

Himachal Pradesh



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

(AN AUTONOMOUS INSTITUTION OF THE UNIVERSITY GRANTS COMMISSION)



NAAC

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

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- ❖ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- ❖ To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- ❖ To undertake quality-related research studies, consultancy and training programmes, and
- ❖ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

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- ❖ Fostering Global Competencies among Students
- ❖ Inculcating a Value System among Students
- ❖ Promoting the Use of Technology
- ❖ Quest for Excellence

State Level Analysis of Accredited
Higher Education Institutions
Himachal Pradesh



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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

(An Autonomous Institution of the University Grants Commission)

Post Box No. 1075, Nagarbhavi, Bengaluru - 560072, INDIA

Expert Committee

Internal Expert

Dr. Shyam Singh Inda
Assistant Adviser, NAAC
Bengaluru, Karnataka

External Experts

Dr. Parmod Chauhan
Additional Director
Department of Higher Education
Himachal Pradesh

Prof. Parimal H. Vyas
Vice-Chancellor
The Maharaja Sayajirao
University Baroda (MSUB)
Gujarat

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Himachal Dharmshala
Himachal Pradesh

Dr. Rana Singh
Vice-Chancellor
Sanskrit University
Mathura, Uttar Pradesh

Dr. Shivani Mishra
Director
Department of Social work
Sardar Patel University
Gujarat

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Foreword

It gives me immense pleasure to know that National Assessment and Accreditation Council (NAAC), Bengaluru is bringing out a State-wise Analysis of NAAC Accreditation Peer Team Reports. The criteria-wise quality parameters have been analysed scientifically and relevant statistical tools have been applied so as to bring out this research publication by NAAC.

I appreciate NAAC for exhibiting its keen interest in undertaking research with the primary data available in the form of Self-study Report (SSR), Annual Quality Assurance Report (AQAR), Peer Team Report (PTR) and Peer Review Score Sheet (PRSS) of each NAAC accredited University and College in India.

To being with, NAAC has published the analysis of NAAC Accreditation Reports of Institutions from 14 States, viz., Andhra Pradesh, Delhi, Gujarat, Haryana, Union Territories-Jammu Kashmir and Ladakh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, North-Eastern States, Tamil Nadu, Telangana, Uttarakhand and West Bengal, I hope that the State-wise Analysis of NAAC Accreditation Reports will be helpful to the Colleges and Universities to understand the areas in which they need improvements for achieving quality and excellence in Higher Education. This report will also provide valuable information to the policy makers in Higher Education.

I take this opportunity to acknowledge the contributions of the officials of NAAC and the external experts in carrying out this analysis. I also compliment Prof. V.S. Chauhan, Chairman, Executive Committee of NAAC under whose leadership this initiative has been undertaken. I also extend my best wishes to Prof. S.C. Sharma, Director, NAAC for initiating this exercise and hope similar analysis shall also be done for the remaining states as such analysis will be useful in furthering the cause of quality education in the country.



(Prof. D.P. Singh)

Chairman, UGC

and

President, General Council, NAAC

New Delhi

8th October 2020

From the Director's Desk

The principle that quality education could become an instrument par excellence for National Development enunciated in the Education Commission Report (1964-66), led to the emergence of standards in Indian Education. However, the issue remained in the periphery until the National Policy on Education (NPE), 1986, and the subsequent Programme of Action (POA); 1992, laid great stress on reviving the quality side of education at every level. As an outcome of the ideas contained in the NPE and the POA, the National Assessment and Accreditation Council (NAAC) was established in 16 September 1994 as a creative idea to give positive thrust in the direction of quality enhancement of the Indian Higher Education Institutions (HEIs). Since its establishment, the impact of NAAC on the National Higher Education scenario has been direct and spontaneous.

The process of quality assessment and accreditation offered an entirely different frame of reference and work, milieu for educational endeavours. NAAC's vision and mission statements reflect quality as an internal mechanism driving continuous improvement. NAAC strongly believes that assuring and ensuring quality is largely the institution's own responsibility. Quality cannot be imposed or regimented. It has to originate as a measure internal to the institution and is essentially an outcome of the institutional level initiatives. The overriding concern in quality assessment by NAAC is a means of understanding the HEI in a perspective through validation and performance evaluation of the various academic and administrative processes of the institution. NAAC has thus recognized and set its vision and mission with emphasis on building quality on the inner strengths of the functional units of the institutions themselves; which promote and cultivate enriching learning environments through planned educational processes. NAAC's ultimate goal is to develop a quality culture wherein quality consciousness and striving for excellence will become powerful internal driving forces at all levels of colleges and universities.

As a Self-introspection and also endeavouring to achieve its core objectives, NAAC is frequently analysing the status and progress of states in terms of State Level Quality assurance reports in order to analyse the status of accreditation of Higher Education Institutions and identifying the pathways for continuous improvement in Quality Culture of the state and nation as a whole.

The ultimate aim of coming out of such reports is it helps in giving a clear picture to the State Higher Education Departments in identifying and understanding the current state of quality culture in the state which aids state governments and policy makers to plan their future course of actions and policies on the basis of recommendations and findings derived in the reports.

Keeping in view the above mentions the SLQAC Report of Himachal Pradesh tries to bring out a clear cut picture about the status of NAAC Accreditation in the State. Further it also emphasizes on the road maps and actions plans to be initiated and implemented in phased manner for achieving and improving quality culture in the region and the state.

The report has been prepared by team of experts consisting of Prof. (Dr.) Pramod Chauhan, Additional Director, Department of Higher Education, Prof. Parimal H.Vyas, Vice-Chancellor, The Maharaja Sayajirao, University Baroda (MSUB), Prof. Kuldip Chand Agnihotri, Vice-Chancellor, Central University of Himachal Dharmshala, Dr. Rana Singh, Vice-Chancellor, Sanskrit University, Mathura, Dr. Shivani Mishra, Director, Department of Social work, Sardar Patel University and Dr. Shyam Singh Inda, Assistant Adviser, NAAC, Bengaluru.

We hope that this report would aid the state government and the stakeholders in improving the overall quality culture in the state. I am also confident that this report would the HEI's in understanding the current quality standards in the state and identifying the pathways and mechanism to build on it and move ahead in this movement of continuous quality improvement.

Acknowledgement

We are grateful to Hon'ble Director NAAC Prof. S.C. Sharma for his vision and his continuous support and guidance in bringing out this report on State Level Quality Assurance Report of Himachal Pradesh State.

We owe our immense gratitude to Shri Rajeev Sharma, Secretary (Education) to the Govt. Himachal Pradesh; Dr. Amarjeet K. Sharma, Director of Higher. Education, Himachal Pradesh; Dr. Balbir Patial, RUSA State Project Coordinator Himachal Pradesh; Dr. Arun Anand, Dy. Director, IQAC, MSU Baroda; Dr. Jignesh N Pandya, Co-ordinator, IQAC, MSU Baroda; Dr. Dharmesh Raykundaliya, Dept. of Statistics, Sardar Patel University; Higher Education Department of Himachal Pradesh for their continuous support and encouragement and their active involvement in providing necessary information on Higher Education Institutions.

We are indebted to Prof. (Dr.) Pramod Chauhan, Additional Director, Department of Higher Education, Prof. Parimal H.Vyas, Vice-Chancellor, The Maharaja Sayajirao, University Baroda (MSUB), Prof. Kuldip Chand Agnihotri, Vice-Chancellor, Central University of Himachal Dharmshala, Dr. Rana Singh, Vice-Chancellor, Sanskrit University, Mathura, Dr. Shivani Mishra, Director, Department of Social Work Sardar Patel University for their continuous support, hard work in bringing out this report in a phased manner and depicting the overall picture of the state.

A special thanks to entire IQAC team of Maharaja Sayajirao University in helping us in bringing out this report as intended.

A special thanks to Mrs. Manjula M., Mrs. Rekha G. and Mrs. Mamatha S.

Dr. Shyam Singh Inda

Assistant Adviser, NAAC

CONTENTS

<i>Foreword</i>		iii
<i>From the Director's Desk</i>		v
<i>Acknowledgement</i>		vii
<i>List of Tables</i>		viii

Chapter - 1	Introduction to Himachal Pradesh	01
Chapter - 2	Introduction to Quality Assurance, Assessment and Accreditation	23
Chapter - 3	Status of Accredited Institutions of Himachal Pradesh	32
Chapter - 4	Quantitative Analysis	79
Chapter - 5	Qualitative Analysis of Peer Team Report of Accredited Institutions	104
Chapter - 6	Findings	119
Chapter - 7	Future Perspectives and Recommendations	135

List of Tables

Table No.	Content	Page No.
Table 1.1	Advantage Himachal Pradesh	02
Table 1.2	Himachal Pradesh in Figures	03
Table 1.3	Proposed Investments	05
Table 1.4	Physical Infrastructure – Roads	06
Table 1.5	Physical Infrastructure – Airports	08
Table 1.6	Physical Infrastructure – Telecom	09
Table 1.7	Physical Infrastructure – Urban	10
Table 1.8	Social Infrastructure – Education	10
Table 1.9	Social Infrastructure – Health	11
Table 1.10	Industrial Infrastructure	12
Table 1.11	Food Processing Clusters in Himachal Pradesh	14
Table 1.12	Single-window Clearance and Monitoring Agency- State-level Nodal Agency	19
Table 1.13	District Industry Centre (DIC): District-level Committee for Single-window Clearance	19
Table 1.14	Key Investment Promotion Offices	20
Table 1.15	Key Approvals Required	21
Table 1.16	Cost of Doing Business in Himachal Pradesh	21
Table 3.1	Details of Free Text Books	51
Table 3.2	Atal School VardiYojna	51
Table 3.3	Schools Upgraded	52
Table 3.4	Projects under RUSA 1.0	53
Table 3.5	Projects under RUSA 2.0	55
Table 3.6	Budget allotment for buildings of Colleges	57
Table 3.7	Budget allotment for buildings of Schools	57
Table 3.8	State sponsored scholarship schemes	58

Table 3.9	Central sponsored scholarship scheme	58
Table 3.10	Promotions and Appointments in Schools	59
Table 3.11	Number of Higher Education Institutions in Himachal Pradesh	61
Table 3.12	Student Enrolment in Higher Education	61
Table 3.13	List of Government Colleges (Higher Education) in Himachal Pradesh	62
Table 3.14	List of Government Sanskrit Colleges (Higher Education) in Himachal Pradesh	66
Table 3.15	List of Colleges run by Central Government	66
Table 3.16	List Private Sanskrit Colleges	66
Table 3.17	List of Grant-in-aided Colleges	67
Table 3.18	Private Un-aided Colleges	67
Table 3.19	List of Private BBA/BCA/MBA/MCA Colleges	68
Table 3.20	Private B.ED. Colleges	68
Table 3.21	List of Private Pharmacy Colleges	71
Table 3.22	List of Dental Colleges	71
Table 3.23	List of Nursing Colleges	72
Table 3.24	List of Homeopathy / Ayurvedic Colleges	72
Table 3.25	List of Engineering Colleges	73
Table 3.26	List of Hotel / Tourism Institutes	73
Table 3.27	List of Recognized Centers	73
Table 3.28	List of Research Institutes	74
Table 3.29	List of Law Colleges	74
Table 3.30	List of Bio-Sciences Colleges	74
Table 3.31	List of Physical Education Colleges	74
Table 3.32	List of State Public Universities	75
Table 3.33	List of Central Universities	75
Table 3.34	List of Institutes of National Importance	75
Table 3.35	List of State Private Universities	75

Table 4.1	Type of Universities in the state of Himachal Pradesh	79
Table 4.2	Universities in Himachal Pradesh Accredited according to RAF	80
Table 4.3	Universities in Himachal Pradesh accredited according to Pre-RAF	80
Table 4.4	Type and Number of Accredited Universities in the State of Himachal Pradesh	81
Table 4.5	CGPA of accredited Universities in the State of Himachal Pradesh	83
Table 4.6	CGPA of Universities in RAF and Pre-revised Accreditation Framework	83
Table 4.7	CGPA-University Type-wise	84
Table 4.8	Criterion-wise performance (all Universities in the State of Himachal Pradesh)	84
Table 4.9	Criterion-wise performance - Types of Universities	89
Table 4.10	Type and Number of Higher Education Institution in the State of Himachal Pradesh	90
Table 4.11	Overview of NAAC accreditation of Higher Education Colleges in the State of Himachal Pradesh	90
Table 4.12	Accreditation Status of Colleges - Funding Source-wise	91
Table 4.13	Descriptive Statistics of NAAC CGPA of Colleges	92
Table 4.14	Criteria-wise GPA of Colleges Accredited under Revised Framework (N=20)	92
Table 4.15	Criteria -wise GPA of colleges Accredited under Revised Framework (N=50)	97
Table 4.16	CGPA analysis based on Source of Funding (Pre-RAF)	102
Table 4.17	Descriptive Statistics of criteria-wise GPA for accredited colleges based on the cycle of accreditation	102



Chapter – 1

Introduction to Himachal Pradesh

Executive Summary

Strong economic growth:

Himachal Pradesh is one of the fastest-growing states in India. Its per capita Gross State Domestic Product (GSDP) reached Rs 1.8 trillion (US\$ 26.04 billion) in 2020-21.

Tourist’s paradise:

Himachal Pradesh, known as the Land of Gods, is famous for its topographic diversity and pristine natural beauty. Domestic tourist inflows in the state reached 16.83 million in 2019 while foreign tourist arrivals reached 398,000.

India's hydro-power hub:

With a hydro power potential of 27,436 MW (of which just 10,547.17 MW has been harnessed), Himachal Pradesh accounts for 12.66 per cent of the country's total hydro power potential. All villages of Himachal Pradesh have been electrified.



Increasing agricultural productivity:

Government's emphasis on improving productivity has yielded positive results in the state. Horticulture production in the state reached 2374.57 thousand metric tonnes in 2018-19, as per third advance estimates.

