



GROWTH OF HIGHER EDUCATION INSTITUTIONS WITH REFERENCE TO ACCREDITATION IN WEST BENGAL

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ABSTRACT

The National Policy on Education (1986) said that higher education gives people the chance to consider the important social, economic, cultural, moral, and spiritual problems that humanity is currently experiencing. It promotes the development of the nation by disseminating specialised information and abilities. Therefore, it is essential for surviving (NPE 1986, p. 18). It falls within the category of formal higher education. Since gaining independence, the sector has been rapidly expanding in India. In terms of student enrollment, it is ranked as India's third-largest educational system, behind China and the United States. We are all aware of the fact that in the history of education, Nalanda, Taxila, and Vikramshila were renowned around the world for their different fields and specialisations. Even though there were more institutes of higher learning in British India than ever before, a number of problems and difficulties also surfaced. The creation of the nation's contemporary higher education system has been greatly aided by the state of West Bengal. In light of the aforementioned context, the current study has concentrated on how West Bengal's situation has altered in its shape in terms of the number of higher education institutions for higher learning, especially since independence. The accreditation status of these institutions, which were assessed by the NAAC for upholding their standards and providing high-quality instruction, has also been examined.

Keywords: Growth of Higher Education, West Bengal, AISHE, NAAC

INTRODUCTION

Higher education has no commonly agreed definition, because it is too difficult to define broadly. It has been defined by educators according to their own viewpoints. Higher education in India includes all post-secondary education beyond class twelve in a variety of subject areas, including all professional streams like engineering and technology, medicine, agriculture, etc., according to Agarwal (2009, p. 6). Higher education is defined in India as "education obtained after completing 12 years of schooling or equivalent and is of the duration of at least nine months (full time) or after completing 10 years of schooling and is of the duration of at least three years," according to the AISHE report (2010-2011). In India, there are generally three different types of educational systems: primary, secondary, and higher education. The higher education system is occasionally referred to as post-secondary, tertiary, or third type of education. General education, professional education, vocational education, teacher preparation, etc. are all included.

Higher education in India has a long history of progress, much like the other field. Without

investigating its genesis, it is quite difficult to follow its evolution. Its history dates back over 2,600 years. One of the first universities was founded at Taxila in the sixth century BC. Additionally, between the 10th and 12th centuries AD, India founded six other world-class universities, including Nalanda, Vallabhi, Vikramshila, Odantapuri, Jagadalala, and Somapura (Basu, 2017, 49). However, these institutions taught philosophy, theology, law, medicine, liberal arts, fine arts, and other subjects. Due to their expertise and skills, these institutions have dominated the world. Outside of India, scholars came to study and acquire knowledge. But the vicious hordes who invaded India destroyed these. Universities for higher study were also created during the medieval era in the major towns (Hossain and Mondal, 2019). According to the advice of Wood's Despatch from 1854, the British monarch attempted to construct three universities in 1857 at Calcutta, Bombay, and Madras, thereby beginning the modern educational system. Before 1857, a few colleges were established by various organizations for various reasons, including Hindoo College (1817), Serampore College (1818), Sanskrit College (1824), Bengal Engineering College (1856), etc. However, until 1854, no definitive educational policies were adopted (Sharma, 2002, p. 3). Some of them have since been transformed into full-fledged universities, as was covered in more depth later.

Moulana Azad, the country's first education minister, stated at a CABE meeting in 1952 that "I consider that the planning of education on a national scale is perhaps even more important than national planning in economic and industrial development" (Basu, 2017, 48). This statement demonstrates the significance of education in independent India. On the other hand, our nation's first prime minister after gaining independence, the late Jawaharlal Nehru, emphasized the value of universities for higher education when he said, "A university stands for humanism, for tolerance, for reason, for the adventure of ideas, and for the search for truth. It symbolizes the human race's progress toward loftier goals. Every time, West Bengal's situation has significantly improved in post-independence India in terms of the expansion of higher education institutions. Along with the public sector, the business sector has also been heavily involved. Over 60% of higher education institutions in India, according to Sheikh, are driven by the private sector (Sheikh, 2017, p. 39). Additionally, he stated that "India has a sufficient number of institutes, but international education rating agencies have not ranked many of these institutions among the best in the world, and India has failed to produce world-class universities." However, numerous state and federal government agencies already undertake surveys on higher education and submit findings on a regular basis. AISHE reports from 2010–2011 to 2018–2019 have been used for the analysis in this research to determine the current state of higher education in West Bengal.

