long term need
- Geared towards individuals and organization
- Assign role of facilitator
- Follow up emphasis
- Feedback given immediately
- Involve the individual having control over the information obtained.

## Steps involved in assessment



## Key Issues:

Oral communication

Effectively expressing oneself  
[includes gestures non verbal]

Planning organization

Establishing a course of action to  
enable goal attainment

Delegation

Allocating decision making

Control

Establishing procedures to  
regulate activities

Decisiveness

Readiness to commit oneself

Initiative

Attempting to influence events  
self supporting not passive action

Stress Tolerance

Maintaining a stable performance

Adaptability

Maintaining effectiveness in varying  
environment

Tenacity

Staying with a plan of action until the  
desired objective is reached

## Several dimensions of quality

### 1. *Input (or Ingredient)*

Course Curriculum, Context, Content

### 2. *Output (or Product e.g. Graduate)*

Caliber, Competence, Capability

### 3. *Vehicle (or Institution)*

Capacity, Cost, Coordination

### 4. *Developer (or Faculty)*

Catalyst, Coaching, Code of Conduct

## Quality: Strategy Options

Self developed

High

Low

Curriculum	Exhaustive	1	2
	Limited	3	4

**[1] most preferred option (participative planning)**

**[2] adviser's options (consultant's zone)**

**[3] convenience / compromises zone**

**[4] least preferred option**

## New Educational Approach:

### The challenges

- It must meet the demands and aspirations of all stakeholders
- be open and flexible to dynamic changes
- research must be a priority area
- mould itself without disfiguring the objectives
- improve capability
- allow university, inter-regional and international transfers
- account for disparities in learning between social groups
- benchmark quality with international standards
- initiate strong self regulation mechanism
- meet the needs of the nation
- keep adopting the challenges of the future

## Conclusions:

- Create a quality culture
- Importance of leadership
- Think global, act local, create centre of excellence
- Drop disciplines in the institutions, are not equipped to excel
- Fine tune government aspirations to national perspective
- Strengthen relationship with government, inter-institutional, intra-institutional, alumni and alumnae
- Credibility through flexibility
- Stress on the importance of the reputation of the academic staff
- Increase market share through product differentiation
- Show informed opportunism

**Thank you**

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