Heritage:

Himachal Pradesh has a rich heritage of handicrafts. These include woollen and

Parameters	Haryana
Capital	Shimla
Geographical area (sq km)	55,673
Administrative districts (No)	12
Population density (persons per sq km)	123
Total population (million)	6.86
Male population (million)	3.48
Female population (million)	3.38
Sex ratio (females per 1,000 males)	971
Literacy rate (%)	82.8



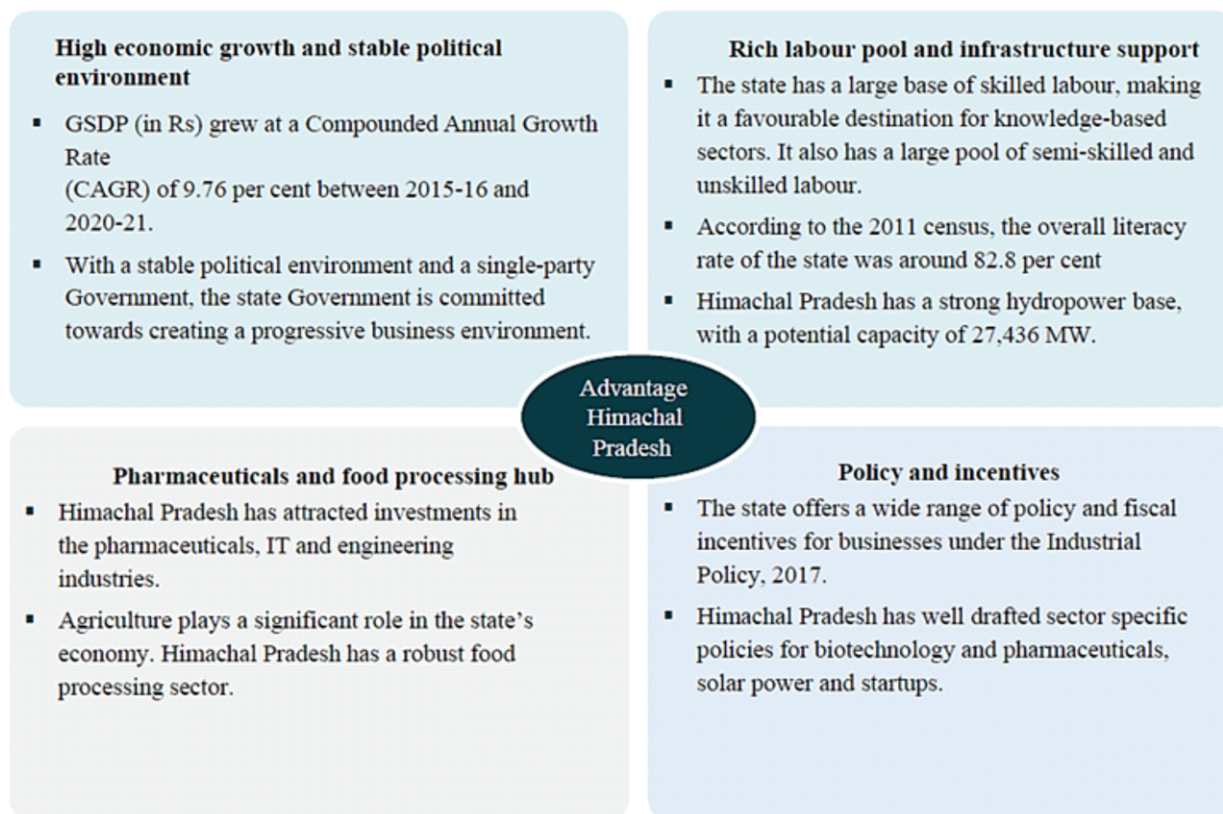
pashmina shawls, carpets, silver and metal ware, embroidered chappals, grass shoes, Kangra and Gompa style paintings, wood work, horse-hair bangles, wooden and metal utensils and various other house hold items.

Fact File

(Source: Government of Himachal Pradesh website, Economic Survey of Himachal Pradesh)

- Himachal Pradesh is located in the northern region of India. The state is surrounded by Jammu & Kashmir on the North, Punjab on the West and the South-West, Haryana on the South, Uttar Pradesh on the South-East and China on the East.
- Being a sub-Himalayan state, Himachal Pradesh has a varied climate that changes with altitude. The climate ranges from warm and sub-humid tropical at low altitudes to cold and icy at high altitudes. There are three main seasons: winter from October to March, summer from April to June and rainy from July to September.
- Agriculture contributes nearly 45 percent to the net state domestic product. It is the main source of income as well as employment in Himachal. About 93 percent of the state population depends directly upon agriculture.

Table 1.1 Advantage Himachal Pradesh



Note: GSDP: Gross State Domestic Product, MW- Megawatt, Source: Himachal Pradesh Economic Survey 2017-18

Table 1.2 Himachal Pradesh in Figures

Himachal Pradesh's Contribution to Indian Economy (2018-19)

Parameter	Himachal Pradesh	India
GSDP as a percentage of all states' GSDP	1.08	100.0
GSDP growth rate* (%)	11.2	11.5
Per capita GSDP (US\$)	2,857.08	1,982.65

Social Indicators

Parameter	Himachal Pradesh	India
Literacy rate (%)	82.8	73.0
Birth rate (per 1,000 population) (2017)	16.0	20.4

Industrial Infrastructure

Parameter	Himachal Pradesh	India
Number of PPP projects (No)	110	1824

Physical Infrastructure in Himachal Pradesh

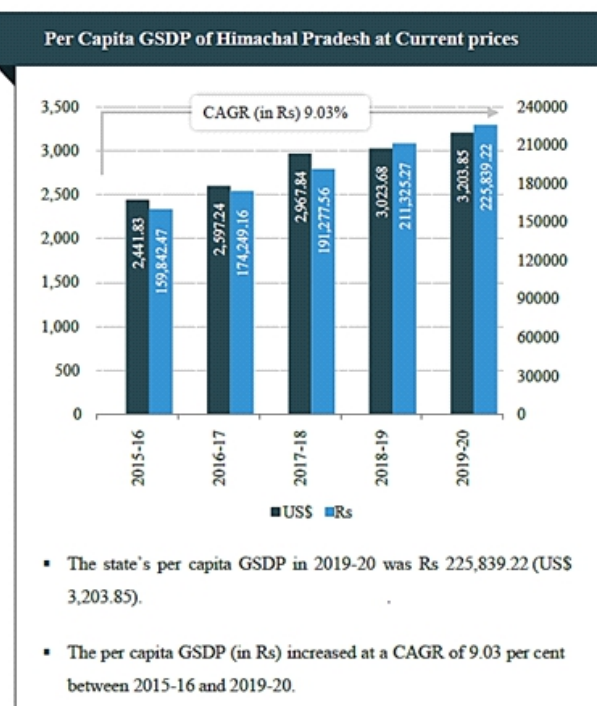
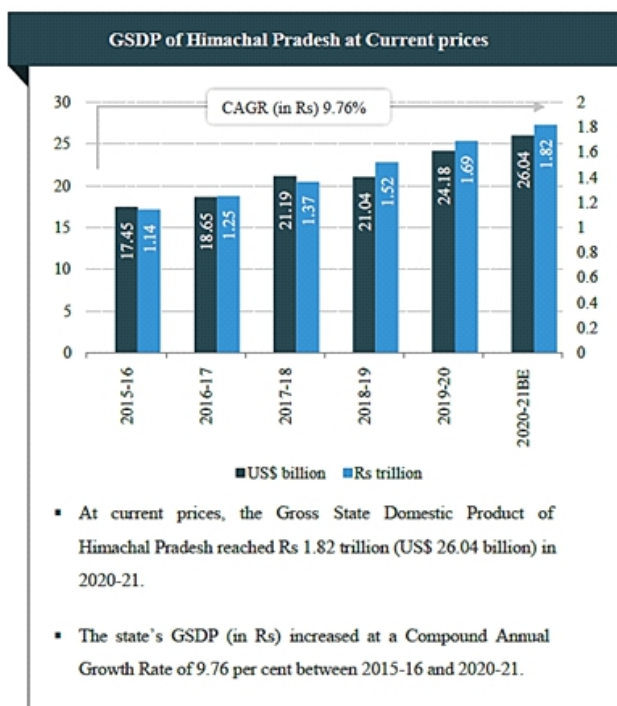
Parameter	Himachal Pradesh	India
Installed power capacity (MW) (As of March 2020)	4,007.17	370,106.46
Wireless subscribers (mn) (January 2020)	10.78	1,156.43
Internet subscribers (mn) (September 2019)	5.60	687.62
National highway length (km)	2,607	132,499
Airports (No)	3	129

Investments (US\$ billion)

Parameter	Himachal Pradesh**	India
Cumulative FDI equity inflows between April 2000 –March 2020	2.39	469.99

Note: *in Rs terms, GSDP, per capita GSDP figures are taken at current prices, PPP: Public-Private Partnership, SEZ: Special Economic Zone, SRS: Sample Registration System, ** -Including Chandigarh, Punjab and Haryana.

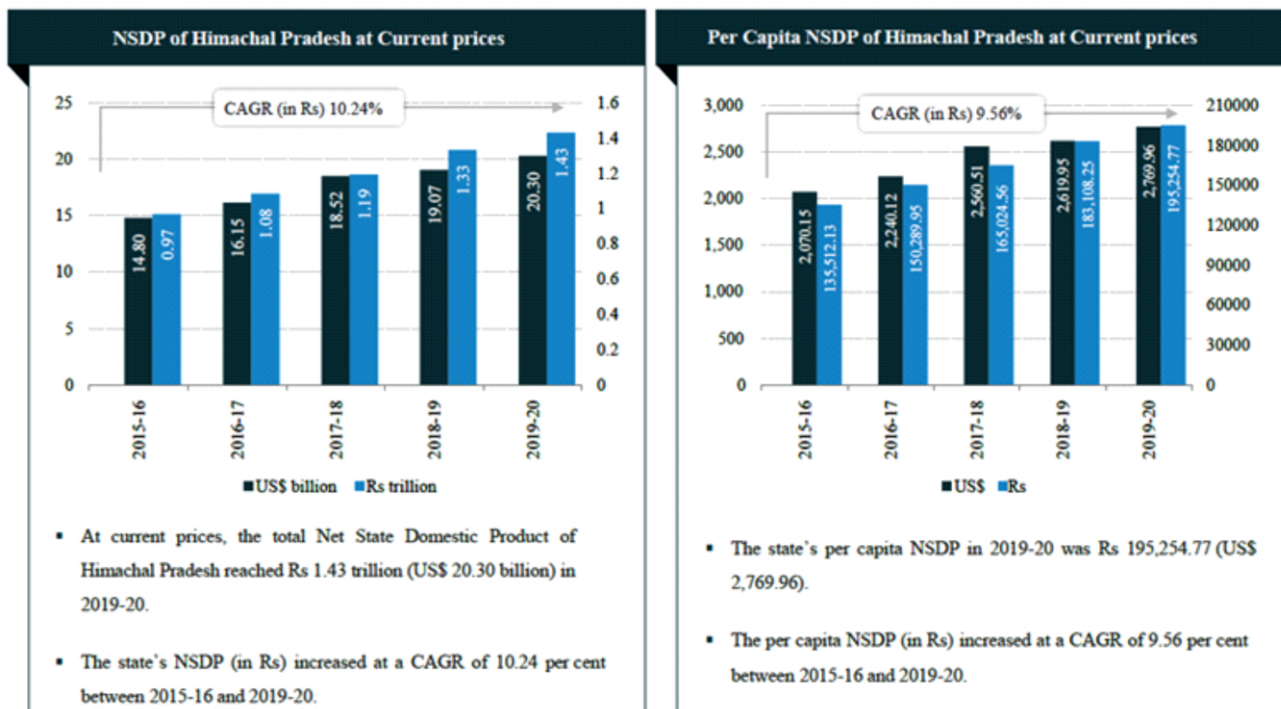
Economic Snapshot - GSDP



Note: BE- Budget Estimate, Source: Directorate of Economics & Statistics of Himachal Pradesh, MOSPI



Economic Snapshot – NSDP

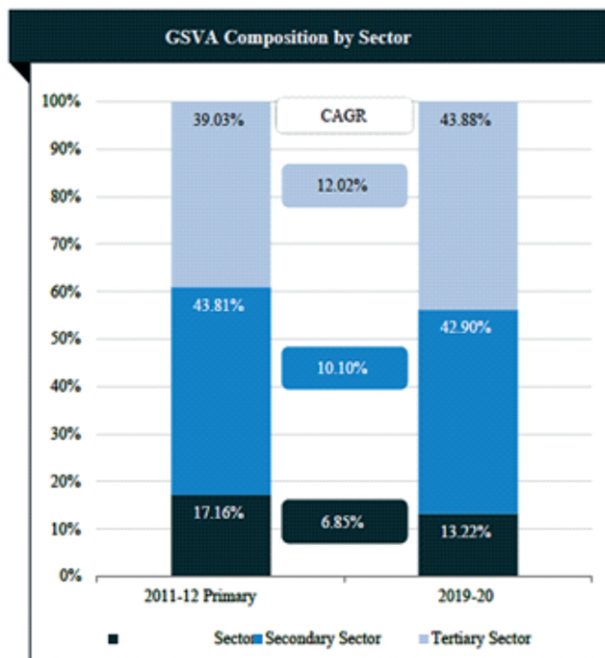


Note: exchange rates used are averages of each year

Source: Directorate of Economics & Statistics of Himachal Pradesh, MOSPI

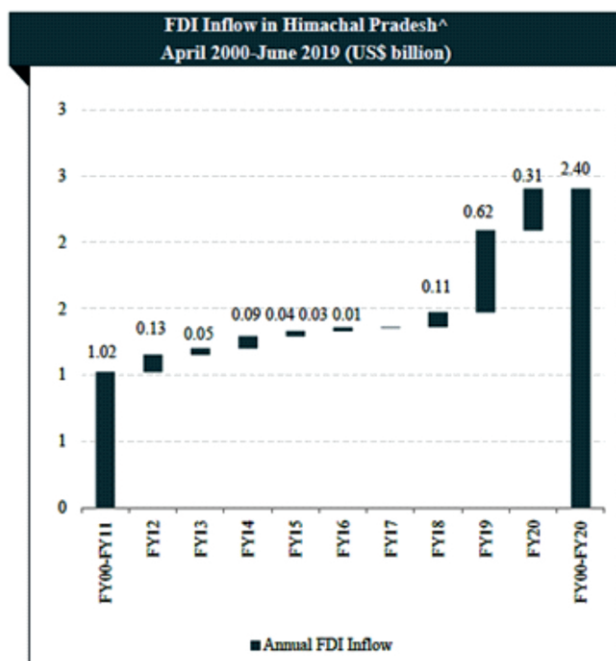
Economic Snapshot – Percentage Distribution of GSDP

- During 2019-20, tertiary sector accounted for 43.88 percent share of the state's Gross Service Value Added (GSVA), followed by secondary and primary sectors at 42.90 percent and 13.22 percent, respectively.
- Tertiary sector witnessed the fastest growth at a CAGR of 12.02 percent between 2011-12 and 2019-20.
- Secondary sector in the state expanded at a CAGR of 10.10 percent between 2011-12 and 2019-20. Primary sector grew at a CAGR of 6.85 percent during the same period.



Source: Directorate of Economics and Statistics of Himachal Pradesh

Economic Snapshot - FDI Inflows and Investments



- According to Department for Promotion of Industry and Internal Trade (DPIIT), FDI inflow in the state^ stood at US\$ 2.40 billion between April 2000 and March 2020.
- During 2019, 15 investment intentions were filed in Himachal Pradesh with a proposed investment of Rs 345 crores (US\$ 49.39 million).
- The state Government will organise a global investors' meet in June 2019 to show Himachal Pradesh as a model industrial hub.

