

Quality Assurance Issues & Practices in Higher Education Institutions in India with Special Reference to National Assessment and Accreditation Council (NAAC) Accredited Institutions

Dr. Ruchi Tripathi¹, Dr. B. S. Ponmudiraj²

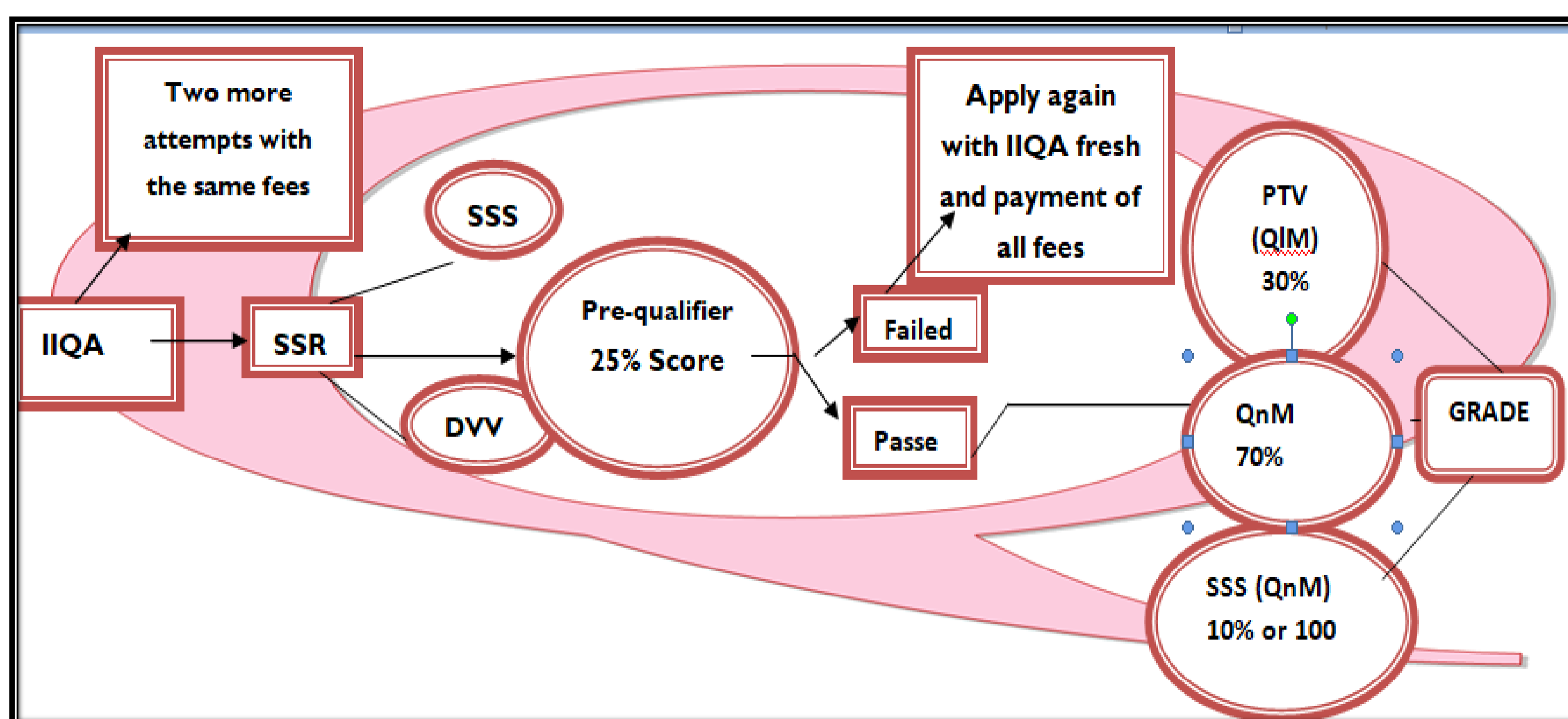
¹Assistant Adviser, National Assessment and Accreditation Council (NAAC), Bengaluru, India

²Adviser, National Assessment and Accreditation Council (NAAC), Bengaluru, India

1. Introduction

- NAAC was established in the year 1994, to concern of National Policy on Education (NPE, 1986) and the Program of Action (PoA, 1992) with its key plan to evaluate and accredit Higher Educational Institutions (HEIs) in India.
- NAAC assesses the performances of the institutions based on a set of quality indicators spread completed various fields of functioning of higher education institutions which is taken based on seven criteria.
- Before 2017, the accreditation process was completely based on subjective, qualitative, and onsite peer team visits.
- In 2017, there was a need to transform the entire process of assessment and accreditation by making it more objective. Hence the revised assessment and accreditation framework has been developed and implemented which is the transparent, scalable, robust, and complete system drive and ICT enabled.
- There is a paradigm shift from subjective assessment to more objective with a combination of online evaluation (about 70% quantitative metrics) based on the data submitted by the institutions and onsite peer team judgment (about 30% qualitative metrics).
- In the new framework, the pre-qualifier has been implemented on the quantitative metrics which contributes to 25%. Student Satisfaction Survey (SSS) is one of its kind where the system generates randomly selected students to participate in the completely automated survey.
- Finally, the quantitative parameters, qualitative parameters, and student satisfaction survey scores combined and generate the CGPA score and letter grade for the institutions.

Process of Assessment and Accreditation



The vision: To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion, and sustenance initiatives.

