

EDUPULSE

MAGAZINE

January 01st to March 31st, 2026

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UNDERSTAND THE IMPORTANCE OF ACCREDITATION AND EDUCATION IN TODAY'S MODERN WORLD

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Education Transformation In India
And The Middle East

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Bridging The Gap Between
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FROM THE EDITORS SHAPING FUTURE OF GLOBAL EDUCATION THROUGH QUALITY AND INNOVATION

Emily Bernard

Welcome to this edition of EDUPULSE, proudly presented by the GSAAA team. In this issue, we explore why global accreditation has become essential for institutions seeking quality, recognition, and growth in a connected world.

Discover the ongoing education transformation in India and the Middle East, learn how institutions are bridging the gap between education and employability, and explore the strategies behind building globally competitive institutions.

We invite you to dive into these articles and gain valuable perspectives on the trends shaping the future of education worldwide. Let's begin the journey!

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SIMONE LAUREL

Global Leadership Awardee

BA Literature and Culture



ARTICLE 01

WHY GLOBAL ACCREDITATION IS NO LONGER OPTIONAL

WRITTEN BY: **LORI GASKIN**, PEER EVALUATOR – SPAIN REGION

In the contemporary era of globalization, higher education systems are undergoing a profound transformation. The traditional boundaries that once defined academic ecosystems are rapidly dissolving, giving rise to a highly interconnected and competitive global education landscape. Institutions are no longer evaluated solely within national frameworks; instead, they are increasingly assessed against international benchmarks that reflect quality, relevance, and global comparability. As students, employers, and academic stakeholders become more internationally focused, the demand for educational standards that transcend geographical limitations continues to grow. This shift has encouraged universities and colleges around the world to align their policies, curricula, and institutional practices with globally recognized quality assurance frameworks.

The expansion of international student mobility, cross-border academic collaborations, online learning platforms, and global employment opportunities has further reinforced the need for institutions to demonstrate credibility on an international scale. Today's learners seek qualifications that are not only recognized locally but are also respected across different countries and professional sectors.

FROM LOCAL LEGITIMACY TO GLOBAL CREDIBILITY

Historically, institutions relied on national accreditation systems and regulatory approvals to establish legitimacy. While these mechanisms remain foundational, they are no longer sufficient in isolation to meet the expectations of a globalized academic and professional environment.

Recent data underscores this shift. According to global higher education trends, over 70% of students now consider international recognition and global employability outcomes when selecting institutions. Furthermore, cross-border student mobility has surpassed 6 million students worldwide, reflecting a growing demand for education that is globally transferable and recognized.

In this environment, institutions must transition from local legitimacy to global credibility.

Global accreditation serves as a formal validation that an institution's academic practices, governance structures, and quality assurance mechanisms align with internationally accepted standards. It enables institutions to position themselves within a global academic hierarchy, enhancing both visibility and trust.

THE INTENSIFYING COMPETITIVE LANDSCAPE IN INDIA AND THE MIDDLE EAST

The urgency for global accreditation is particularly pronounced in emerging education hubs such as India and the Middle East.

In India, the implementation of progressive frameworks such as the National Education Policy (NEP 2020) has accelerated institutional transformation. The policy emphasizes multidisciplinary learning, internationalization, and quality enhancement. Concurrently, India hosts over 1,100 universities and 40,000+ colleges, creating a highly saturated and competitive environment where differentiation is critical.

Similarly, the Middle East—particularly the Gulf Cooperation Council (GCC) region—is witnessing substantial investment in education as part of broader economic diversification strategies. Initiatives such as Saudi Arabia's Vision 2030 and the UAE's education reforms aim to establish knowledge-based economies driven by innovation and research.

These developments have resulted in:

- Increased presence of international branch campuses
- Expansion of private and transnational education providers
- Heightened expectations for global standards and accountability

In such a dynamic landscape, institutions must demonstrate not only compliance with local regulations but also alignment with international quality benchmarks.



GLOBAL ACCREDITATION AS A FRAMEWORK FOR QUALITY ASSURANCE

Global accreditation represents a comprehensive and systematic approach to evaluating institutional performance. It encompasses multiple dimensions, including:

- Academic rigor and curriculum relevance
- Faculty qualifications and development
- Governance and leadership structures
- Student support systems and outcomes
- Continuous quality improvement mechanisms

Unlike isolated certifications, accreditation evaluates the institution holistically, ensuring consistency, accountability, and long-term sustainability.

Research indicates that institutions with recognized accreditation frameworks are significantly more likely to:

- Attract international students
- Establish global academic partnerships
- Achieve higher levels of stakeholder trust

Thus, accreditation functions not merely as a recognition tool, but as a framework for institutional excellence.