Note: ^ - including Chandigarh, Punjab and Haryana,

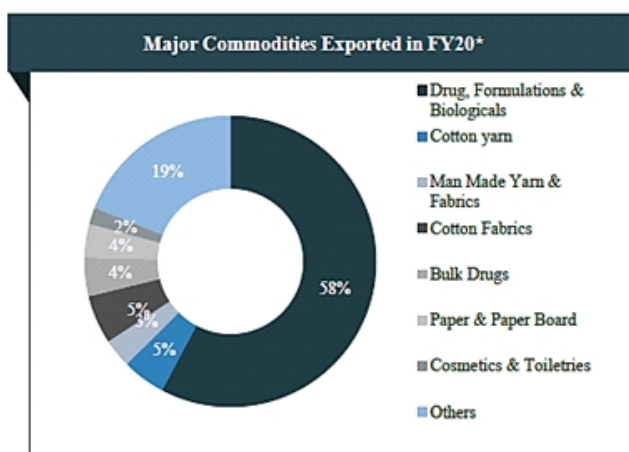
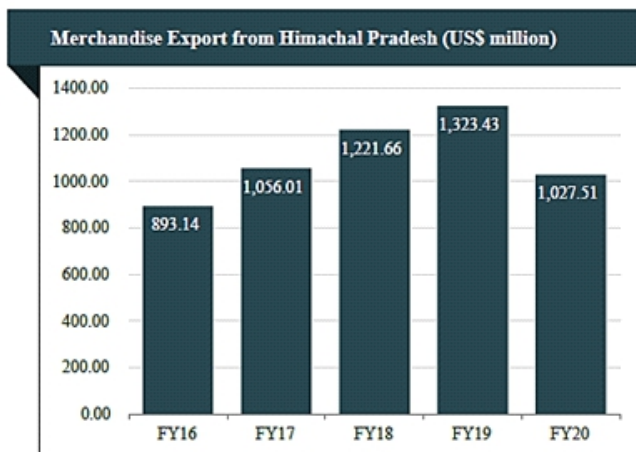
Source: Department for Promotion of Industry & Internal Trade (DPIIT)

Table 1.3 Proposed Investments

Year	IEMs filed	Proposed investments (in US\$ million)
2016	9	147.5
2017	6	17.6
2018	17	75.78
2019	15	49.36



Economic Snapshot – Export



Note: *- up to December 2019, Source: DGCIS Analytics

- Total merchandise export from Himachal Pradesh was around US\$ 1,323.43 million in FY19. Between Apr-Dec 2019, merchandise export from the state stood at US\$ 1,027.51 million.
- Drug, Formulations and Biologicals account for a majority of the share in the overall export from the state and reached US\$ 374.53 million in FY20*.
- Cotton Yarn and Man Made Yarn & Fabrics products are the other major products that account for a significant share in Himachal Pradesh's export basket

Table 1.4 Physical Infrastructure – Roads



Source: Maps of India

Pradhan Mantri Gram Sadak Yojana (PMGSY) in 2019-20

Target Habitations	115
Target Length (km)	3,015
Habitations Connected	60

- Since much of the state is hilly, roads play a vital role in transportation.
- Starting from scratch, around 37,913 kilometres of motorable roads have been constructed by the state Government till December 2018. The state had 2,642 km of national highways as of February 2018.
- As per State Budget 2019-20, Rs. 3,921 crores (US\$ 561.02 million) have been allocated for construction and maintenance of roads

Source: Himachal Pradesh Economic Survey, 2018-19, State Budget 2019-20

- As of December 2018, 10,308 villages in the state were connected by roads.
- As per the State Budget 2019-20, an outlay of Rs. 600 crores (US\$ 85.84 million) will be made under Mukhya Mantri Gram Sadak Yojana.
- Under State Budget 2019-20, construction of 750 kilometres of new motorable roads, tarring of 1,500 kilometers roads, construction of small bridges/culverts over 850 kilometres road length and 50 bridges has been set as a target. 50 villages will be connected with roads during 2019-20.

Physical Infrastructure – Railways



Source: Himachal Pradesh Economic Survey, 2018-19

- Himachal Pradesh falls under the Northern Railways network.
- The state has three railway lines (two narrow and one broad gauge). The two narrow gauge lines are of 113 km and 96 km, which connect Jogindernagar with Pathankot and Shimla with Kalka, respectively.
- The broad gauge line is 33 km long, which connects Nangal dam and Charuru in Una district, as of December 2018.
- A provision of Rs. 422 crores (US\$ 65.18 million) has been made in 2018-19 for expansion of the railway network in the state.
- The Bilaspur-Manali-Leh railway line will be made operational by 2022. The Keylong station in Himachal, which will be a part of this line, will be India's first railway station under a tunnel.



Table 1.5 Physical Infrastructure – Airports



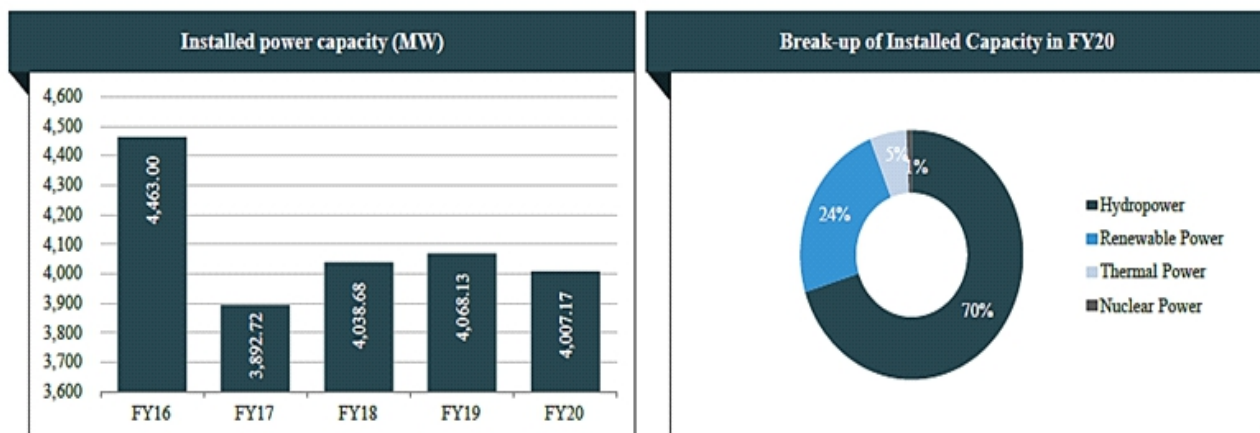
- There are 3 airports in Himachal Pradesh – at Kullu (Bhuntar), Kangra (Gaggal) & Shimla (Jubbar Hatti).
- The state Government has identified 3 sites at Kandaghat in the Solan district & Nadaun in the Hamirpur district to establish an international airport in the state.
- The state Government has taken an initiative to introduce heli-taxi services, which are expected to improve connectivity and open up remote areas for tourists.

Airport Indicators in 2019-20:

Airport	Passengers	Aircraft Movements
Bhuntar	27,276	1,448
Gaggal (Kangra)	1,51,535	3,082
Shimla	3,346	1,463

Source: Himachal Pradesh Economic Survey, 2018-19, AAI

Physical Infrastructure – Power



Note: MW- megawatt

Source: Central Electricity Authority, Himachal Pradesh Economic Survey 2019-20, State Budget 2019-20.

- Himachal Pradesh is naturally suited for hydropower generation and accounts for around 25.9 percent of India's total hydropower potential. Out of the 27,436 MW hydro power potential, 24,000 MW is harnessed. As per Economic Survey 2019-20, 20,912 MW of this is already allocated under various sectors.
- Himachal Pradesh is one of the few states in India where power delivered to consumers is entirely metered.
- As of March 2020, Himachal Pradesh had a total installed power generation capacity of 4,007.17 MW. Hydro power accounted for 2,812.88 MW of total installed power generation capacity, followed by renewable power (951.64 MW) and thermal power (213.70 MW). Under thermal power, coal accounted for 151.69 MW and gas accounted for 62.01 MW of the total installed power.

Table 1.6 Physical Infrastructure – Telecom

Telecom Statistics (as of January 2020)		Performance of Bharat Net (as of November 2019)	
Wireless subscribers	10,788,663	Service Ready GPs	241
Wire-line subscribers	100,552	GP for which Cable laid (As of July 2018)	223
Tele-density (%)	148.29		
Internet subscribers (As of September 2019) (mn)	5.60		

Note: GP-Gram Panchayat

Source: Telecom Regulatory Authority of India; Department of Telecommunications- Ministry of Communications & Information Technology



- At 148.29 percent in January 2020, the state had the second highest tele density in India after Delhi.
- According to Telecom Regulatory Authority of India (TRAI), Himachal Pradesh had 10.78 million wireless subscribers and 100,552 wire-line subscribers as of January 2020.
- The major telecom operators in Himachal Pradesh are: Bharat Sanchar Nigam Limited (BSNL), Bharti Airtel, Vodafone idea, Cellular Services.

Table 1.7 Physical Infrastructure - Urban

Cities under Smart Cities Mission	Population	Area (sq km)
Dharamshala	22,580	29.51
Shimla	269,578	5131

Under State Budget 2019-20, Rs. 158 crores (US\$ 22.41 million) has been allocated for Urban Development department.

- As per the State Budget 2019-20, under the Mukhya Mantri Swajal Yojana, households belonging to economically weaker sections will be provided pipe length up to 50 meters at a 50 percent subsidy for supply of tap water.
- In Himachal Pradesh, Dharamshala and Shimla have been selected to be developed as smart cities under the smart city scheme of the central Government. Under the smart city scheme, 24 hours persistent water and power supply would be provided to the city.
- Under the AMRUT (Atal Mission for Rejuvenation and Urban Transformation) Mission, Shimla has been selected. During Budget 2019-20, Rs. 55 crores (US\$ 7.80 million) has been allocated to the state under the mission.

Source: JNNURM, Ministry of Urban Development, Rajyasabha, Economic Survey 2019-20, State Budget 2019-20

Table 1.8 Social Infrastructure - Education

Institutes	Student Intake (2018-19)	No of educational institutions (functional)	December 2019
Degree level	3,430	Primary	10,721
B-Pharmacy	900	Middle	2,049
Diploma level	6,500	High schools	931
Government, Private ITIs	49,319	Senior secondary schools	1,866
		Degree colleges	138

Source: Himachal Pradesh Economic Survey 2019-20, State Budget 2019-20



- Under the State Budget 2019-20, Government has proposed an outlay of Rs. 7,598 crores (US\$ 1.08 billion) on education sector.
- As per the State Budget 2019-20, under the ongoing Atal Aadarsh Vidya Kendra Yojana, 15 new Atal Aadarsh Vidya Kendras will be established by FY20.
- Himachal Pradesh is placing special emphasis on girl education, with the implementation of National Programme for Education of Girls at Elementary Level in 8 educationally backward blocks, where rural literacy rates were below the national average. The state Government is also providing girls free education up to university level, which includes vocational and professional courses.
- As per state's economic survey 2019-20, 10,721 primary schools, 2,049 middle schools, 931 high schools, and 138 degree colleges were functioning in the state.
- The “Swayamsidham Project”, that aims to provide teachers with online solutions for their problems and deliver academic support to school heads through the web portal, is being executed in around 2,153 schools of Himachal Pradesh.

Table 1.9 Social Infrastructure – Health

Facility	Number (As of May 2020)
Sub centres	2,208
Community Health Centres	115
Primary Health Centres	640
Sub District Hospital	98
District Hospital	17
Total Institutions	3,078

Health indicators (SRS bulletin, September 2017)

Birth rate ¹	16.0
Death rate ¹	6.8
Infant mortality rate ²	25.0



- According to the State Budget 2019-20, 500 Health Sub Centres and 125 Primary Health Centres will be upgraded to Health and Wellness Centres.
- Under the State Budget 2019-20, MGNREGA workers, who have completed minimum 50 days of wage employment will be provided free health insurance cover.
- As of May 2020, the state had 2,208 sub centres, 640 primary health centres, 115 community health centres, 98 sub district hospitals and 17 district hospitals.
- In 2017-18, the state Government introduced a new scheme- “Mukhayamantri Shaya Rog Nivaran Scheme”, which aims to eradicate Tuberculosis from the state by 2021.

Source: State Budget 2018-19, Ministry of Health & Family Welfare; Sample Registration System (SRS) Bulletin 2014, 1 Per thousand persons, 2 Per thousand live births

Table 1.10 Industrial Infrastructure

As of December 2018, the state recorded 49,058 working units, of which, the large industrial units were recorded to be 140 whereas the medium scale units were 522.

For development of industrial infrastructure, the state Government has planned the following under the state budget 2018-19:

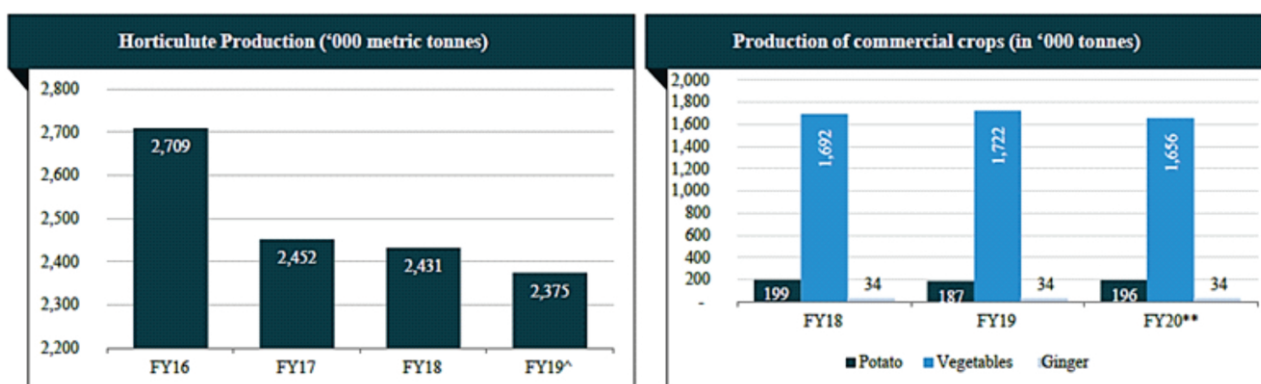
- No electricity duty on new small and medium industries for first five years
- New e-stamping system to be launched
- All tenders above Rs. 500,000 (US\$ 7,723) will be carried out on e-Procurement portal
- Lease on industrial plots increased from to be given for 90 years, up from 30 years at present
- Industrial areas of Kandrori and Pandoga to be completed on Priority Infrastructure

Infrastructure	Description
Industrial areas	Set up at Baddi, Barotiwala, Parwanoo, Kala Amb, Paonta Sahib, Mehatpur, Tahliwal, Amb, Sansarpur Terrace, Golthai, etc.
Baddi Barotiwala Nalagarh Industrial Area	The industrial area has been promoted by the Ministry of Commerce and Industries, Government of India. It has emerged as a hub for textiles, pharmaceuticals and packaging industries.
Biotechnology Park	The Government has proposed to set up a biotechnology park at Nalagarh.
Nanotechnology Park	A nanotechnology park is proposed to come up on a 400-acre area near the Biotechnology Park at Aduwal near Nalagarh.
Inland Container Depot (ICD)	An ICD is being developed at Baddi for the benefit of exporting industries through the Container Corporation of India. A Memorandum of Understanding (MoU) has been signed between the Himachal Pradesh Government and Container Corporation of India.



Name and location	Primary industry	Description
Baddi	Pharmaceuticals/textiles	Located in the Solan district, the Baddi industrial area has several pharmaceutical, textile, auto ancillary, paper and printing units.
Barotiwala	Multi-industry	Located in the Solan district; hub for small scale industries.
Parwanoo	Light engineering	Located in the Solan district; the city is an industrial cluster for high-density polyethylene (HDPE) pipe companies.
Chambaghat	Electronics	Located on the Shimla-Kalka highway in the Solan district, the industrial area has prominent companies such as Himachal Futuristic Communications Limited and Shivalik Bimetal Controls Limited.
Paonta Sahib	Pharmaceuticals/chemicals	Located in the Simour district, the industrial area has a few pharmaceutical and chemical companies.
Tabliwal and Gagret	Electronics	Located in the Una district, it has prominent telecommunications companies.
Amb Industrial Area	Engineering/auto	Amb has prominent engineering and automotive companies such as International Cars and Motors Limited.
Sansarpur Terrace	Engineering	Located in the Kangra district, it has some of the leading engineering companies of North India.
Golthai	Multi-industry	Located in the Bilaspur district, it has been identified as a mini growth centre.

Key Sector - Agriculture and Allied Industries



Note: ^{**}target, MT - Metric tonnes, [^]- third advance estimate

Source: Himachal Pradesh Economic Survey 2017-18, Department of Agriculture Cooperation and Farmers Welfare, Ministry of Food Processing Industries

- Agriculture is a key livelihood for the people of Himachal Pradesh and holds a significant share in the state's economy. Major food crops in the state are rice, maize, wheat, barley, jowar, pulses, bajra and potato. The four agro-climatic conditions in the state support cultivation of multiple crops, vegetables and fruits around the year. The state Government is focusing on increasing productivity levels besides diversification towards high-value crops.
- The food grain production was targeted at 1.63 million metric tonnes in 2019-20. Horticulture production in 2018-19 stood at 2,374.57 thousand MT as per the third advance estimates.