The Mission:

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programs or projects;
- To stimulate the academic environment for the promotion of quality of teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy, and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programs, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion, and sustenance..

2. Quality Assurance and Accreditation Bodies in India

- There are various quality assurance & accreditation and ranking agencies in India viz. NAAC, National Board of Accreditation (NBA), and National Institutional Ranking Framework (NIRF).
- NAAC assesses and accredits higher education institutions as a whole. However, NBA accredits the programs separately offered by technical and professional institutions.
- NIRF ranks the institutions in different categories viz., overall, universities, colleges, engineering, management, pharmacy, architecture, law, medical, dental, etc., and ranks are declared separately for different categories of institutions.

3. Quality Indicator Framework for Assessment and Accreditation

- There are different types of institutions including universities & colleges which cater to the need of different types of institutions such as general universities, health science universities, Sanskrit universities, legal universities, yoga universities, open universities, dual mode universities, autonomous colleges, legal colleges, Sanskrit colleges, health science colleges, and affiliated colleges.
- In the college category, there are affiliated colleges that are affiliated with some universities in their state, and the final degree to the students is conferred by the affiliating universities.
- As per the Manual for self-study report universities (2022) the revised framework has seven criteria, and 34 key indicators again the key indicators splits into quantitative and qualitative metrics.

4. Data Analysis and Methodology

As of 2022, India has 8 union territories and 28 states. This paper aims to analyze the performance of higher education institutions in India. There is a total of 9330 institutions accredited by NAAC of which there are 417 universities and 8913 colleges as of 30/11/2022.

The analysis of the study is based on the performance of different attributes of institutions such as region-wise, state-wise, and criteria-wise performance analysis in the revised accreditation framework.

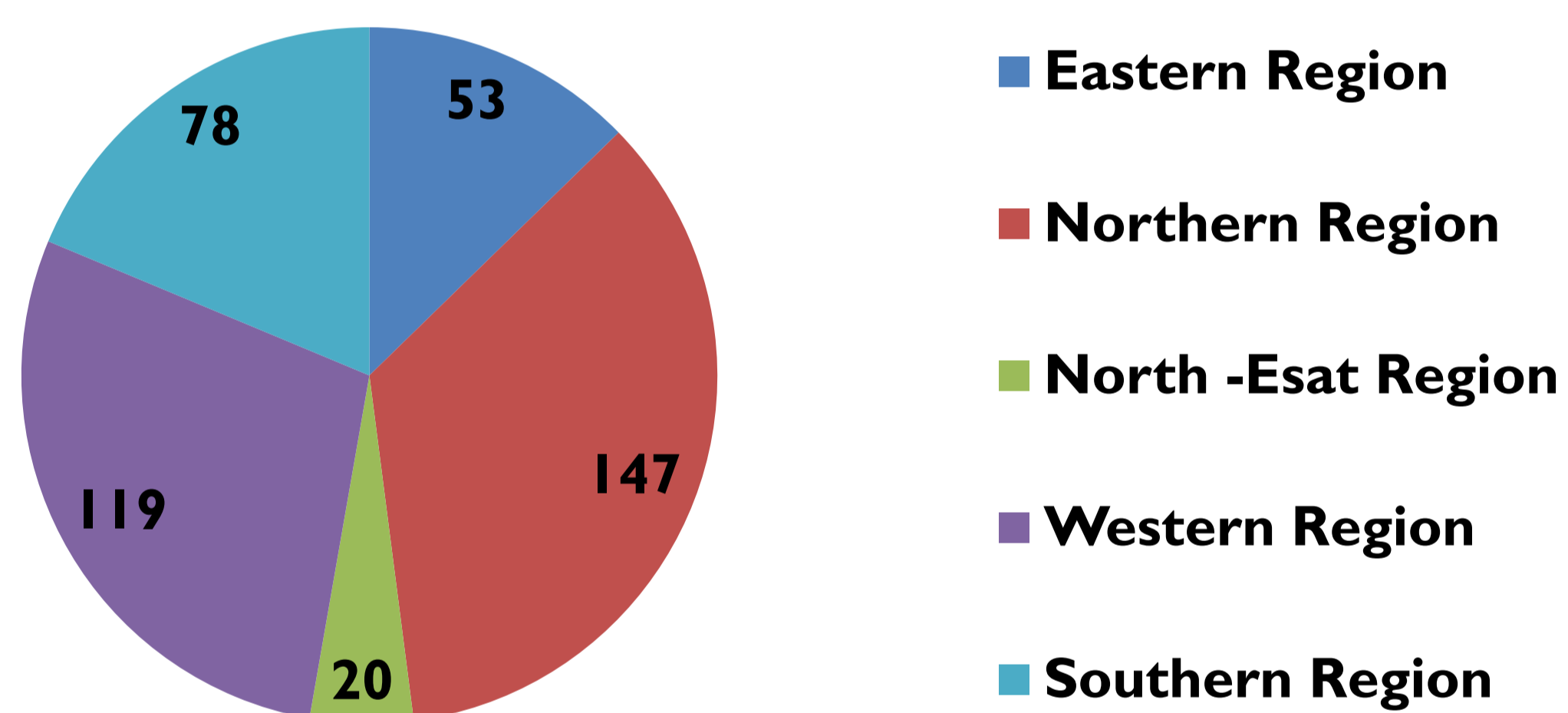
The statistical real-time data analysis of different parameters of NAAC criteria has been carried out.