IMPLICATIONS FOR STUDENT OUTCOMES AND EMPLOYABILITY

The impact of global accreditation extends beyond institutional metrics; it directly influences student outcomes.

In an increasingly competitive labor market, employers prioritize graduates who possess not only academic qualifications but also competencies aligned with global industry standards. Studies suggest that employers across international markets place a premium on graduates from institutions with recognized quality assurance frameworks.



Global accreditation contributes to:

- Enhanced credibility of academic credentials
- Greater acceptance in international higher education and employment pathways
- Improved alignment between academic curricula and industry needs
- Increased student mobility across regions

For students, accreditation is therefore not an abstract institutional achievement—it is a determinant of future opportunities

THE COST OF INSTITUTIONAL INERTIA

While the benefits of global accreditation are evident, the risks associated with inaction are equally significant.

Institutions that fail to align with global standards face:

- Reduced competitiveness in attracting high-quality students
- Limited opportunities for international collaboration
- Diminished recognition of academic credentials
- Perception of outdated or inadequate academic practices

As global benchmarks continue to evolve, the disparity between accredited and non-accredited institutions is likely to widen, reinforcing the importance of proactive engagement with international quality frameworks.



GLOBAL ACCREDITATION AS A STRATEGIC IMPERATIVE

It is essential to recognize that global accreditation is not merely a compliance exercise; it is a strategic investment in institutional growth and sustainability.

Institutions that pursue accreditation demonstrate:

- A commitment to continuous improvement
- Readiness to operate within a global academic ecosystem
- Alignment with evolving educational and industry standards

Such institutions are better positioned to navigate the complexities of modern education systems and to capitalize on emerging opportunities in international collaboration, research, and student engagement.



CONCLUSION

The global education landscape is undergoing a paradigm shift characterized by increased mobility, heightened competition, and evolving expectations of quality and relevance.

In this context, institutions must move beyond traditional paradigms of recognition and embrace a broader, more integrated approach to quality assurance.

Global accreditation is no longer optional. It is fundamental to institutional credibility, student success, and long-term relevance in an increasingly globalized world.

ARTICLE 02

EDUCATIONAL TRANSFORMATION IN INDIA AND THE MIDDLE EAST

WRITTEN BY: DR. SUDHEER KUMAAR, PEER EVALUATOR – INDIA REGION

Policy Reforms, Globalization, and the Rise of Competitive Academic Ecosystems

The global education landscape is rapidly evolving due to policy reforms, technological advancement, and increasing internationalization. India and the Middle East are key regions driving this change by reshaping their higher education systems to meet global standards and future economic needs. Both regions are investing in digital learning, research, and innovation to strengthen academic quality and global competitiveness.

In India, reforms like the National Education Policy (NEP) are improving flexibility, access, and international engagement. Similarly, Middle Eastern countries are focusing on knowledge-based growth through educational investment, global partnerships, and institutional development.

This transformation reflects a shift toward quality, relevance, and competitiveness, making global standards and accreditation increasingly important for institutional credibility and success.

INDIA: REFORMING A VAST AND DIVERSE EDUCATION SYSTEM

India possesses one of the largest and most complex education systems in the world, comprising over 1,100 universities and more than 40,000 colleges, serving millions of students across diverse socio-economic backgrounds. In recent years, the Indian government has introduced significant reforms aimed at enhancing quality, flexibility, and international engagement.

At the center of this transformation is the National Education Policy (NEP) 2020, a landmark framework that seeks to modernize the education system through:

- Multidisciplinary learning models
- Increased institutional autonomy
- Integration of vocational and skill-based education
- Promotion of research and innovation
- Internationalization of higher education



One of the most notable aspects of NEP 2020 is its emphasis on global integration. The policy encourages collaboration with foreign universities, the establishment of international campuses, and the adoption of global best practices in teaching and governance.

However, the implementation of such reforms within a system of this scale presents significant challenges. Ensuring consistency in quality across thousands of institutions requires robust quality assurance mechanisms—an area where global accreditation plays a critical role.



THE MIDDLE EAST: EDUCATION AS A PILLAR OF ECONOMIC DIVERSIFICATION

In parallel, countries across the Middle East—particularly within the Gulf Cooperation Council (GCC)—are undertaking ambitious efforts to transform their education sectors as part of broader national development strategies.

Initiatives such as Saudi Arabia’s Vision 2030 and the UAE’s education reform agendas position education as a central driver of economic diversification, innovation, and workforce development.