Table 1.11 Food Processing Clusters in Himachal Pradesh

Category	Districts
Dairy products and analogues	Shimla, Mandi, Bilaspur, Kullu, Kangra, Solan, Hamirpur, Una, Sirmaur
Spices	Mandi, Bilaspur, Shimla
Prepared Foods	Kangra, Mandi, Hamirpur
Cereals and cereal products	Solan, Hamirpur, Kangra, Kullu, Kangra
Ready to eat	Hamirpur, Solan, Kangra
Pickle, Jam Squash	Solan, Kangra, Una

- With suitable agro-climatic conditions, Himachal Pradesh has realised the importance of commercial crops, including off-season vegetables, potatoes and ginger. The state is one of the largest producers of off-season vegetables and exotic fruits and the second largest producer of apples and almonds in the country.
- The food processing industry primarily focuses on the areas of traditional processing of agricultural and horticultural raw materials.
- Agri-procurement has lately been an investment area for corporate entities. Under the State Budget, Government has allocated 6.1 percent of its total budget towards the agriculture and allied activities.
- Presence of good food processing infrastructure has attracted major companies to invest in the state. There are 12 cold chains and one dedicated food park in Himachal Pradesh.

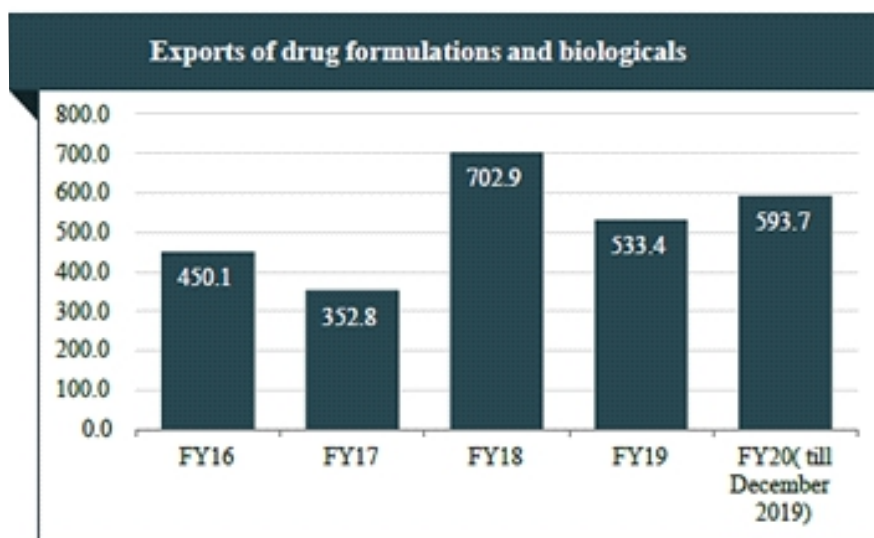
Source: Ministry of Food Processing Industries

Key Players in Agriculture and Allied Industries

 <p>Cremica Group</p>	<ul style="list-style-type: none"> Cremica Group is a prominent player in food retail and food services industries in India. The company's business activities include Cremica Frozen Foods, EBI Foods, Mrs Bector's Desserts and Cremica Agro India. The company is commissioning a plant at Tahlival Industrial Area, Una, for manufacturing biscuits and Indian snack foods. It is a 100 per cent automated facility, with an annual manufacturing capacity of 150,000 MT.
 <p>ADANI Adani Agrifresh Ltd</p>	<ul style="list-style-type: none"> Adani Agrifresh, a 100 per cent subsidiary of Adani Enterprises, has set up three controlled-atmosphere storage units at Rampur, Sainj and Rohru in Himachal Pradesh, with an investment of US\$ 40 million and a combined capacity of 18,000 metric tonnes of apples per year. The subsidiary is involved in the procurement, storage and transportation of fresh fruits and vegetables. The company directly buys fruits from about 4,000 farmers.
 <p>Nestlé Good Food. Good Life Nestle India</p>	<ul style="list-style-type: none"> Nestlé has been operating in India for almost a century, with seven production facilities across the country. The company produces chocolates and confectionaries, prepared dishes and cooking aids, beverages and milk products and nutrition. The company has a factory in Tahlival, Una, Himachal Pradesh.
 <p>Dabur Dabur India Ltd</p>	<ul style="list-style-type: none"> Dabur is one of the country's largest consumer goods companies. The company produces several products, including honey and amla, in Baddi.

Source: Company Websites & Annual Reports

Key Industries – Pharmaceuticals





Some of the key players

- Ranbaxy Laboratories Ltd
- Cipla Ltd
- Dr. Reddy's Laboratories Ltd
- Panacea Biotec Ltd
- Mankind Pharm

Source: Himachal Pradesh Economic Survey 2018-19

- Himachal Pradesh is one of the fastest-growing regions in the pharmaceutical industry in India, driven by incentives announced by the state Government in its Industrial Policy, 2004. Baddi is one of the largest
- pharmaceutical hubs in Asia and the world.
- The Department of Environment, Science & Technology (DEST), Government of Himachal Pradesh, proposes to develop a Biotechnology Park (BTP) spread over an area of 35 acres at Aduwal in Solan under PPP mode in the state.
- The Ayurvedic Department has three ayurvedic pharmacies at - Jogindernagar District Mandi, Majra District Sirmaur & Paprola District Kangra. The 4 herbal gardens of the state are located at - Jogindernagar (Mandi), Jungle Jhalera (Bilaspur), Neri (Hamirpur) & Dumreda (Shimla).
- During 2018-19, exports of drug formulations and biologicals from the state stood at US\$ 533.4 million and have reached US\$ 593.68 million between in 2019-20 (till December 2019).

Key Players in Pharmaceuticals



- Ranbaxy is one of the leading pharmaceutical companies in India, with business operations in 43 countries and manufacturing facilities in eight countries. In 2008, Japanese conglomerate Daiichi Sankyo became the largest shareholder in Ranbaxy, which is now its global generic arm. In March 2015, Sun Pharma acquired Ranbaxy Laboratories.
- It has a manufacturing facility at Paonta Sahib, Sirmaur



- Cipla has one of the largest product portfolios, with over 1,000 products.
- It established a manufacturing facility in Baddi in 2005. The unit manufactures bulk drugs, tablets and capsules,

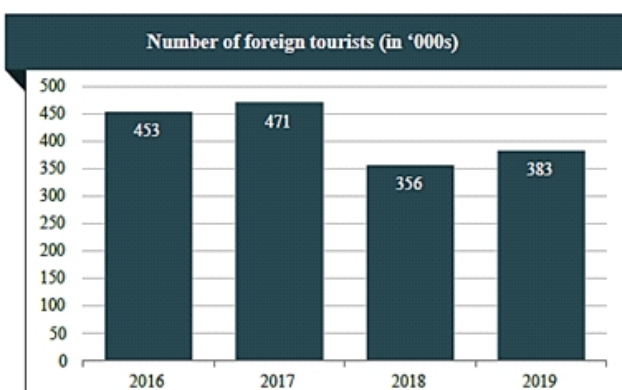
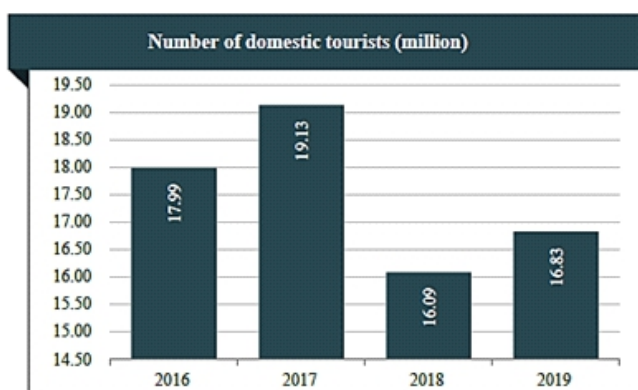


- Established in 1984, Dr Reddy's ranks among the top 15 generics players in the world.
- Dr Reddy's has a finished dosage facility in Baddi.



- Panacea is one of India's prominent pharmaceutical and biotech companies involved in research, manufacturing and marketing of pharmaceutical formulations. The company has around 2,700 employees, including 130 scientists.
- Panacea's pharmaceutical and vaccine formulations facility is located in Baddi, with a production capacity of 600 million doses per annum. The production is likely to be increased to one billion doses per annum after the addition of the third line.

Key Industries - Tourism



Source: Ministry of Tourism, Government of India, Himachal Pradesh Economic Survey 2019-20

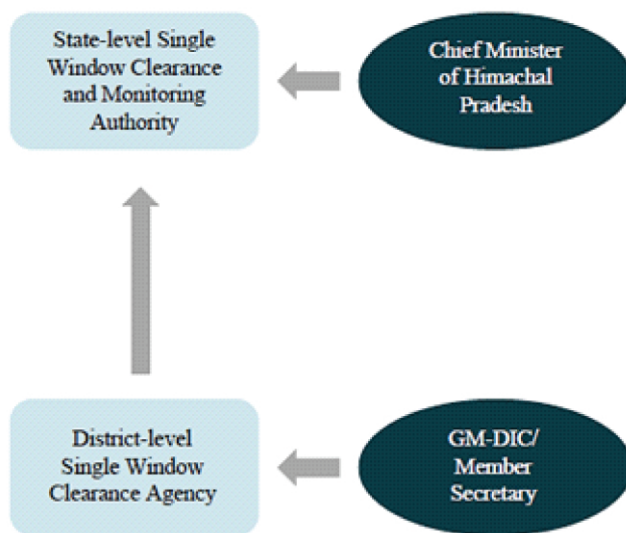
- Tourism is one of the most important sectors for the state economy in terms of foreign exchange earnings and creation of employment opportunities.
- Himachal Pradesh is endowed with topographic diversity, historical monuments and religious shrines. As of December 2019, there were 3,679 registered hotels in the state.



Top tourist destinations in the state include Kullu, Shimla, Kangra, Solar, Chamba and Spiti.

- The tourism sector of Himachal Pradesh contributes 7 percent to the state GDP. Domestic tourists inflow in the state reached 16.83 million in 2019, while foreign tourists arrival reached 383,000.
- Sustainable Tourism Policy, 2013 was formulated for promoting sustainable tourism without damaging the ecology and environment.
- Government introduced Himachal Pradesh Tourism Sector Policy 2019 to create an enabling environment for investment for sustainable tourism.

Key Procedures and Policies: Single-Window Clearance Mechanism



Single-Window Clearance Mechanism (SWM) was established in 2004. It has a two-tier structure.

- District Single Window Clearance Committee for each district in the state is chaired by General Manager/Member Secretary, with senior most officers of departments concerned in the district as members.
- State-level agency with Chief Minister of Himachal Pradesh as Chairman and various heads of departments as members.
- Approval for proposals with investments of over US\$ 1.09 million, power requirement of above 1 MW and industries in the negative list (such as forest-based and mining); as



defined by central and state Governments, are decided by the state-level Single-Window Clearance Agency.

- In the budget 2015-16, the Government announced its plans to revamp the State Level Single Window Clearance & Monitoring Authority.
- According to the budget speech 2015-16, approval for establishing industries in the state would be granted within a period of 45 days from the date of submission of common application form, which should be complete in all respect and fulfilling all necessary requirements.

Source: Industries Department, Government of Himachal Pradesh, State Budget 2015-16; GM: General Manager, DIC: District Industrial Centre

Table. 1.12 Single-window Clearance and Monitoring Agency: State-level Nodal Agency

Purpose	Composition
<ul style="list-style-type: none"> ▪ Provides first approval to medium and large scale investment proposals between 30–60 days of submission. ▪ Projects above US\$ 1.09 million, power requirements above one MW and industries in the negative list (such as forest-based and mining) as defined by the central and state governments are approved by the agency. 	<ul style="list-style-type: none"> ▪ The Chief Minister of Himachal Pradesh is Chairman of the agency; other members include heads of the departments of town and country planning, labour, electricity, water, director of industries and industrial adviser.

Table 1.13 District Industry Centre (DIC): District-level Committee for Single-window Clearance

Purpose	Composition
<ul style="list-style-type: none"> ▪ Provides sanctions and clearances for setting up small scale industrial units. 	<ul style="list-style-type: none"> ▪ Convened by the General Manager, DIC or member secretary, Single-window Clearance and Monitoring Agency.

Source: Industries Department, Government of Himachal Pradesh; MW: Mega-Watt, DIC: District Industrial Centre



Table 1.14 Key Investment Promotion Offices

Agency	Description
Single-Window Clearance Agency	<ul style="list-style-type: none"> ▪ Agency for speedy clearance and in-principle approval to large and medium scale projects. ▪ Time frame for approval is 45 days. ▪ Since inception in 2004, 104 meetings have been held, and 1,023 projects, with an investment of US\$ 11.77 billion, have been approved up to December 2014.
Himachal Pradesh State Small Industries and Export Corporation	<ul style="list-style-type: none"> ▪ Supply of raw materials through appropriate depots. ▪ Supply of machinery on hire-purchase. ▪ Provision of assistance in export and marketing.
Himachal Pradesh Financial Corporation	<ul style="list-style-type: none"> ▪ To provide medium and long-term loans as well as working capital loans to small and medium scale units under various schemes. ▪ To provide loans for expansion, modernisation and rehabilitation of existing units.
Directorate of Industries	<ul style="list-style-type: none"> ▪ Registration of Small Scale Industries (SSI) and recommendation of medium and large scale industries to the appropriate authority. ▪ Technical and general consultancy. ▪ Recommendation for financial assistance to financial institutions/banks for margin money and loans. ▪ Industrial infrastructure development. ▪ Collection and maintenance of data relating to industrial units. ▪ Allotment of industrial plots, sheds and shops in districts. ▪ Liaison with and provide feedback to the central and state Governments. ▪ Administration of all incentives to industries given by the central and state Governments.

Source: Department of Industries, Government of Himachal Pradesh; State Budget 2015-16

Contact List

Himachal Pradesh Industries Department
Udyog Bhawan Shimla Phone: 91-177-2813414 E-mail: dirindus-hp@nic.in Website: http://himachal.nic.in/industry/welcomelat.htm

Himachal Pradesh State Industrial Development Corporation Limited
4th & 5th Floor, New Himrus Building Cart Road Shimla Phone: 91-177-2624751, 2621426 Fax: 91-177-2624278 E-mail: hpsidc@sanchamet.in Website: http://www.hpsidc.nic.in

Table. 1.15 Key Approvals Required

Approvals and clearances required	Departments to be consulted
Prior to setting up the unit	
Registration	District Industry Centre for SSI or Large and Medium Industries
Allotment of land/shed	State Department of Industries/Infrastructure Corporation
Permission for land use	District Authorities, Department of Town and Country Planning
No Objection Certificate under Water and Air Act	Himachal Pradesh State Pollution Control Board
Approval for construction activity and building plan	Town and Country Planning Authority
Site environmental approval	State Pollution Control Board and Ministry of Environment and Forests
Provisional trade tax registrations	Central and State Excise Departments
Registration under Central Sales Tax Act	Central and State Excise Departments
Approvals and clearances required	Departments to be consulted
Before commencement of production	
No Objection Certificate under Water and Air Act	Himachal Pradesh State Pollution Control Board
No Objection Certificate	Fire Department and Directorate of Factories and Boilers
Permanent trade tax registration	Central and State Excise Departments
Registration under Central Sales Tax Act	Central and State Excise Departments
After commencement of production/activity	
Registration	Department of Industries and respective sector departments such as Information Technology/Biotechnology, etc.

