

An Overview of Accreditation Status of Higher Education Institutions of Haryana

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ABSTRACT

The Indian higher education system has experienced different regulatory mechanisms since past decades. One of the prime organisations to ensure the quality of Higher Education Institutions (HEIs) in India has been NAAC. The National Assessment and Accreditation Council (NAAC) assesses the performance of Higher Education Institutions in India on different parameters like teaching and learning, innovation, infrastructure, research culture, governance, student support etc. This paper provides an overview of accreditation status of Higher Education Institutions in the state of Haryana. The status of HEIs in Haryana is gradually improving with a greater number of degree colleges being set by Government. In January, 2021, there are 170 Government colleges in Haryana offering different graduation and post-graduation courses in science, commerce and arts. Since many colleges have been set up in past five academic years, so many of the colleges are not yet eligible for accreditation. But some efforts can be taken by HEIs from initial stages in order to get accreditation from NAAC.

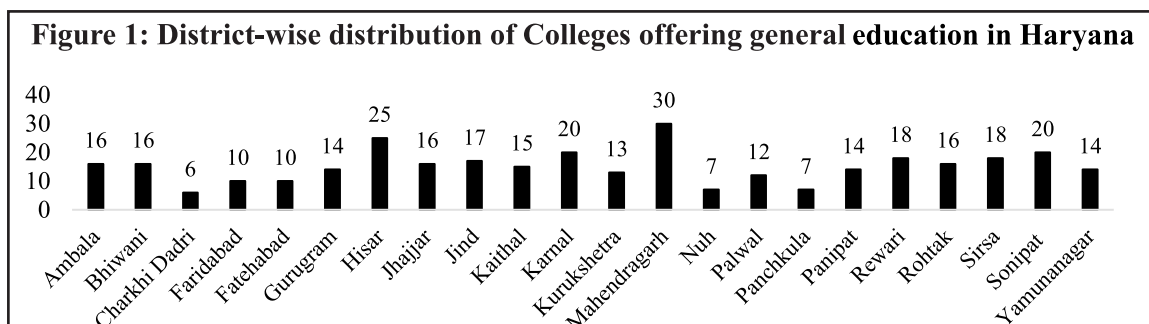
1. Introduction

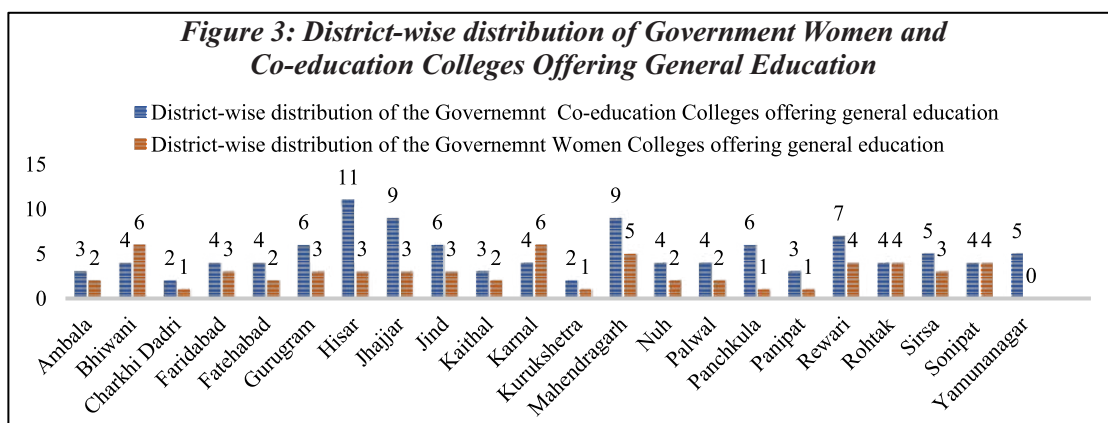
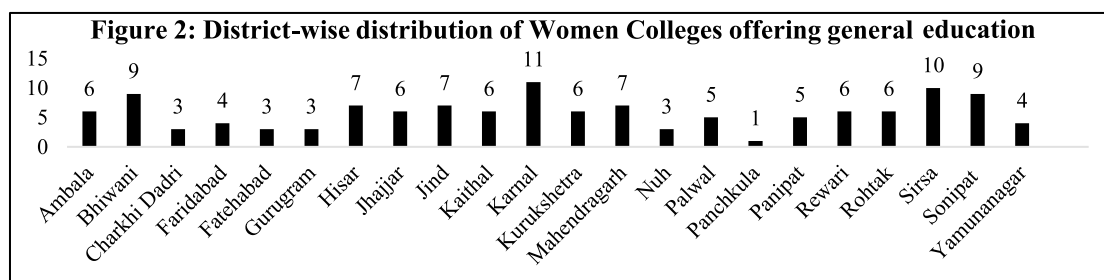
Haryana emerged as a separate State of the Indian Republic on November 1, 1966. Haryana covers 1.37% of the total geographical area and has approximately 2% of India's population. Haryana has marched towards modernity with leaps and bounds in field of agriculture, canal irrigation, rural electrification and education. Haryana is among the most affluent states in India, having one of the highest per-capita income. Table 1 provides a crisp view of Haryana in terms of area, population and districts.