Key characteristics of this transformation include:

- Substantial public and private investment in higher education
- Establishment of international branch campuses and education hubs
- Emphasis on STEM disciplines and research capabilities
- Integration of advanced technologies, including AI and digital learning platforms

The UAE, for instance, hosts a growing number of international institutions, contributing to its status as a regional education hub. Similarly, Saudi Arabia is investing heavily in universities and research centers to support its transition toward a knowledge-based economy.

These developments reflect a clear strategic objective: To create education systems that are globally competitive and aligned with future economic needs.

THE RISE OF PRIVATE AND TRANSNATIONAL EDUCATION

A defining feature of education transformation in both regions is the rapid growth of private and transnational education providers.

In India, private institutions account for a significant proportion of higher education enrollment, offering diverse programs and often leading innovation in curriculum design and delivery. In the Middle East, the presence of international universities and partnerships has expanded educational options for students, reducing the need for outbound mobility.

Globally, transnational education continues to grow, with increasing numbers of students enrolling in programs delivered across borders. This trend underscores the importance of standardization and quality assurance, as institutions must ensure that their offerings meet consistent global standards regardless of location.

TECHNOLOGY AND THE SHIFT TOWARD HYBRID LEARNING

Another critical dimension of this transformation is the integration of technology into education systems. The COVID-19 pandemic accelerated the adoption of online and hybrid learning models, fundamentally altering how education is delivered. In both India and the Middle East, institutions have invested in digital infrastructure, learning management systems, and EdTech solutions to enhance accessibility and engagement.

The global EdTech market is projected to exceed \$400 billion by 2030, reflecting the scale and pace of this transformation.

However, the rapid expansion of digital learning also raises important questions regarding quality, assessment, and student outcomes. Ensuring that online and hybrid education maintains the same standards as traditional models is a key challenge—one that necessitates comprehensive quality assurance frameworks.

QUALITY ASSURANCE IN A TRANSFORMING LANDSCAPE

As education systems evolve, the importance of quality assurance becomes increasingly critical

Both India and the Middle East are navigating complex transitions characterized by:

- Rapid institutional expansion
- Increased diversity of educational providers
- Growing expectations from students, employers, and policymakers

In this context, global accreditation serves as a unifying framework that enables institutions to:

- Benchmark their performance against international
- Enhance credibility in a competitive global environment
- Ensure consistency and accountability

Accreditation also facilitates international collaboration by providing a common language of quality, enabling institutions to engage confidently in partnerships, exchange programs, and joint research initiatives.

ALIGNING EDUCATION WITH FUTURE WORKFORCE NEEDS

A central objective of ongoing education reforms in both regions is the alignment of academic systems with evolving workforce requirements.

As economies transition toward knowledge-based models, there is increasing demand for graduates who possess:

- Critical thinking and problem-solving skills
- Digital literacy and technological competence
- Adaptability and lifelong learning capabilities

Educational institutions are therefore required to move beyond traditional curricula and adopt more dynamic, industry-aligned approaches.

Global accreditation supports this transition by encouraging institutions to:

- Regularly update curricula
- Engage with industry stakeholders
- Measure and improve student outcomes

CONCLUSION

The transformation of education systems in India and the Middle East represents a significant shift toward global integration, quality enhancement, and future readiness.

While policy reforms, technological advancements, and institutional investments are driving this change, the success of these efforts ultimately depends on the ability of institutions to maintain consistent standards and deliver meaningful outcomes.

In this evolving landscape, global accreditation emerges as a critical enabler—providing the structure, validation, and credibility required to navigate complexity and achieve excellence.

As these regions continue to position themselves as global education hubs, the adoption of internationally recognized standards will play a defining role in shaping their trajectory.

ARTICLE 03

BRIDING THE GAP BETWEEN EDUCATION AND EMPLOYABILITY

WRITTEN BY: MICHAEL CLAIRE PEER EVALUATOR – FRANCE REGION

Aligning Academic Outcomes with Industry Expectations in a Global Economy

In the contemporary global economy, the relationship between education and employability has become increasingly complex. While access to education has expanded significantly across regions such as India and the Middle East, concerns regarding the employability of graduates persist.

Institutions are producing degree holders at an unprecedented scale, yet employers frequently report a mismatch between academic preparation and workplace requirements. This gap is often reflected in insufficient practical exposure, limited industry engagement, and a lack of soft skills required in modern professional environments.

This disconnect highlights a critical challenge:

Education systems must evolve to deliver not only knowledge, but also relevant, industry-aligned competencies. Bridging this gap requires stronger collaboration between academia and industry, updated curricula, and a stronger emphasis on experiential learning and skill development.

THE EMPLOYABILITY CHALLENGE: A GLOBAL CONCERN

Despite rising enrollment rates and expanding higher education infrastructure, employability remains a pressing issue.

