

State-wise Analysis of Accreditation Reports - *Haryana*



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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Preface

Sweeping changes occurring across the globe in the Higher Education Sector are very significant in various respects i.e. border less higher education, integrated global job market and knowledge centered development. Higher Education has always helped the developing nations particularly India as a major means of socio-economic transformation. The other interesting developments include stakeholders (student) centric evolution of Higher Education with greater emphasis on employability of academic programmes pursued. These rapid changes have reinforced the need for quality and excellence in Higher Education beyond geographies. Like in the industry and economy, the international competition to Indian universities and colleges through these developments seems inevitable.

The performance evaluation of higher education institutions through the process of assessment & accreditation as a means of self introspection alongwith the inputs from peer review is of recent phenomena in India. National Assessment and Accreditation Council (NAAC) has so far accredited 104 universities and 744 colleges in the country. Apart from mere assessment and accreditation, NAAC has been taking up several measures for sustainable growth and development of accredited institutions. One such activity is state wise analysis of accredited institutions. Such analysis is imperative because of hetrogenous nature of different geographical regions. Due to this, the states within India present diverse spectrum of higher education development. The major purpose of these state wise analysis of accreditation reports is multifold. i.e., on one hand to identify the strengths and weaknesses of the accredited institutions to suggest remedial measures for their further qualitative development and on the other hand to provide a suggested action plan to the facilitators (state governments, apex bodies, parents etc) and also to stake holders (students) to guide them towards right choice of institution for pursuing higher education.





Haryana is the one state that has very timely realized the utility of assessment and accreditation of NAAC for its universities and colleges. The state government has taken significant measures enabling its higher education institutions to undergo the process of assessment and accreditation of NAAC, thereby earning the distinction of having the highest rate of accreditation of higher education institutions in the country. I congratulate Shri. Dhanpat Singh, Commissioner, Higher Education, Government of Haryana, and his colleagues for their efforts in achieving the target of accreditation and pursuit of quality and excellence of higher education in the state.

I believe that this “**State-wise Analysis of Accreditation Report – Haryana**” will be a useful tool for policy planners, stakeholders, facilitators and all the concerned.

(Prof. V. S. Prasad)

Director





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Analysis of the Peer Team Reports on Institutional Accreditation of the Higher Education Institutions in Haryana

1. Introduction

Haryana, which was carved out of erstwhile Punjab, came into existence as a state of India on November 1st 1966. It lies in the northern part of India and is bordered by the Indian states of Delhi, Punjab, Himachal Pradesh, Rajasthan, Uttar Pradesh and Uttaranchal. It is a comparatively small state having a population of 2,10,83,000 and an area of 44212 sqkm. The population of Haryana, according to 2001 census is 2,10,83,000, with 1,13,28,000 males and 97,55,000 females. The population density is 477 people /sq.km.

More than 75% of the population is dependent on agriculture for their livelihood. Haryana provides over 45 lakh tonnes of food grains to the central pool which is the second highest in the country.

The main languages spoken by the people are Haryanvi, Hindi, Punjabi, Urdu and English. From a status of underdeveloped state it has grown to the distinction of having the third highest per capita income.

Replete with myths and legendary Vedic references, it was in Haryana, that the Aryan culture took birth and matured and the saint Ved Vyas wrote “Mahabharat”.

It was here that years ago Lord Krishna preached Bhagavad - Gita at the start of the battle of Mahabharat: “Your right is to do your duty and not to bother about the fruits” the philosophy which has become the foundation of Indian Thought.

The period between the 1975 and 1985 can be characterized as one of the substantial growth period of the education system of Haryana. During this period the number of institutions and the students rose rapidly, creating budgetary pressures and resource crunch that dominate and worry the present day governments. Around 1999-2000, when the government of Haryana attempted to restructure the higher education sector of the state, merging some of the programmes depending on the availability of the students and the staff, within the colleges and widening the rural education base by starting more colleges in the rural areas, the entire higher education landscape of Haryana changed dramatically.

The higher education institutions in Haryana exist on a binary funding pattern with the so called public funded or the government colleges receiving 100% funding and the private colleges receiving either partial funding or no funds from the government. The private institutions in the state of Haryana offering general higher education are mostly on the basis of caste or religious orientation.

Haryana has a network of educational institutions spread over its 19 districts. Presently there are five Universities and 214 colleges. There are 187 colleges of general education of which 53 are exclusively for women. In the technical education sector there are 30 Engineering colleges, 29 Polytechnics, 12 MBA colleges, 18 MCA Colleges, 3 B.Pharmacy colleges, 76 Industrial Training Institutes and 116 Vocational Educational Institutes. Table : 1 gives the status of colleges and Universities and the rate of enrolment in them, in the state, during its formation in 1966 and as of 2003.

Table :1 - Number of General Education Colleges, Universities, Teachers employed and Enrolment levels (1966-67 &2003-2004)

	1966-1967			2003-2004		
Total No. of Colleges	45			187 (Govt. 60 and Non-Govt. 127)		
	Boys	Girls	Total	Boys	Girls	Total
Enrolment	23276	6833	30109	110832	96104	206936
	Men	Women	Total	Men	Women	Total
Total No. of Teachers	1190	243	1433	3095	2589	5684
Total No. of Universities	01			05 + 03 Deemed Universities		
Enrolment	908			13151 (including Ph.D/D.Sc/D.Litt.)		

There are mainly five Universities in Haryana of which two of them viz. Maharshi Dayanand University, Rohtak and Kurukshetra University, Kurukshetra are affiliating Universities and cater to both general and technical education sectors. The Chaudhary Devi Lal University, Sirsa, which was recently established, is also an affiliating university. The affiliation of colleges to this newly established university is under process. While the Chaudhary Charan Singh Agricultural University at Hisar is one of the biggest agriculture university in Asia and is dedicated to agriculture education, the Guru Jambheshwar University also located in Hisar caters to the science and technology education. The National Dairy Research Institute, Karnal a deemed to be University caters to education in the field of dairy science and technology. The other two deemed to be universities in the state are the National Institute of Technology, Kurukshetra (Formerly Regional Engineering College), and the National Brain Research Centre, Gurgaon.

In 1966, at the time of reorganisation, the states literacy rate was at 19.92% lower than the national average which was 27.76%. By 1991 it rose to 55.85%, which is higher as compared to the national average of 52.1%. In the year 2001-2002 Haryana's literacy rate stood at 68.59% with males at 79.25% and females at 56.31%. The percentage of enrolment to various types of colleges show that, 91.04% of the students passing out of the higher secondary school enroll in the general education colleges (Table 2).

Table : 2 - Percentage Enrollment of Students to Various Courses

	Arts, Commerce & Science	Teacher Training	Engineering	Medical	Oriental	Pharmacy	Agriculture	Veterinary
% of enrolment	91.04	1.115	3.20	1.66	1.47	0.59	1.00	0.33

Three universities and 137 colleges of Haryana stand accredited by the National Assessment and Accreditation Council (NAAC) as on January 2004. If we look at the regional status of accredited institutions it is apparent that Haryana, ranks number one in the northern region, with almost 75% of its institutions accredited by NAAC. All this was possible due to appreciative efforts and initiatives of the Department of Education, Government of Haryana. The Government of Haryana is one of the first among the northern states to incorporate quality assurance procedures into its Policy Document- 2000 and implement it. For ensuring effective and timely implementation of its decisions, on assessment and accreditation (A&A) by NAAC the state initiated the following:

- (a) Identified Quality Assurance as one of the major policy objectives in "Education Policy-2000 for the State of Haryana".
- (b) Made assessment and accreditation of all the colleges in the State mandatory by December 2003 through National Assessment & Accreditation Council Bangalore.
- (c) Constituted a "State Level Advisory Committee" on assessment and accreditation

- (d) In order to acquaint the Principals of affiliated colleges in the State with the process, of A&A, series of 2 day workshops were held in collaboration with National Assessment and Accreditation Council, Bangalore.
- (e) To co-ordinate and help the institutions in accelerating the process, divided the entire state into 4 zones and 4 Principals (who are also members of the 'State Level Advisory Committee' on assessment and accreditation) were made in charge of these zones.
- (f) Organised Zonal level seminars, to facilitate the process of submission of self study reports by the colleges to NAAC, Bangalore.
- (g) Decided to use the outcome of the process of accreditation of colleges to identify institutions that can subsequently develop into centers of excellence.

2. An Overview of the Initiatives of the Government of Haryana

Since its inception in 1966, tremendous expansion has taken place in the field of higher education in the state of Haryana. Besides substantial increase in the number of colleges, teachers etc., the number of girl students studying in various colleges of the State has also gone up considerably during the last 38 years.

The State Government has formulated "Education Policy – 2000 for the State of Haryana " which interalia, envisages provision of higher education facilities in rural areas, qualitative improvement in educational environment, encouraging private initiative, introduction of computer education in colleges, making higher education job-oriented etc.. To realize the goals set in its policy document, the government has taken the following initiatives:

❖ Removal of Rural-Urban Disparities

Special efforts are being made to spread the facilities of higher education in rural areas so that the rural, urban disparities may be removed. For this new Government colleges have been opened in the rural areas. At present, out of the 60 Government Colleges in the State, 34 are situated in the rural areas.

❖ **Provision of Teaching Staff in Rural Colleges**

In view of better facilities available in the urban areas, there was a large deployment of govt. college lecturers in the urban colleges. With a view to remove this disparity, an exercise of rationalization has been conducted recently by the State Govt. and it has been made compulsory for the newly recruited lecturers to serve in the rural areas for the first three years of their service in order to become eligible for award of Senior Scale and total 5 years of Service in rural area for grant of Selection Grade.

❖ **Girls Education**

Special emphasis is being laid by the State Govt. on girls' education. The girl students are not charged any tuition fee up to graduation (B.A. /BCom /BSc.). Out of the total 60 government colleges in the State, 11 are exclusively for women and the rest are co-educational. Three new women colleges in the government sector have been opened from the academic session 2003-2004. Even in the private sector out of the 127 colleges, 53 are exclusively for women, the rest being co-educational. From the session 2003-2004, four more girls colleges have been opened under the self-financing scheme.

❖ **Improvement of academic environment in Colleges**

To enhance accountability, the Department of Higher Education has issued guidelines to the colleges Universities to ensure a minimum of 180 teaching days in an academic session as stipulated by the UGC. Presently the average teaching days work out to be only about 100 to 105. The colleges have also been asked to club classes of common subjects/ syllabus in order to optimize faculty utilization. To ensure that every college lecturer fulfills the teaching obligations placed on him/her besides participating actively in other college activities, colleges have been asked to strictly adhere to the UGC workload norms for all its teaching staff.

Further, a minimum stay of 5 ½ hours in the college for every lecturer, as is mandatory in the UGC guidelines, is to be ensured by the College Principal so that the faculty is available to the students for guidance. The colleges have also been advised to conduct house examinations in the month of December and in addition introduce a system of monthly tests to facilitate continuous evaluation of students. The College Principals have been specifically directed to ensure that lecturers do not indulge in private tuition. A system of annual inspections of colleges has also been put in place under which every government college in the state would be comprehensively inspected at least once in a year. In addition random inspections of the government colleges have been introduced in order to ensure smooth functioning of the colleges.