GROWTH OF HIGHER EDUCATION IN INDIA

In India's educational system, the Ministry of Human Resource Development (MHRD) is essential. On September 26, 1985, it was founded. Currently, it collaborates with the Department of Higher Education and the Department of School Education & Literacy. The MHRD's highest ranking department, the Higher Education Department, is responsible for the nation's overall growth. The MHRD publishes all education-related statistical information. Selected Educational Statistics (SES) up to 2005–06 and Statistics of Higher and Technical Education (SHTE) for the years 2006–07 to 2009–10 are where the data has been

primarily released (Jana, 2017, p. 24). Usually, it takes two to three years for the reports to be published. The SES report for 2004–2005 was released in 2007. However, in order to get a whole picture of higher education in the nation, the MHRD started the All India Survey on Higher Education (AISHE) in 2010. In 2011, for the first time, AISHE released its annual report for 2010–11. No study provides a comprehensive picture of higher education in India. For the first time, the Indian government took the initiative to gather information about every area of higher education in India, including teachers, student enrollment, programs, exams, finances, facilities, etc. With the assistance of the National Informatics Center, a specific web portal called <http://aishe.gov.in> was created for the purpose of collecting and compiling the data. This survey is carried out every year. Data from AISHE reports from 2010–11 to 2018–19 was used for this paper. All higher education institutions in these reports have been divided into three general groups, such as Universities, Colleges, and Stand-alone Institutions, for the sake of ease. According to the AISHE report, universities that are authorized to provide degrees by a state or federal law. Colleges that are affiliated with or recognized by universities but do not have the authority to provide degrees in their own right. Since they lack the authority to grant degrees and are not affiliated with universities, independent colleges only provide diploma-level programs. In light of the aforementioned context, the table below presents year-by-year growth of higher education institutions in India and examines how it gradually rose year after year.

Table 1 shows the total number of institutions of higher learning in India from 2010–11 to 2018–19.

Year	No. of Universities	No. of Colleges	No. of Stand Alone Institutions
2010-2011	621	32974	11095
2011-2012	642	34852	11126
2012-2013	667	35525	11565
2013-2014	723	36634	11664
2014-2015	760	38498	12276
2015-2016	799	39071	11923
2016-2017	864	40026	11669
2017-2018	903	39050	10011
2018-2019	993	39931	10725

(Source: AISHE, MHRD)

In the above table, all the nine reports of the AISHE have been taken to analyse quantitative growth of HIEs. During 2010-11, the number of universities were 621, colleges were 32974 and stand-alone institutions were 11095, where look into 2018-19 report, it holds 993 universities, 39931 colleges and 10725 stand-alone institutions. It is clearly observed that number of universities and colleges impressively increased. But when talking about stand-alone institution, it is significantly increased till the 2014 and after that it is now stand at 10725.

OBJECTIVE OF THE STUDY

Additionally, this study has various goals, some of which are listed below:

1. To research the development of colleges and universities in West Bengal over time.
2. To compile a list of the colleges associated with the several state universities run by the West Bengali government.
3. To understand the expansion of universities and colleges in West Bengal by district.
4. To compile a list of West Bengal's universities and institutions that are NAAC-accredited.

INGREDIENTS AND METHOD

The current study is based in large part on the review and analysis of several policies, papers, survey reports, etc. as well as other relevant literature and statistics pertaining to higher education in India and West Bengal. The information was gathered from a variety of central and state government reports, including the West Bengal Higher Education Report, several UGC reports, NAAC reports, and AISHE reports from various years.