In India, studies have indicated that a substantial proportion of graduates—particularly in technical and professional fields—are not immediately employable due to gaps in practical skills, communication abilities, and problem-solving competencies. Similarly, in the Middle East, while education systems are rapidly advancing, employers continue to emphasize the need for graduates who can contribute effectively within dynamic, technology-driven workplaces.

Globally, employers are increasingly prioritizing:

- Critical thinking and analytical abilities
- Communication and collaboration skills
- Digital and technological proficiency
- Adaptability in evolving work environments

Traditional academic models, which often emphasize theoretical knowledge over applied learning, are struggling to meet these expectations.

EVOLVING EXPECTATIONS FROM EMPLOYERS

The modern workplace is characterized by rapid technological change, globalization, and the integration of interdisciplinary knowledge. As a result, employers are seeking graduates who are not only academically qualified but also capable of navigating complex, real-world challenges.

Recent global surveys indicate that:

- Over 75% of employers prioritize skills and competencies over formal qualifications alone
- A significant percentage of organizations report difficulty in finding candidates with job-ready skills

This shift reflects a broader transformation in how value is defined within the labor market. Degrees, while important, are no longer sufficient indicators of readiness.

Institutions must therefore re-evaluate their academic frameworks to ensure alignment with evolving industry demands.



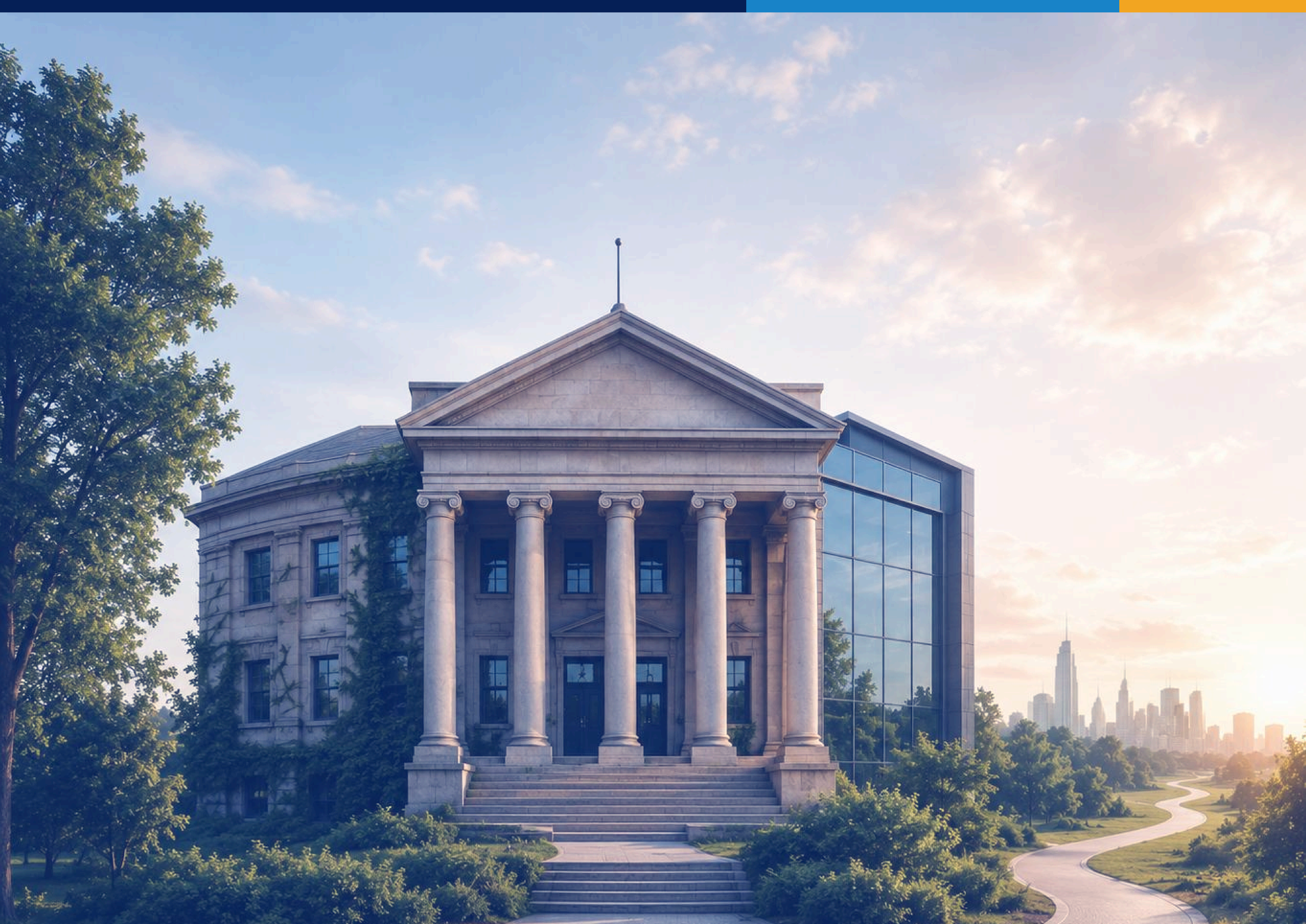
STUDENT OUTCOMES IN A GLOBAL CONTEXT

In an era of increasing student mobility, employability is no longer confined to local job markets. Graduates are competing in a global talent pool, where standards of evaluation are higher and more diverse.