The analysis has been carried out in five different regions in the country namely, Eastern Region, Northern Region, North-East Region, Southern Region, and Western Region respectively. Five regions split into different states.

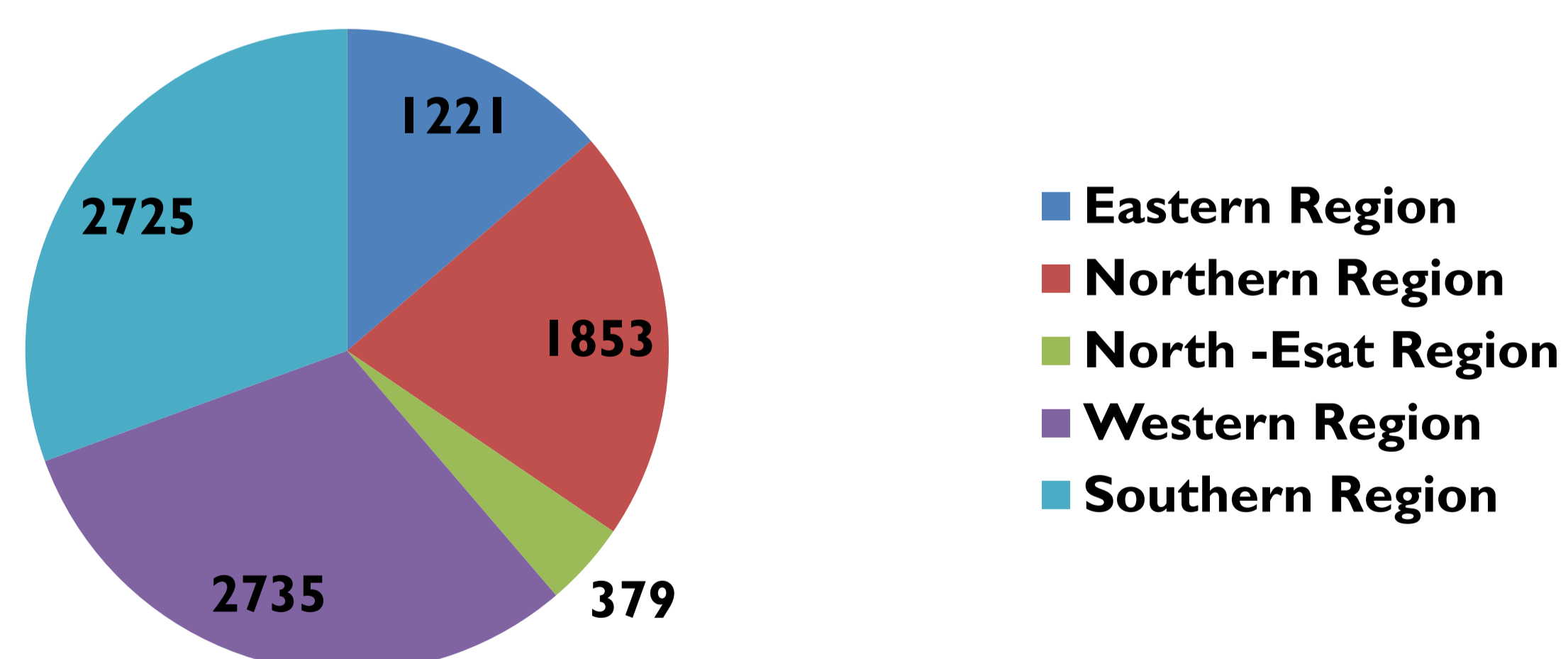
4.1 Region-wise number of accredited universities and colleges in India

Figure: 1 (a) & (b) Region-wise accredited universities and colleges

The numbers of universities and colleges accredited by NAAC region-wise have been illustrated in Figure 1(a) & (b) respectively.