✧ **Accountability**

In order to ensure greater accountability on the part of the teaching faculty a comprehensive “Code of Conduct “ has been evolved with the approval of the Council of Ministers.

✧ **Human Resource Development**

A two-week training course has been specially designed for the Principals of the government colleges of the state in collaboration with Haryana Institute of Public Administration, Gurgaon, which is aimed at equipping the Principals with the necessary administrative and leadership skills.

✧ **Pre-induction Training of Teachers**

The newly recruited lecturers in the government colleges are given a Pre-Induction Training to orient them and prepare them professionally.

✧ **Assessment and Accreditation of Colleges by NAAC**

Government of Haryana has taken a lead in the Northern states of the country for qualitative improvement of the higher education of the state. It is the only Northern state where the government has made assessment

and accreditation mandatory for all its colleges and ensured the submission of the self study reports to NAAC by the colleges within a fixed time frame.

Apart from the above, the Department of Higher Education has taken the following value added initiatives to ensure improved access and meaningful education to the youth.

✧ Earn While you Learn

The potential of young pupils is immense and it needs to be tapped with benefit. Faced with many a distraction, young boys and girls are increasingly becoming apathetic to their alma mater and its academic environment. On the other hand, many promising students are not able to pursue higher studies for lack of financial resources. Therefore in order to tap this vast pool of talent and harness the energy of young students to the advantage of both the institution and the student, a scheme called “*Earn While You Learn*” has been devised and implemented in all the colleges of the State. Under this scheme the colleges have employed students for jobs in laboratories, libraries and office work. The Principals have been given the freedom to identify job areas and employ students as per local requirements. For all these jobs the students are being paid @ Rs. 30/- for every 45 minutes, for a maximum of 8 hours each per week thereby enabling a student to earn up to Rs. 960/- per month. The scheme has been very eagerly utilised by the students. Available reports show that more than 274 students have been employed in colleges under this scheme. This scheme has not only enabled the college administration to get the necessary work done at rather nominal rates as compared to the regular employees but has also trained the students to help themselves and inculcated a feeling of self dependence, dignity of labour and loyalty towards their institutions.

✧ Honoring Outstanding Students

In order to encourage excellence in the field of higher education, the department every year in a state level function honors meritorious students. Computers are given as prizes to the university toppers of B.Sc/B.Com./



B.A. final year. This step has been greatly appreciated and it shall go a long way in encouraging merit in future in the State.

❖ **Computer Education /Training for the Students and the Staff**

Computer education has been introduced as an optional subject in all the government colleges of the State from the session 2001-2002. Two agencies viz TATA INFOTECH and HARTRON have been engaged for providing the required infrastructural and technical support to the colleges on a nominal payment basis. As per the agreement of these firms they are also required to provide free training to the teaching and non teaching staff in a phased manner.

❖ **Educational Trips for Girl Students**

Under this scheme girl students of different rural/urban government colleges are taken for educational trips to historical places in other states. The purpose is to provide an opportunity to these students especially those belonging to the reserved categories and rural areas to visit places of historical, cultural and religious importance in order to inculcate in them a spirit of independence, self confidence and enhance their general awareness.

❖ **Setting Up of Women Cells in Government Colleges of the State: Training of Co-ordinators of Women Cells**

To create awareness on gender related issues among the staff and the students “*Women Cell*” have been established in all the colleges of the state. In order to sensitize and provide training on various gender related issues, every year workshops are organized for the co-ordinators of Women Cells.

❖ **Providing employment and skill development Programmes**

The colleges in the state are encouraged to conduct job-oriented courses in order to provide training and develop skills in students. Some of the courses are in Journalism, Travel & Tourism, Home Science (Tailoring,

fashion designing, embroidery etc.) multiple courses in Business Administration and Computer Application, Advance diploma in Export, Import procedure and documentation etc. In this regard the department also issues No Objection Certificates (NOC) to various private colleges.

❖ **Woolen Clothing /Blankets for Economically backward**

Under this scheme the colleges provide woolen clothing /blankets to the economically backward students, during the winter season.

❖ **Provision for Fee Waivers**

From the various endowments instituted by the government such as the Radhakrishnan Fund and the Students Aid Fund, the colleges at the beginning of each academic session invite applications and provide freeships to the needy and deserving candidates.

3. Tools and Techniques

This analysis relates to the Peer Team Reports (PTR's) of the 137 colleges and 3 universities of the state of Haryana which have been assessed and accredited by NAAC. The main objectives of this analysis are :

- ◆ To help management and staff to evolve practices for improved institutional performance
- ◆ Provide inputs to the policy makers to evolve appropriate policies for quality enhancement and quality sustenance of the higher education system
- ◆ To provide feed back to the stakeholders
- ◆ Providing inputs to the funding and regulatory councils, to arrive at more informed planning and policy decisions.
- ◆ To provide inputs to the NAAC, for further improvement of the process and developing benchmarks

Although quantitative sampling is driven by the imperative of representatives, qualitative sampling is concerned with depth and richness of the data. Thus this analysis includes both qualitative (information provided under the various sections of the PTR's) and quantitative techniques (data gathered from the self study reports, funding and regulatory council and the criterion wise and overall scores assigned by the peer team to the institutions). This analysis is not designed and does not claim the representativeness of the entire system, but aim to present deep and rich findings detailed in the reports and scores of individual institutions. Through years of evolution of NAAC, the method of A&A and the grading pattern has passed through various evolutionary phases. However as only one higher education institute of the state i.e. Kurukshetra University, accredited as four star (4****) has been graded under the earlier star grading system, the present analysis includes only the institutions under the existing seven criterion frame work evolved by NAAC for general higher education colleges and the six criterion framework for the Colleges of Education.

As the data is the result of the self assessment of the institutions themselves which is subjected to validation by external peers it is presumed that it reflects the strengths and weakness and the overall performance of the institutions and is comparable with those in other parts of the country.

4. Salient features of Higher Education in Haryana : Inferences from the Peer Team Reports

The increased demand for access and the dwindling finances with the government and the political ideology necessitated the successive governments of Haryana to encourage alternate funding strategies for its higher education system. Initially the government looked forward to and encouraged the local Philanthropists to provide for investment in higher education sector. Thus with the participation of the local populace many institutions came up, which were later taken into the fold of the Government by providing 85-90% of the recurring grants.

State-wise Analysis of Accreditation Reports - Haryana

Overall, the private colleges outnumber the government colleges both in the rural and urban areas. Of the 187 general and teacher education colleges in the state 60 are in the government sector and 127 in the private sector. Out of the 86 rural and 101 urban colleges 52 rural and 75 urban are a result of private initiative. (Table 3).

Table : 3 - District wise distribution of the private (aided and unaided), Government and women's colleges offering general education

District	Government	Private	Women	Total
Ambala	02	13	01(Pvt.)	15
Fathehabad	04	01	Nil	05
Hisar	04	05	02(Pvt.)	09
Jind	03	02	01(Pvt.)	05
Kaithal	Nil	09	04(Pvt.)	09
Karnal	03	06	03[02(Pvt.)&01(Govt)]	09
Kurukshetra	02 (Constituent colleges)	07	03(Pvt.)	09
Panchkula	03	Nil	Nil	03
Panipat	01	06	01	07
Sirsa	02	07	05(Pvt.)	09
Yamunanagar	Nil	09	04(Pvt.)	09
Bhiwani	05	06	02(Pvt.)	11
Rohtak	03+01 (Constituent colleges)	10	03[01(Pvt.)&02(Govt)]	14
Jajjar	05	03	02(Pvt.)	08
Mohindergarh	08	Nil	02(Govt.)	08
Rewari	03	06	02(Pvt.)	09
Sonepat	01	09	05(Pvt.)	10
Faridabad	04	07	04[03(Pvt.)&01(Govt)]	11
Gurgaon	06	04	01(Pvt.)	10

In the recent years, with depleting government resources there has been a freeze on the government funding to the private Institutions. The government grant for the teaching and non-teaching posts has been frozen at 1986 level. Deficit funding is provided for only the existing positions and recruitment to any post vacant remains the responsibility of the management. With no maintenance grants being received and to cope up with the increasing financial burdens and teaching loads the private management started looking at self financing courses as a means of revenue generation and many of them went on to start courses like BBA, BCA, etc. With a view to help the institutions sustain themselves and to make the courses more beneficial to the students the government also relaxed its rules for starting such programmes.

Students and Staff

The reorganization of the faculty structure has had a major effect on the academic positions in the colleges of Haryana. Overall there has been a 30% decrease in the Government and aided colleges. However there has been a drastic increase in the part-time staff specifically in the courses like Computer Science, Microbiology, Management Studies etc..A general trend is that most of the staff in these programmes have only the minimum required qualifications and are paid a meager consolidated amount.

An overview of the number of students and staff at the national level and in Haryana is given in the Table : 4.

Table : 4 - Teacher Pupil ratios in colleges & universities at various points of time (1966-67 - 1998-99)

	Haryana				All India			
	Colleges		Universities		Colleges		Universities	
	1966-67	1998-99	1966-67	1998-99	1966-67	1998-99	1966-67	1998-99
No.of Teachers	1286	4854	147	885	38500	247750	6578	72873
Teacher Pupil Ratio	1:23	1:34	1:10	1:24	1:12	1:25	1:10	1:20

Actual student -staff ratios vary enormously. Initially the ideal staff student ratio was considered to be 1:10. Today though most Universities and statutory councils have arrived at an ideal figure of 1:20, the state has very few such cases, with many examples at 1: 30. The University figures are comparatively better though many of the departments have equally unviable student staff ratios.

Dropout and Completion Rates

Dropout and completion rates play a prominent role in analyzing the efficiency of educational institutions. However it is very difficult to come at accurate figures of the drop out rates. Studies provide evidence that the drop out rate varies from 10-35% in the colleges and is around 15 % in the universities. If we look into the drop out rates of the rural colleges it varies from 27-35% where as in the urban colleges it varies between 12 -27%, with highest being girl students. The proportion of the students discontinuing a programme or shifting institutions, in the science subjects (due to admission in professional course like Engineering, Medical or Computer sciences etc.) is higher than the drop out rates, which is almost 45%. This indicates that students goal is not just to get a university degree, but has a more wider and specified goals, of pursuing more skill oriented courses or subjects of their preference.

In general it is observed that 85-90% of the students enrolled in the professional colleges complete their graduation whereas only around 60-70% of the students enrolled in the general education colleges offering arts/commerce /science programmes complete their graduation.

Admission Procedure

Students are selected for admissions based on the academic record in the qualifying examination of the Higher Secondary Boards i.e. +2 level. 35% is the minimum marks for a pass in all the subjects at 10+2 level. To provide better access to the students of the state specially coming from the rural areas the state Government and the Universities have designed various policies. One such

prominent policy is that there is a provision for provisional admission of the students, who fail in one subject at 10+2 level to the degree programme, subject to the availability of seats, and also on condition that they clear the subject in the following supplementary examination.

Management of Higher Education

Recognising that the administrative and regulatory framework for higher education in the state could no longer be considered as optional for meeting the increased student enrolments and with the assumption that a positive link exists between institutional autonomy and the quality of higher education a new policy framework was developed by the government of Haryana in the year 2000. This showed a new image of administrative thought and action.