Table 1: Haryana at a glance	
Area	44,212 sq km
Population	25,351,462
Literacy Rate	75.55 %
Districts	22
Blocks	140
Villages	7356
Source: https://haryana.gov.in/	

2. Status of Colleges offering general education in Haryana

Higher Education is one of the key factors in achieving the dream of India emerging as a global knowledge economy (Agrawal, 2006). Like other states of India, Haryana is also making tremendous efforts to establish quality benchmarks for higher education. The framework of higher education system in Haryana can be understood in form of Government colleges, Government Aided colleges and Self-Financing Colleges. Figure 1 shows the District-wise distribution of Colleges offering general education in Haryana. Figure 2 shows the District-wise distribution of Women Colleges including Government,





Government Aided and Self-Financing colleges offering general education in Haryana. Government of Haryana has taken numerous initiatives to provide value education to women of the state. Further Figure 3 shows the district wise categorisation of Government colleges for Women and Government colleges offering co-education in Haryana.

Table 2: District -wise distribution of the Government, Government Aided, SFC offering general education in Haryana (Co -education and Women Colleges)

SN	District	Govt. Co-ed	Govt. women	Aided Co-ed	Aided women	SFC co-ed	SFC women	Total
1.	Ambala	3	2	6	3	1	1	16*
2.	Bhiwani	4	6	2	1	1	2	16
3.	Charkhi Dadri	2	1	1	2	0	0	6
4.	Faridabad	4	3	2	1	0	0	10
5.	Fatehabad	4	2	1	0	2	1	10
6.	Gurugram	6	3	1	0	4	0	14
7.	Hisar	11	3	2	2	5	2	25
8.	Jhajjar	9	3	0	2	1	1	16
9.	Jind	6	3	1	2	3	2	17
10.	Kaithal	3	2	4	3	2	1	15
11.	Karnal	4	6	2	2	3	3	20
12.	Kurukshetra	2	1	4	3	1	2	13
13.	Mahendragarh	9	5	0	0	14	2	30
14.	Nuh	4	2	0	0	0	1	7
15.	Palwal	4	2	1	1	2	2	12
16.	Panchkula	6	1	0	0	0	0	7
17.	Panipat	3	1	4	1	2	3	14
18.	Rewari	7	4	2	2	3	0	18
19.	Rohtak	4	4	5	2	1	0	16
20.	Sirsa	5	3	1	2	2	5	18
21.	Sonipat	4	4	2	4	5	1	20
22.	Yamunanagar	5	0	5	3	0	1	14*
		109	61	46	36	52	30	334

*Including minority colleges

Table 2 shows the District-wise distribution of the Government Aided, Self-Finance, Government offering general education in Haryana categorised on basis of Co-education colleges and women colleges. Out of 22 districts of Haryana, Mahendragarh is a district with maximum number of colleges being 30. Every district in Haryana has at least one Government college offering different courses exclusively for females. In all, 127 colleges are offering graduation and post-graduation courses exclusively for women.

In order to provide opportunities for higher studies to students of Haryana, Government has set up numerous colleges offering graduation courses and Post-Graduation courses. Table 3 shows that 22 districts of Haryana have 163 colleges which are offering Post-Graduation course in science, commerce and arts. 171 colleges are exclusively offering Undergraduate courses in different streams. As per table 3 Maximum number of Post Graduate colleges are in Hisar followed by Mahendragarh, Rohtak, Ambala, Bhiwani, Karnal, Sirsa and so on.