(a) Universities

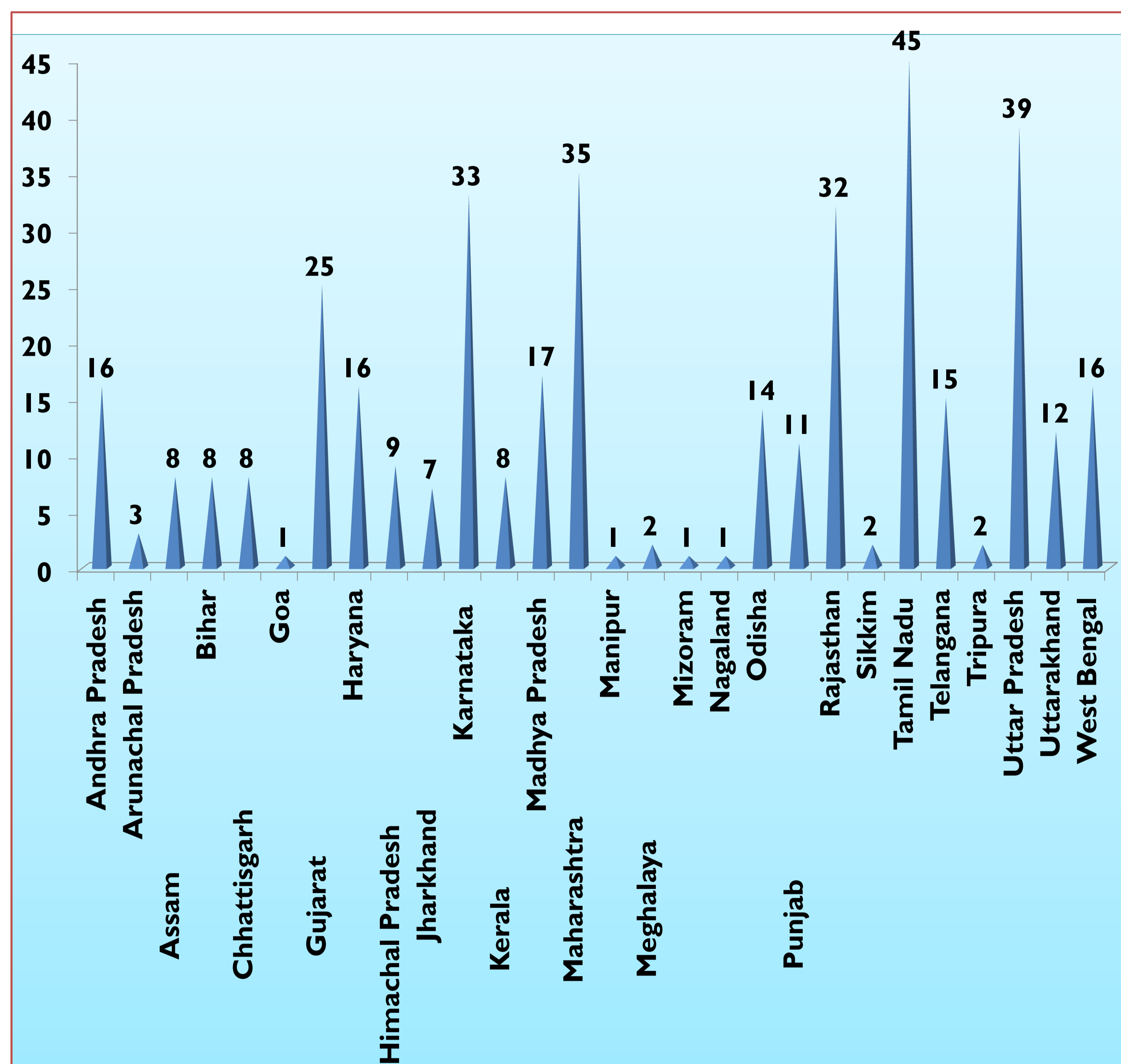


(b) Colleges

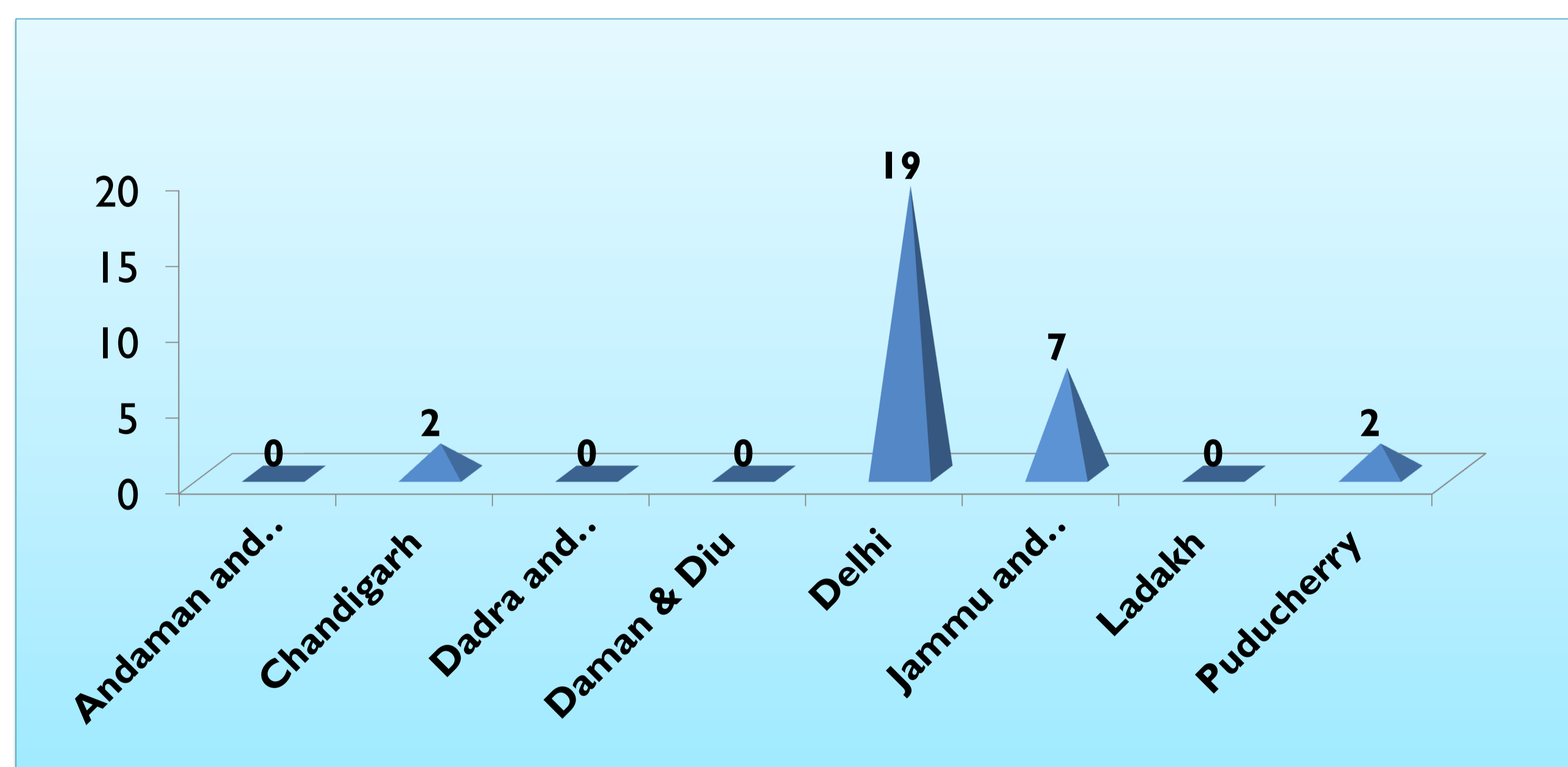
Source: Authors' Compilation from NAAC database & AISHE