As per the new policy, institutions are expected to operate more in accordance with the local needs and market developments. In the new policy document attention is focused on improvement in performance, decrease in drop out rates, diversified student admissions and initiation of more skill and job oriented programmes mainly through vocationalisation of the first degree programmes. In order to facilitate these shifts among the institutions, governmental regulation is no longer expected to be detailed and directed at micro issues. It would be more wider and directed at macro issues. Overall, the regulatory frame work within which the higher education institutions of Haryana operate is such that functional freedom to a large extent exists at the institutional level, with government keeping ultimate control over most of the boundary conditions.

Quality Assurance Policies : Assessment and Accreditation of the Institutions of Higher Learning

In the past, the efforts of educational planners/administrators were centered round the quantitative expansion of higher educational facilities. As the access to education started bringing results, it was realized that the issues of quality also needed to be seriously addressed to. Further, beyond the internal checks and

balances, that exist in any institutional setup, not much attention was understandably paid in any concerted way to the aspect of quality assurance and sustenance.

Responding to the changing scenario of the higher education system, the state of Haryana, made Quality Assurance as one of the major policy objectives in its “Education Policy-2000”. Keeping this in view, the Department of Education, Govt. of Haryana made Assessment and accreditation (A&A) by the National Assessment & Accreditation Council (NAAC) Bangalore, mandatory by December, 2003 for all the colleges of the State.

In accordance with “Education Policy-2000 for the State of Haryana” the Department of Education, Government of Haryana aims at using the outcome of this process of assessment and accreditation, to identify institutions that can subsequently develop into specialised centers of excellence.

As on January 2004 three universities and 137 colleges of Haryana have already been assessed and accredited by NAAC, Bangalore (Table: 5). With almost 75% of the colleges accredited by NAAC, Haryana can be said to be the lead state in the performance evaluation of its higher education system through A&A of NAAC.

Table : 5 - Status of Accredited Institutions of Haryana as on January 2004

Type of Institutions	Total	Government		Private(aided)	
		Girls	Coed.	Girls	Coed.
Universities	03	-	-	-	-
Constituent Colleges	*01 (Professional College)	-	-	-	-
*Professional Colleges	16	00	03	03	11
General Education Colleges	120	05	40	31	44

5. Statistical Analysis of the Accreditation Reports

Analysis of the accreditation reports of the universities and colleges in the state of Haryana was done on the basis of Peer Team Reports and the criterion wise scores and overall scores allotted to individual colleges. Variations were observed among the reports. In some cases, in spite of achieving excellent scores, the peer team suggested number of recommendations, where as in some of the average scoring institutions the recommendations listed were very few.

5.1 Clusters of Institutions Analysed

Since Haryana state offers a diverse picture of different categories of institutions, the criterion wise analysis is done with reference to different variables like, types of colleges (Government colleges and Private colleges), level of colleges (Under Graduate & Post Graduate colleges), gender (Women colleges and Co-educational colleges), professional and non professional colleges, location of colleges (Urban, Rural, Semi Urban) and size of the faculty. Further, analysis was done keeping in view the universities to which the colleges are affiliated.

Table : 6 – Distribution of Accredited Higher Education Institutions of Haryana

S. No	Type of Institution	MDU*	KUK*	Total
1	Colleges	72	65	137
2	Government	28	20	48
3	Private	44	45	89
4	Under Graduate	43	42	85
5	Post Graduate	29	23	52
6	Women Colleges	21	20	41
7	Co-education Colleges	51	45	96
8	Professional	11	06	17
9	Non -Professional	61	59	120
10	Single Faculty (including T.E. colleges)	14	06	20
11	Two Faculty	28	33	61
12	Multi-faculty	30	26	56
13	Urban	27	21	48
14	Rural	33	35	68
15.	Semi Urban	12	09	21

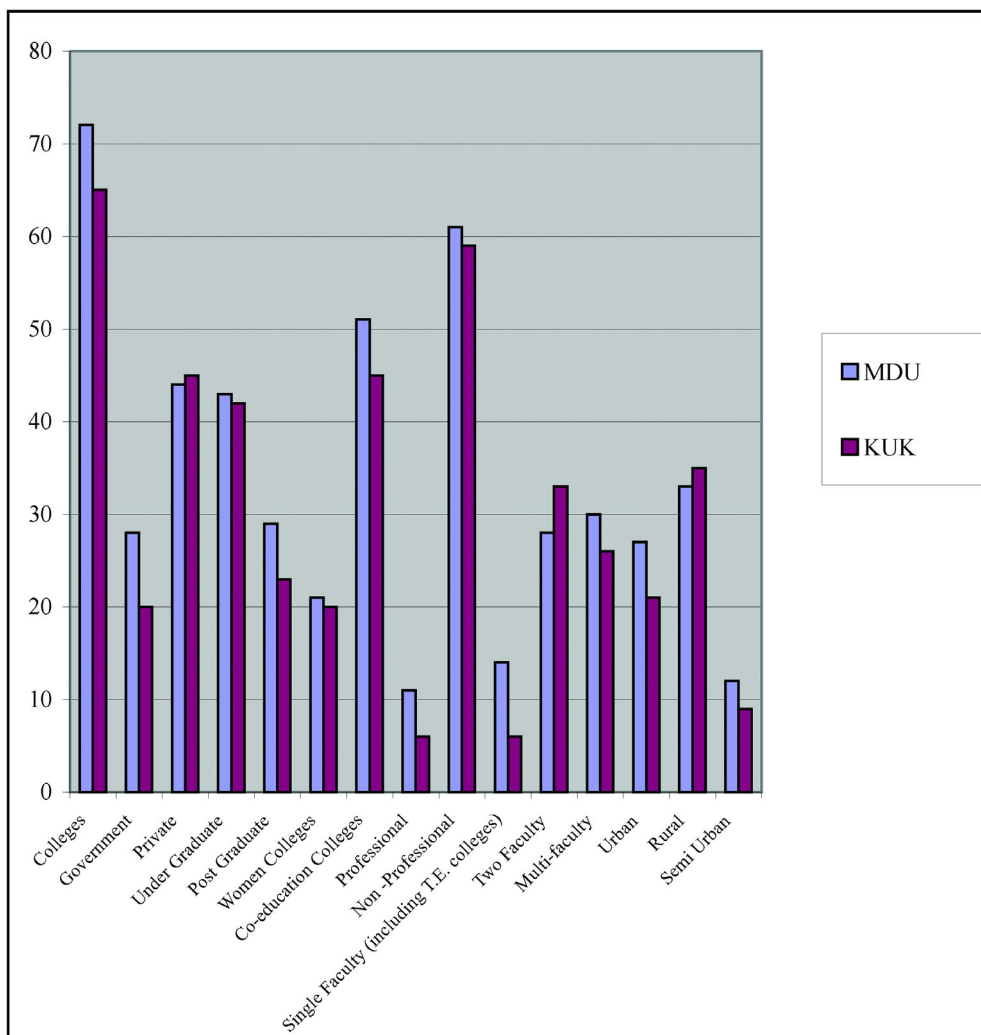
*M.D.U – Maharshi Dayanand University, Rohtak

*K. U. – Kurukshetra University, Kurukshetra

Table: 6 presents the data on the distribution of various types of institutions accredited in the state of Haryana. In all 140 higher education institutions were assessed and accredited. Out of 140 institutions assessed, 3 were universities and 137 were colleges (48 Government & 89 privately managed). Seventy-two (43 undergraduate colleges and 29 post graduate colleges) of these were colleges affiliated to MDU, and 65 colleges (42 undergraduate colleges and 23 post graduate colleges) were affiliated with Kurukshetra University. Thus, in all 85 under graduate and 52 post graduate colleges,

and 41 women colleges and 96 co-educational colleges were assessed and accredited. Out of total 137 colleges only 17 were professional colleges, all offering teacher education programmes and rest 120 were non-professional colleges offering courses in science, arts and commerce. Further, 56 colleges are three faculty, 61 colleges are two faculty and 20 colleges single faculty (including education colleges). However, for the purpose of analysis, Colleges of Education were considered in multi-faculty category, as, methods subjects in professional colleges encompass all the faculties (science, humanities and commerce).

Figure 1 : Distribution of accredited higher education institutions of Haryana



5.2 Distribution of Institution in relation to the Accreditation Status

From the distribution of the colleges as for the grades (Table:7) and the analysis of the subsidiary data available with NAAC we find that

- a) Out of the three universities accredited by NAAC, one university namely Kurukshetra University was accredited under the star grading, whereas the other two universities i.e. Guru Jambheshwar University (GJU), Hisar and Maharishi Dayanand University (MDU), Rohtak, were graded on the present nine point grading system. It is observed that the Guru Jambheshwar University which is a non-affiliating university catering to professional studies in science and technology, scored the highest with “A” grade and Maharishi Dayanand University could score only B⁺⁺. The Kurukshetra university was graded at “4****” level.
- b) Out of 137 colleges assessed the highest overall score ‘A⁺’ was secured by a college of education. Again while two institutions were accredited with ‘A’ grade it is the professional college which received highest score, the other being a multi faculty women’s college offering general education.
- c) The accredited status of colleges affiliated to Kurukshetra University is more encouraging than colleges affiliated to MDU.
- d) Private colleges received better grade in comparison to government colleges.
- e) The highest grade i.e. ‘A’ among the general education colleges was secured by a multi faculty women’s college. The lowest overall score was also secured by one of the women’s college, offering programmes in Arts. Though overall women’s colleges received better grades in comparison to co-education colleges, the accreditation status of the single faculty colleges, which are predominantly women’s college, is not quite encouraging.
- f) The multi faculty colleges and post graduate colleges scored better than the two faculty colleges. Overall the professional colleges despite its locational disadvantages scored comparably higher than the general education colleges.

Table: 7 - Distribution of institutions in relation to the accreditation status

Type of Institution	Accreditation Status									
	A+	A	B++	B+	B	C++	C+	C	4****	Not Accredited status
University		01	01	-	-	-	-	-	01	-
Constituent College	-	-	01*	-	-	-	-	-	-	-
*Professional Colleges	01	01	04	05	04	02	-	-	-	-
General Education Colleges	-	01	10	31	41	19	10	08	-	01
Arts/Sci/Com	-	01	10	13	25	05	03	02	-	-
Arts/Com	-	-	02	16	14	10	07	07	-	01
Arts	-	-	-	-	02	02	01	-	-	-

5.3 Criterion wise frequency distribution of colleges

From Table: 8 it is evident that on criteria such as curricular aspect (CI), teaching learning and evaluation (CII), student support and progression (CIV), and organization and management (CVI), and overall scores, 63 % of colleges have scored between 70 and 74. In research, consultancy and extension, around 41 % of colleges have scored between 60-64. On the whole very few colleges have scored below 50 and above 80.

Table : 8 – Criterion wise frequency distribution of colleges (Universities) affiliated to M. D. U. and K. U.