COMPARISON AND CONVERSATION

Western Bengal:

A constituent republic state of India, West Bengal, with 23 districts, 40,782 populated villages dispersed across 341 blocks, and 62,183,113 inhabitants (2011 Census). It was created as a result of the partition of India just before its independence in 1947. The capital of West Bengal is Kolkata. The table below provides a basic overview of this state:

Table 2: West Bengal at a Glance

General	
State	West Bengal
Headquarters	Kolkata
No. of Districts	23
Area in Sq Km (Census 2011)	
Area Total	83632.59
Rural	5119.41
Urban	88752
Population (Census 2011)	
Population	62,183,113
Rural	29093002
Urban	91276115
Male	31844945
Female	30338168
Density (Total person per sq km)	744
Constituencies	
Assembly	294
Loksabha	42

In West Bengal, the Department of Higher Education is in charge of overseeing higher education, and a Minister-in-Charge is in charge of this department. In terms of its organizational structure, the Department of Higher Education is made up of the Directorates of Education, Technical Education, and State Archives. The Department of Higher Education also collaborates with six other institutions. Universities, the West Bengal College Service Commission, West Bengal District Gazetteers, Bankim Bhaban Gavesana Kendra, and the Joint Entrance Examination Board (WBHED, 2020) are among them. As per the UGC's 1988 suggestion for planning and coordination in the state, including cooperation with UGC, the West Bengal State Council of Higher Education was established on July 29, 1994, in accordance with the West Bengal Act of 1994. The council began operating in April of 1995. Under the West, the council was newly reconstituted.

Under the direction of the Minister-in-Charge, the Bengal Act 2015 was passed to address the state's expanding higher education market and current difficulties.

West Bengal has consistently excelled in the field of higher education. The University of Calcutta, one of the first universities, was founded there in 1857. The number of institutions has currently expanded substantially. West Bengal has four different types of universities. Central, State, Deemed, and State Private are these. The Central Government provides funding to central universities. The state government oversees the operation of state universities. Under Section 3 of the UGC Act of 1956, Deemed Universities have the authority to grant degrees and handle its own administrative tasks. Universities in West Bengal are shown in the table below, organized by institution type against the aforementioned background.

Table 3: Universities in West Bengal

Institution Type	Total Number
Central University	01
State Universities	27
Deemed Universities	02
State Private Universities	10
Total	40

In India, there are currently four different types of institutions: Central, State, Deemed, and State-Private Universities. The above table lists all of the universities in West Bengal against this background. In Shantiniketan (Bolpur), there is only one central university, Visva-Bharati University. Ten of the 27 state universities governed by the state legislature are privately run, and two of them are deemed by the UGC.

Table 4: Type Wise Affiliated Colleges under various State Universities

Sl. No.	Name of the University	District	Govt./ Aided	Private (Self-Financed)	Other Institute	Total No. of Colleges
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1.	Cooch Behar Panchanan Barma University	Cooch Behar	15	1	2	18
2.	University of Kalyani	North 24 parganas	1	0	0	1
		Kolkata	0	1	0	1
		Nadia	22	2	4	28
		Murshidabad	26	5	2	33
3.	West Bengal State University	North 24 parganas	26	1	0	27
		Kolkata	21	7	0	28
4.	University of GourBanga	Malda	11	0	0	11
		Uttar Dinajpur	5	0	0	5
		DakshinDinajpur	7	0	0	7
5.	University of NorthBengal	Darjeeling	30	0	0	30
		Jalpaiguri	16	0	0	16
		Cooch Behar	4	0	0	4
		Alipurduar	12	0	0	12
		Uttar Dinajpur	2	0	0	2
6.	KaziNazrul University	Paschim Bardhaman	13	0	7	20
7.	University of Calcutta	Kolkata	74	4	0	78
		South 24 Parganas	45	5	0	50
		Howrah	21	3	0	24
		Hooghly	8	0	0	8
9.	University of Burdwan	Hooghly	24	33	0	57
		PurbaBardhaman	25	54	0	79
		Bankura	0	34	0	34
		Birbhum	16	52	0	68
10	Vidyasagar University	PaschimMedinipur	34	1	2	37
		PurbaMedinipur	22	0	0	22
		Jhargram	1	0	0	1
		Kolkata	2	0	2	4
		PaschimBarddhaman	0	0	1	1
11.	Raiganj University	Uttar Dinajpur	1	0	2	3
12.	Bankura University	Bankura	24	0	1	25
13.	Jadavpur University	Kolkata	0	0	2	2
14.	RabindraBharati University	Kolkata	1	0	0	1
15.	Aliah University	-	0	0	0	0
16.	Presidency University	-	0	0	0	0