Source: Commissionerate of Industries, Government of Himachal Pradesh

Table. 1.16: Cost of Doing Business in Himachal Pradesh

Parameter	Cost estimate
Industrial land (per sq ft)	Baddi Industrial Area: US\$ 15–50 Other Industrial Areas: US\$ 12–35
Office space rent (per sq ft per month)	US 10 cents to US\$ 8
Residential rent (1,600 to 2,500 sq ft house)	US\$ 100–200 per month
Hotel costs (per room, per night)	US\$ 20–200
Power (per kWh)	Small and medium industries: US 8.3–8.7 cents Large industries: US 7.5–8.7 cents
Labour (minimum wage per day)	US\$ 4.5–7
Water (per kl)	Domestic: US 18 cents Commercial: US 32.6 cents

Source: Directorate of Industries, Ministry of Labour and Employment, Government of India, Himachal Pradesh Irrigation and Public Health Department, Himachal Pradesh State Electricity Board Ltd, Industry sources



State Acts and Policies

	Objectives
Himachal Pradesh Industrial Investment Policy, 2019	<ul style="list-style-type: none"> To achieve environmentally sustainable and balanced industrial growth leading to more employment opportunities, income generation and overall economic development of the state.
Himachal Pradesh Tourism Policy 2019	<ul style="list-style-type: none"> To make tourism sustainable with prime focus on socio-economic growth and employment generation.
IT, ITeS and ESDM Policy 2019	<ul style="list-style-type: none"> Set up all the infrastructure facilities required to build the IT, ITeS and ESDM companies in the state. Generate more employment opportunities and encourage entrepreneurship in the state.
AYUSH Policy 2019	<ul style="list-style-type: none"> To establish a strong and well-designed network of AYUSH services in the state providing easily accessible, affordable and equitable healthcare delivery system to the general population.
Himachal Pradesh State Water Policy 2013	<ul style="list-style-type: none"> To ensure the planning, development and management of water resources. The policy directs that the use of water should be optimised and an awareness of water as a scarce resource should be fostered.
Himachal Pradesh film Policy-2019	<ul style="list-style-type: none"> To create an amiable atmosphere that not only would facilitate film shooting at a large scale in Himachal Pradesh, but also ensure all round development of activities related to various aspects of film production.
Himachal Pradesh Solar Power Policy, 2016	<ul style="list-style-type: none"> The policy was framed with the objective of increasing the portion of renewable energy in total energy consumption by the state. To provide 24X7 power among remote and rural areas of the state through distributed supply of solar power for meeting the basic needs of people living in the mountains.

Source for Chapter 1: www.ibef.org



Chapter – 2

Introduction to Quality Assurance, Assessment and Accreditation

2.1 Introduction

Education in general and higher education in particular, plays an important role in the development of any nation. Education Commission 1964–66 rightly pointed out, saying, 'The destiny of India is being shaped in her classrooms'. In fact, classrooms are the places where the future citizens of the country are reared, trained, educated and motivated to accept the new challenges and to face the changing situations. In India, the national efforts to ensure education for all have resulted in widening of the bases of elementary and secondary education. As a consequence, the Indian higher education system has also witnessed significant expansion in recent years, both in terms of the number of institutions as well as the student enrolment. This is also in response to growing and changing manpower requirements of today's knowledge intensive economy. As per AISHE data as on 27/08/2020: there are in total 1043 Universities, 43858 Colleges, 11817 standalone institutions in the country.

Although Higher Education has expanded several times since independence, issues of access, equity, and quality still continue to be the areas of concern. At about 26%, our Gross Enrolment Ratio (GER) is almost half of that of China, and lower than many developing countries. Inequity is also pervasive in the system, with the GERs of women and backward castes being much lower than the national average. Moreover, the higher educational institutions in India suffer from large quality variation in so much so that a NASSCOM-Mac Kinsey Report-2005 has said that not more than 15 percent of graduates of general education and 25-30 percent of Technical Education are fit for employment. Though, there exist bodies for assessment and monitoring of quality standards in the institutions of higher education, they suffer from many deficiencies. Many observers and policy makers have expressed their concerns over middling or poor quality of colleges and faculty in higher education in India. It follows that quality of higher education has a strong inter-relationship with physical and academic infrastructure. Thus, there is a need for major qualitative reforms in Indian higher education system in order to assure the high quality of colleges as well as of faculty.



2.2 Concept of Quality Assurance

Quality assurance is a systematic process of determining whether a product or service meets specified requirements. It establishes and maintains certain standards for developing or manufacturing reliable products. A quality assurance system is meant to increase customer confidence and a company or institutional credibility. It helps in the direction of improving work processes and efficiency in order to enable a company or institution to do better and compete with others. The National Assessment and Accreditation Council (NAAC) is an autonomous body to monitor Quality Assurance (QA) of the higher educational Institutions. ISO (International Organization for Standardization) is a driving force behind QA practices and mapping the processes used to implement QA. QA is often paired with the ISO9000 international standard. Many companies use ISO9000 to ensure that their quality assurance system is in place and effective. The concept of QA as a formalized practice started in the manufacturing industry, and it has since spread to most industries, including software development. Quality assurance is a way of preventing mistakes and defects in manufactured products and avoiding problems when delivering solutions or services to customers; which ISO 9000 defines as part of quality management focused on providing confidence that quality requirements will be fulfilled.

Globally, Quality Assurance in higher education is defined as a process by which an institution is evaluated, at least in part, by an external body in its educational offering. Assessment and Accreditation is broadly used for understanding the “Quality Status” of an institution. In the context of higher education, the accreditation status indicates that the particular Higher Educational Institution (HEI) – a College, a University, or any other recognized Unit therein, meets the standards of quality as set by the Accreditation Agency, in terms of its performance related to the educational processes and outcomes, covering the curriculum, teaching-learning, evaluation, faculty, research, infrastructure, learning resources, organization, governance, financial wellbeing and student services.

'Academic Quality' means the quality of teaching, learning, research and consequently their contribution to enhancement of knowledge and includes physical infrastructure, human resources (including faculty), administration, course curricula, admission and assessment procedures, governance structures, of the higher educational institution (Source: The NAAHEI Bill, 2010).



'Accreditation' means the process of quality control in higher education, whereby, as a result of evaluation or assessment or by any other scientific method followed by accreditation agencies, a higher educational institution or any programme conducted therein is recognized by it as conforming to parameters of academic quality and benchmarking of such academic quality determined by the appropriate statutory regulatory authority. 'Assessment' means the process involved in ascertaining or verifying the capabilities of a Higher Educational Institutions in terms of its physical infrastructure and human resources prior to the commencement of its academic programmes.

2.3 The Accreditation Process

Through the accreditation process, an agency or its designated representatives evaluate the quality of higher education institution as a whole or a specific educational programme, in order to formally recognize it as having met certain predetermined minimal criteria or standards. The result of this process is usually the awarding of a status of recognition and sometimes of a license to conduct educational programs within a time-limited validity. The process can imply initial as well as periodic self-study and evaluation by external peers. The accreditation process generally involves these steps with specific 'activities':

- (i) A self-evaluation process conducted by the faculty, the administrators and the staff of the institution or academic programme, resulting in a report that takes as its references set of standards and criteria of the accrediting body NAAC for Quality and Excellence in Higher Education

State-wise Analysis of Accreditation Report -

- (ii) A site visit, conducted by a team of peers, selected by the accrediting organization, that reviews the evidence, visits the premises and interviews the academic and administrative staff resulting in an assessment report, including a recommendation to the accrediting body; and
- (iii) Examination of the evidence and recommendation on the basis of the given set of criteria concerning the quality and resulting in a final judgment and the communication of the formal decision to the institution and other constituencies, if appropriate.



2.4 Types of Accreditation

Worldwide, two types of accreditations are in place:

One is the Institutional Accreditation, wherein quality of the institution with reference to its competency to provide quality in education is evaluated. In India, National Assessment and Accreditation Council, under the aegis of the University Grants Commissions, undertakes this kind of quality assurance. The other kind of accreditation is Programme Accreditation which is assured on the basis of the outcome programme. In Technical Education, the quality as well as the relevance of the programme is specially assessed and evaluated during the process of accreditation. This is to ensure the employability by the profession. In India, National Board of Accreditation, under the aegis of All India Council for Technical Education, undertakes this kind of quality assurance.

2.5 Accreditation Practices

2.5.1 International Practices

Over 150 countries have some kind of accreditation mechanism to ensure quality in higher education. Most of Quality Assurance (QA) bodies are supported directly or indirectly by the respective governments. The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) is a world-wide association of over 200 organizations active in the theory and practice of quality assurance in higher education. INQAAHE has provided Guidelines for Good Practices (GGP) to be followed by the QA bodies. Another organization, Asia Pacific Quality Network (APQN) caters to enhancing the quality of higher education in Asia and the Pacific region through strengthening the work of quality assurance agencies and extending the co-operation between them.

USA

Institutional accreditation is done by 6 Regional independent QA bodies. Programme accreditation is done at national level by various specialized councils as well as faith based organizations. Council for Higher Education Accreditation (CHEA) is an association of 3,000 degree-granting Colleges and Universities. The accrediting organizations are recognized by the CHEA. Recognition by CHEA affirms that the standards and processes of NAAC for Quality and Excellence in Higher Education the accrediting organizations are consistent with the academic quality, eligibility standards, improvement, accountability, expectations. [Source-NAAC].



Germany

In Germany, the Federal States (Lander) are responsible for the shape and development of higher education and research. The responsibility for the contents and organizations of studies and examinations as well as for the quality of higher education, is in principle with the Lander. It has been recently implemented by the licensing of programmes and definition of the requirements of the exams. According to the Higher Education Framework Act, proposals for standards of study courses and degrees as well as for their mutual recognition, have been made for a long time by framework regulations for studies and examinations, which had to be jointly adopted by the Lander and the Hochschulrektorenkonferenz (HRK). Based on recommendations of HRK and Wissenschaftsrat, since the mid-1990s, evaluation procedures for teaching have been introduced with the goal to increase transparency, strengthen institutional responsibility, and support higher education institutions in the introduction of systematic quality-promoting measures as well as advancing the profile, image and competitiveness of German HEIs. Since the beginning of 1998, the HRK runs a three-year national programme to enhance the exchange of information and experience in the field of quality improvement measures in German HEIs - the Quality Assurance Project. Moreover, in recent years, evaluation agencies have been established on regional level either by the federal states or by associations of universities. Besides the above mentioned activities, a lot of departments in many HEIs have started evaluation initiatives using different approaches and different perspectives. (Source: ENQA)

United Kingdom

In the UK, it is illegal to offer a qualification that is or might seem to be UK degree unless the awarding body is recognized by the Secretary of State, a Royal Charter or Act of Parliament to grant degrees. Private higher education (HE) and further education (FE) institutions are unregulated, but may choose to become accredited by various non-regulatory bodies such the British Accreditation Council or the British Council and Accreditation Service for International Colleges in order to demonstrate third-party assessment of the quality of education they offer. The Universities Funding Council and Polytechnics and Colleges Funding Councils established in the UK under the 1988 Education Reform Act have responsibility for the public funding of the FE and HE sector.

Philippines

Voluntary accreditation of all higher education institutions is subject to the policies of the Commission Higher Education. Voluntary accrediting agencies in the private sector are the



Philippines Accrediting Association of Schools, Colleges and Universities' Commission on Accreditation (PACUCOA), the Association of Christian Schools, Colleges and NAAC for Quality and Excellence in Higher Education Universities Accrediting Association Inc. (ACSCU-AAI). All these units operate under the umbrella of the Federation of Accrediting Agencies of the Philippines (FAAP), which itself is the certifying agency authorized by CHED. Accreditation can be either of programs or of institutions. Accrediting agencies for government-supported institutions are the Accrediting Association of Chartered College and Universities Commission on Accreditation (ALCUCOA). Together they formed the National Network of Quality Assurance Agencies (NNQAA) as the certifying agency for government-sponsored institutions. However, NNQAA does not certify all government-sponsored institutions. The Technical Vocational Education Accrediting Agency of the Philippines (TVEAAP) was established and registered with the Securities Exchange Commission on 2nd October, 1987. On 28th July, 2003, the FAAP board accepted the application of TVEAAP to affiliate with FAAP.

(Source: NAAC)

Russia

In Russia, accreditation / national recognition is directly overseen by the Ministry of Education and Science of Russian Federation. Since 1981, Russia has followed the UNESCO international regulations to ensure Russian institutions and international institutions meet higher quality standards. It is illegal for a school to operate without government approval. The Russian Federation has a three-step recognition system: License, Accreditation and Attestation. Additional agencies, including the National Accreditation Agency (NAA) of the Russian Federation, under Ministry of Education and Science of Russian Federation, operate under the authority of the Federal Service of Supervision in Education and Science. NAA is recognized as the organization in Russia that is responsible for dissemination of knowledge and information on procedures of the state accreditation of HEIs. It develops materials and methodological recommendations for conducting self-evaluations and external reviews, trains experts, conducts research into the development of QA of higher education in Russia and prepares the final reports on the quality of the HEIs.

2.5.2 Accreditation in India

The UGC has reported that there are 950 universities and 43,858 colleges in the higher education sector as on 31/ 03/2019. Only 10011 colleges were recognized up to that date under Section 2 (f) of the UGC Act constituting 22.82% of total number of colleges. This pool of



HEIs is serviced for accreditation purposes by either:

1. National Assessment and Accreditation Council (NAAC) for a score and grade based institutional assessment and accreditation
2. National Board of Accreditation for programmes accreditation in Technical Institutions (the term "Technical Institution" as defined under AICTE Act.)
3. Accreditation Committee of Bar Council of India.
4. National Accreditation Board of Medical Council of India.
5. Accreditation Board (AB) - set up by ICAR in 1996 with a mandate to accredit agriculture institutions.

2.5.3 Mandatory Accreditation

Accreditation was voluntary in India as a result of which less than one-fifth of the colleges and less than one third of all universities had obtained accreditation. The Department of Higher Education, Government of India has taken the following measures for the mandatory assessment of Higher Educational Institutions:

1. National Accreditation Regulatory for Higher Educational institutions Bill, 2010 (NARAHE Bill) in Lok Sabha.
2. The UGC (Mandatory Assessment and Accreditation of Higher Educational Institutions), Regulations, 2012 (Annexure 1)

Mandatory accreditation in the higher education would enable the higher education system in the country to become a part of the global quality assurance system.

(Source: the NARAHEI Bill, 2010)

An overview of The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010. The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010 (NARAHEI Bill) is a bill to make provisions for assessment of academic quality of higher educational institutions, programmes conducted therein and their infrastructure through mandatory accreditation by independent accreditation agencies and to establish a statutory Authority for the said purpose and to provide for matters connected therewith or incidental thereto.

Application of the Act:

This Act shall apply to all higher educational institutions, other than the higher educational institutions engaged in agricultural education and research, and the programmes of study conducted therein.



Mandatory Accreditation

Under the provisions of this act, every higher educational institution and every programme conducted therein shall be accredited.

Duties and Obligations of Accreditation Agencies

1. While undertaking accreditation of a higher educational institution or programme conducted therein, the accreditation agency shall have regard to following principles in discharging its obligations for the advancement of knowledge, namely: –
 - a. Advancement of academic quality;
 - b. Enabling uniform reference of standards of academic quality in any class or classes of higher educational institutions or any one or more programmes conducted therein;
 - c. Informing stakeholders (including students and employers) about the quality of the higher educational institution or any programme conducted therein;
 - d. Rendering assistance to higher educational institutions in managing and enhancing their academic quality working towards the development of explicit intended learning outcomes;
 - e. Adherence to such other principles for advancement of knowledge which may evolve from time to time.
2. The accreditation agency shall, while undertaking accreditation of higher educational institutions or any programme conducted therein, follow the standards in respect of academic quality specified by the appropriate statutory regulatory authority.
3. Every accreditation agency shall abide by the code of ethics.

Procedure of Accreditation by Accreditation Agency

- 1) Every accreditation agency shall accredit a higher educational institution or a programme conducted therein on an application made to it by such institution in such form and manner, and on payment of such fees, as may be specified by regulations.
- 2) The process and procedure for accreditation of a higher educational institution or a programme in such institution shall be specified by regulations.