Criteria	≥ 90	85-89	80-84	75-79	70-74	65-69	60-64	55-59	50-54	≤ 50
Curricular Aspect		(1)	7 (1)	20	30 (1)	20	17	5	1	
Teaching Learning & Evaluation		3 (1)	15 (1)	24	33	14 (1)	8	3		
Research Consultancy & Extension			2 (1)	7	11	15 (2)	41	15	8	1
Infrastructure and Learning Resources	4 (1)	8 (1)	17	26 (1)	15	12	13	2	1	2
Student Support & Progression		6 (1)	11	19	26 (1)	21	13	3	1	
Organisation & Management		5	16 (2)	28	24	13 (1)	9	4	1	
Healthy Practices	1	1 (1)	10 (1)	10	27 (1)	29	12	6	1	
Over all scores		1 (1)	6 (1)	23	40 (1)	17	8	5		

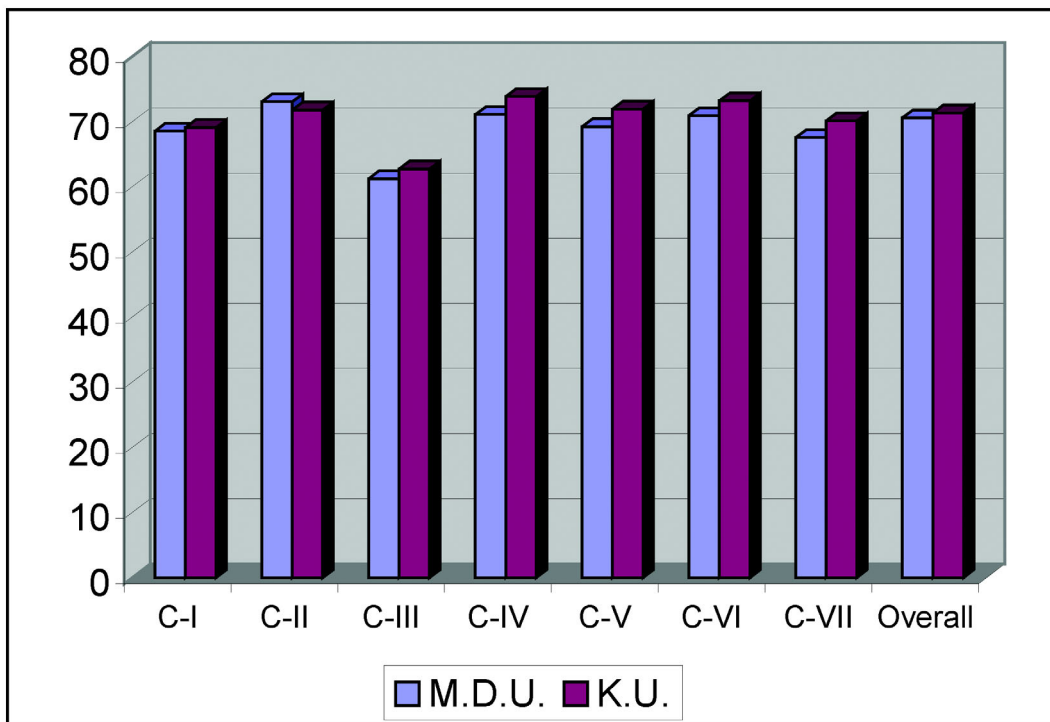
Frequency given in brackets represents universities

5.4 Comparison of Criterion Wise Mean Scores of Colleges of Haryana

Of the 137 colleges, 17 were Colleges of Education. As only two of the professional colleges were assessed on the seven criteria framework and the rest of them on the six criteria framework adopted presently for Teacher Education (T.E), the scores of these colleges on criterion VII are not given.

Data pertaining to all the seventy two colleges affiliated to MDU and sixty five colleges affiliated to Kurukshetra University were analyzed with the help of t-test for comparing means of the different criteria.

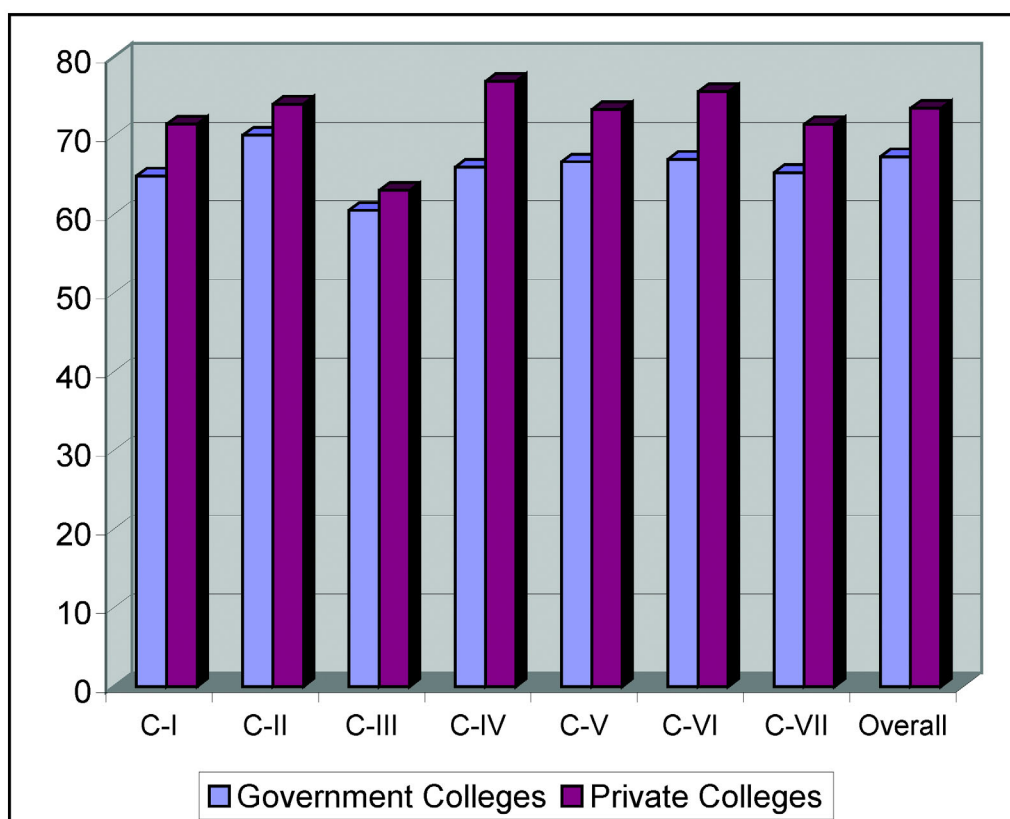
Figure 2: Mean scores of the colleges affiliated to M.D.U and K.U. with regard to different criteria



From figure 2, it is evident that colleges affiliated to MDU and KU did not differ significantly on different criteria. It may therefore be inferred that performance for the colleges on the criteria is independent of the affiliating university.

5.5 Comparison of Criterion wise mean scores of Government Colleges and Private Colleges

Figure 3 : Mean scores of Government & Private Colleges in Haryana with regard to different criteria



From figure 3, it is evident that mean scores on criterion I, II, IV, V, VI, VII and Overall of Government Colleges and Private Colleges differ significantly. The mean scores on Criterion I, II, IV, V, VI, VII & Over All of Private Colleges is 71.48, 74.02, 76.92, 73.33, 75.58, 71.44 and 73.47 respectively are significantly higher than those of Government Colleges whose mean scores are 64.88, 70.05, 66.00, 66.68, 66.97, 65.30 and 67.33. This indicates clearly that the Private Colleges were found to be significantly superior to Government Colleges on Criterion, such as, Curricular Aspect, Teaching –Learning and Evaluation, Infrastructure and Learning Resources, Student Support and Progression, Organization and management, Healthy

Practices and Overall. But with respect to Research, Consultancy and Extension criterion both Government and Private Colleges were found to have the same low status.

5.6 Comparison of Criterion wise mean scores of Undergraduate Colleges and Postgraduate Colleges

Out of 137 Colleges, 85 are Undergraduate Colleges and 52 Postgraduate Colleges. For comparing means of different criteria, the data were analyzed with the help of t – test (Table: 9).

Table 9: Criteria wise M, SD and t- values of Undergraduate and Postgraduate colleges

Criteria	M ₁	M ₂	SD ₁	SD ₂	t-value
Curricular Aspect (C-I)	66.79	72.05	6.77	5.64	4.04*
Teaching Learning and Evaluation (C-II)	71.20	74.36	6.01	7.56	2.32**
Research Consultancy and Extension (C-III)	60.87	63.87	6.66	7.68	2.07**
Infrastructure and Learning Resources (C-IV)	69.62	77.13	10.60	6.76	3.94*
Student Support and Progression (C-V)	68.93	73.38	6.96	7.88	2.96*
Organization and Management (C-VI)	70.80	74.23	7.44	6.86	2.31**
Healthy Practices (C-VII)	67.16	71.51	6.98	6.99	3.01*
Overall Scores	69.35	73.62	5.93	5.45	3.62*

* Significant at 0.01 level ** Significant at 0.05 level

M₁ = Mean scores of Undergraduate colleges

M₂ = Mean scores of Postgraduate colleges

SD₁ = Standard Deviation of scores of Undergraduate Colleges

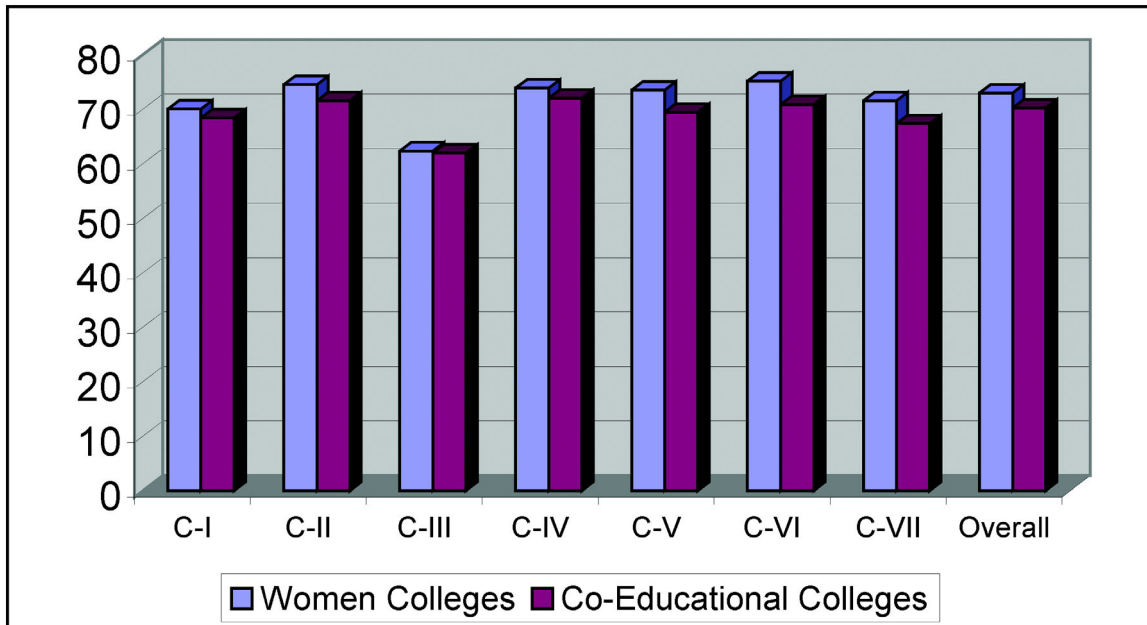
SD₂ = Standard Deviation of scores of Postgraduate Colleges

From Table 9, it is evident that all t – values are significant either at 0.01 level or 0.05 level with df=98. It indicates that mean scores of Criterion: I, II, III, IV, V, VI, VII and Overall score, separately of Undergraduate Colleges and Postgraduate Colleges in Haryana differ significantly. The mean scores of Criterion: I, II, III, IV, V, VI, VII and Overall scores of Post graduate Colleges are 72.05, 74.36, 63.87, 77.13, 73.38, 74.23, 71.51 and 73.62 respectively that are significantly higher than those of Undergraduate Colleges whose mean scores are 66.79, 71.20, 60.87, 69.62, 68.93, 70.80, 67.16 & 69.35 respectively. Thus, the Postgraduate Colleges were found to be significantly superior to Undergraduate Colleges on Criterion, such as, Curricular Aspect, Teaching –Learning and Evaluation, Research, Consultancy and Extension, Infrastructure and Learning Resources, Student Support and Progression, Organization and management, Healthy Practices and Overall.