Students from institutions that align with global accreditation frameworks benefit from:

- Greater acceptance of qualifications across
- Enhanced competitiveness in international job markets
- Improved readiness for multidisciplinary and multicultural work environments

This is particularly relevant for regions such as India and the Middle East, where large numbers of students seek opportunities beyond their home countries.



THE NEED FOR CONTINUOUS INSTITUTIONAL ADAPTATION

Bridging the employability gap is not a one-time effort; it requires continuous adaptation and improvement.

Institutions must:

- Regularly assess and update academic programs
- Incorporate feedback from industry stakeholders
- Invest in faculty development and training
- Monitor and evaluate student outcomes

Global accreditation supports this ongoing process by embedding a culture of **continuous quality improvement**, ensuring that institutions remain responsive to changing economic and professional landscapes.

CONCLUSION

The alignment between education and employability is one of the most critical challenges facing modern education systems.

As India and the Middle East continue to expand and transform their academic ecosystems, the ability of institutions to produce globally competent, industry-ready graduates will determine their long-term success and relevance.

Global accreditation serves as a vital mechanism in this process—bridging the gap between academic frameworks and real-world expectations, and ensuring that education fulfills its ultimate purpose: preparing individuals to thrive in a dynamic and competitive global economy.



ARTICLE 04

BUILDING GLOBALLY COMPETITIVE INSTITUTIONS

WRITTEN BY: **PROF. ABDULLAH MOHAMMED**, PEER EVALUATOR – UAE REGION

Governance, Quality Systems, and Strategic Alignment with International Standards

In an era defined by globalization, technological advancement, and increasing academic mobility, educational institutions are no longer competing within isolated national boundaries. Instead, they operate within a highly interconnected global ecosystem where standards, expectations, and benchmarks are continuously evolving.

For institutions in regions such as India and the Middle East, the imperative is clear: To transition from locally recognized entities to globally competitive institutions capable of delivering high-quality, relevant, and internationally aligned education.

Achieving this transformation requires more than incremental improvements—it demands a comprehensive and strategic approach encompassing governance, academic quality, and institutional culture.

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DEFINING GLOBAL COMPETITIVENESS IN EDUCATION

Global competitiveness in education extends beyond rankings or international visibility. It reflects an institution’s ability to consistently deliver academic excellence, produce globally competent graduates, and maintain relevance within a rapidly changing world.

Globally competitive institutions typically demonstrate:

- Alignment with international academic and operational standards
- Strong governance and leadership structures
- Continuous innovation in curriculum and pedagogy
- Effective engagement with industry and global partners
- Measurable student outcomes and employability

These characteristics are not incidental; they are the result of deliberate strategy and sustained institutional effort.

THE CENTRAL ROLE OF GOVERNANCE AND LEADERSHIP

Institutional governance serves as the foundation upon which global competitiveness is built.

Effective governance frameworks ensure:

- Clear strategic direction and vision
- Accountability in decision-making processes
- Transparency in operations and policies
- Alignment between institutional objectives and outcomes

Leadership within globally competitive institutions is characterized by adaptability, foresight, and a commitment to continuous improvement. Leaders must not only respond to change but anticipate it, positioning their institutions to navigate emerging challenges and opportunities.

In both India and the Middle East, where education systems are expanding rapidly, strong governance is essential to maintain consistency, quality, and credibility.

IMPLEMENTING ROBUST QUALITY MANAGEMENT SYSTEMS

A defining feature of globally competitive institutions is the presence of structured and integrated quality management systems.

These systems enable institutions to:

- Monitor academic performance and outcomes
- Standardize processes across departments and programs
- Identify areas for improvement through data-driven analysis
- Ensure compliance with both local and international standards



Quality management in education is not a static process; it requires continuous evaluation and refinement. Institutions must establish mechanisms for regular review, feedback, and adaptation to ensure sustained excellence.

Global accreditation frameworks often emphasize the importance of such systems, providing institutions with a structured pathway to embed quality assurance into their core operations.