District	UG	PG	TOTAL
Ambala	6	10	16
Bhiwani	6	10	16
Charkhi Dadri	3	3	6
Faridabad	5	5	10
Fatehabad	6	4	10
Gurgaon/ Gurugram	7	7	14
Hisar	13	12	25
Jhajjar	11	5	16
Jind	9	8	17
Kaithal	6	9	15
Karnal	10	10	20
Kurukshetra	5	8	13
Mahendragarh	19	11	30
Nuh	5	2	7
Palwal	8	4	12
Panchkula	4	3	7
Panipat	7	7	14
Rewari	11	7	18
Rohtak	5	11	16
Sirsa	8	10	18
Sonipat	11	9	20
Yamunanagar	6	8	14
	171	163	334

3. Comparative Status of Higher Education Institutions in 2004 and 2020 in Haryana

The education system is the backbone for growth prospects of any state (Stella, 2002). The education system in Haryana has also been developing over a period of time with a greater number of colleges and Universities opening up. Various special universities have been inaugurated to develop the skills of students of Haryana in multiple fields.

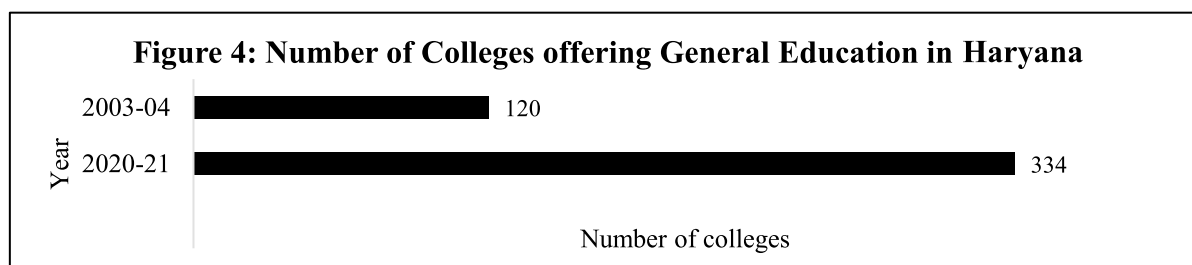
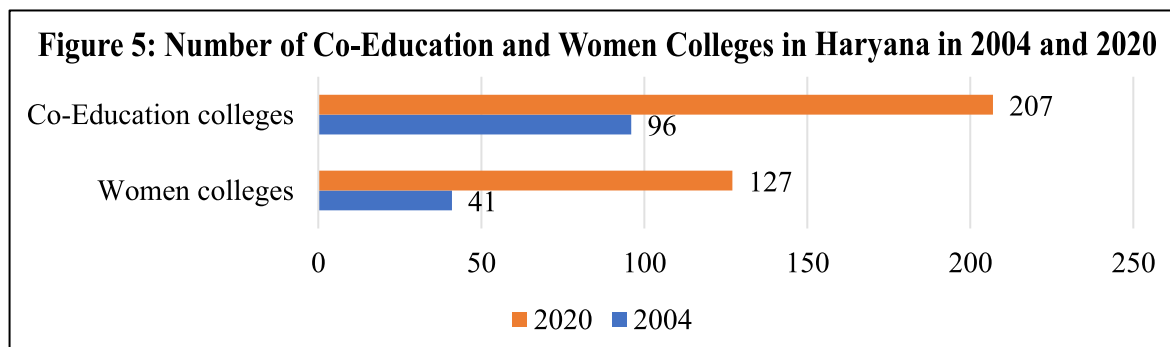


Figure 5 represents the number of Co-education and women colleges in Haryana in the year 2004 and in 2020. In 2020, 127 women colleges including Government, Government Aided and Self-Financing colleges exist. received accreditation from NAAC as per the data available upto December 28, 2020.



3.1. NAAC Accreditation status of Universities in Haryana

Haryana Government has been actively involved in providing platforms for Higher Education to potential students. There are 18 state Universities including special Universities in Haryana and 1 Central University in 2021. Table 4 shows the NAAC Accreditation status of Universities in Haryana. 6 state Universities, 1 Central University and 6 Private Universities of Haryana have received accreditation from NAAC as per the data available upto December 28, 2020.