4.2 State/ Union territories wise number of accredited universities and colleges in India

Figure: 2 (a) & (b) States and Union territories wise number of universities accredited 3.3by NAAC as of 30/11/2022

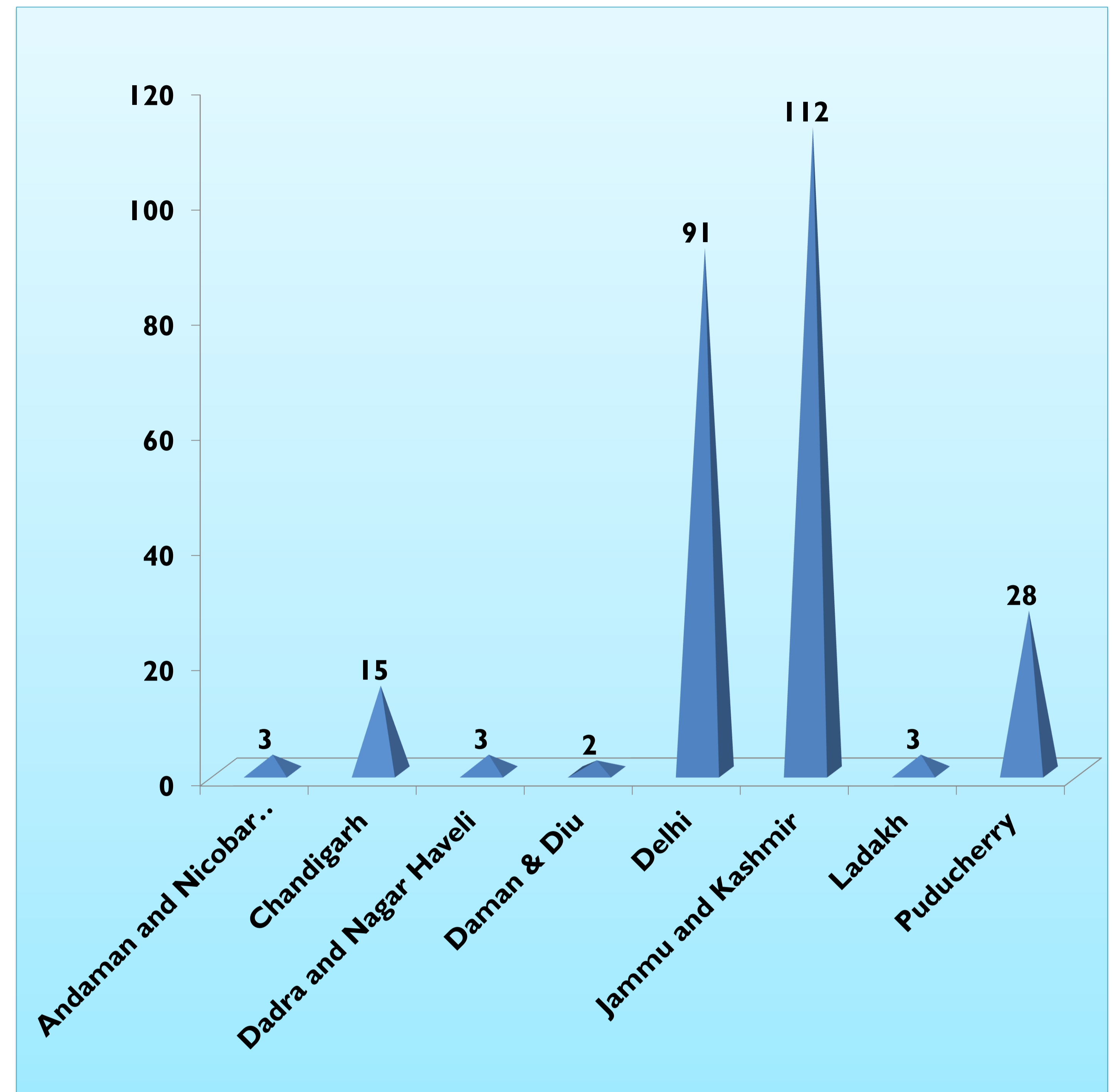
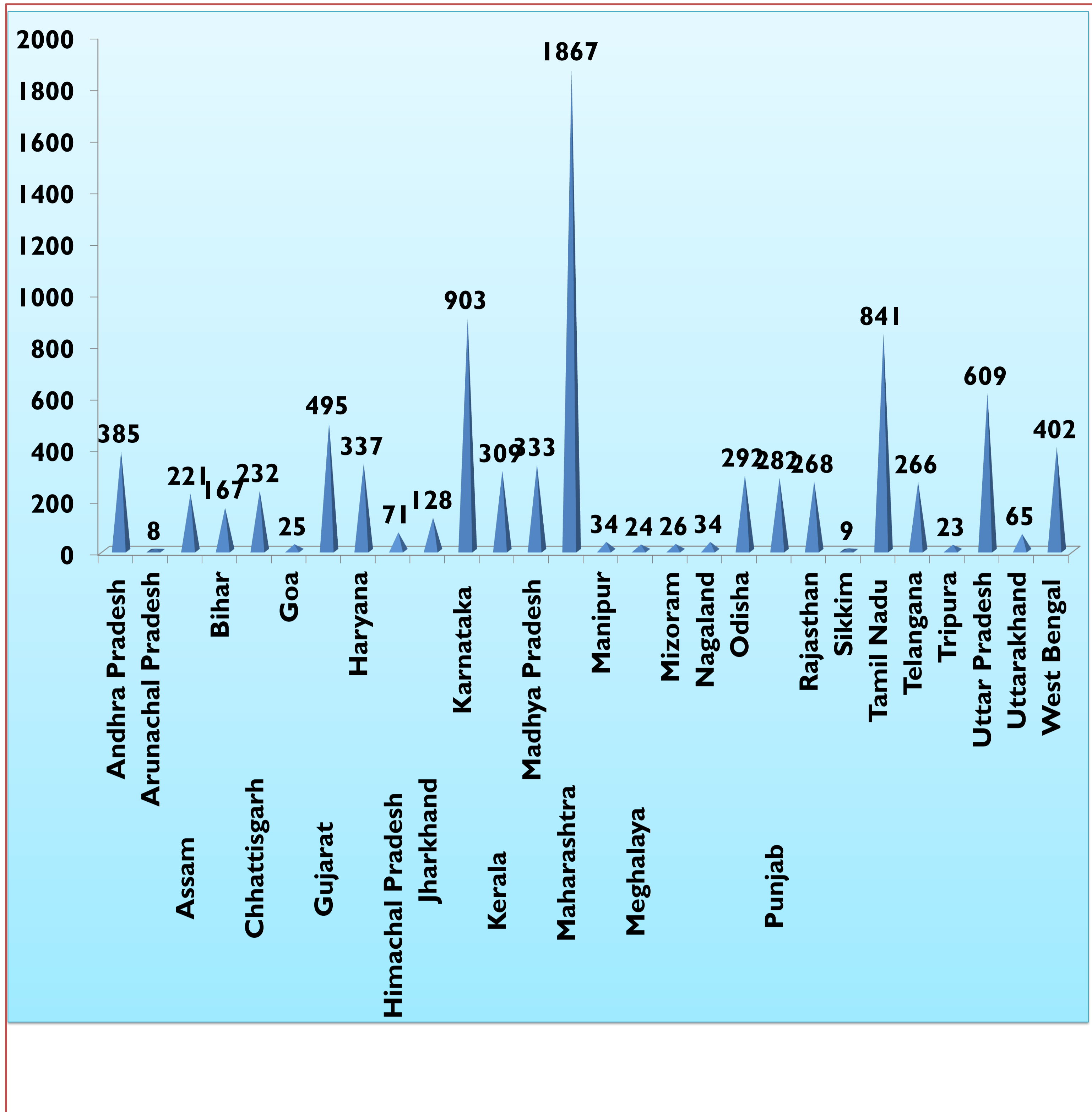