CURRICULUM ALIGNMENT WITH GLOBAL AND INDUSTRY STANDARDS

The relevance of an institution is closely tied to the relevance of its curriculum.

Globally competitive institutions prioritize curriculum design that is:

- Aligned with international academic standards
- Responsive to emerging industry trends
- Interdisciplinary and adaptable
- Focused on developing both technical and soft skills



In regions such as India and the Middle East, where economic transformation is driving demand for new skill sets, institutions must ensure that their programs prepare students for both local and global workforce requirements.

This involves not only updating course content but also integrating experiential learning, industry engagement, and practical application into academic frameworks.

FACULTY DEVELOPMENT AND ACADEMIC LEADERSHIP

Faculty play a pivotal role in shaping the quality and competitiveness of an institution.

Globally competitive institutions invest in:

- Continuous professional development for faculty
- Research and innovation initiatives
- Exposure to international academic practices
- Adoption of modern pedagogical approaches

Faculty members must be equipped not only with subject expertise but also with the ability to engage students in dynamic and evolving learning environments.

In addition, academic leadership within departments must foster a culture of collaboration, innovation, and accountability.

INTERNATIONALIZATION AND STRATEGIC PARTNERSHIPS

Another critical dimension of global competitiveness is the ability to engage with international academic and professional networks.

Institutions that actively pursue internationalization benefit from:

- Collaborative research opportunities
- Student and faculty exchange programs
- Joint academic initiatives and dual-degree programs
- Enhanced global visibility and reputation



In the Middle East, the presence of international branch campuses has already contributed to a more globalized education environment. In India, increasing policy support for international collaboration is opening new avenues for cross-border engagement. However, meaningful partnerships require credibility—something that is significantly strengthened through alignment with global standards and accreditation.

GLOBAL ACCREDITATION AS A STRATEGIC ENABLER

Global accreditation plays a central role in enabling institutions to achieve and sustain competitiveness.

It provides:

- A structured framework for evaluating institutional performance
- Validation of quality and credibility
- Benchmarking against internationally recognized standards
- Guidance for continuous improvement

Accreditation also serves as a signal to stakeholders—students, parents, employers, and partners—that the institution meets rigorous global criteria.

Importantly, it encourages institutions to adopt a long-term perspective, focusing not only on immediate outcomes but also on sustainable growth and excellence.

CREATING A CULTURE OF CONTINUOUS IMPROVEMENT

Beyond systems and structures, globally competitive institutions cultivate a culture that prioritizes quality, innovation, and accountability.

Such a culture is characterized by:

- Openness to change and new ideas
- Commitment to excellence at all levels
- Active engagement with stakeholders
- Regular reflection and performance evaluation

This cultural dimension is often the most challenging to develop, yet it is essential for sustaining competitiveness in a dynamic global environment.



CONCLUSION

The journey toward becoming a globally competitive institution is complex and multifaceted. It requires strategic vision, strong governance, robust quality systems, and a commitment to continuous improvement.

For institutions in India and the Middle East, the opportunity is significant. As these regions continue to emerge as global education hubs, the ability to align with international standards will determine not only institutional success but also broader contributions to economic and social development.

Global accreditation stands as a critical enabler in this journey—providing the structure, validation, and direction necessary to achieve excellence in a competitive and interconnected world.

ARTICLE 05

FEATURED INSTITUTES

GSAAA is proud of its successful accreditation of educational institutions across the globe that meet our strict accreditation standards. We are honored to present a number of institutions that have received our valued certification this quarter. These institutions are evidence of their unwavering commitment to offering top-notch education. They received global certification from GSAAA, thanks to their steadfast dedication to fulfilling strict quality requirements.



**JD INSTITUTE OF
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JD INSTITUTE OF FASHION TECHNOLOGY

The JD Institute of Fashion Technology is one of India's premier design education institutions, established in 1988 with a vision to nurture creativity and innovation in the field of fashion and design. As part of the JD Educational Trust, the institute has grown into a nationwide network with over 40+ learning centers across major cities, offering students access to industry-driven education and global exposure.

The institute offers a wide range of programs including fashion design, interior design, jewellery design, fashion communication, and business management. Its curriculum is carefully crafted to blend theoretical knowledge with hands-on training, internships, and real-world projects, ensuring students are industry-ready. With strong collaborations, international exposure opportunities, and a focus on innovation and sustainability, JD Institute has positioned itself as a leader in design education.

Beyond academics, JD Institute of Fashion Technology actively encourages students to participate in fashion shows, design exhibitions, competitions, and industry events that help showcase their talent on national and international platforms. The institute's emphasis on experiential learning, mentorship from industry professionals, and career development support enables students to build strong professional networks and gain valuable practical experience. This holistic approach to education empowers graduates to pursue successful careers as designers, entrepreneurs, creative consultants, and industry leaders in the ever-evolving world of design.



