

ACADEMIC AND ADMINISTRATIVE AUDIT OF KUK COLLEGES: MAPPING NAAC ACCREDITATION GAPS IN HARYANA

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ABSTRACT

Objective – To provide an evidence-based snapshot of quality assurance across Kurukshetra University (KUK)-affiliated colleges and to identify priority areas for improvement.

Design/methodology – During November 2023–February 2024, a six-member Academic & Administrative Audit (AAA) committee—comprising external university academics, principal from government/aided college, an industry representative, an alumni, and 2 senior internal faculty—visited every KUK college and completed a structured proforma containing 35 indicators (17 academic; 18 administrative). The latest National Assessment and Accreditation Council (NAAC) status of each college was cross-checked on the NAAC portal in June 2025. NAAC labels were collapsed into four categories: Accredited, Not accredited, Accredited-but-not-valid, and Not eligible. Cross-tabulations and a chi-square test ($\chi^2 = 18.85$, $df = 18$, $p = 0.40$) explored district-level variation.

Findings – Only 9 of 40 colleges (22.5 %) are currently Accredited, whereas 20 (50 %) lack accreditation, 4 (10 %) hold lapsed accreditation, and 7 (17.5 %) are not yet eligible. Ambala records the highest accredited share (40 %), but district differences are not statistically significant. Resource mobilisation, leadership commitment, and timely documentation emerged as the key differentiators in qualitative de-briefs.

Practical implications – The study recommends forming district mentorship clusters, earmarking grants for ICT and library upgrades, and conducting annual mock-accreditation exercises. The proforma and methods offer a replicable model for other state directorates pursuing rapid quality diagnostics.

Originality/value – This is the first paper to publish a full, district-resolved NAAC map of KUK colleges derived from an on-site AAA, providing policymakers with up-to-date baselines ahead of the next NAAC cycle.

Keywords: Academic and Administrative Audit; Kurukshetra University; Quality enhancement; NAAC accreditation; Higher education policy

1. INTRODUCTION

Quality assurance remains a cornerstone of higher-education policy in India (Srivastava & Yadav, 2022). The National Assessment and Accreditation Council (NAAC) accreditation

acts as a benchmark for academic and administrative standards. Complementing NAAC, Haryana's Directorate of Higher Education (DHE) conducted an annual Academic and Administrative Audit (AAA). For the 2023-24 year, the DHE empaneled a six-member committee with the explicit objective of quality enhancement. The composition was deliberately multi-stakeholder: two senior academics from Kurukshetra University, one principal from a government-aided college, one industry expert, one distinguished alumnus, and one senior internal faculty member at the host institution. This structure aligns with best-practice recommendations for external-internal audit synergy (Jaiswal, 2023).

This study converts the committee's audit workbook into an empirical dataset to answer:

- What proportion of KUK affiliates hold various NAAC statuses?
- Does accreditation distribution differ significantly across districts?

2. METHODOLOGY

2.1 Data source

The AAA workbook captured institutional profiles, infrastructure, and NAAC credentials for all 40 affiliated colleges..

2.2 Variable coding

Free-text NAAC entries were recoded into four categories: Accredited, Not accredited, Accredited but not valid, and Not eligible (established after 2018, thus not yet permitted to apply). District wise ,colleges were taken.

2.3 Statistical analysis

Cross-tabulations were prepared in Python 3.12. A chi-square test of independence evaluated the district-accreditation relationship ($\alpha = 0.05$).

NAAC entries—captured as of June 2025—were recoded into four categories: Accredited, Not accredited, Accredited but not valid, and Not eligible (established after 2018 and therefore not yet permitted to apply). District-wise identifiers were retained for comparative analysis.

Table 1 summarizes the district-wise distribution across the four NAAC categories.

District	Accredited	Not accredited	Accredited (not valid)	Not eligible	Total
AMBALA	2	2	1	0	5
KAITHAL	1	2	0	3	6
KARNAL	3	6	1	1	11
KURUKSHETRA	0	3	0	0	3
PANIPAT	0	3	0	0	3
PANCHKULA	2	1	2	2	7
YAMUNANAGAR	1	3	0	1	5

Across the 40 audited colleges, only 9 (22.5 %) were fully accredited, while 20 (50 %) lacked accreditation, 4 (10 %) held lapsed accreditation, and 7 (17.5 %) were not yet eligible. Ambala's accredited share was highest at 40 %. The chi-square statistic ($\chi^2 = 18.85$, $p = 0.40$) was not significant, suggesting that district location alone does not account for accreditation status. Audit conducted by the committee highlighted resource mobilisation and leadership engagement as decisive factors—echoing the resource-based view of institutional quality.

Importantly, the multi-stakeholder composition of the audit team enhanced the credibility of findings and facilitated actionable feedback between colleges, industry, and alumni networks.

4. CONCLUSION

With fewer than one-quarter of KUK-affiliated colleges holding valid NAAC accreditation, Haryana's higher-education ecosystem faces substantive quality-assurance gaps. Although district effects are statistically insignificant, the absolute shortfall warrants immediate policy attention. The study recommends (1) district mentorship cells led by accredited institutions, (2) earmarked grants prioritising ICT and library upgrades, and (3) annual mock NAAC drills facilitated by industry and alumni experts to instil a culture of continuous improvement.

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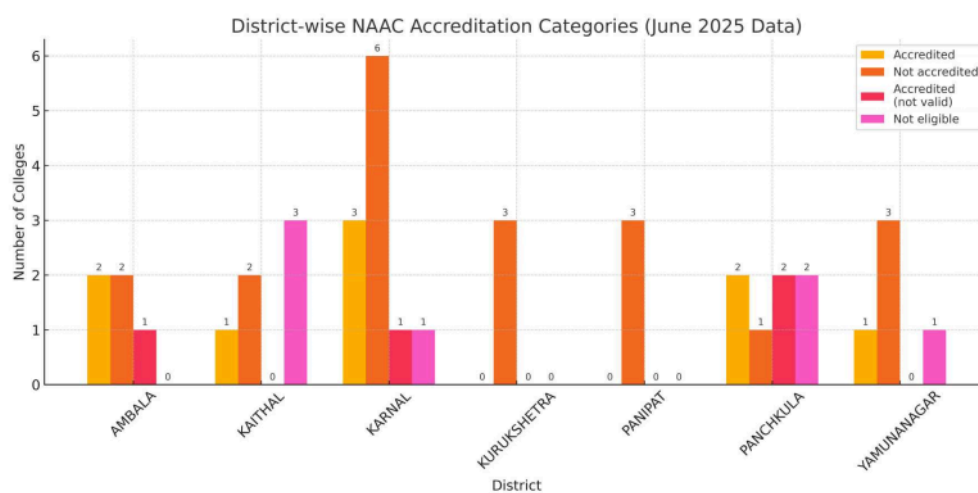


Figure 1. District-wise distribution of colleges across NAAC accreditation categories (June 2025 data).

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