(a) State-wise accreditation status of universities



(b) Union territories-wise accreditation status of universities

Figure: 2 (c) & (d) States and Union territories wise number of colleges accredited by NAAC as of 30/11/2022



(c) State-wise accreditation status of Colleges

(d) Union territories-wise accreditation status of Colleges

Source: Authors' Compilation from the NAAC 45database

4.3 Criteria and locations wise SWOC analysis of accredited Universities and Colleges of Karnataka State

•The performance of different states and in which the special reference to Karnataka State in India concerning accreditation status has been demonstrated. The location and criterion-wise analysis has been carried out to know the strength, weaknesses, opportunities, and challenges.

•For the same, the null hypothesis and alternative hypothesis are formulated as follows:

•In this paper, the accreditation status of colleges and universities has been analyzed. The performance of different states and in which the special reference to Karnataka State in India concerning accreditation status has been demonstrated. The location and criterion-wise analysis has been carried out to know the strength, weaknesses, opportunities, and challenges.

•**Null Hypothesis:** There is no significant relationship/association between the performance of institutions concerning location, criteria, and key indicators wise.

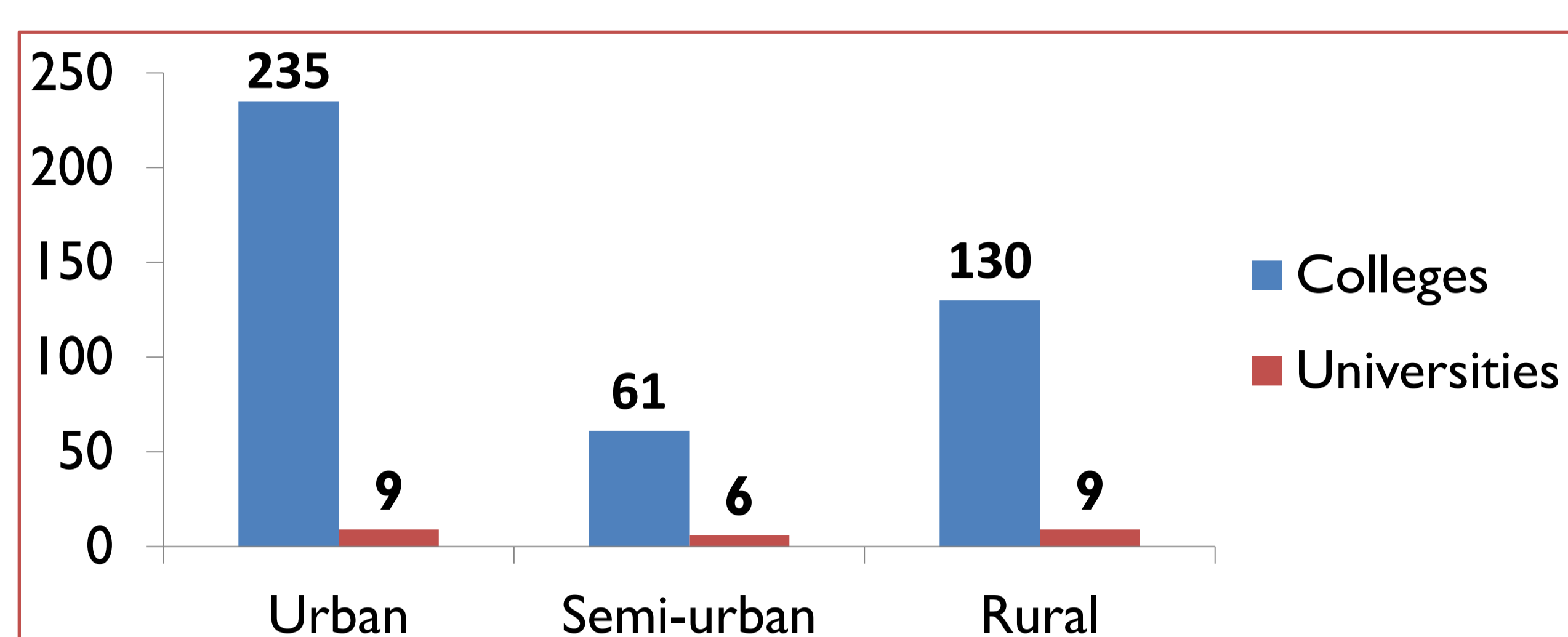
•**Alternate Hypothesis:** There is a significant relationship/association between the performance of institutions concerning location, criteria, and key indicator wise.

•The null hypothesis is framed as there is no significant impact on the scoring pattern of each criterion-wise CGPA. (E.g.: Whether there is any significant impact on the performance of curricular aspects or not)

Table 1. Location wise number of universities and colleges are accredited by NAAC in the Karnataka state of India

Accredited universities and colleges by NAAC		
Location	Colleges	Universities
Urban	235	9
Semi-urban	61	6
Rural	130	9
Total	426	24

Figure 3. Location wise number of universities and colleges are accredited by NAAC in Karnataka state of India



4.4 SWOC Analysis

•Table 1 and Figure 3 depict the performance of accredited institutions in the Karnataka state of India.

•CGPA was calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative metrics and the scores from the qualitative metrics include critical appraisal by the peer team through the on-site visit and the scores obtained on the Student Satisfaction Survey.

•These will be collated through an automated procedure based on 'benchmarks' and assessed on a five-point scale, viz., (0, 1, 2, 3 & 4), in which the analysis is segregated into three categories viz; high-performance CGPA (scores between 3 to 4), medium performance CGPA (scores between 2 to 3) and low-performance CGPA (scores below than 2) of accredited institutions.

Table 2. Criteria and locations wise SWOC analysis of accredited Universities

Locations	CGPA scores	Accredited Universities						
		C1	C2	C3	C4	C5	C6	C7
Urban	High-performance CGPA	8	7	3	7	3	6	9
	Medium performance CGPA	1	2	4	2	4	3	0
	Low-performance CGPA	0	0	2	0	2	0	0
Rural	High-performance CGPA	7	6	3	5	3	4	7
	Medium performance CGPA	2	2	4	4	2	3	1
	Low-performance CGPA	0	1	2	0	4	2	1
Semi-Urban	High-performance CGPA	4	2	6	3	4	4	5
	Medium performance CGPA	2	3	0	2	2	2	1
	Low-performance CGPA	0	1	0	1	0	0	0
	Total	24	24	24	24	24	24	24

•It is observed that 24 universities are accredited by NAAC in the revised accreditation framework. In criterion, one, curricular aspects, location-wise performance such as urban, rural, and semi-urban universities, the maximum number of universities have performed highest CGPA scores between 3 to 4.

•None of the universities scores a low-performance CGPA, below 2 in criterion one, which means all the accredited universities in Karnataka have performed well in curriculum design and development, academic flexibility, curriculum enrichment, and feedback system.

•In criterion two, teaching-learning & evaluation are also performed well, with a high-performance CGPA. Universities have a proper system for student enrolment and profile, catering to students' diversity, teaching-learning process, teacher profile and quality, evaluation process and reforms, student performance, and learning outcomes.