5.7 Comparison of Criterion wise mean scores of Women Colleges and Co-educational Colleges

With t - values for criteria, namely, Teaching Learning and Evaluation, Student Support and Progression, Organization and Management, Healthy Practices and Overall scores are significant either at 0.01 level or 0.05 level with df = 98, the mean scores on these criteria of Women Colleges and Co-educational Colleges in Haryana differ significantly. On these aspects the mean scores of Women Colleges are 74.48, 73.45, 75.10, 71.53, & 72.93 respectively which are significantly higher than those of Co-educational Colleges whose mean scores are 71.51, 69.42, 70.81, 67.31, & 70.15 respectively. On the other hand, the t – values for criteria, namely, Curricular Aspect, Research, Consultancy & Extension, and Infrastructure & Learning Resources, are 1.11, 0.20 and 0.80 that are not significant. Evidently the Women Colleges and Co-educational Colleges did not differ significantly on these aspects. Overall the Women Colleges were found to be significantly superior to Co-educational Colleges on criteria like, Teaching Learning and Evaluation, Student Support and Progression, Organization and Management and Healthy Practices.

Figure 4 : Mean scores of Women Colleges and Co-educational Colleges in Haryana on different criteria



5.8 Comparison of Criterion wise mean scores of Three Faculty and Two Faculty Colleges

Out of the 137 Colleges accredited, 56 & 61 colleges were of Three Faculty and Two Faculty Colleges respectively. Comparing means of different criteria it is evident that the three faculty and two faculty colleges differ significantly on Curricular Aspect, Teaching Learning and Evaluation, Research, Consultancy & Extension and Infrastructure and Learning Resources. It may, therefore, be said that, Three Faculty Colleges were found to be significantly superior to Two Faculty Colleges on criteria like, Curricular Aspect, Teaching Learning and Evaluation; Research, Consultancy & Extension, Infrastructure and Learning and Overall while both the Colleges were found to be similar on criteria like, Student Support and Progression, Organization and Management, and Healthy Practices.

6. Qualitative Analysis of Peer Team Reports of Accredited Institutions of Haryana

6.1 Criterion Wise Analysis of Peer Team Reports of Accredited Universities

a) *Guru Jambheshwar University (GJU), Hisar*

Criterion I: Curricular Aspects

The Guru Jambheshwar University, Hisar is a state university established to facilitate and promote studies and research in emerging areas of science and technology. The PTR commended the efforts of the university in promoting the science and technology education in the state.

The University offers wide ranging programmes and has 24 regular mode and 14 distance mode courses for PG, PG diploma, UG and UG diploma. It has an enrolment of 1871 students, of which 693 are undergraduates and 1,118 are post graduates. In addition, there are 96 research scholars, 19 students pursuing Diploma/Certificate courses and 925 doing self financing courses.

There are 37 academic programme options in 15 departments in various faculties of the university. The temporal plan of academic work is semester system. The university is offering distance education programme through accredited study centers. Almost all the programme options are job oriented with flexibility in time frame matching student convenience.

A computer course is compulsory for all the programmes in addition to a paper on presentation and communication skills. The university takes up research and teaching programmes keeping in view the needs of the state and the nation. The University has also prepared an environmental studies report for the State of Haryana and organized various training/relief programmes for police personnel, flood victims and bank officials.

The university has made provision for Adjunct Professor, Professor Emeritus, Visiting Professor and Visiting Fellows. It invites scholars and practitioners as guest faculty. The university also has introduced new courses like B.Tech.(Bio-medical Engineering), B.Tech.(Printing Technology) and Master of Insurance Business. Three new academic programmes which include M.Pharm in pharmaceutical chemistry and Pharmaceutics, Bachelor of Dental Surgery and B.Sc. Physiotherapy are proposed to be started from the next academic session.

Criterion II: Teaching – Learning and Evaluation

Being a specialized institution, the university has the freedom for independent planning of its academic and R & D activities.

The institute has an effective system of teaching in terms of learning and evaluation. The students are inducted to various programmes through a special test and keeping in view their academic record also. The semester system is adopted due to which a large number of students are offered an option of matching the time frame with their convenience. Besides classroom teaching, practical experiential avenues of learning are provided to the students through project work, training and seminar discussions with the use of audio visual aids. A highlight of the institution is the courses that provide opportunities for training in inter-disciplinary areas.

Attention is paid to academically weak students through the evening classes. Ratio of full time teachers to part time teachers is 2:1. The ratio of teaching staff to non-teaching staff is 1:2. The peer team complimented the university for consistently maintaining 284 working days and 200 teaching days in the university. Although a lot of vacancies exist amongst the faculty, the void is taken care of through part time teachers and guest faculty. The students have the experience of interacting with experts from the academic and corporate sectors, administrators and technocrats. Evaluation consists of both internal

and external. 50% of the papers are evaluated internally and 20 to 30% of marks are assigned to internal assessment in various programmes. Students have the choice to opt for revaluation and re-totaling. Knowledge of the students is also assessed through seminars, quizzes tutorials etc. Methods like practical placement in the field and inplant summer training have been adopted. It is encouraging to note the relevance of the curriculum as reflected in the jobs that students find after obtaining their degree. Students are also encouraged to attend seminars/conferences/workshops and participants.

The university has qualified and experienced teachers. The performance of the faculty is evaluated through the self-appraisal method. However, a mechanism is required to acquire students' feedback in the areas of evaluation of teaching and relevance of the courses. While, in most of the departments national links have been observed, some departments also have international links. Most of the teachers are actively engaged in research, attends national seminars and conferences, and update subject expertise. Some of the faculty have been recognised for their work and have received awards from national and international bodies. It is commendable to note the faculty involvement in a number of research projects and in the generation of grants from various agencies. The faculty is also encouraged to acquire computer training through various need based programmes organized by the university. The university has been able to provide more than the required infrastructure to promote the learning and evaluation process. It has also established an SC/ST coaching center to prepare students for competitive exams.

Criterion III: Research, Consultancy & Extension

Research work in the University is carried out through the sponsored research projects funded by outside agencies like DST, UGC and CSIR. There are 20 on going major research projects funded by various agencies with a total outlay of approximately Rs. 1.5 crores.

The total number of students registered for Ph.D is nearly 100, but only very few among them get financial assistance in terms of fellowships. Nearly 200 research papers have been published in the national and international journals in the last five years and nearly an equal number of papers have been presented in the research seminars and symposia at national and international levels. Besides this, quite a good number of books have been published by the teaching faculty and 20 students have been awarded the doctoral degree so far. This works out to be 0.5 publications per teacher per year.

Research of good quality with an impressive number of publications is being carried out in the departments of Environmental Sciences and Engineering; Bio-technology; Management and Communication Management and Technology. In the department of Environmental Science almost all the departments have major research projects funded by various agencies with the considerably good outlay. The laboratories are well equipped with sophisticated instruments. The university has established active collaboration with several national and international institutes, and is also a strong industry – institute interaction.

Various departments of the university have been benefited from the funding organizations like UGC, AICTE and DST etc. The faculty of various departments actively engaged in research should be encouraged to enroll students for the doctoral degree and to inspire the students for clearing the NET.

Consultancy services have been provided by the University in the areas of Applied Psychology, Management Studies, Industrial Chemistry, Pharmaceutical Science, Food-technology and Environmental Science. The institute has designated a person for extension activities. Industries, Banks, Government organizations and other departments have been benefited from the institutional consultancy.

Criterion IV: Infrastructure and Learning Resources

The university has 3 teaching blocks, 4 hostels, a VIP Guest House, a shopping complex, faculty house, residential houses, administrative block and a well equipped library. It also has the facilities of a health center, an extension counter of a nationalized bank, a post office and a canteen.

The University has developed good infrastructure & learning resources from grants received from many institutions. Maintenance is ensured through the University engineering division, cleaning squads and security services.

Some departments also have the departmental library besides a well maintained central library. Most of the departments have moderately equipped laboratories. The University has created the Internet facility in the university computer center through V-SAT with 128 KBPS capacity. A compulsory course of computer applications has been introduced for all students of all the departments. Computer aided learning packages and software for administration/accounts have also been developed. The university has the capacity to accommodate about 800 students in the 2 boys' and 2 girls' hostels. A university health center with one male and one female doctor accompanied by other qualified staff is functioning.

For redressal of students' grievances, there is a proctoral board and Dean students' welfare. A grievances redressal cell has also been constituted for the staff. In addition, there exists a cell to deal with the cases of sexual harassment of women, SC/ST cell, and ragging prevention cell. An energy park has also been developed where several non-conventional energy devices have been installed.

Criterion V: Student Support and Progression

The university provides opportunity for knowledge based learning and practical training to students from the same state as well as other

states. Career guidance and counseling is provided to the students through out the period they are in the institution. The university also has a centralised training and placement center with two teachers from each department assisting the training and placement officers. About 30-40% students are employed through placement cell. Alumni association of the departments take a feedback from the students. Feedback from all the stakeholders (students, parents, Industry) and from the peers who often visit the institution has helped the institute to progress in right direction.

The university needs to be lauded for the “Earn while you Learn” scheme, by which a large number of students benefited.

Criterion VI: Organisation and Management

The organisation structure of the University consists of the Court, the Executive Council, the Academic Council and the Planning Board. Initiatives are taken by the institution for administrative staff development. The departments enjoy a good deal of functional autonomy. The process of human resource planning, recruitment, placement, promotion, evaluations and compensation has been systematized to avoid any sort of ambiguity. The management of finance is done in a way as to ensure accuracy and transparency in the system. There is a system of annual self-appraisal reports by the teachers and annual confidential report for the non-teaching staff. For the teachers and non-teaching staff a grievances redressal cell has been constituted.