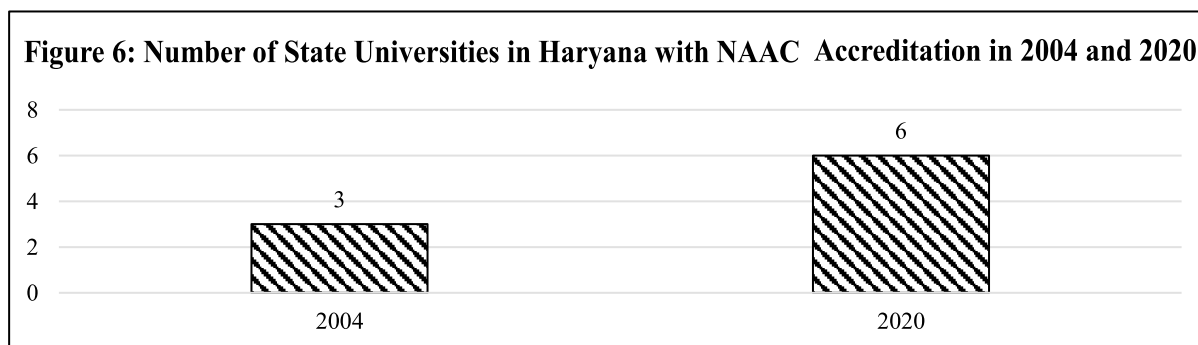
Table 4: NAAC Accreditation status of Universities in Haryana in 2020

Type of University	SN	Name of the University	CGPA	Grade	Accreditation valid up to	Cycle
State Universities	1.	Chaudhary Devi Lal University, Sirsa	2.13	B	13-09-2020	First
	2.	Guru Jambheshwar University of Science & Technology, Hisar	3.28	A	09-12-2021	Third
	3.	Deenbandhu Chhotu Ram University of Science and Technology, Murthal, Sonapat	3.02	A	21-02-2022	First
	4.	Kurukshetra University, Kurukshetra	3.52	A+	29-10-2022	Third
	5.	YMCA University of Science and Technology, Faridabad	3.08	A	04-11-2021	First
	6.	Maharshi Dayanand University, Rohtak, Haryana	3.44	A+	27-03-2024	Third

Central University	7.	Central University of Haryana, Mahendragarh	3.1	A	27-03-2022	First
Private Universities	8.	Nkpic{cÍu" University, Faridabad	2.42	B	15-11-2020	First
	9.	Manav Rachna International University, Faridabad	3.05	A	15-11-2020	First
	10.	O. P. Jindal Global University, Sonipat	3.26	A	16-03-2021	First
	11.	The NorthCap University, Gurgaon	2.72	B	24-05-2021	First
	12.	Maharishi Markandeshwar University, Sadopur, Ambala	2.01	B	04-11-2021	First
	13.	Maharshi Markandeshwar University, Mullana-Ambala	3.06	A	15-11-2020	First

Source: "Institutions-accredited-by-NAAC-whose-accreditation-period-is-valid-as-on-28122020" retrieved from <http://www.naac.gov.in/2-uncategorised/32-accreditation-status>

As per the Accreditation Report released by NAAC, Bengaluru in 2004, only 3 Universities of Haryana were accredited by NAAC. Guru Jambheshwar University of Science and Technology, Hisar was accredited with "A" grade and Maharishi Dayanand University, Rohtak could score only "B++". Kurukshetra University, Kurukshetra was accredited under the star grading and was graded at "4***" level.



4. NAAC Grading criteria and process

The National Assessment and Accreditation Council (NAAC) is an autonomous institution of University Grants Commission (UGC) which assesses the performance of Higher Education Institutions in India. NAAC evaluates the performance on multiple parameters in order to establish quality standards for the Higher Education Institutions (Jayswal, 2014). The HEIs need to apply with NAAC for getting the accreditation. The performance of institutions is evaluated on seven different criteria. Table 5 shows the detailed weightage of each criteria on which the working of Undergraduate and Post Graduate colleges is assessed. The institutions are graded under four different categories such as "A", "B", "C" and "D". Table 6 shows the range of Institutional Cumulative Grade Point Average (CGPA) as given by NAAC for the purpose of accreditation of Higher Education Institutions.

Table 5: Criteria for evaluation of Affiliated/Constituent Colleges given by NAAC		
Criteria	Affiliated/Constituent Colleges	
	UG	PG
1. Curricular Aspects	100	100
2. Teaching- Learning and Evaluation	350	350
3. Research, Innovations and Extension	110	120
4. Infrastructure and Learning Resources	100	100
5. Student Support and Progression	140	130
6. Governance, Leadership and Management	100	100
7. Institutional Values and Best Practices	100	100
Total Score	1000	1000
Source: National Assessment and Accreditation Council (2020). Institutional accreditation manual for Self-Study Report- Affiliated/Constituent Colleges.		

