



## **ANALYSIS OF ASSESSMENT AND ACCREDITED HIGHER EDUCATION INSTITUTIONS IN INDIA WITH SPECIAL REFERENCE TO KARNATAKA STATE**

**RUCHI TRIPATHI**

*Assistant Adviser, National Assessment and Accreditation Council (NAAC),  
Jnana Bharathi Road, P. B. No. 1075, Nagarbhavi, Bengaluru, Karnataka.  
E-mail: [drruchitripathiblr@gmail.com](mailto:drruchitripathiblr@gmail.com) / [ruchitripathi@naac.gov.in](mailto:ruchitripathi@naac.gov.in)*

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**Abstract:** Assessment and Accreditation is a very essential component in maintaining the standards of Higher Education. This paper focuses on analysis of assessment and accredited Higher Education institutions (HEIs). National Assessment and Accreditation Council (NAAC) serves as the basis of quality indicators that helps in getting admission, placement, employment, self-employment and entrepreneurship for the students of Higher Education institutions.

Indian institutions are assessed and accredited based on seven criteria. The data collected by NAAC for Higher Education institutions based on responses provided by the institutions have been taken into account for analysis purposes. The intent of the paper is highlighting the quality status and structure followed by the Higher Education institutions in India. It also detailed analysis of criteria and locations wise SWOC (Strength, Weakness, Opportunity and Challenges) analysis of accredited Universities and Colleges of Karnataka State. In this paper it is observed that the majority of Universities in different locations such as urban, rural, and semi-urban are performed high-performance CGPA( Cumulative Grade Point Average) (scores between 3 to 4) and the majority of Colleges are a medium-performance CGPA in each the criterion.

**Keywords:** Higher Education, Accreditation bodies, Assessment, NAAC Criteria and SWOC Analysis

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## 1. INTRODUCTION

In the field of Higher Education in India has one of the broad education structures after the USA and China. As per *AISHE 2020-21*, total number of Universities, 1113, 43,796 Colleges and 11.296 Stand Alone Institutions have filled and verified their responses. It is observed that the number of Universities has increased 70 through 2020-21, to 1,113 in 2020-21 from 1,043 in 2019-20. Total number of Colleges has increased by 1453 during 2020-21, to 43,796 in 2020-21 from 42,343 in 2019-20. NAAC assesses and accredited the performances of the institutions based on a set of quality indicators framework 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. Total numbers of Universities and Colleges are accredited 820 and 19,321 respectively as on 19/05/23 by NAAC. *Ramanna G. Katambli (2021)* the government should promote collaboration between Indian higher education institutions and top international institutions and also build linkages between national research laboratories and research centers of top institutions for better quality and collaborative research. There are many opportunities and advantage to reach and maintain the growth rate to increase the number of institutions and also the quality of higher education in India.

Gross Enrolment Ratio (GER), India, It is observed that the GER in 2020-21, Higher Education for the age group 18-23 years has been increased 27.3 as compared to 25.6 in 2019-20. *N. V. Varghese and Nidhi S. Sabharwal (2022)* Gross Enrollment Ratio (GER) GER grew rapidly and the country entered the phase of Universalization of Higher Education in the last decade of this century. Presently the private sector has a major share in Higher Education institutions and student enrolment. The extensive expansion of Higher Education in India was dependent on market-friendly reforms, non-state funding, and is a reflection of growing social demand arising from a growing middle class. GER for male and female population has increased 26.7 and 27.9 respectively. A student of Schedule Castes and Schedule Tribe the GER has increased 23.1 and 19.9.

*Anca Greere (2023)* the presented model with the aims to cover a wide variety of training needs in quality assurance for Higher Education. Its flexibility and adaptability make it applicable to support any and all broader quality assurance training initiatives (but less method-specific training)., the model is

believed to be equally valid in educational settings other than Higher Education, for example further or vocational education, and can be successfully scaled to these contexts. 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). Total number Universities and Colleges are accredited 312 and 4503 under Revised Accreditation Framework (RAF) as on 1<sup>st</sup> July 2017 to 12 July 2023. 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 kinds 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. Out of 4815 institutions are accredited under RAF comprise different grading pattern viz; 3.7 percent institutions are A++ grade, 9.7 percent A+ grade, 15 percent A grade, 16 percent B++ grade, 17.6 percent B+ grade, 26.2 percent B grade, 10.7 percent C grade and 09 percent HEIs has D grade means not accredited.