- 3) The accreditation of a higher education institution or a programme in such institution shall be done at such intervals and after such periods as may be specified by the appropriate statutory regulatory authority.
- 4) The accreditation agency shall, while undertaking accreditation of a high educational institution or a programme in such institution, provide an opportunity to the stakeholders in the higher education institution, including students and employees, to submit their views on matters of academic quality.
- 5) The accreditation agency shall give a reasonable opportunity to the higher educational institution to file suggestions or objections, if any, on the draft accreditation prepared by it and shall take note of such suggestions or objections, if any, while finalizing the accreditation of such institution or any programme conducted therein.
- 6) The accreditation agency shall publish on its website the accreditation together with all documents and reasons for such accreditation.



Chapter – 3

Status of Accredited Institutions of Himachal Pradesh

Introduction

Education is a multipurpose process, which not only inculcates social, economic and cultural awareness in humanity, but it is also an important medium for grasping and promoting life enhancing values among human beings. It awakens the potential among people so that they are able to recognize truth, beauty and goodness. Value Education propels mind and soul towards achieving equilibrium which enhances the personality and promotes mental and spiritual strength as well as clarity and resolution in one's aims., Education is an ever continuing and open ended process and its true objective is to civilize humankind. Keeping these objectives in mind, the department has made tremendous progress in the field of education. Primary education has been made compulsory in the state. To encourage the education of the girl child, it is being provided free of cost, at all levels with the purpose of qualitative reforms in education. The decision to bring an end to the practice of cheating during examinations, prevalent among students and that of taking tuitions by the teacher is a milestone with the objective of providing an exposure to the latest teaching skills to the teacher; extensive training programmes have been organized. In the future they would be further strengthened. In addition to these significant steps in the field of education.

Education in Himachal Pradesh: Story of a Spectacular Journey

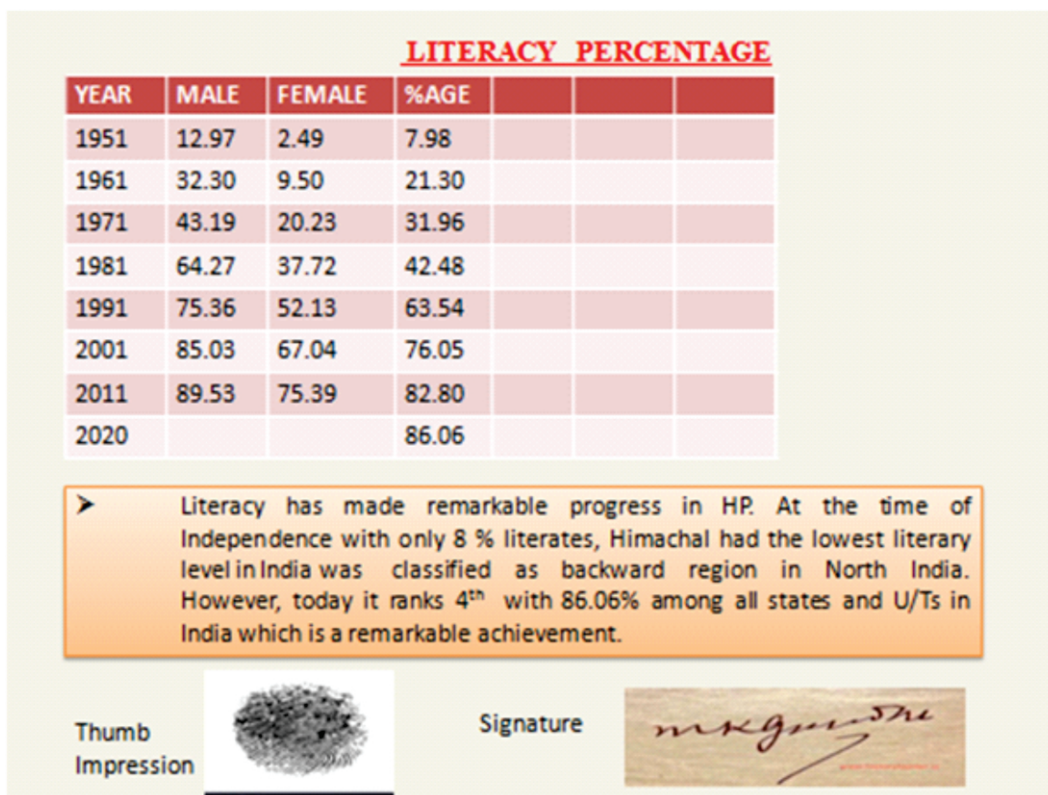
(An Overview)

(1948-2020)

Himachal Pradesh, reverentially called 'Dev Bhoomi', is a land of meandering rivers, majestic mountain ranges, exquisite flora and fauna, and supremely affable people. As a political entity, Himachal Pradesh came into existence on 15 April 1948 through the integration of 30 princely states - four princely states of Chamba, Mandi, Suket and Sirmaur, and 26 other small states, known as the Punjab Hill States. India's struggle for Independence was long-drawn and tumultuous; it bled the nation of its resources, and left it in shambles. Himachal Pradesh, which was one of the poorest and most backward geographical regions of the country at the time of Independence, shared the plight of the nation. Its backwardness could be attributed to

its inhospitable terrain, resource crunch, illiteracy, and a whole host of other factors. But these roadblocks could not dent the tenacity of its people, who were passionately driven to rise and shine on the national scene.

Himachal Pradesh, which made a very modest start with the setting up of the State Education Department in April 1948, can now take pride in its achievements in the field of education. It was headed by Chief Education Officer, who was assisted by four District inspectors, in addition to a lady supervisor. The post of the Chief Education Officer was re-designated as Deputy Director in 1950. In the initial years of its formation, the Department of Education had modest goals, which were limited to expansion and improvement of educational facilities, and development of an integrated system of education. Subsequently, the goal expanded into a grand vision – easy access to quality education for each and every child became the guiding principle. At the time of Independence, the literacy rate in Himachal Pradesh was abysmally low. At 7.8 percent, it was categorized as one of the most backward states in North India. Its turnaround in the following years has been phenomenal, and with a literacy rate of 86.06 percent, it now ranks 4th among the states and Union Territories of India.





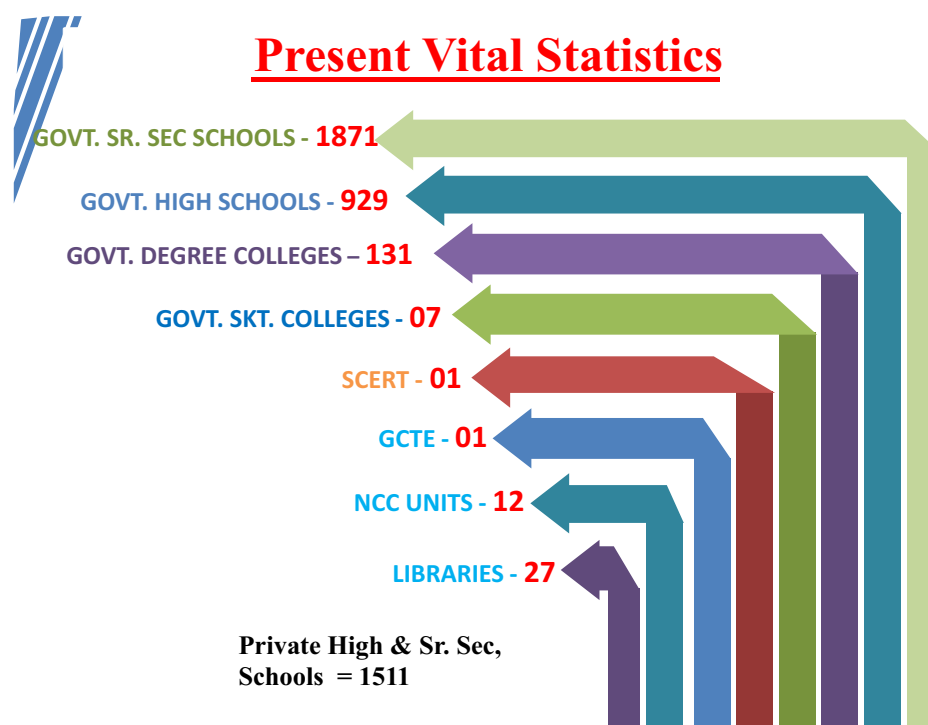
In a remarkable display of foresight and understanding of the fact that education is the bulwark on which the foundation of a progressive, prosperous and dynamic state is laid, successive governments have showed an unwavering resolve and single-minded passion to augment education at all levels in the state. The impact of sustained efforts over a period of time has resulted in a turnaround in the education sector. It is unbelievable but true that Himachal Pradesh had only one college in 1951, but this figure rose to 192 (government and private colleges combined) by the year 2018-19, whereas the number of primary schools shot up to 10657. Accessibility too has improved in a significant way; in 1971, primary schools were at an average distance of 8 kms, middle schools at 12 kms, high schools at 18 kms, higher secondary schools at 50 kms, and colleges only at select district headquarters, but by the year 2019-20 the average distance between two institutions came down to barely 2 kms for primary schools, 3 kms for Middle Schools, 5 kms for High Schools, 8 kms for Secondary Schools, and Colleges at each Tehsil/sub-Tehsil/Block Headquarters. This is indicative of the fact that persistent efforts to provide easy access to education right up to the college level to all sections of society, especially girls and the underprivileged, had finally borne fruit. Poverty and locational disadvantage could no longer deprive any section of society from dreaming of a good education, a professional career and a decent life.

EDUCATIONAL INSTITUTIONS

YEARS	PRIMARY/JUNIOR BASIC	MIDDLE/SENIOR BASIC	SEC.EDU/HIGH SCHOOLS	GOVT/PRIVATE COLLEGES
1950-51	427	94	25	1
1960-61	1129	183	836	----
1970-71	3768	742	435	15
1980-81	6093	1032	665	27
1990-91	7471	1066	885	45
2001-02	10633	1768	1954	65
2018-19	10657	1996	2790	192

- In 1971 the Primary School was at an average distance of 8 Kms, Middle School 12 Km, High School 18 Km and Higher Secondary School 50 Km and colleges were at some of the district Headquarters only.
- In the year 2019-20 now we have primary schools at an average distance of 2 Km, Middle School 3 Km, High School 5 Km and Sr. Secondary School 8 Km and Colleges at each Tehsil/Sub-Tehsil/Block headquarter.
- This approach has made easy access of education up to college level to all section of Society of Rural and Remote areas especially the deprived section and girls.

The state has been making steady progress in the field of education, which has witnessed substantial contribution from the private sector in recent years. It has now an impressive tally of five State Public Universities, seventeen State Private Universities, One Central University, four Institutes of National Importance, three Government Colleges of Central Government, 131 Government Colleges (Higher Education), 7 Govt. Sanskrit Colleges five Govt.-in-aid Colleges, thirteen Private Unaided Colleges, 74 Colleges of Education, one SCERT, one GCTE, 27 Libraries, and numerous other institutions also those nearby states.

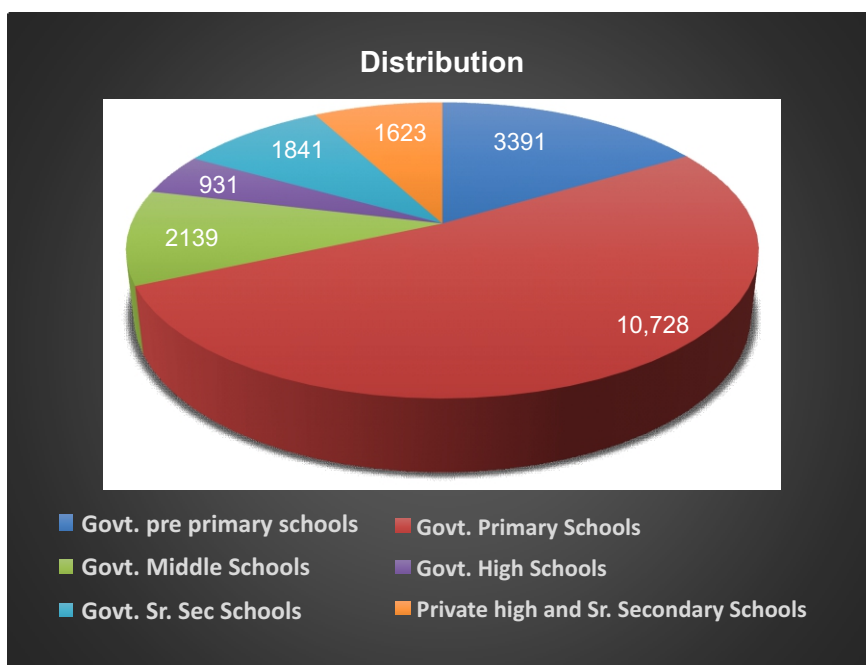


With the rapid rise in the number of educational institutions, the number of teachers too has risen correspondingly. Just to put things in perspective, the number of teachers in Primary schools and Colleges that was a meagre 688 and 11 in 1950-51, swelled to 23909 and 3078 respectively in 2018-19. While enrolment of students in educational institutions has gone up significantly, more so in higher education, it is the girls' education that has seen a phenomenal rise both in terms of numbers and employability. In 1949-50, the number of boys and girls in Primary Schools was 13564 and 1256 respectively, which rose to 146954 and 151256 in 2018-19. The steepest rise has been seen in higher education; the number of boys and girls enrolled in colleges in 1949-50 was incredibly low at 155 and 2 respectively, but it leapfrogged to 53322 and 79298 in 2018-19. The dramatic rise in the number of girls is indicative of the transformation that girls' education has undergone, not only numerically but also more fundamentally, unfolding in the process their latent potential.



Year	Enrolment									
	Primary		Upper Primary		Secondary		Higher Sec.		Colleges	
	B	G	B	G	B	G	B	G	B	G
1949-50	13564	1256	9334	832	6376	1333	0	0	155	2
1970-71	137255	80355	85515	41034	142601	56610	0	0	8804	1980
1980-81	303695	229311	53792	24867	108377	45479	29341	15394	12345	4302
1990-91	339796	305238	60584	46520	172002	130289	99752	53188	17620	8353
2018-19	146954	151256	100520	101863	86276	84251	76315	76638	53322	79298

➤ The enrolment data shows that there is a regular increase in the total enrolment of boys and girls from Primary classes to Colleges. But the enrolment of girls showed unprecedented rise in last 50 years and now the number of girls is at par with boys and at some levels higher than boys which is the result of the initiatives taken by Govt. for girls education.



In the last few decades, private sector participation in education in the state has gone up in a big way. In 2018-19, the total enrolment in High Schools and Senior Secondary Schools stood at 252131 and 200387 respectively. The robust growth trajectory of education in the state can be gauged from the fact that the drop-out rate is quite low; at Primary, Upper Primary, Secondary and class XI levels, it is only 0.26 percent, 0.2 percent, 7.75 percent and 9.39 percent respectively. This accomplishment can be attributed to the State-sponsored welfare initiatives, such as ease of access to education, Mid-Day Meal Programme, Free Education for Girls, and Free Uniform and Textbooks, etc. Moreover, teacher-students ratio in the state is very impressive; it is better than the national average. In 2018-19, it was 13:1 for primary classes and 27:1 for undergraduate classes. Between 2018 and 31 August 2020, a total of 4079 teachers got inducted into the system through new appointments, promotions and regularizations, augmenting the overall structure significantly. During the same period, 42 High Schools and 35 Senior Secondary Schools were notified. Efforts are being made to bring all sections of society into the mainstream through education. The number of SC & ST students has been rising rapidly, not only in schools but also in colleges. For instance, out of a total of 134875 students enrolled in colleges as of 30 September 2019, the number of Scheduled Caste and Scheduled Tribe students stood at 29263 and 8735 respectively. Similarly, out of a total of 452518 students in High and Senior Secondary Schools (Class IX to XII), the number of Scheduled Caste and Scheduled Tribe students stood at 120518 and 27837 respectively.