Table 6: Range of Institutional Cumulative Grade Point Average (CGPA) (With effect from July 2017)		
Range of institutional CGPA	Letter Grade	Status
3.51 - 4.00	A++	Accredited
3.26 - 3.50	A+	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
<= 1.50	D	Not accredited
Source: http://naac.gov.in/index.php/assessment-accreditation#cycles_of_accreditation		

5. Status of NAAC Accreditation of colleges offering general education in Haryana

NAAC has been making continuous efforts to set performance standards for higher education institutions (Vaghela, 2017). Since the time of formation of NAAC, 12,126 Colleges and 586 Universities have been accredited by NAAC till March 31, 2019 (NAAC Annual Report, 2018-19). Table 7 shows the status of NAAC accreditation of colleges offering general education in Haryana. The higher education institutions of Haryana and Department of Higher Education, Haryana have undertaken various steps for qualitative improvement of higher education in the state. The colleges of Haryana have been aggressively working towards developing the teaching-learning processes and infrastructure of the organisation. Out of total 334 colleges offering general education in Haryana, 70 colleges have a valid NAAC Accreditation as on December 28, 2020.

Table 7: Status of NAAC accreditation of colleges offering general education in Haryana

SN	District	Total number of degree colleges	No. of colleges with valid NAAC Accreditation in 2020	Percentage of colleges with valid NAAC Accreditation in 2020
1.	Ambala	16	5	31.3
2.	Bhiwani	16	3	18.8
3.	Charkhi Dadri	6	2	33.33
4.	Faridabad	10	5	50.0
5.	Fatehabad	10	1	10.0
6.	Gurugram	14	4	28.6
7.	Hisar	25	6	24.0
8.	Jhajjar	16	5	31.3
9.	Jind	17	4	23.5
10.	Kaithal	15	4	26.7
11.	Karnal	20	5	25.0
12.	Kurukshetra	13	2	15.4
13.	Mahendragarh	30	5	16.7
14.	Nuh	7	0	0.0
15.	Palwal	12	3	25.0
16.	Panchkula	7	2	28.6
17.	Panipat	14	1	7.1
18.	Rewari	18	2	11.1
19.	Rohtak	16	6	37.5
20.	Sirsa	18	2	11.1
21.	Sonipat	20	2	10.0
22.	Yamunanagar	14	3	21.4
	Total	334	72	21.6

Source: “Institutions-accredited-by-NAAC-whose-accreditation-period-is-valid-as-on-28122020”
retrieved from <http://www.naac.gov.in/2-uncategorised/32-accreditation-status>

Further figure 7 shows the percentage of district wise distribution of colleges in Haryana and figure 8 shows the percentage of district wise distribution of colleges in Haryana which have valid NAAC Accreditation. The figures can be interpreted as following, Yamunanagar constitutes 4% of total Government, Government aided and self financing colleges of Haryana. And out of total number of colleges with valid accreditation in 2020, the colleges of Yamunanagar constitutes to 4%.