## **2. QUALITY ASSURANCE AND ACCREDITATION BODIES IN INDIA**

*Tripathi, R. and Prasad, A.V. (2022)*, quality assurance of HEIs turns on outcomes of stakeholders' performance such as students, teachers, employers, employees, and industry. 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. *Tripathi, R. and Bhavsar, V (2022)*., studies accredited colleges in the review of sources of funds, locations of the institution, gender-based categories, program level, and program specializations. *As per State Wise Analysis Report of Uttarakhand (2021)*, there are different types of institutions including Universities & Colleges, in

the University category, there are Central Universities, State Universities, Open Universities, Private Universities, Deemed to be Universities, and Institutes of National Importance. 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. Accordingly, NAAC has developed the following manuals 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. The broad objective of this paper is to study the quality practices followed by Higher Education institutions in Karnataka State. Further, the authors analyze the performances of the institution accredited of Karnataka State by NAAC. *Source: naac.gov.in*

### **3. QUALITY INDICATOR FRAMEWORK FOR ASSESSMENT AND ACCREDITATION**

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. In criterion one, four key indicators are curriculum design and development, academic flexibility, curriculum enrichment, and feedback system. In criterion two, teaching-learning and evaluation, there are seven key indicators, first is student enrolment and profile, the second key indicator catering to student diversity, the teaching-learning process, evaluation process, and reforms, student performance, and learning outcomes, and the seventh is student satisfaction survey. Criterion three is on research, innovations, and extension. In this criterion, there are seven key indicators viz., promotion of research and facilities, resource mobilization for research, innovation and ecosystem for innovations and entrepreneurship, research publications and awards, consultancy, extension activities and outreach activities, and collaboration. Criterion four emphasizes infrastructure and learning resources. There are four key indicators such as physical facilities, library as a learning resource, IT Infrastructure, and maintenance of campus infrastructure. Criterion five is student supports and progression which has four key indicators namely student support, student progression, student participation, and alumni engagement. Criterion six is governance leadership and management; there are five key indicators, mainly institutional vision and leadership, strategy development and deployment, faculty empowerment and

strategies, financial management and resource mobilization, and internal quality assurance system. Finally, criterion seven indicates institutional values and best practices. The key indicators are institutional values and social responsibilities, best practices, and institutional distinctiveness.

#### 4. HIGHER EDUCATION STRUCTURE IN KARNATAKA STATE

As per *AISHE 2020-21*, In terms of number of Colleges in Karnataka State is under the top ten and in respect of Student Enrolment under top sixth. Out of 14 State Open Universities, one University in Karnataka state, and 17 Universities are exclusively for women with 2 in Karnataka State. College density, i.e., the number of colleges per lakh eligible population (population in the age-group 18-23 years) varies to 62 in Karnataka as compared to All India average of 31. States with highest number of Colleges, the top 10 states in terms of number of Colleges in India are one in Karnataka. Karnataka comes at third position with 4233 Colleges and 62 Colleges per lakh population. Karnataka State has the highest number of students enrolled in nursing courses with 72,757 students, and the State-wise distribution the largest number of foreign students come to Karnataka State (8,137).

##### 4.1. Type Wise numbers of Universities in Karnataka State

In connection with number of Universities during last 5 years from 2016-17 to 2020-21 are respectively 55, 60, 65, 69 and 72.

**Table 1: Type Wise numbers of Universities in Karnataka State (*AISHE 2020-21*)**

Type Wise Number of Universities	
Central University	1
Institute of National Importance	6
State Public University	32
State Open University	1
State Private University	18
Deemed University- Government Deemed University	3
Deemed University-Private	11
Grand Total	72

##### 4.2. In the terms of number of Private and Government Colleges (*AISHE 2020-21*)

There are 2,928 are Private (Un-Aided) Colleges, 496 Private (Aided) Colleges and 985 are Government Colleges in Karnataka.

### 4.3. Gender Parity Index (GPI) (AISHE 2020-21)

Gender Parity Index (GPI) during last 5 years from 2016-17 to 2020-21 are respectively 1.04, 1.08, 1.08, 1.08 and 1.07.

### 4.4. Gross Enrolment Ratio (GER)

No doubt the Gross Enrolment Ratio has increased of Karnataka State during last five years in terms of education.