17.	Sidho-Kanho- Birsha University	Purulia	21	0	1	22
18.	Diamond Harbour Women's University	-	0	0	0	0
20.	Sanskrit College and Universities	-	0	0	0	0

Given that they are two of the oldest state universities (Table No. 4), Burdwan University and Calcutta University have the most associated colleges (including teacher training as well as professional colleges). They are concentrated in Kolkata. According to private self-financed institutions, the aforementioned universities have the most of them. There are no connected colleges under Aliah University, Presidency University, Diamond Harbour Women's University, or The Sanskrit College & University. J.D. Birla Institute and Institute of Business Management are two institutions with ties to Jadavpur University.

The table below shows a list of universities organized by district and their founding year:

Table 5: No. of Colleges in various Districts of West Bengal

District	No. of Colleges
Alipurduar	12
Bankura	59
Birbhum	68
Cooch Behar	22
Dakshin Dinajpur	7
Darjeeling	30
Hooghly	65
Howrah	24
Jalpaiguri	16
Jhargram	1
Kolkata	114
Malda	11
Murshidabad	33
Nadia	28
North 24 Parganas	28
PaschimBarddhaman	21
PaschimMedinipur	37
PurbaBarddhaman	79
PurbaMedinipur	22

Purulia	22
South 24 Parganas	50
Uttar Dinajpur	10

(Source: Various Universities official websites)

It must be mentioned that in order to engage in the higher education system, sufficient institutions must be established in various locations so that students from outlying areas can easily access higher education. According to the data, Kolkata is home to the majority of colleges among West Bengal's 23 districts. There are a few colleges in the Kalimpong district, most of which are connected to the University of North Bengal. Jhargram district, in comparison to the other districts, has a very small number of colleges—just one.

Table 6: Year of Establishment wise growth of Universities in West Bengal

Year of Establishment	University	District
Central University		
1921	Visva-Bharati University	Birbhum
State Government Aided Universities		
1817 (Upgraded to University Status in 2010)	Presidency University <i>(Formerly Hindoo College and Presidency College)</i>	Kolkata
1824 (Upgraded to University in 2016, under the Sanskrit College and University Act, 2015)	The Sanskrit College and University <i>(Laying foundation stone of Sanskrit College in 1824)</i>	Kolkata
1856 (as a Govt. College, Deemed University Status in 1992, converted into full-fledged University Status in 2004)	The Bengal Engineering & Science University	Howrah
1857	Calcutta University	Kolkata
1948 (Upgraded to University 2015)	Raiganj University	Uttar Dinajpur
1955	Jadavpur University	Kolkata
1960	Burdwan University	Purba Bardhaman
1960	Kalyani University	Nadia
1962	Rabindra Bharati University	Kolkata
1962	University of North Bengal	Darjeeling
1974	Bidhan Chandra Krishi Vishwavidyalaya	Nadia
1981	Vidyasagar University	Paschim Midnapore
1995	West Bengal University of Animal and	Kolkata