Figure 7: Percentage of district wise distribution of colleges in Haryana

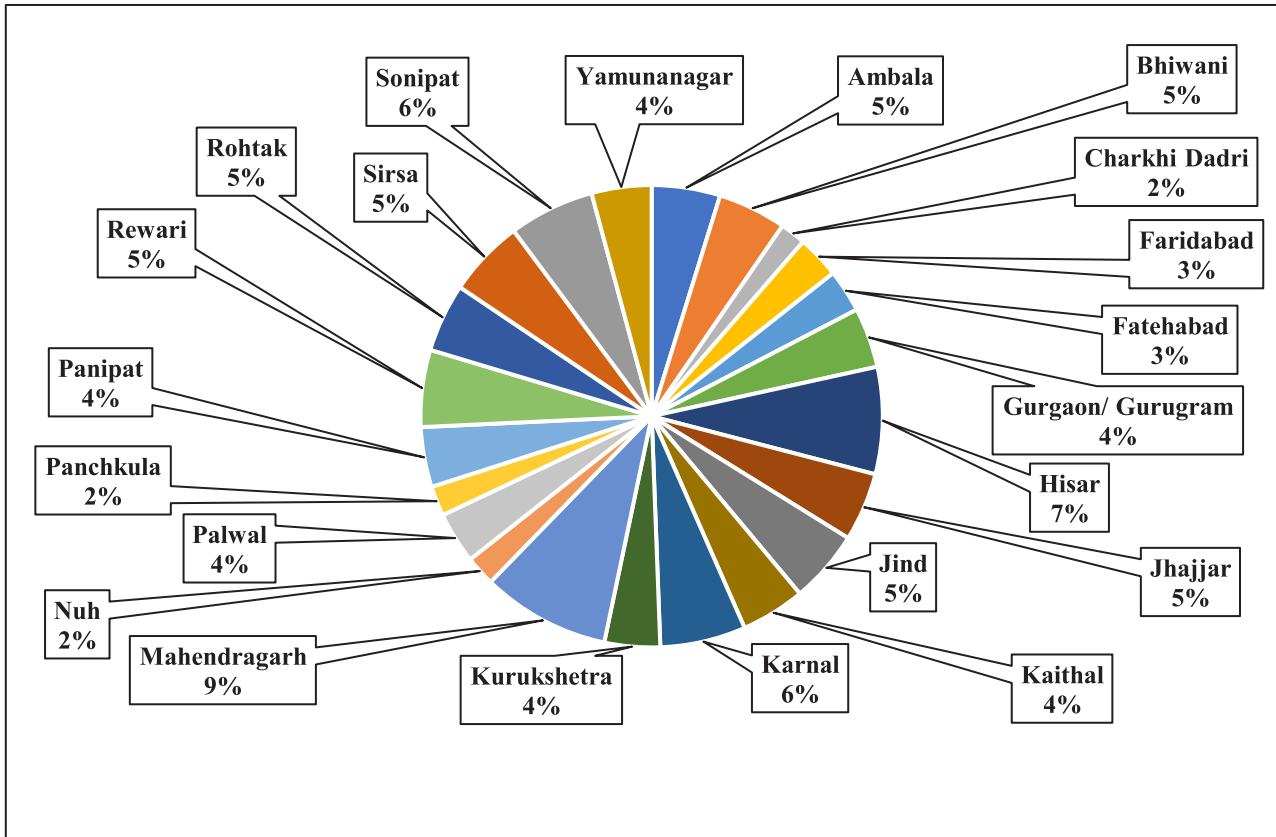


Figure 8: Percentage of district wise distribution of colleges in Haryana which have valid NAAC Accreditation in 2020