Criterion VII: Healthy Practices

The University has adopted many healthy traditional practices for the best interest of the academic activities. While no conscious effort has been made to conceive any special mechanism to promote healthy practices, one can see a healthy institutional climate everywhere. The Peer Group was impressed with the fact that there are no symptoms

of any unrest among the students as well as the faculty and on the contrary a discernible pervasive sense of discipline is noted in the overall institutional climate.

b) Maharshi Dayanand University, Rohtak

Criterion 1: Curricular Aspects

The University offers five Under-graduate, 30 Post-graduate, one Certificate and one Diploma and two P.G. Diploma courses besides M. Phil, Doctoral and Post-doctoral programmes on the Campus. It also offers a number of need-based courses having employment potential like Biotechnology, Environmental Sciences, Master of Computer Applications, Bachelor of Journalism, Physical Education etc. 15% of seats in all the departments are kept as payment seats. As per the provision, the curricula are reviewed and updated by various Boards of Studies. It has established academic linkages with the National and International institutions. The University offers 5 years integrated Postgraduate programmes in Law and Management Studies. However, there is a need to strengthen elective options, especially in non-core options and to encourage horizontal mobility. The University may switch over to credit based semester system in phases from the annual system.

Criterion II: Teaching – Learning and Evaluation

The students are admitted to different courses through entrance tests and on the basis of marks in qualifying examinations. In addition to classroom teaching, there are provisions for laboratory training, seminars; project work and field visit in a few programmes. The Central library with more than 2.4 lakh books, 130 foreign journals and 400 Indian journals caters to the needs of the students and faculty. The department library facilities available with a few departments may be extended uniformly for use by their faculty and students.

There is a provision for bridge-course to help the students studying Visual Arts, Biotechnology, Environmental Sciences and Pharmacy. The pattern of examination is mostly annual, but the semester system has been introduced in the Department of Management. The pass percentage of the students is 80–85% in Post-graduate as well as Under-graduate programmes. A large number of students qualified in NET during last five years is indicative of good teaching and learning programme. There are qualified full-time teachers in the department sharing more than 90% of the work-load, while the rest is being shared by temporary teachers. Some of the Postgraduate Departments may be considered for granting academic autonomous status.

The faculty members are encouraged to attend/organise seminars, conferences, workshops, refresher courses, orientation courses etc. to keep themselves abreast of recent developments. Some of the teachers have received national and international awards and recognitions to their credit. There is a full-fledged Directorate of Distance Education a wide variety of courses with a provision of compulsory personal contact programmes.

The examination system is being computerized and examinations are conducted regularly and results are published on time. The Principals of affiliated colleges appreciated the efforts of the University in this regard.

Criterion III: Research, Consultancy and Extension

A University is known by the quality of research, consultancy and extension service provided by the faculty in addition to the classroom teaching. Many teachers are actively involved in guiding research, undertaking projects and publishing books and articles, thereby reflecting an endeavour to promote and sustain a research culture. The University has 37 on-going or completed research projects during the last 5 years with an outlay of about Rs.1.91 crores. In addition, 91.5 lakh were received through SAP and FIST. Some of the teachers

have been conferred with national and international recognition for their advanced research. Departments of Biological Sciences, Pharmaceutical Sciences, Law and others collaborate with National Institutions in research. The Departments of Biological Sciences and Pharmaceutical Sciences have some patents to their credits. The University has signed Memoranda of Understanding with James Cook University, Australia and Korean Institute of Energy Research for research collaboration in Science and Social science.

As regards doctoral research, most of the faculty members are supervising a good number of students in diverse areas. It is encouraging to note that many departments have necessary infrastructure and expertise to undertake quality research programme. All the Departments may be encouraged to submit research project proposals for funding to the national and international agencies. Six journals are being published by the University. Although it has the potential the University is yet to undertake consultancy services with either community-oriented or resource generating. The extension activities of the university needs to be augmented.

Criterion IV: Infrastructure and Learning Resources

The University, located in an urban area, has a sprawling main campus and two satellite campuses. There is adequate physical and infrastructural facilities like Central Instrumentation Facility, Nodal Computer Centre, Auditorium, Conference rooms, six Hostels (three more hostels are under construction), Guest-house, Faculty House, 352 staff quarters and Sports complex. These are maintained well through an in-house engineering division. The University has a Printing Press for printing examination answer books, prospectus, journals and other official documents of the University. The Press has both manual and automatic machines and is well-organised. On sports front, a number of excellent facilities for both out door and indoor games are provided to the students, and an additional Sports Complex is under construction.

There is a full-fledged Central Library playing a key role in the learning process. The peer team recommended existing departmental libraries and extend the departmental library facilitates to all the departments of the universities. The Central Computer Facility, which is open for 11 hours a day, may be kept open for longer hours for the benefit of the users as the majority of Postgraduate and Research students stay on the campus.

The university has established chairs named after some eminent personalities for undertaking research on their life time contribution to the society. Although the Vice-Chancellor addresses the grievances of the teachers and employees, it may be desirable to constitute Grievance Redressal Cells separately for students, staff and women to address the problems in the shortest possible time.

Criterion V: Student Support and Progression

Human resource development for the welfare of the nation is the principal aim of any centre of higher learning and Maharshi Dayanand University is no exception. With a variety of job-oriented academic programmes, the University is trying to excel in its performance in the field of higher education.

The departments in the campus have more than 3500 students on the roll. The University has shown a fine gesture of subsidizing the cost of education with a moderate tuition fee for the benefit of the students. The overall pass percentage is 80-85%. A good number of students of the University qualified in the NET, GMAT and All India Services examinations during the last five years.

The academic calendar, starting with admission to declaration of results, is strictly followed. Admission is based on entrance test and marks secured in the qualifying examination. The percentage drop-out of students is very minimal.

The career guidance is largely provided by Employment Information and Guidance Bureau. In some departments, students get employment

through placement services. Seminars and symposia are organized by many departments regularly. Students are encouraged to take part in sports, games and other co-curricular and extra curricular activities. Many students have brought laurels to the university in national and international sports..

Criterion VI: Organisation and Management

The University is functioning with an organizational structure consistent with the Act and Statutes of the University. On an average the Executive Council meets once in every two months. The Academic Council, however, meets very often. The powers and functions of the various functionaries have been well demarcated. The organizational and management structure of the University is aimed at an orderly and congenial pursuit of all the academic activities to make the University a centre of excellence in higher education. The moderate fee being charged towards tuition, library, laboratory etc. has been fixed looking at the financial background of the student community.

The University has a system of Annual Confidential Report for non-teaching staff. The self-appraisal system of evaluation of teachers' performance may be strengthened.

To improve the work efficiency of the officers and staff, the university organized "Total Quality Management Programme" in collaboration with Haryana Institute of Public Administration. Such programmes may be arranged regularly and more and more administrative and technical staff be deputed for computer and other administrative training. The University may consider constituting its own Academic and Administrative Audit Committee as per UGC guidelines for improving the functioning of teaching departments and administrative sections.

Criterion VII: Healthy Practices

Some of the healthy practices noticed and appreciated by the peer team are a discernable pervasive sense of discipline in the overall climate of the campus. The University encourages healthy student life with cultural activities and celebration of all socio-cultural festivals to focus and nurture the country's composite cultural heritage.

c) Kurukshetra University

Criterion I: Curricular Aspects

Kurukshetra University, one of the premier universities of the region, was established in the year 1956, as a "Unitary teaching and residential university of Kurukshetra for the encouragement of higher education and research, In June 1974 the residential status of the university changed to an affiliating one.

It has 106 affiliated colleges. The combined programme options include Ph.D. in 48 subjects, M. Phil. in 140 Masters degree in 57 undergraduate programme in 25 PG Diploma in 10, UG Diploma in 6 subjects and Certificate Courses in 5 subjects. The peer team appreciated the efforts of the University to provide vocational education and encouraged offering a number of self-financing courses in both the university and its affiliated colleges. The university has been actively encouraging first degree vocational courses covering a wide range of subjects both in the arts and science streams. The peer team was the opinion that with more than 100 affiliated institutions, the university may increase the range and number of such vocational courses. Paucity of funds, ban on filling vacant posts and other economy measures of the Government have prevented the University from starting and or diversifying into new fields of study and programmes.

Courses are regularly reviewed and updated by UG and PG Boards of Studies. The recommendations/guidelines of the UGC and other

national councils are incorporated in the curriculum. The interdisciplinary approach to teaching and research needs to be strengthened.

Criterion II: Teaching-learning and Evaluation

Admission to the various programmes is through entrance tests. Admissions are made on the basis of entrance tests plus marks in the qualifying examination and, in some cases, interview and group discussions. For the various programmes, 25-30 teaching/instruction hours are offered. Teaching is scheduled for 6 days a week. The University makes sincere efforts to meet the norm of 180 teaching days. The PG course syllabi are designed as per the UGC guidelines. Laboratories and the library need to be strengthened. The University offers 48 courses in the distance education programme. These are organised under the open university scheme through Zee TV.

Seminars/conferences are organised by the University out of its own funds for the benefit of faculty and students in addition to others funded by the UGC. Faculty are encouraged to participate in national and international seminars/workshops. The Computer Centre organises courses for teachers of the University every year. Up to the rank of Reader, all teachers are covered under the faculty development programme.

The University currently follows the annual examination pattern, although for a while it tried the semester pattern. Question papers are set by external examiners approved by the University. Numerical marking system is followed and the students are awarded I, II or III division. The University was candid enough to admit that the system of examination and evaluation is in need of improvement. Attention may specially be drawn to the problem of delay in the publication of examination results.

Criterion III: Research, Consultancy and Extension

Overall achievement in research is moderate. Except for departments like Chemistry, Education, Botany, Zoology and Physics, research publication in international journals is limited. Though teachers in these science departments have published their research findings in many international journals of repute, currently research activity is not on the rise. However, infrastructural support is adequate in many of the departments of University. Creation of Dr. Radha Krishnan Foundation for promoting research in different disciplines is a positive step. With respect to awards and recognition for research not many individuals have been successful. Not many scientist-leaders are in the University to inspire young workers.

The Institute of Sanskrit and Indological Studies has been doing good work. Steps towards promotion of socially oriented research are being taken in the Centre for Women Studies and the Ambedkar Centre.

Consultancy, by and large, is still undeveloped. In some departments, such as USIC and Business Management efforts are being made to develop consultancy. Resources to conduct extension activities need augmentation. Though some extension work is being undertaken at Women Studies Centre, it is of a routine nature. There appears to be great scope of innovation for undertaking extension work in several disciplines.

Criterion IV: Infrastructure and Learning Resources

The university is strong in physical facilities in general, and their maintenance level is of a high order. Some departments are well equipped with computers and other latest scientific equipments. Sports facilities are much better than those generally offered by many universities.

The library building is impressive and it is in regular use. It is supported by computer facility, but it needs modernisation. The

library staffs are not familiar with the maintenance of archives, and upkeep of previous literature and manuscripts of historical importance is not satisfactory. The computerization of information about books is cumbersome and not much user friendly.

As for grievance redressal mechanism, there is no special cell. However, the office of Dean of Academics appears to play important role in this area.

The University needs to develop a data centre for providing information on various aspects such as research activities, and grant support, and for using and monitoring them more efficiently. Similarly a database of regional studies would be useful for serving the state more effectively.

In brief, the University has a strong base of physical infrastructure, it is time to concentrate on optimum use of the same for further strengthening of the academics.