Drop out Rate												
Year	Drop-Out Rate											
	Primary Level			Upper Primary Level			Sec. Level			Class XI		
	B	G	T	B	G	T	B	G	T	B	G	T
2018-19	0.1	0.43	0.26	0.17	0.22	0.2	8.78	6.59	7.75	11.51	7.03	9.39

Pupil Teacher Ratio					
Year	Primary	Upper Primary Classes	Sec. Classes	Sr.Sec. Classes	Colleges
2018-19	13:1	12:1	14:1	11:1	27:1

- The Drop out rate is below 1 percent in Primary and upper Primary level and less than 10 percent at Sec. and Sr. Sec. level this target is achieved by adopting many initiatives like easy access of schools in hilly terrain, free Girl Education, Mid-Day-Meal, Free Uniform and Text books.
- Pupil Teachers ratio is better in our State in comparison to other States and National ratio. During the year 2018 to 31st August, 2020 4079 new appointments, promotions and regularisation of the Staff of the Education Department have been made. During this period 42 new high Schools and 35 Sr. Sec. School have been notified.



As far as infrastructure is concerned, there is a perceptible improvement in terms of both quality and quantity. The state can take pride in the fact that schools that used to have very modest structures and were barely equipped stand transformed now. New imposing buildings, equipped with smart classrooms, overhead projectors, computers, and other educational aids dot the landscape now. The state government has been keenly aware of the immense possibilities that lie embedded in technology, and has promoted its use in the teaching-learning process to supplement classroom teaching, but post-Corona, it got a huge push from the government for offsetting the pandemic-induced learning losses. It has now penetrated deep into our academic life.

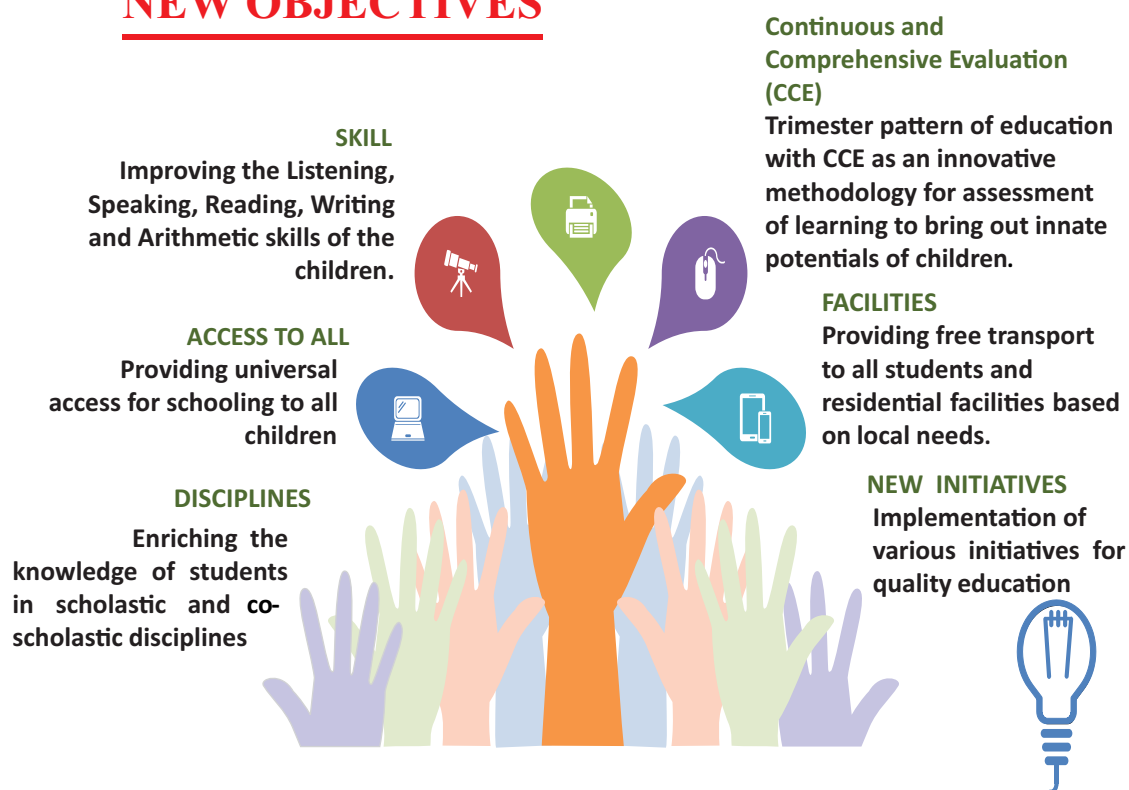
Himachal Pradesh has the honour of being the first state in the country to make Elementary Education accessible to every child. Vocational Courses have been introduced in 25 Senior Secondary Schools in order to facilitate skill development and encourage self-employment. SCERTs and DIETs are doing remarkable work in capacity building by organizing training programmes for school and college teachers on a regular basis. A hefty increase in budget outlay from a meagre 661 lacs in the 4th Plan Period (1966-1974) to 5100 lacs in the 7th Plan Period (1985-1990) has expedited the process of building functional infrastructure, and given a fillip to the modernization of education in the state.

There were limited avenues for Higher Education in Himachal Pradesh in the years preceding full statehood. To plug in this gap, the state government decided to establish Himachal Pradesh University, Shimla on 22 July 1970. Its progress almost coincided with the formation of Himachal Pradesh as the 18th state of India on 25th January 1971. Accredited with 'A' grade by NAAC, H.P. University has earned a name for itself. College of Agriculture that had been in existence since May 1966 was expanded and rechristened as Sarwan Kumar Himachal Krishi Vishwavidyalaya on 1st November 1978. The setting up of Dr. Yashwant Singh Parmar University of Horticulture and Forestry at Nauni in 1985 gave a much-needed push to the diversification of higher education in the state. Himachal Pradesh not only laid great emphasis on providing Universal Elementary Education to the children in the age group of 6-14, it adopted National Policy on Education in 1986, the year it was first introduced. Consistent focus on education resulted in the literacy rate rising sharply from 5.8 percent in 1951 to 82.80 percent in 2011.

Some of the other initiatives and milestones are the start of District Primary Education Programme, started in Chamba, Kullu and Kinnaur in 1994, the publication of Public Report of Basic Education (PROBE) in 1998, which reported that Himachal Pradesh had done better than Kerala and Goa, primarily due to the implementation of HP Compulsory Primary Education Act, the start of Regional Engineering College in Hamirpur in 1986, the launch of

Sarasvati Bal Vidya Sankalp Yojana on Himachal Day in 1999, which aimed to make provision of minimum three classrooms in each Primary School, the launch of Sarva Shiksha Abhiyan in 2001-02 to provide quality Elementary Education to the children in the age group 6-14 by 2010, the launch of Mid-Day Meal Scheme in 2004 to cater to the nutritional needs of the children from class 1st to class 5th, which proved beneficial in improving the enrolment and decreasing the dropout rate, the inclusive education for CWSN & skill education/vocational training for girls, and the launch of ICT Scheme in 2004, which became a big catalyst in bridging the digital divide among students of various socio-economic backgrounds and those based in different geographical locations.

NEW OBJECTIVES





Initiatives/Schemes

- | | |
|--|---|
| <ul style="list-style-type: none"> • B. Voc. • State Sponcered Scholarship Schemes • Pre-Board Examination • Exemption of tuition Fee from the Girl students • Transportation facilities to the students • Drug abuse awareness programme. • Training of in service Teachers. • Akhand Shiksha Jyoti Mere School se Nikle Moti • Menstrual hygiene awareness for Adolescent Girls | <ul style="list-style-type: none"> • Disaster management Actitivities • Private Investment (MOUs) • NSS/NCC/ Scouts and Guides activities • Srinivasa Ramanujan Student Digital Yojna. • C.V. Raman Virtual Classroom • Free Text Books • Atal School Vardi Yojna • Medha Protsahan Yojna (2019-20) • Uthkrishth Vidyalya & Mahavidyalya • Bag Free Day • Joy of Learning • Book Donation Day |
|--|---|

New Objectives of the Department of Education focus on skill development, easy access to education for all, improving the quality of teaching scholastic and co-scholastic disciplines, focus on Continuous and Comprehensive Evaluation (CCE) for better learning outcomes, creating better transportation and residential facilities, and ample use of technology for keeping pace with the needs of the time. Some of the major schemes include State Sponsored Scholarship Schemes, exemption from tuition fee for girl students, Drug Abuse Awareness Programmes, Akhand Shiksha Jyoti Mere School Se Nikle Moti, Menstrual Hygiene Awareness for Young Girls, Disaster Management Activities, Srinivas Ramanujan Student Digital Yojana, C.V. Raman Virtual Classroom, free textbooks, Atal School Vardi Yojana, Medha Protsahan Yojana, and developing Utkrisht Vidhyalya and Mahavidyalya. Under the Free Textbooks Scheme, books worth Rs. 1172.36 and 1189.74 lacs were distributed among 106303 and 103134 students in 2018-19 and 2019-20 respectively. Two Sets of free uniforms have been provided to the students of 6th to 10th classes under Mahatma Gandhi Vardi Yojana and to 11th & 12th class students under Mukhya Mantri Vardi Yojana. A sum of Rs. 1305.56 lakhs



was incurred on providing uniform to 159509 students under Atal School Vardi Yojana in 2019-20. Hostel facilities have also been provided to students in 39 colleges, 47 Govt. schools, and 7 Sports' Hostels so that students could focus on their studies without distraction and mental strain.

Education in Himachal Pradesh is not about academics alone, it is also about the ever-expanding circle of extension activities. NSS and NCC units functional in the schools and colleges have been instrumental in shaping the personality of the students and equipping them with necessary life-skills to tackle the contingencies of life. A total of 780 NSS units are active in the schools and colleges of the state in which a total of 66493 volunteers are enrolled. NCC Units are functional in 314 schools and 64 colleges in which 24681 cadets are enrolled. Scouts and Guides, which is operational in 1214 schools and 52 colleges, aims at physical fitness, mental robustness, mutual cooperation and social cohesion. It has been playing an important role in imparting both skills and values to students so that they could extend a helping hand to anyone in a vulnerable position. Capacity building through teacher-training has also been one of the key factors that have helped in the advancement of education in Himachal Pradesh.

It is an established fact that no big-ticket reform or large scale improvement is possible without financial provisions; with this view in mind, the state government has been liberally allocating funds for education. In 1951, a measly budget of 17.56 lacs was allocated for education, which has gone up to 367022.15 lakh in the year 2020. A quantum jump of this order has the potential to propel education into a new orbit. Sustained efforts by the various stakeholders are finally beginning to show results; many milestones have been crossed in the recent past. Gross Enrolment Ratio of the state for the year 2018-19 is 39.6 in Higher Education, 107.74 percent in Secondary Education, and 85 percent in Higher Secondary, which is significantly higher than the national average that stands at 26.3 percent for Higher Education and 79.28 percent for Secondary Education. Equally heartening is the Pupil-Teacher ratio in the state, which is better than the national average. PTR for colleges, Secondary and Higher Secondary Schools is 27:1, 14:1 and 11:1 respectively, which is quite encouraging.

Central and State Sponsored Scholarship Schemes have come as a big support for students, especially for those struggling with inadequate personal finances. To streamline and speed up application and distribution of various scholarships, the state government launched e-pass services (Electronic Payment and Application System of Scholarships) in 2013. Online



application portal of the state government was successful in achieving its objective, and to further improve its efficiency it has been shifted to the National Scholarship Portal (NSP) since 2019-20. While the total disbursement for the Financial Year 2018-19 stood at Rs. 880.12 lacs for various Centrally Sponsored Scholarship Schemes, the total amount released under various State Sponsored Scholarship Schemes stood at Rs 1221.88 lakhs.

All attempts are being made to ensure an all-round development of the students, be it academics, sports, skill development and so on. In 3rd Khelo India School Games held at Guwahati in January 2020, 81 players of Himachal Pradesh participated in various events, and won 2 gold, 6 silver and 21 bronze medals. Himachal Pradesh has been very proactive in making it a point to participate and make contribution in all national initiatives such as Swachh Bharat Abhiyan, Ek Bharat Shrestha Bharat, etc. The latter aims to enhance interaction and promote mutual understanding between students of different geographical and cultural denominations. It entails the exchange of 50 students between the paired states and institutions with a view to bringing together the youth of different regions for social cohesion and nation-building.

Atal Tinkering Labs is a revolutionary concept that has the potential to transform our schools into nurseries of research and innovation. It aims at familiarizing students with the concept of STEM, which is valued very highly in the advanced countries, besides giving them an opportunity to work with tools and equipment at an early age so that they evolve into innovators and researchers – an area that has faced an acute shortage of bright young men and women. A total of 139 government and private Senior Secondary Schools applied to NITI Aayog for establishing Atal Tinkering Labs in 2019-20, out of which fifteen government, ten private and three local body Senior Secondary Schools succeeded in setting up the labs.

In a bid to expand its global footprints and encourage investment in diverse sectors, including education, Global Investors Meet was organized in the state in 2019, which saw participation of potential investors in large numbers, who were left enamored of its pristine beauty, peaceful environment and progressive industrial policies. After hectic parleys, 51 MOUs were signed, committing an investment of approximately Rs. 1744 crores. In the education sector, nine projects worth Rs. 344.50 crores have already seen the light of day. In its relentless pursuit to expand its educational horizons, Himachal Pradesh has done commendable work, and with the setting up of IIT Mandi, IIM Sirmaur, and the Central University of Himachal Pradesh, it is not far away from realizing its full potential. These premier institutions have given an edge to the state, making it self-sufficient and fully geared

to offering high-quality education to its aspirants within the state itself. Another remarkable new initiative is the launch of CV Raman Virtual Classroom Yojana in the state, which will ensure the availability of high-quality content to students, especially those living in remote and backward areas. Under this plan, seven remote colleges of district Mandi have been connected with the Central Government College, Mandi. In the 2020-21 Budget speech, the Hon'ble Chief Minister announced an ambitious plan to set up virtual classrooms in 106 more educational institutions of the state students.



COVID-19 and the lockdown have been once-in-a-lifetime phenomena, which posed unprecedented challenges to teachers and learners in the last few months. In order to mitigate the plight of the students who could not access online classes due to locational disadvantages, the state government acted proactively and conceptualized a new programme 'Har Ghar Pathshala' for their benefit. Himachal Doordarshan Gyanshala, Himachal Radio Pathshala, and numerous other digital platforms have been of immense help to students, who found themselves floundering and rudderless in the wake of the pandemic, which has disrupted the teaching-learning process completely.



New initiatives for 2020-21, which are both timely and in line with the latest trends and needs, will take education a notch higher in times to come. Under Swaran Jayanti Gyanodaya Cluster Shrestha Vidyalaya Yojana, modern educational facilities will be provided in 100 cluster schools. There are plans to start Swaran Jayanti Utkrisht Vidyalaya Yojna in 68 schools, which have an enrolment of more than five hundred. Under this scheme nine colleges, having relatively better infrastructure and facilities, will be designated as Utkrisht colleges. A sum of Rs. 9.00 crores has been earmarked for the financial year 2020-21. Mathematics has traditionally been a scourge for most students; in an attempt to free them of their irrational fear of the subject, the government plans to set up Mathematics labs in fifty schools. There are also plans to coach one hundred meritorious students of 10th class under Swaran Jayanti Super 100 scheme. As part of an ambitious plan, Sardar Vallabh Bhai Patel Cluster University has started functioning in Mandi; colleges of Mandi and nearby districts will form a cluster around it and be affiliated to this university.