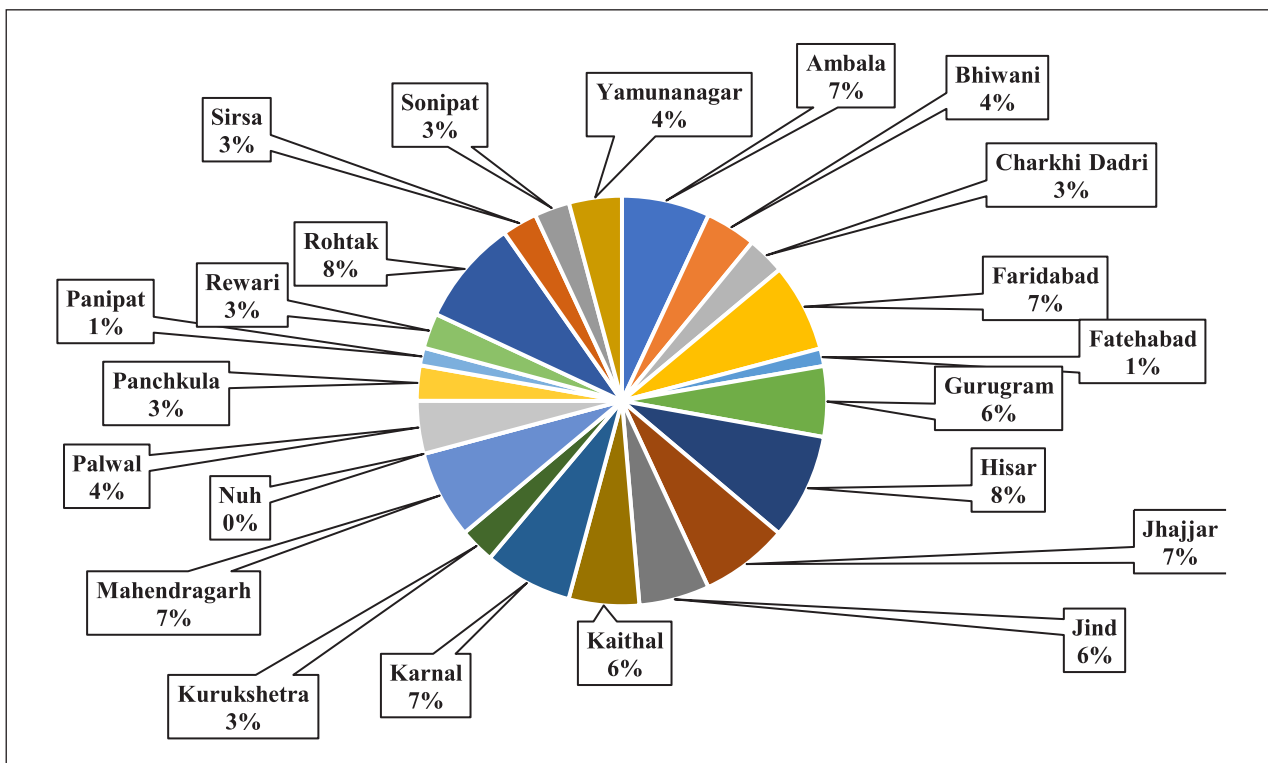
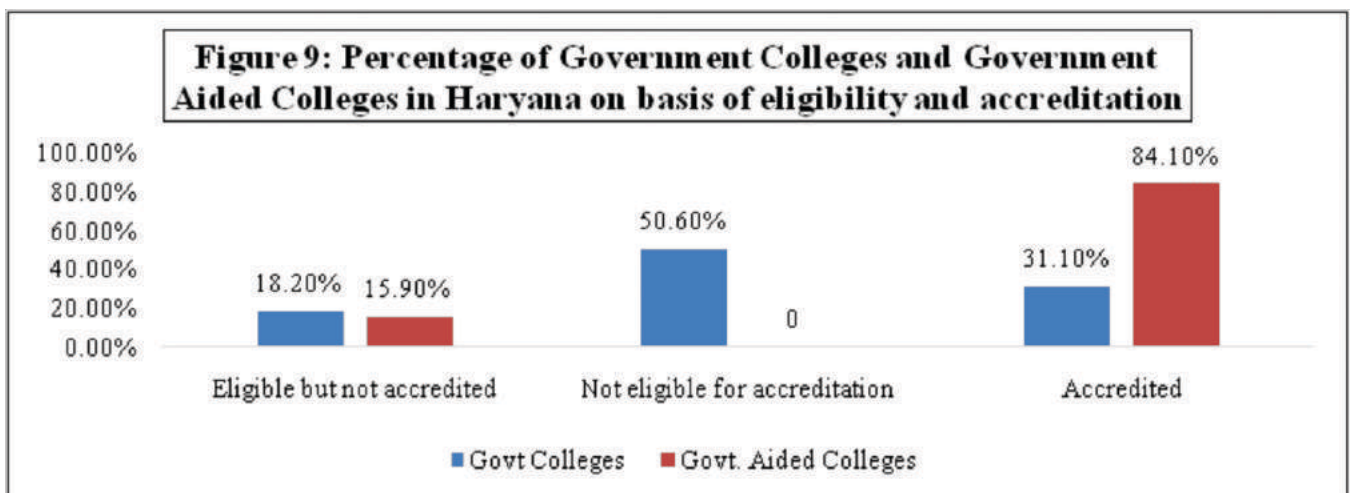


Table 8: Number of colleges in Haryana with valid accreditation in 2020 on basis of range of CGPA

(With effect from July 2017)

Range of institutional CGPA	Number of colleges
3.51 - 4.00	2
3.26 - 3.50	1
3.01 - 3.25	17
2.76 - 3.00	7
2.51 - 2.75	14
2.01 - 2.50	28
1.51 - 2.00	3
<= 1.50	0

Table 8 shows the categorisation of colleges on basis of institutional Cumulative Grade Point Average. Maximum number of colleges which had valid accreditation in 2020 have CGPA ranging from 2.01-2.50. to comprehensively study the status of institutional accreditation in Haryana, Figure 9 can be referred. It shows the percentage of Government Colleges and Government Aided Colleges in Haryana on basis of eligibility and accreditation. Approximately 50% of Government colleges in Haryana are not eligible for accreditation. As per eligibility conditions of NAAC, colleges which have been established for atleast six years and have at least two batches of graduate students are eligible to apply for accreditation. Further approximately 18% Government colleges and approximately 15 % Government aided colleges in Haryana are eligible for NAAC accreditation but have not been accredited yet, 31.1 % Government colleges and 84 % Government Aided colleges are accredited.