	FisherySciences (<i>Formerly Veterinary College, 1893</i>)	
1997	NetajiSubhas Open University	Kolkata
2000 (Under the WBNUJS Act, 1999)	The West Bengal National University of Juridical Science	Kolkata
2001	MaulanaAbulKalam Azad University of Technology (<i>Formerly West Bengal University of Technology</i>)	Kolkata
2001	Uttar BangaKrishiVishwavidyalaya	Cooch Behar
2003	The West Bengal University of Health Sciences	Kolkata
2008 (Under the Aliah University Act, 2007)	Aliah University (<i>Formerly Mohammedan College of Calcutta or Calcutta Madrasah</i>)	Kolkata
2008	University of GourBanga	Malda
2008	West Bengal State University	Kolkata
2010 (Under the SKB University Act, 2010)	Sidho-Kanho-Birsha University	Purulia
2012	Cooch Behar PanchananBarma University	Cooch Behar
2012	KaziNazrul University	Paschim Barddhaman
2013	Bankura University	Bankura
2013	Diamond Harbour Women's University	Kolkata
2015	West Bengal University of Teachers' Training, Education Planning and Administration	Kolkata
Deemed to be University under the section 3 of UGC act 1956		
1876 (In 2018 the MHRD given Deemed to be status.)	Indian Association for the Cultivation of Science	Kolkata
2005	Ramakrishna Mission Vivekananda Educational and Research Institute (<i>Formerly Ramakrishna Mission Vivekananda University</i>)	Howrah
State Private Universities		
2015 (under the Amity University Act, 2014)	Amity University	Kolkata
2014 (Under JIS University Act, 2014)	JIS University	Kolkata

2012 (Under the WB State Legislature Act, 2012)	Techno India University	Kolkata
2014 (Under the Adamas University Act, 2014)	Adamas University	Kolkata
2014 (Under the Seacom Skills University Act, 2014)	Seacom Skills University	Birbhum
2014 (Under the University of Engineering and Management Act, 2014)	University of Engineering and Management	Kolkata
2016 (Under the Brainware University Act 2015)	Brainware University	Kolkata
2015 (Under the WB State Govt. Act, 2014)	The Neotia University	Kolkata
2017 (Under the Sister Nivedita University Act. 2017)	Sister Nivedita University	Kolkata
2017 (Under the St. Xavier's University, Kolkata Act. 2016)	St. Xavier's University	Kolkata

Source: UGC, Universities Official Websites

After the University of Calcutta was founded in 1857, there are now 40 universities, of which one is run by the federal government, 27 by the state of West Bengal, two are deemed universities, and ten are privately administered. By a state government act, only a few colleges were elevated to universities. Calcutta Madrasah, Aliah Madrasah, or Calcutta Mohamedan College, which was founded in 1780 at the request of a few Muslim gentlemen by British Governor-General Warren Hastings, was promoted to a state university in 2008 as a result of the Aliah University Act of 2007. A different institution, known as "Sanskrit College," was started in 1824 as a result of recommendations from HT James Prinsep and Thomas Babington Macaulay. This college was founded with the intention of teaching ancient literature, philosophy, Hindu law, grammar, and Indian culture, as well as encouraging both Indians and British officials to learn Sanskrit. Later, in 2016, it was transformed into a university.

The first school of civil engineering was founded in 1856 at Shibpur, Howrah as India's third engineering college under the name "Bengal Engineering College." In India, it is the first college to receive university status in 2014 and become an Indian Institute of Engineering, Science, and Technology. Prior to that, the Council of Education, Bengal recommended that Hindu College in Calcutta hold its first Civil Engineering class in the academic year 1843–1844. On November 24, 1856, it officially began as "Civil Engineering College" in the Writers Building in Calcutta. The college was promoted to the rank of "Deemed University" in 1992 by the Ministry of Human Resource Development, Government of India, as a result of sustained improvement that included adding new courses and a merger with the Presidency College (Now University), Calcutta from 1865 to 1869. By West Bengal law, Bengal

Engineering and Science University, formerly known as B.E. College, became a full-fledged university in 2004. In 2014, the Indian government renamed it Indian Institute of Engineering Science and Technology, Shibpur and declared it an Institute of National Importance.