Criterion V: Student Support and Progression

The University has a good student support system, which includes well-maintained hostels for boys and girls, a CoffeeHouse, a well-equipped Health Centre, shopping complex, sports facilities and a big auditorium for organising large gatherings. The University provides a number of scholarships and fellowships. It has created Dr. Radha Krishnan Fund to support research facilities in different disciplines. There is also a Goel award in Science sponsored by an NRI. The University also provides loan facilities to students.

The University has a drop out rate of about 14 per cent. There is a placement officer who helps to arrange campus interviews for the students of Management Studies. There is need for placement service in other departments as well, particularly those offering professional courses. There is also a Foreign Students Advisor. The Dean, Students' Welfare, Director, Youth Welfare and Programme Coordinator, NSS

provide sufficient facilities and guidance for the student activities. All these measures create a congenial atmosphere among the students in particular and in the University in general.

Criterion VI: Organization and Management

The organization of the University is on the general pattern existing in many other Universities. Academic matters are planned, implemented and monitored through the Departments to the faculties and Boards of Studies and the Academic Council. Policy matters, financial matters like Annual Budget, etc. are approved by the Executive Council on the recommendations of the appropriate committees like the Finance Committee, Building Committee, etc.

While the organization is on the time-tested pattern, it is the management of the university affairs that distinguishes one university from another. The Kurukshetra University manages its affairs in a satisfactory manner and this contributes to the congenial atmosphere prevalent in the campus. There are frequent consultations with the representatives of Associations of Teachers, Non-teaching staff and Research Scholars. The college community have given the university a perceptible advantage. Periodical appraisal of changes in rules and procedures made on the basis of experience are noteworthy.

The Academic & Planning Board has become active only recently. It is hoped that there will be better coordination and monitoring of academic activities as a result.

The number of non-teaching staff and the expenditure on establishment are disproportionately high. But on the other hand, the administrative work has increased enormously and there has not been an equal increase in manpower to deal with it. This can be solved by retraining and redeploying of staff. But the University is yet to initiate purposeful administrative staff development programmes.

Criterion VII: Healthy Practices

One of the healthy trends in the University is the growing realisation that they have to depend less and less on state funding and manage their financial requirements by generating resources themselves. This is complemented by the fact that society at large has begun to realise and accepting the need for paying adequately for quality products. It has, therefore, become imperative and possible to start self-financing courses in professional subjects and need-based courses even in other disciplines (like English for Special Purposes, etc.). The University is moving in that direction and it is hoped that its resources will be further augmented through such courses in future.

Another healthy practice is the linkage established with national and international agencies for research. Individual faculty members had such linkages in the past by giving consultancy services to government departments and industries as well as collaborating with their counterparts in other national and foreign universities. This has enriched such individuals both academically and financially. It is time to have such linkages at the departmental and university levels, so that there can be more interaction among academics globally.

The University has been able to find ways for establishing seven chairs of excellence by getting endowments mainly from the State Government. Some of the faculty members have won teaching and research awards. Considering the infrastructure facilities available in the University and the potential in human resources, it can be expected that the number of such faculty members will increase in the coming years. Among the other laurels earned, the University has produced seven Arjuna awardees.

6.2 Criterion Wise Analysis of Peer Team Reports - General Education Colleges

The general education colleges in the state of Haryana consist of partially funded private institutions and the 100 % funded government institutions. So far the government has not provided for autonomy to either of these colleges. However it plans to utilize the outcome of A & A in this direction. The major observations figuring out in the PTRs of general education colleges are brought out in this section.

Criterion I: Curricular Aspects

- Consider introduction of more job-oriented Vocational and/or PG courses like Biotechnology, Computer Maintenance, Environmental Science, and Electronics etc. and avail the financial assistance provided by bodies like UGC for infrastructure development under the scheme “Introduction of Vocational courses at first degree level”.
- Consider starting short-term certificate courses, which students can pursue along with their regular programme. Introduction of such courses will definitely enable students, not only optimum use of time but also acquire additional skills of their interest. These course will be more popular if they are made interdisciplinary / multidisciplinary. In view of the fact that most of the colleges cater to the students coming from the rural areas, rural entrepreneurial development programs may be organized to promote entrepreneurship among the youth.
- The students pursuing courses in management and computer science etc may be encouraged to carry out on job training/project in the industries and business firms.
- Feedback from students, academic peers and employers are to be obtained before introducing new courses or opting for new programme.
- Starting of add on courses and certificate / diploma courses either through funding from UGC or on self-financing basis with close interaction and collaboration of the industry and local community.

- To properly channelise the latent talent of the students, advanced learners may be introduced to subdisciplines of his/her interest through minor projects or specialisation.

Criterion II: Curricular Transaction and Evaluation

- To make the learning process holistic, the co-curricular activities should be strengthened.
- The conduct of and participation in the activities like debating and elocution competitions and quiz competition be intensified. This will contribute to overall personality development of the students.
- The importance of teacher's evaluation cannot be over stated. In the interest of the institution, teachers and students, it is suggested that a formal system of teacher's evaluation be put in place.
- Consider uplifting the standards of educationally disadvantaged and weaker students by providing bridge/remedial courses for which financial aids can be sought from UGC.
- The college enjoys freedom to appoint temporary / ad hoc faculty and as most of them have sufficient resources to take care of the pay of such faculty. Pay parity may be maintained. The temporary or adhoc staff be paid full scale of pay similar to that of permanent staff
- The teachers and students should be motivated to participate in seminars/symposia so as to improve and develop professional skills. Further, they may consider to host seminars/symposia by seeking support from UGC and other funding agencies. This will give the faculty opportunities to interact with experts in the field and keep track with the recent developments in their fields of interest. The student evaluation of teacher performance may be pursued seriously and the feedback used effectively to improve the teaching-learning process.

Criterion III: Research, Development and Extension

- Individual scholarly pursuits on the part of the teachers outside the classroom are acknowledged as a desirable adjunct to teaching. Therefore, the faculty needs greater motivation/encouragement to take up research projects and participation in seminars, conferences, etc and become members of professional academic bodies, and seek funds from UGC/DST and industries for implementation of Minor/Major research projects
- The quality of teaching always acquires meaningful increment through participation in research activities. Only few faculty members are engaged in research even though a large number amongst the faculty hold Ph.D or M. Phil degree. The Management may also consider starting Masters programme, which gives a philip to faculty to teach at higher levels and to engage in postgraduate research, to begin with.
- The College authorities may provide incentives to teachers, by providing facilities and seed money through corpus fund / seed money, to pursue research, as it would positively impact upon the academic ambience on the campus.
- A humble beginning in the arena of consultancy may be made. This essentially need not be resource generation but may be in the form of service offered to the institutions of the community.
- Extension today is realised as a measure of success of an institution. As the knowledge of the students and teaching community becomes available to the society at large, the extension activities may include various social outreach activities apart from the routine activities like Community development, Health and Hygiene awareness, AIDS awareness, Blood donation camps etc. carried out through the N.S.S. units.

Criterion IV: Infrastructure & Learning Resource

- The Science laboratories, specially of the new and upcoming areas like industrial chemistry, industrial microbiology, biotechnology etc. need attention for its expansion and modernization.
- Library, which is the brain of every educational institution, needs thorough overhauling. Considering the number of departments and the student strength, it is necessary to revitalize it by increasing the number of books by several-fold. It is also essential that the subscription of magazines should cover subjects both taught and general.
- The library should have flexible timings and should remain open beyond the college hours and on Sundays and holidays.
- Computer lab facilities need upgradation and the Internet connectivity be provided in the Computer Lab so as to open up the entire world of knowledge to the students.
- Central Computer Facility set up by INFOTECH or HATRON as per the agreement with the Colleges need to be developed. Though most colleges have computer laboratories for the self financing courses, there is no access to computers to most of the students, of the traditional streams. This situation may be remedied by providing some course on basic computer education to all the students, as minimum knowledge of computers for all is the need of the hour. Also, Internet facility may be provided in the libraries to facilitate easy access to both the staff and the students.
- Explore the possibilities of getting resources both physical and financial from the alumni.
- With the fact that the government is not providing the requisite support and the vacant posts not being filled up the future sustenance of the college demands evolving new ways of resource generation and mobilization.

Criterion V: Student Support & Progression

- The college should take necessary measures to lower the existing drop out rate of the students appearing for the qualifying exams.
- There is need of more qualified supporting staff in the science laboratories.
- The College should collect feedback from the students on teacher performance. The same may be systematically analyzed and put to proper use. The college should train its administrative staff for adopting and implementing modern management practices. More operational autonomy should be given to the faculty for planning and monitoring activities at the department level.
- Linking up the regular departments and distance education center as a complementary system, making optimum use of available facilities.
- The On-job training [OJT] for the professional students needs to be made mandatory
- While interacting with the students, teachers, alumni and parents, some of them suggested that the college should open more career oriented and vocational courses. Immediate need of starting short and long term job /skill oriented courses with the help of the sister organizations like the KVK may be given a serious thought.

Criterion VI: Organization & Management

- Value education should be emphasized in the institutions for the overall personality development of the student.
- The institutions need to be sensitized to modern managerial concepts. Such as strategic, planning, teamwork & computerization.
- Decentralization of the administrative activities through different sub committees.
- Extension activities should be broadened and be more participative with the appropriate utilization of the local human and community resources.

- The college should devise Subject societies to organize curricular and co-curricular activities with active involvement and participation of both the staff and the students. They should be aimed at orienting the students to the real life situations.
- In view of the significant contribution of the college through decades, in providing access to Higher Education to the rural masses and specially to the girls the Govt. should relook into its policy and consider filling up of the sanctioned posts.

6.3 Criterion Wise Analysis of Peer Team Reports of Professional Colleges

The 17 professional colleges of Haryana so far accredited are mainly Colleges of Education offering one year B. Ed course. As the A& A of Teacher Education Institutions (T.EI.) picked up momentum only recently (signing of the MoU with NCTE), incidentally the only college in Haryana to score the “A+” grade and one of the two Colleges scoring ‘A’ grade are Colleges of Education. Overall it is observed that professional colleges scored much higher than the non-professional colleges on all the criteria.

Criterion I: Curricular Design and Planning

- The colleges should go in for starting M. Ed courses
- Teachers need to go beyond lecture method and adopt new teaching technology for more pro-interactive teaching.
- Tutorials system constitute an essential practice in teacher education, should be made mandatory.
- Internship should be introduced for all levels of teacher training.
- To provide wider choice to the students varied method subjects may be offered

Criterion II: Curricular Transaction and Evaluation

- More attention need to be paid towards action research
- Colleges may initiate setting up rural training centers, which can promote synergy between rural population and students for mutual benefit
- Self-appraisal, Peer appraisal and Student appraisal of faculty performance should be made mandatory
- Practice teaching should be more intensive and guided with exposure to different types of schools

Criterion III: Research, Development and Extension

- Use of ICT as a tool for developing teaching material needs to be encouraged.
- Participation of teacher faculty in national and international seminar/ conferences/workshop should be improved and encouraged
- Teachers should be encouraged to obtain Ph. D degree by availing the faculty development programme of UGC and other national bodies.
- The colleges should seriously consider setting up an Internal Quality Assurance (IQAC) cell to help the institution have internal quality checks, all through the year.
- Strategic planning may be done for the enhancement of the overall performance of the institution
- Action / classroom research under the guidance of the faculty should be actively pursued.
- Need based extension activities may be introduced for the benefit of the local community.
- Innovative teaching practices should be encouraged by providing a proper rewarding system.