**Table 2: Gross Enrolment Ratio (GER) (18-23 Years) Based on 2011 Population Karnataka State (AISHE 2020-21)**

Years	ALL			SC			ST		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
2020-21	34.8	37.2	36.0	25.3	25.9	25.6	23.2	23.6	23.4
2019-20	30.7	33.3	32.0	23.4	23.8	23.6	21.1	21.6	21.3
2018-19	27.8	29.9	28.8	20.9	21.3	21.1	18.8	19.3	19.0
2017-18	26.9	29.0	27.9	19.8	19.7	19.8	17.7	17.7	17.7
2016-17	26.2	27.2	26.7	19.0	18.8	18.9	16.8	16.4	16.6

It is observed that the GER of Karnataka State has been increased from 2016-17 to 2020-21.

## 5. DATA ANALYSIS AND METHODOLOGY

In this paper, the accreditation status of Colleges and Universities has been analyzed. The performance of institution in the Karnataka State concerning accreditation status has been demonstrated. The location and criterion-wise analysis has been carried out to know the strength, weaknesses, opportunities, and challenges of the institutions.

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

- Null Hypothesis: There is no significant relationship/association between the performance of institutions concerning location, and criteria wise.
- Alternate Hypothesis: There is a significant relationship/association between the performance of institutions concerning location, and criteria wise.

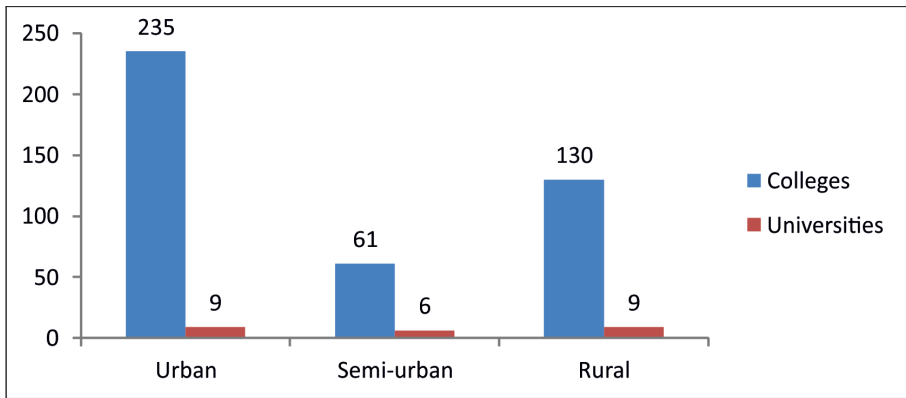
The null hypothesis is framed as there is no significant impact on the scoring pattern of each criterion-wise CGPA. (E.g.: Whether there is any significant impact on the performance of curricular aspects or not).

## 5.1. Location wise number of Universities and Colleges

**Table 3: 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

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



**Figure 1: Location wise number of universities and colleges are accredited by NAAC in Karnataka state of India**

The above table it is observed that the out of 450 accredited institutions of Karnataka in India, 426 Colleges and 24 Universities are accredited under the revised framework. Which more number of Colleges are accredited (235) are located in urban and less number of (61) Colleges are located in semi-urban.

## 5.2. Criteria Wise SWOC Analysis

Table 3 and Figure 1 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 4: 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

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

From the above table, it is observed that 24 Universities are accredited by NAAC in the revised accreditation framework. In criteria, 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 than 2 in criterion one, which means all the accredited Universities of 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. Criteria three, research, innovations & extension, the maximum number of Universities are performed medium performance CGPA, scores between 2 to 3 in urban, rural areas high performance CGPA in semi-urban areas. 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 showing medium-performance CGPAs and in rural and semi urban areas Universities are high performance CGPAs. Rural and Semi-urban Universities are performed better than urban Universities. Urban located Universities may 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 are performed high-performance CGPA.

**Table 5: Criteria and locations wise SWOC analysis of accredited 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	<b>426</b>	<b>426</b>	<b>426</b>	<b>426</b>	<b>426</b>	<b>426</b>	<b>426</b>

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

From the above table it is observed that 426 colleges are accredited by NAAC in the revised accreditation framework of Karnataka State. 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. 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 criterion 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 criterion five, six, and seven.

## 6. DISCUSSION & CONCLUSIONS

In this paper, the accreditation status of Colleges and Universities of India has been analyzed. The performance of different States of accreditation has been demonstrated. The analysis has been carried out on the basis of location and criterion wise of Karnataka State to know the strength, weaknesses, opportunities, and challenges. 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 each the criterion. And the majority of Colleges are a medium-performance CGPA then a high-performance CGPA and very less Colleges are a low-performance CGPA in each the criterion.

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