Additionally, The Hindoo College, founded in 1817, changed into Presidency College in 1855, and it became a university in 2010. The Veterinary College, founded in 1893, became West Bengal University of Animal and Fishery Sciences in 1995. Raiganj College, founded in 1948, became Raiganj University in 2015.

According to the above chart, 21 state universities have recently opened in various West Bengal districts. One of these is a public open university called NetajiSubhas Open University, and another is the West Bengal University of Teacher Training, Education, and Planning, which specializes on teacher preparation. There are 15 state universities (Govt.) in the Kolkata district, two each in Howrah, Cooch Behar, and Nadia, and one in each of the following districts: Malda, Purulia, Paschim Midnapore, Uttar Dinajpur, Purba Barddhaman, Paschim Barddhaman, and Darjeeling.

On the other hand, while discussing private partnerships, West Bengal's higher education system was also greatly impacted. There are currently 10 private universities in West Bengal, all of which were founded after India gained its independence with the introduction of the Liberalization, Privatization, and Globalization (LPG) strategy. Nine of them are in the Kolkata area, and the other one, Seacom Skills University, is in Birbhum.

Growth of Colleges in West Bengal: Bengal has seen the emergence of higher education in India's contemporary educational system. The Department of Higher Education, Government of West Bengal, produced a timeline of colleges in Bengal.

Table 7: Some Remarkable Colleges in Bengal

Year	Colleges
1817	Hindu College
1824	Sanskrit College established during the Governor-Generalship of Lord Amherst
1846	Krishnanagar Government College established in Nadia Dist.
1853	Krishna Nath College, Murshidabad
1854	School of Industrial Art (Later converted into Government school of Art in 1864)
1856	Bengal Engineering College
1860	St. Xavier's College
1862	Chandannagore College
1879	Bethun College for Women
1912	Loreto College, an all-Women's College
1921	Visva-Bharati University
1939	Lady Braboune College
1955	National Council of Education, Bengal becomes Jadavpur University

Source: West Bengal Higher Education Report-2016

The table above lists some outstanding institutions of higher education in Bengal. These institutions were founded for various reasons, such as the propagation of the English language at Hindoo College and the education of Indian Christians at Serampore College, which was founded in 1818. Jadavpur University was the first institution to be founded following the partition of Bengal in 1955.

Agarwal claims that India had several hundred connected colleges at the time of its independence in 1947. From 700 in 1950 to 18,064 in 2006, it has risen. Similar to how colleges are growing, West Bengal is also experiencing this. The colleges' year-by-year increase in India and West Bengal is shown here.

Table 8: Growth of Number of Colleges in India and West Bengal

Year	In India	In West Bengal
2010-2011	32974	857
2011-2012	34852	901
2012-2013	35525	955
2013-2014	36634	985
2014-2015	38498	1051
2015-2016	39071	1082
2016-2017	40026	1208
2017-2018	39050	1341
2018-2019	39931	1371

Source: AISHE (Various Years)

According to the chart, 1371 of the 39931 colleges—including a teacher training college—are located in West Bengal. The years between 2017 and 2018 are when there is the biggest growth. It might be because of the engagement of the business sector in higher education. Additionally, it continues to grow each year, as shown in the yearly reports.

HEIS'S STATUS OF ACCREDITATION

Any nation's development is reliant on its educational system. Higher education gives intelligent people a chance to receive top-notch education while also developing their skills and expertise. However, evaluation is a crucial component of education that allows for the measurement of quality in educational settings. Numerous accrediting organisations in India award marks to higher education institutions, such as NBA for technical institutions and AB for agricultural education, among others. However, National Assessment and Accreditation Council (NAAC) was founded in 1994 as a proposal of National Policy on Education 1986 and is an independent entity of University Grants Commission (UGC). Every higher education institution in the nation has a responsibility to ensure quality.

A++, A+, B++, B+, C, and D are the seven pre-determined grades that NAAC generally assigns the status based on.

A table with the grade-level NAAC accreditation status of universities and colleges in India and West Bengal is shown.