•Criterion three, research, innovations & extension, the maximum number of universities are performed medium performance CGPA, scores between 2 to 3 in urban, rural, and semi-urban. Criterion three universities have more scope to improve and set more efforts in the promotion of research and facilities, resource mobilization, innovation ecosystem publications and awards, consultancy, extension activities, and collaboration.

•In criterion four, infrastructure and learning resources, universities performed high-performance CGPA in all the locations. Universities performed superior and improved in physical facilities, library as a learning resource, IT infrastructure, and campus infrastructure.

•In criterion five, student support and progression, it is observed that urban universities are medium-performance CGPAs, rural universities are low-performance CGPAs and semi-urban universities are high-performance CGPAs scored. Semi-urban universities are performed better than rural and urban universities. Rural and urban located universities can work in the direction of student support, student progression, student participation, and alumni engagement.

•Criterion six, governance, leadership, and management, and criterion seven, institutional values and best practices in all the located universities performed high-performance CGPA.

Table 3. Criteria and locations wise SWOC analysis of Colleges

Locations	CGPA scores	Accredited Colleges						
		C1	C2	C3	C4	C5	C6	C7
Urban	High-performance CGPA	121	84	30	141	86	55	74
	Medium performance CGPA	91	152	118	85	106	129	131
	Low-performance CGPA	23	1	87	7	45	51	30
Rural	High-performance CGPA	35	25	12	52	32	36	31
	Medium performance CGPA	77	101	65	72	63	83	79
	Low-performance CGPA	18	4	53	12	35	11	20
Semi-Urban	High-performance CGPA	19	11	8	31	12	05	13
	Medium performance CGPA	30	48	24	19	26	41	33
	Low-performance CGPA	12	0	29	7	21	15	15
	Total	426	426	426	426	426	426	426

Source: Authors' Compilation from the NAAC database for the Karnataka state

- It is observed that 426 colleges are accredited by NAAC in the revised accreditation framework.
- In criterion, one, curricular aspects, location-wise performance such as rural and semi-urban colleges, the maximum number of colleges have performed medium CGPA scores between 2 to 3, and in the urban maximum number of colleges scored the highest performance CGPA.
- All the accredited colleges in Karnataka in the urban location performed well in curriculum design and development, academic flexibility, curriculum enrichment, and feedback system in comparison to rural and semi-urban colleges.
- In criterion two, teaching-learning & evaluation in all the locations, colleges scores medium performance CGPA. Colleges have needed a lot of hard work for student enrolment and profile, catering to student diversity, teaching-learning process, teacher profile and quality, evaluation process and reforms, student performance, and learning outcomes.
- Criterion three, research, innovations & extension, the maximum number of colleges are performed medium performance CGPA, scores between 2 to 3 in urban, rural, and semi-urban low-performance CGPA scores below 2.
- Criterion three colleges located in urban and rural have scores of medium performance CGPA and in semi-urban locations low-performance CGPA.
- In this criterion have more scope to improve and set extra efforts in the promotion of research and facilities, resource mobilization, innovation ecosystem publications and awards, consultancy, extension activities, and collaboration.
- In criterion four, infrastructure and learning resources, colleges performed well, with high-performance CGPA in all the urban and semi-urban locations. In rural areas colleges are medium performance CGPA. Rural colleges have more scope to improve in physical facilities, library as a learning resource, IT infrastructure, and campus Infrastructure. In criteria five, student support and progression,
- Criterion six, governance, leadership, and management, and criterion seven, institutional values and best practices, it is observed that urban, rural, and semi-urban located colleges are medium performance CGPA scores. Colleges have the capacity need to work in the direction of criteria five, six, and seven.

5. Findings

- Figure 2, represents the number of universities/colleges accredited by states and Union territories wise of India.
- Figure 2 (a) & (b) depicts the accreditation status of universities for all the states where Tamil Nadu, Utter Pradesh, and Maharashtra are more in number in comparison to other states.
- On the other hand, the accreditation status of the universities for the state of Goa, Manipur, Mizoram, and Nagaland are less in number. Similarly, in union territories, Delhi, the maximum number of universities are accredited in comparison to other union territories.
- Figure 2 (c) & (d) depicts the accreditation status of colleges for all the states where Maharashtra, Karnataka, and Tamil Nadu are more numbers in comparison to other states. On the other hand, the accreditation status of colleges for the states of Arunachal Pradesh and Sikkim is less in number. Similarly, in union territories, Delhi and Jammu, and Kashmir, the maximum number of colleges are accredited in comparison to other union territories. Figure 3 represents that 55 percent of colleges are accredited in an urban location and only 14 percent of colleges are located in semi-urban locations and the equal percentage of universities accredited in urban and rural areas.

6. Discussion & Conclusions

- In this paper, the criteria-wise analysis has been carried out region-wise and location-wise of Karnataka state to know the strength, weaknesses, opportunities, and challenges which will be presented at the conference.
- There are 450 institutions are accredited in Karnataka state out of which, 24 universities and 426 colleges are accredited.
- It is observed that the majority of universities in all the locations such as urban, rural, and semi-urban are performed high-performance CGPA and then medium performance of CGPA and very few universities are low-performance CGPA in all the criteria. And the majority of colleges are a medium-performance CGPA then a high-performance CGPA and very less college are a low-performance CGPA in all the criteria.

8. References

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