1. Need of NAAC Accreditation for HEIs

- **Identification of strengths and weaknesses:**

The rigorous accreditation process of NAAC indirectly assists HEIs in identifying the strengths and weaknesses (Gholap, 2019). HEIs undergo a complete review process of their Institution while preparing for getting accreditation. The internal strengths of different departments come into light while preparing for the NAAC accreditation.

- **Developing research culture**

Keeping in view the dynamics of environment, faculty members of HEIs are required to actively engage in research-based activities. Outcome of research work in academic disciplines assists a faculty member in delivering high quality and industry-oriented content to students (MirasolandInovejas, 2017). One of the parameters of NAAC for assessing HEIs is research work. When a HEI aims for getting their institute accredited, they delve more into research work hence creating a culture of research in the organisation.

- **Grants and financial aid**

Without NAAC accreditation, Universities are not eligible for UGC Grants, Grants under RashtriyaUchchattar Shiksha Abhiyan (RUSA) and other forms of financial aids. Financial aids can help institutions in strengthening the teaching learning processes and developing the infrastructure (Suryawanshi and Shinde, 2019). Such funds may be utilised for developing the technological infrastructure of the institution considering the need of digital transformation. (Gafurov et al, 2020).

- **Encouragement to Alumni**

When it comes to the aspects of accreditation process of any organisation, alumni have an indispensable role to play. As an institution gets better accreditation, the alumni is encouraged to associate with the institution in future as well. Alumni associations are set up by colleges and forums are created for exchanging ideas with alumni.

- **Development of faculty**

One of the seven criteria of NAAC requires information pertaining to the Faculty Development Programmes, workshops and short-term courses attended by faculty members. This is an indirect encouragement to the HEI for conducting various programmes for development of faculty members. It also leads to motivation amongst faculty members to attend development programmes of different Universities across the nation.

- **Overall development of students**

Students have a dual role to play in the accreditation process. On one hand such accreditation is done in order to improve the quality of education which will benefit the students. On the other front, the thoughtful criteria of NAAC focus on adoption of initiatives for development of students. The initiatives like introduction of certificate courses in relevant areas, skill development courses, bridge courses for extending a helping hand to students are undertaken by various institutions.

- **Satisfaction to employers**

The aim for opting higher education by a student is to establish himself/herself in the competitive and dynamic environment. Consequently, institutions carry out activities to promote industry-academia partnerships (Singh, 2011) With better accreditation of institutions, better and a greater number of Companies can be invited for placements in the institutions.

An institution having accreditation from NAAC can avail multidimensional direct and indirect benefits. However, a few of the key benefits have been listed here.

2. Suggestions

The higher education institutions in India experience some concerns like different affiliating systems, curriculum patterns of different Universities, inflexible academic structure. The accreditation process of NAAC takes into account such issues faced by HEIs. Consequently, the assessment parameters are different for Affiliated/Constituent Undergraduate colleges; Affiliated/Constituent Postgraduate colleges; Universities and autonomous institutions. Despite of such concerns, HEIs apply for getting accredited from NAAC and the one fulfilling all the requirements get accreditation. The HEIs of Haryana also have a lot of potential for getting NAAC accreditation. Constant and rigorous efforts in right direction will help in achieving good CGPA from NAAC. Adoption of innovative practices, mobilisation of resources, complete department-wise documentation, development of ICT infrastructure, Public private partnership, application-based teaching methodology, job oriented courses for students, promoting research work, conducting workshop on professional ethics and value education, organising theme based seminars and conferences, digital library, synchronised feedback mechanism, collaboration with industries and involvement in social activities are some of the steps which can be undertaken by HEIs for improving the overall quality of education in their respective institution which will enable them to apply for and get NAAC accredited.

3. Conclusion

The accreditation of Higher Education Institutions is a kind of quality assurance process and all the Institutions must make efforts to get the best accreditation possible. The assessment on basis of seven criteria of NAAC accreditation process actually works as mirror image for the institution as it helps in identifying strengths and weaknesses. NAAC had been making conscious and consistent efforts to play the role of a quality facilitator in education system of India. But any individual effort of an institution might not lead to fruitful outcomes. The collaboration of accreditation agencies and other institutions will help in bringing a significant change in the higher education system in Haryana and other states.

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