Table 9: NAAC Accredited Colleges and Universities in India

Grade	Colleges	Universities	Transition Autonomous Colleges
A++	16	08	00
A+	140	25	2
A	1132	149	98
B++	531	23	02
B+	713	23	00
B	2267	77	21
C	523	12	00
D	00	00	00
Total	5322	317	123

Source: NAAC,

Only 16 institutions out of 5322 NAAC-assessed colleges received a "A++" rating. The biggest number of colleges is 2267 with a "B" rating and 1132 with a "A." Only 8 of the 317 universities in the NAAC-assessed universities have received a "A++" rating. On the other hand, out of the 317 colleges, the number of universities with a "A" mark is the highest. 98 of the 123 NAAC-assessed transition autonomous colleges received a "A" grade, while 21 received a "B."

Table 10: RAF- Grade Declared institutions in India(1st July 2017 to 28th March 2020)

College	1485
University	74
Total	1559

Source: NAAC Website

In 2017, the Revised Accreditation Framework (RAF) was introduced, with a focus on assessments that are ICT enabled, objective, transparent, scalable, and robust. According to its disclosure, India has 1559 higher education institutions in total. 1485 of them are colleges, while 74 of them are universities.

Table 11: Grade wise HIEs in India as per RAF-Grade declared institutions (1st July 2017 to 28th March 2020)

Grade	No. of Institutions	Percentage
A++	14	0.9
A+	69	4.4
A	136	8.7
B++	227	14.6
B+	280	18
B	517	33.2
C	292	18.7
D	24	1.5
Total	1559	

Source: NAAC Website

Only 14 institutions have received the A++ accreditation, but the number of B-grade institutions with RAF grades is large (517 colleges).

It has also observed a number of authorized colleges and institutions in the state of West

Bengal. The table below shows the NAAC grade-specific number of colleges, universities, and transition autonomous colleges.

Table 12: NAAC Accredited Institutions in West Bengal

Grade	Colleges	Universities	Transition Autonomous Colleges
A++	01	01	00
A+	01	00	00
A	41	07	02
B++	38	01	00
B+	66	01	00
B	128	02	02
C	28	00	00
D	00	00	00
Total	303	12	04

Source: NAAC

NAAC Grade wise accreditation status of colleges, universities and transition autonomous The table above lists all of the colleges in West Bengal. St. Xavier's College and Midnapore College are the only two of the 303 colleges that have received a "A++" or "A+," although West Bengal has the most institutions with a B grade (128). Regarding the state of the universities, out of the 12 NAAC-assessed institutions, only Ramakrishna Mission Vivekananda Education and Research Institute (Deemed University) received a "A++" rating, and the other seven received a "A." Again, out of four NAAC-assessed transition autonomous institutions, two received a "A" rating while the other two received a "B."

CONCLUSION

The analysis as a whole shows that West Bengal has played a significant role in the growth of higher education in India. It grew as more new HIEs were established during the last few years. There is just one university that is run by the federal government, and the state needs more of these institutions, particularly in the outlying regions. Few colleges are submitting applications for accreditation; this may be because of inadequate facilities and instructional technology. In order to give their students with a high-quality education and to contribute to the growth of the country, they need to be more focused on these factors. If looking at the NAAC-graded colleges, A++-grade institutions, there is only one university, Ramakrishna Mission Vivekananda Educational and Research Institute in Belur, and one college, St. Xavier's College in Kolkata, that has achieved the A++ classification. In West Bengal, there are 128 B-Grade institutions, compared to two universities.

In terms of numerous performance measures, these institutions have not developed sufficiently to be able to compete with worldwide ranking universities (Sheikh, 2017, p. 39), much alone the national average (Jana, 2017, p. 52). The issue of equal opportunity in terms of participation has been brought up while observing the private activity in this area. Therefore, there is a pressing need to reform all higher education institutions by increasing teaching staff and learning infrastructure so that students can have access to the resources,

receive high-quality education, and take part in national growth.

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