**INNOVATION
EXPERTS**
REAL ESTATE INSTITUTE

INNOVATION EXPERTS REAL ESTATE INSTITUTE

The Innovation Experts Real Estate Institute (IEREI) has been awarded Silver Accreditation by the Global Standardization and Accreditation Agency (GSAAA), effective January 15, 2026. This accreditation reflects IEREI's commitment to maintaining high academic and research standards while aligning its institutional practices with internationally recognized benchmarks.

The accreditation evaluation involved a detailed review of IEREI's research frameworks, academic and professional programs, faculty expertise, governance structure, operational systems, and institutional facilities. The assessment confirmed that the institute demonstrates strong compliance with global quality standards, innovation-driven practices, and effective organizational management.

Achieving Silver Accreditation highlights IEREI's dedication to fostering a research-focused and innovation-oriented environment that supports academic excellence and industry relevance. It also underscores the institute's continuous efforts toward quality enhancement, academic integrity, and the advancement of engineering and technological research.

This recognition reinforces IEREI's credibility as a forward-looking institution, assuring researchers, partners, and stakeholders of its commitment to excellence, sustainability, and global impact.



ACADEMY OF INTERNAL AUDIT

The Academy of Internal Audit proudly announces the achievement of Silver Accreditation Status conferred by GSAAA on December 16, 2025, valid for three years. This distinguished accreditation reflects AIA’s dedication to delivering high-quality professional education, rigorous standards, and ethical practices in the field of internal auditing.

The accreditation followed a thorough online evaluation conducted by Ms. Pooja, Manage-Support, who reviewed AIA’s curriculum, training methods, governance, and student support systems. The process affirmed the academy’s commitment to fostering excellence in professional development and industry-relevant skills.

Under the leadership of Mr. Puneet Garg, CEO, the Academy of Internal Audit continues to uphold strong academic integrity and continuous improvement. The Silver Accreditation assures students, faculty, and stakeholders that AIA meets GSAAA’s stringent criteria for quality education and institutional effectiveness.

With this accreditation, AIA reaffirms its role as a trusted institution for internal audit education, dedicated to nurturing competent professionals capable of contributing meaningfully to the audit and risk management sectors.



Bharti Duseja™
INTERNATIONAL BEAUTY ACADEMY

BHARTI DUSEJA INTERNATIONAL BEAUTY ACADEMY

The Bharti Duseja International Beauty Academy, founded by the acclaimed beauty expert Mrs. Bharti Duseja, is a premier institute in India offering a range of beauty and aesthetics programs. With a strong presence in both Nashik and Mumbai, the academy delivers comprehensive courses in makeup artistry, hair styling, nail artistry, and skin care. Each program is designed to provide a blend of theoretical knowledge, practical training, and personality development, making graduates both skilled professionals and successful entrepreneurs.

Mrs. Duseja's extensive experience, including recognition as Best Makeup Artist by the Government of India, ensures that the academy maintains high standards of education. The academy's international affiliations and focus on innovation further reinforce its reputation as a leading beauty education provider.

ARTICLE 06

MEET OUR CERTIFIED PROFESSIONALS

Our certified professionals are awarded with prestigious credentials to stand out in today's competitive landscape. Professionals that receive certifications from us get easy access to a plethora of benefits and advantages. Some of these include cover letters and resume revisions, a dedicated webpage on our website, listing recognition, and membership in our exclusive PowerClub. Although some of these benefits can significantly improve the professional prospects of our certified individuals.

OUR CERTIFIED PROFESSIONALS



Dr. Mahmoud Ibrahim Fathi Elshami

Experienced Chemistry educator excelling in AD, IGCSE, and IB curricula at King Faisal International School, fostering academic excellence and IB Diploma preparedness through innovative teaching methods.



Muhammad Bin Salman

A certified Cambridge CELTA teacher in Al Mubarraz, Saudi Arabia, brings over a decade of dynamic classroom experience in English language instruction, focusing on a communicative and student-centered approach.



Ruba Isam Ahmad Alshamali

An Australian-Jordanian elementary educator, holds a Bachelor of Social Sciences from the University of Western Sydney, specializing in teaching ages 0–12, complemented by an IB diploma from Cambridge High School.



Frank Ayim

A certified teaching professional, champions active learning and teamwork, fostering essential skills for real-world patient care through a constructivist approach that emphasizes decision-making and collaboration over competitiveness.