Criterion IV: Infrastructure & Learning Resource

- Language laboratory is very important for language teaching and developing communicative skills. All the education colleges need to develop this facility
- Library facilities need to be augmented and more number of educational journals need to be subscribed
- To enhance the reading habit annual book reading competitions may be conducted
- The teacher trainees should be given proper training in the use of Multi Media tools for teaching
- Compute Centre should be augmented to offer adequate services to the management, staff and student including internet and LAN facility
- A functional method laboratory, ET lab and computer facility should be in place as required under NCTE norms

Criterion V: Student Support & Progression

- Placement Cell is required to be established on the campus, which should actively coordinate with neighboring schools and provide the students with required information and counseling.
- Device mechanisms through which the teacher student and practice teaching school authorities can successfully interact.
- Alumni association may be formed and the feedback obtained at regular intervals, analyzed and used for the improvement of the training provided to the students.

Criterion VI: Organization and Management

- Computer training should be organized for office and other non-teaching staff

- Extension activities and co-curricular activities need to be planned in close association with the community
- Close links should be developed with the practice teaching schools through frequent interactions and involvement in mutually interested activities and training programmes.
- The colleges need to adopt and equip themselves for modern management practices.

7. General Observations of the Peer Teams on some academic and administrative aspects of the Higher Education Institutions

Criterion I: Curricular aspects

- Curriculum should aim at self learning and creativity, developing scientific temper and inculcating in the students the qualities of openness, critical evaluation and sustained efforts.
- Mission statements should be well organised, geared towards the preparation of students for responsible leadership, and as useful members of the society
- Development plans are lacking in participation by stakeholders and students as well. They are basically decided on the popularistic ideas and in consonance with the University planning.
- There is a need for planned periodic review of curriculum in which the faculty of the colleges should be actively involved
- In the existing situations the Curriculum does not have a provision for providing practical experiences related to the courses being opted by students. Steps may be taken to introduce and integrate practical experiences for all subjects.

Criterion II: Teaching-Learning and Evaluation

- The faculty should exercise more academic freedom to the extent of planning and methods of instruction
- Curriculum transaction is mainly by the lecture method. There is a need to adopt and use modern tools and methods of teaching
- Very few faculty members have demonstrated awareness of latest trends and issues related to the subject matters of the course. Professional development of teachers should be encouraged and made mandatory if required
- Normally the faculty members do not show interest in developing and using well crafted, varied and appropriate instructional materials to facilitate learning
- Most of the teachers are not trained for use of computers though there is a provision in colleges under the agreement with Tata Infotech for providing 100 hrs of free training to the faculty. Computer training should be made compulsory to both teaching and non teaching staff
- The self financing courses are run by ad-hoc faculty who are mostly paid consolidated salaries and lack in teaching and research experience. There is an urgent need to appoint qualified teachers with the Government scales of pay in all the modern subjects being offered.
- More intense and transparent methods of examination and evaluation need to be adopted

Criterion III: Research, Consultancy and Extension

- Regular faculty members carry the maximum workload of 24-27 hours per week, which is higher than that prescribed by the UGC. This has been affecting the overall performance of the institutions as not much time is left with the faculty for other activities

- Over 52% of the reports show that - staff are not motivated towards research and career advancement, the reason being lack of opportunities for promotion, and frequent transfers disrupting continuity.
- Very few faculty members are members of professional bodies and attend symposia, conferences and workshops for their professional growth
- Not much attempt is made in relating the subject matters to current issues in community development and needs.
- All colleges should establish a research and development unit managed by competent and capable faculty
- Though there are extension activities where the faculty members are actively involved, the activities need to be more need based and contextual to the local needs rather than prescriptive routine activities.
- Very few faculty members are engaged in active research. To encourage research, even at postgraduate level, the government and the management's may think of providing seed money and / creating a corpus.

Criterion IV: Infrastructure and learning Resources

- Physical and instructional infrastructure for the new and upcoming courses like Computers, Management, Microbiology etc. needs to augmented
- The number of classrooms and furniture need to be increased and improved.
- Basic amenities like proper sanitary facilities, drinking water provision, canteen and common rooms for girls etc. should be made available.
- Computer and Internet facility be made available and accessible to both staff and students.
- Library facilities need to be improved by weeding of the old and unused textbooks and inclusion of latest books and journals. Purchase of textbooks be decreased and reference books be increased.

Criterion V: Student Support and Progression

- A functional career guidance and counseling cell should be established
- English communication skills, helpful to students in attaining jobs may be provided.
- Special scholarships and incentives to students excelling in sports and other co-curricular activities need to be initiated
- Effective implementation of schemes like “Earn while you Learn” by proper and timely dissemination of the information
- Balanced provision of remedial courses to all educationally weak students
- May think of starting add on and job oriented part time diploma and certificate courses
- Provision of training and round the clock access to computer and internet facility.

Criterion VI: Organization and Management

- Interface between students, faculty and academic administrators is necessary for proper planning of teaching learning process
- Creating a two-way linkage between colleges and universities to break their insulation from one another
- Overall administration and planning should be the cooperative and participative efforts of students, faculty and administrators
- Clearly defined channels of communication among all the departments/ units/sections of the college should be established
- Every college should set up an academic and an administrative council, with well defined lines of authority and responsibilities

- While the Governing body should be responsible for overall growth and development of an institution, the Principal and Faculty members should work together for the improvement of the academic ambience of the institution specifically in - setting standards and targets, determining textbooks and reference books, developing evaluative instruments for both faculty and students, providing guidelines for optimum utilisation of the facilities, conducting inservice education and staff development programs, implementing selection and promotion policies
- Evolving strategies and operating with closest possible cooperation with community, business, industry and social agencies
- Should be dedicated to progress, through constant research, not only in curricula but also in pedagogical technique and administration

Criterion VII : Healthy Practices

- Mobilise community and industry support for various developmental activities
- Accelerated efforts in starting more vocational and skill development courses and integration of various subjects for the overall development of students
- Exposure to world of work, through onsite visits, summer placements and faculty exchange programmes
- Unlock potential at all levels, helping talented students to gain advanced training
- Recognize and award innovations
- Outreach and Extension activities should meet the community needs and involve, apart from the staff and students, the local Government and Non-Government agencies

8. Recommendations to the various stake holders

8.1 Recommendations to the universities and Colleges

- The formulation of the aims and objectives of the University need to be updated, reflecting the changed needs at the national and global levels. The departments may also be motivated to prepare their plans accordingly.
- Teachers may be oriented towards the new role expected of them, particularly in the context of the market needs. This will largely remove the feeling among students that they are not getting enough inputs except that from class room teaching. “Divine discontent” is the pre-requisite of change towards better.
- Library services and laboratories need to be strengthened. Library and Computer Centre timings may be extended for the benefit of the students.
- Access to internet need to be widened extending it across both the academic and student community to provide access to all the departments.
- Inter-disciplinary teaching and research need to be encouraged. Exposure of students to varied disciplines, emphasis on communication and management skills and to future employing organizations will be a great asset.
- Full potential of the University departments has to be exploited through consultancy services. Besides, earning fiscal resources for the university it also gives wider scope and exposure for the staff and students for career advancements and develops a bent for research.
- Quality Assurance in the University requires constant monitoring and follow up. A permanent cell based on the IQAC guidelines issued by NAAC be created for the purpose.

- The delay in the publication of examination results led to a number of complex problems. It therefore, required that a proper timeframe be adopted and followed by reforming the system.
- Create two way linkages, between the universities and affiliated colleges through faculty exchange programs and participatory research activities.
- The number of vacancies in faculty positions is alarming both in the universities and affiliated colleges. To fill the gap the universities may like to start “Fresh Induction Programs” through which the bright students of UG and PG courses may be trained for taking of teaching profession.
- Universities should reevaluate their internal shortcomings (Governance finance etc.) that inhibit their vitality and R&D activities.

8.2 Recommendations to the Government and College Administration

- The state level co-ordination committees constituted for the purpose of accreditation may now undertake the task of quality promotion and sustenance.
- The focus of the institutions till they come up for the next cycle of accreditation should be to consolidate the initiatives taken for accreditation.
- Effective measures may be taken up to improve the infrastructure in colleges especially in the science laboratories and for computerization.
- The pivotal role of teachers needs no emphasis, hence adequate measures be taken to ensure that permanent qualified teachers are appointed.
- Foster positive change by encouraging college initiated institutional restructuring through state level incentive based funding programmes
- Faculty development programmes be strengthened.

- Decentralise the governance of the college, with strong emphasis on campus responsibility and accountability of performance and flexibility and innovation and provide incentives for framing new competitive and cost effective delivery systems.
- Conferment of autonomy to selected colleges.
- Establish a state council for Higher Education to co-ordinate and disseminate policies and best practices
- The state level co-ordination committee in collaboration with internal quality assurance cell (IQAC) may regularly monitor the teaching-learning activities and provide inputs to appropriate agencies.
- Interface between students, faculty and the academic administrators is necessary for proper planning of the teaching-learning process.
- The government may constitute Local Management Committee consisting of the Principal District Collector representative of university, teachers, non-teaching staff and students which can help the principal in his academic and administrative responsibilities.

9. Conclusion

From the qualitative and quantitative analysis of the Peer Team Reports on Assessment and Accreditation of the higher education institutions of the state of Haryana the following macro and micro issues pertaining to institutional activities have emerged either in the form of commendations or recommendations.

- The Government of Haryana has promptly identified the importance of performance evaluation as a quality improvement tool and has subtly emphasized it in its 'Education Policy – 2000'.
- The Government has done appreciable work towards the achievement of the quality initiatives spelt out in its policy document by establishing state level steering committees for assessment and accreditation and conducting awareness programmes, encouraging and motivating the colleges to submit themselves for A & A by NAAC

- With 75% of higher education institutions of Haryana already accredited by NAAC, the Government may think of using the outcome to strengthen select colleges to colleges of excellence and model colleges
- With almost 36 % of the institutions falling in the B+ category, stand at the midlevel with an overall rating of >75 %. The major recommendations for improvement of these colleges were in Criteria – Research, Extension and Consultancy, Student Support and Progression and Organization and Management. Overall these institutions scored better than other institutions in the criteria curricular aspects, teaching learning and evaluation, infrastructure and learning resources and healthy practices.
- Overall the professional colleges fared better than the general education colleges
- The government of Haryana in its new restructuring policy may think of providing autonomy to the prospective colleges of excellence. This would not only relieve the colleges from following tight jacket curriculum prescribed by the colleges but also scope for innovation.
- To provide value addition to the existing programmes the university may think of providing adequate flexibility for horizontal mobility and flexible time-frame to students.
- Overall the physical infrastructure in most of the colleges does not meet the increasing academic demands of the colleges. Special assistance and reallocation of resources for expansion activities should be the funding priorities of the managements and the government.
- While appreciating the efforts of the state government for its initiatives in providing access to quality education, professional development of the faculty through various refresher courses specifically in modern methods of teaching and evaluation need to be planned.



State-wise Analysis of Accreditation Reports - Haryana