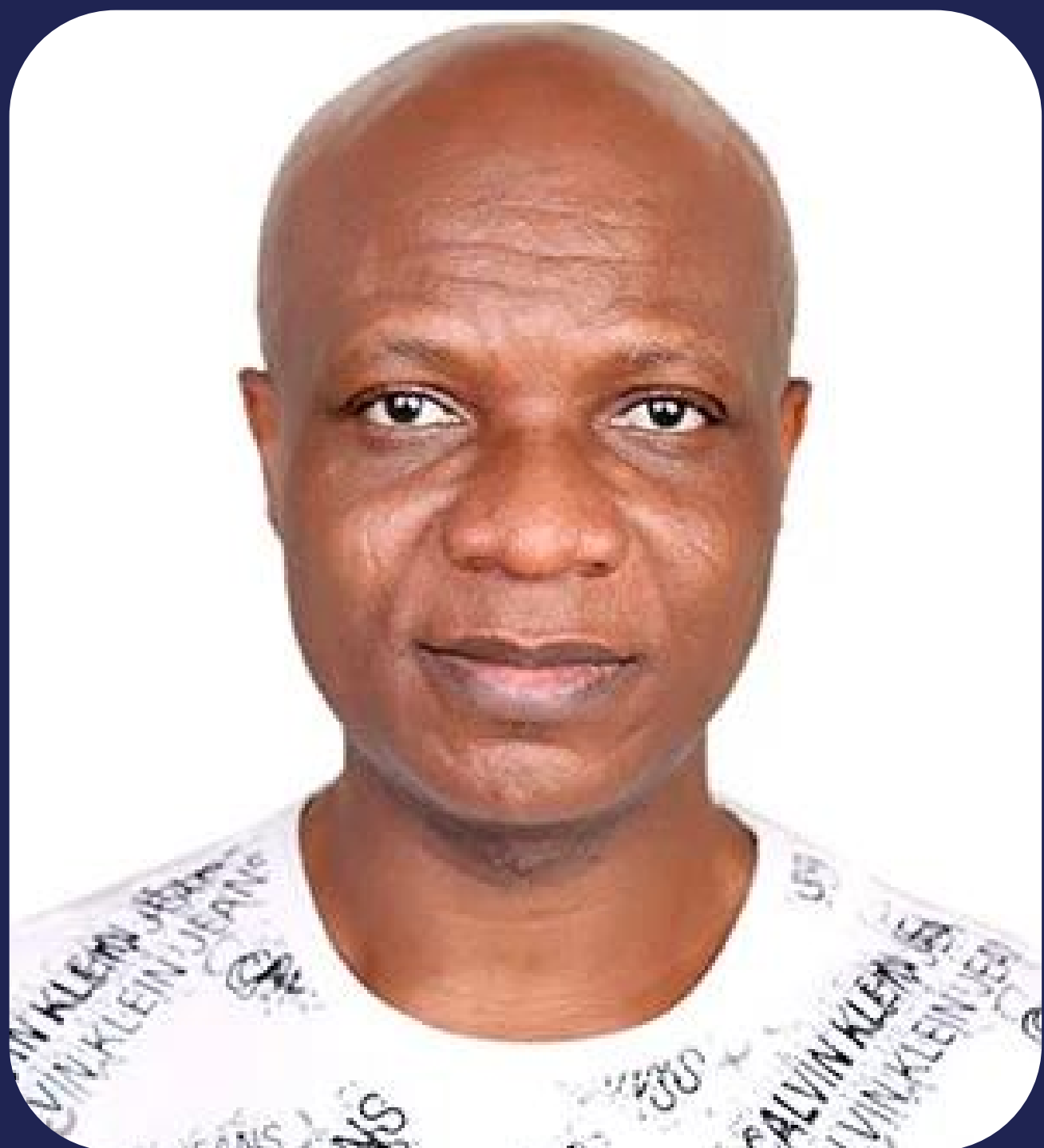
Afaf Sayyid

A certified teaching professional with a decade of diverse experience, currently teaches English at the Cambridge School of Egypt in Cairo, showcasing adaptability and proficiency in various sectors including management and administration.



Ghada Hussein Mohamed Shinkar

An esteemed educator at Ain Shams University, Cairo, displays a deep commitment to advancing medical parasitology through academic excellence and teaching passion.



David Doe Agoha

A certified teaching professional from Tema, Ghana, is renowned for fostering excellence in education through diverse roles and dedicated leadership.



Younes Chaaban

A seasoned Chief Technical Officer, adept in cellular communications, excels in full-cycle project management and operational enhancements, demonstrating strong leadership in staff development and network administration.



Nasreen Fathima

A compassionate high school teacher with 3+ years of experience, supports student development at Gateway Primary, and has been seeking new opportunities since September 2023.

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