Education in Himachal Pradesh has taken long, decisive and splendid strides since it began its unremarkable journey in 1948. It has gone from strength to strength with each passing year; it can now compare favourably with any other state on multiple parameters like literacy, accessibility, quality, contemporaneity, etc. As per the report by India Today State of the State Study 2020, Himachal Pradesh is the Best Performing State and has been ranked at top position in the field of Education in India. Himachal is retaining this position since 2017. There are tremendous possibilities that still lie untapped, and the pace at which things are moving, the day is not far when Himachal Pradesh will be a viable destination for higher education, which will attract talent from far and wide, and be identified not only with its unspoiled natural beauty, refreshing environments and cultural flavour, but also with its highly ranked educational institutions.

Quality of Education in Himachal Pradesh

English and Hindi are the compulsory languages in the schools. There are also few optional languages provided in the state schools as Urdu, Punjabi, Sanskrit, Tamil, and Telugu. Himachal Pradesh Board of School Education (HPBoSE) lays special emphasis on making free education available for the children at elementary level. As per a survey conducted by Indian Market Research Bureau (IMRB), the dropout rate amongst school-going children is almost negligible i.e. below 1%. In fact, in districts like Bilaspur and Lahaul-Spiti, there are no dropouts of school children.



The state has also progressed in the field of higher education with the establishment of Indian Institute of Technology Mandi, which is ranked at 67th place in NIRF Rankings. Apart from IIT, the quality technical education is imparted by National Institute of Technology Hamirpur, Indian Institute of Information Technology Una, and colleges affiliated to Himachal Pradesh Technical University (HPTU). Indian Institute of Management Sirmaur testifies the excellent management education in Himachal Pradesh state.

Initiatives of Higher Education in Himachal Pradesh

1. National Service Scheme
2. Srinivasa Ramanujan Students Digital Yojna
3. Khel Se Swasthay Yojna
4. CV Raman Virtual Class Room Yojana
5. Medha Protsahan Scheme
6. INSPIRE Award MANAK Scheme
7. Scholarship Schemes

1. National Service Scheme

National Service Scheme (NSS) Is A Central sponsored scheme which is governed by the Ministry of Youth Affairs and Sports. It was introduced in the year 1969 to inspire the youth to follow the ideals of Mahatma Gandhi. The students of 10+1, 10+2, UG level and PG level may voluntarily get registered themselves under NSS. In any educational institution (i.e. school, college, university) one or more than one unit of NSS may be made functional on the prior approval of the competent authority.

NSS units are sanctioned by the GOI in favor of a state and the state government further allocates the same to (+2) council and universities. In the case of senior secondary schools the NSS unit is allocated by the DHE as per availability of the NSS units sanctioned by the state government in favor of the (+2) council.

Under NSS 2 types of activities are conducted for the volunteers. (i) regular activities and (ii) special camping.

- (I) Regular activities: Volunteers have to complete 240 hours under RA. RA includes various community services like cleanliness campaign of water resources, to aware



the community towards environment and bad effects of pollution, celebration of important days, rallies so as to achieve the theme of NSS, health

- (ii) Special camping: 7 days special camp is organized by every unit of NSS in the educational institution. It is a day and night camp in which volunteers must have to stay at camp site during day and night for 7 days.

On the completion of above activities the volunteers become eligible for NSS certificates.

In addition to above, national integration camps are also organized at different regions of the country in which hundreds of students take part from different states. Mega camps are also organized for NSS volunteers.

It is pertinent to mention here that our states also organize YLC for NSS volunteers which are the unique contribution of our state in the field of NSS. Our state organizes 06 YLC every year for NSS volunteers. Pre Republic Day camp and R.D. camp is also organized by the department. NSS volunteers of (+2) schools take part in the Republic Day parade program every year. In the year 2020, our girl volunteers have been selected as best participants in the state level R.D. parade.

It is no exaggeration to say that the NSS volunteers play very important role in the hours of any natural calamity, emergency of pandemic etc. through volunteer community services.

At present the world is facing very difficult time owing to the spread of COVID-19 pandemic. India is one of the most affected country from this pandemic. In this difficult time our volunteers are assisting and helping the corona warriors in possible ways. Our volunteers are preparing masks, sensitizing the people by fixing slogans and pictures at public places, contributing in the CM's and PM's relief funds. Therefore, we can say that NSS is one of the important co-curricular activities which channelizes the energy of our youth in proper way and prepare them to face the forthcoming challenges successfully in their lives.

Therefore, NSS plays very important role in the overall development of personality and character of the volunteers.

2. Srinivasa Ramanujan Students Digital Yojna

In this scheme: 9700 laptops have been distributed to the meritorious students of Class-10th and 12th under the Srinivasa Ramanujan Student Digital Yojana for the year 2017-18 and 2018-19 in Himachal Pradesh.



3. Khel Se Swasthay Yojna

Under this scheme (Phase 1): 50 schools and 50 colleges identified by department of Higher Education for Kabaddi Mats, Kho-kho Mats, Judo Mats, Wrestling Mats or Weight lifting set has been distributed in the session 2019-20 by Govt. of HP as desired by the respective schools and colleges. Rs. 4.00 Crores budget was allocated for this scheme in the year 2019-20.

4. CV Raman Virtual Class Room Yojana

Virtual Class Room (E-Learning Centre) Virtual Laboratory is a system that creates an environment designed to facilitate teacher's management of educational courses for their students, especially a system using computer hardware and software, which also involves distance learning. The environment can be web-based and accessed through a portal or software-based and require a downloadable executable file. A virtual classroom is a teaching and learning environment where participants can interact, communicate, view and discuss presentations, and engage with learning resources while working in groups, all in an online setting. The medium is often through a video conferencing application that allows multiple users to be connected at the same time through the Internet, which allows users from virtually anywhere to participate. A virtual classroom is also known as a virtual learning environment (VLE).

CV Raman Virtual Classroom Yojana introduced in the State of Himachal Pradesh which in order to provide teaching facilities to the students of various schools through optimum use of technology. Under the scheme, students are provided teaching inputs through Virtual mode, in schools and colleges located in difficult areas. After the initial good results of the scheme, Virtual Classrooms would be established in 106 educational institutions in 2020-21. Under this scheme, one CV Raman virtual classroom is established at Mandi College and connected with 08 colleges.

5. Medha Protsahan Yojana 2020

Medha Protsahan Yojana is another initiative that has transformative power. Under this scheme, it is planned that 800 meritorious students will be given financial help and coaching in good coaching institutes within or outside the state for 45 days. For proper implementation of the scheme, a sum of Rs. 5.00 crores was sanctioned for the financial year 2018-19. Laptops were also distributed to the meritorious.



6. INSPIRE Award MANAK Scheme

- Innovation in Science Pursuit for Inspired Research' (INSPIRE) scheme is one of the flagship programmes of Department of Science & Technology (DST), Government of India. The INSPIRE Awards - MANAK (Million Minds Augmenting National Aspirations and Knowledge), being executed by DST with National Innovation Foundation – India (NIF), an autonomous body of DST, aims to motivate students in studying in classes 6 to 10. State Council of Educational Research and Training (SCERT) Solan is the nodal agency for implementation of the scheme in the State. Disbursement of INSPIRE Award of INR 10,000 into the bank accounts of short-listed students through Direct Benefit Transfer (DBT) scheme. The scheme was implemented in the State w.e.f. 2009 in the State. More than 19000 such awards have been sanctioned to the state till date and more than 200 awardees have been participated in the national Level Exhibition and Project Competition (NLEPC). Out of which 13 awardees from the state have been selected among best innovations at the national level. The best sixty awardees selected at national level in (NLEPC) every year visited Japan to explore its scientific institutions under the SAKURA exchange programme of JAPAN. The whole expenditure of the visit is borne by the Government of Japan. Till date 8 awardees from the state have visited Japan.
- In the last year 2019-20, state has been awarded 1062 awards each amounting to Rs. 10000/- . In the month of April three students from State visited JAPAN under SAKURA Science High School Programme.
- Three INSPIRE Awardee Students of the State who attended and participated in YUVIKA programme of ISRO at Bengaluru National Level Exhibition and Project Competition (NLEPC).
- One INSPIRE Awardee and Participant of the NLEPC 2019 attended Innovation Festival held by National Innovation Foundation Gandhinagar at Bengaluru where His Excellency President of India was honoured the function as Chief Guest.

7. Scholarship schemes running in Himachal Pradesh

- State Sponsored Scholarship Schemes being implemented by the Higher Education Department in Himachal Pradesh:
 1. Dr. Ambedkar Medhavi Chattarvriti Yojna SC Students:

2. Dr. Ambedkar Medhavi Chattarvriti Yojna OBC Students
3. Swami Vivekanand Utkrisht Chhatravriti Yojna:
4. Thakur Sen Negi Utkrisht Chhatravriti Yojna:
5. Indira Gandhi Utkrisht Chhatravriti Yojna for Post Plus Two Students:
6. Kalpana Chawla Chhatravriti Yojna:
7. Mukhya Mantri Protsahan Yojna (One-time Incentive):
8. Mukhya Mantri Gyandeep Yojna :
9. Maharishi Balmiki Chattarvriti Yojna:
10. IRDP Scholarship Scheme:
11. Sainik School SujanpurTihra Scholarship
12. Rashtriya Indian Military College Scholarship (Only for RIMC Dehradun):
13. NDA Scholarship Scheme (Only for NDA Khadakwasla):
- Centrally Sponsored Scholarship Schemes being implemented by the Higher Education Department in Himachal Pradesh:
 1. Pre-Matric Scholarship Scheme for SC Students (Class 9th & 10th) CSS:
 2. Pre-Matric Scholarship Scheme for ST Students (Class 9th & 10th) CSS:
 3. Pre-Matric Scholarship Scheme for OBC Students (Class 1st to 10th) (CSS):
 4. Post-Matric Scholarship Scheme to SC students (CSS):
 5. Post-Matric Scholarship Scheme to ST students (CSS)
 6. Merit-cum-Means Scholarship Scheme for Students belonging to Minority Community (CSS)
 7. Post-Matric Scholarship Scheme to students belonging to Minority community (CSS):
 8. Scholarship to Disabled Students (CSS):
 9. Post Matric Scholarship for Students with Disabilities (CSS):



10. Post-Matric Scholarship for Denotified, Nomadic and Semi-Nomadic Tribes (DNTs) (CSS):-
11. Dr. Ambedkar Post-Matric Scholarship for Economically Backward Classes (EBC)(CSS):

Higher Education Department Achievements & Schemes

Himachal Pradesh has taken significant strides in education since the state came in to being. There are 1873 Government Sr. Sec. Schools, 928 Government High Schools, 129 Government Degree Colleges, 01 fine Art college, 07 Government Sanskrit Colleges, 01 SCERT, 01 Government College for Teacher Education engaged in the task of teaching-learning in Secondary and Higher Education.

Major Achievements of Edu. Department:

1. In order to improve the accessibility and quality of education to the students at their doorsteps. The department has upgraded 148 Government High Schools to the level of GSSS and 147 GMS to the level of GHS and created posts in the upgraded schools. Beside this, one new Government Degree College-Jawali has been opened consequently & 18 posts have been created in the college during the year 2018 to 30-09-2019.
2. The department has started the scheme “Akhand Shiksha Jyoti, Mere School Se Nikle Moti” in the State. Under this Scheme, the names of all old students who have achieved something exemplary in their life are being entered on the school Honor board so as to inspire and instill the sense of determination and the confidence in the present school students to inspire them to excel in life. In this context, the department has placed Honor Boards in all the Government schools & 2680 such names have been displayed on honour boards.
3. The Governor has notified the scheme Vidyarthi Van Mittar Yojna on dated 20. 08. 2018. The prime objective of this scheme is to create awareness among school children about protection of forest and environment through their active participation in tree plantation and protection. The scheme is implemented through Eco Clubs established in all the Government Schools. 1100 plants per hectare will preferably be planted in blank areas nearby selected school under the supervision of designated Nodal officers of Forest and Education Department.

4. The Government of HP has introduced Medha Protsahan Yojna for meritorious students of the state w.e.f. 2018-19. The aim of the scheme is to assist meritorious students of HP by way of special coaching for – CLAT, NEET, IIT-JEE, AIIMS, AFMC & NDA etc exams. Under this scheme the financial assistance of Rs. 1 Lakh will be given to 350 students of 10+2 (Science-200, Commerce-75 & Arts- 75) passed/appeared in the relevant year & 150 graduates will be given on the basis of merit. 182 Candidates (Graduate-34, Science-117, Arts-18 and Commerce- 13) against 500 have received coaching from empanelled coaching institutes as per students choice for the year – 2019 - 20.
5. The department has declared the fourth Saturday of every month as Bag Free Day in every Government School in order to ensure overall development of the pupils by conducting various activities such as inter-House Sports Competitions, Extra Curricular Activities are being organized in the schools.
6. The department is providing free text books to the students of SC/ST/OBC/BPL studying in 9th & 10th classes.

During the year 2018-19 & 2019-20 following are the details of beneficiary.

Table 3.1 Details of Free Text Books

Year	No. of Beneficiaries	Total Expenditure (in Rs)
2017- 18	1,15,708	11,71,48,783 - 00
2018-19	1,06,303	11,72,36,891-00
2019-20	1,03,134	11,89,74,143-00

7. Under the scheme “Atal School Vardi Yojna” free uniforms have been distributed to all the students from 9th to 12th classes as under:

Table 3.2 Atal School Vardi Yojna

Year	No. of Beneficiaries	Total Expenditure (in Rs.)
2017- 18	1,77,049	10,81,34,289 - 00
2018-19	1,59,509	13,05,51,730 - 00
2019-20	1,63,019	13,36,56,419 - 72



Table 3.3 Schools Upgraded

Year	Schools	Target	Achievements
2017-18	GHS	10	108
	GSSS	10	118
2018-19	GHS	10	13
	GSSS	10	05
2019-20	GHS	10	26
	GSSS	10	25

8. In order to foster curiosity, creativity and imagination in young minds, Atal Tinkering Lab is a work space where young minds can give shape to their ideas through hands on do- it-yourself mode ; and learn innovation skill young children will get a chance to work with tools and equipment to understand the concepts of STEM (Science, Technology, Engineering and Maths) During the year-2018-19, 119 Govt. Sr. Sec. schools, 03 local body schools, 13 private schools have been applied for registration to establish the Atal Tinkering Labs to NITI Aayog and department will aware all the schools for the registration of establishment of Atal Tinkering labs through wide publicity during the year 2019-20 . The department has distributed 1GB free data Cards monthly along with balanced 4577 laptops of the academic session 2016-17 to the meritorious students of Class 10th and 12th of Himachal Pradesh Board of School Education, Dharmshala.

9. The Govt. of HP has initiated the process to distribute laptops to 9700 meritorious students of schools & colleges. The beneficiaries are (4400 from Matric & 4400 from 10+2) from academic session 2017-18 and 900 meritorious students (300 Arts, 300 B.sc & 300 B.Com of final year) of colleges affiliated with HP University for providing Laptops with 1GB Data usage under “Srinivasa Ramanujam Student Digital Yojna”. The department of Higher Education has started “C.V. Raman virtual classroom Yojna” in eight colleges in Mandi district on pilot basis where Govt. College Mandi is being connected with seven remote colleges of Mandi District. Further, the process to install virtual classroom in 20 schools of Shimla Distt. have been initiated and will be completed very soon under “C.V. Raman Virtual Classroom Yojna” 1893 Examination Centres in GSSS/GHS of HPBOSE has been installed with CCTV Surveillance System



by Directorate of Higher Education and institution itself to promote student security/ safety. It also helps invigilator to keep an eye on examination centre and maintain discipline & punctuality among students & teachers. Under this scheme 100 schools in 2018-19 & 164 in the year 2019-20. Out of 1895 Examination Centres 1893 have been covered. One smart classroom has been installed in GSSS -Bagsaid in Distt-Mandi in 2019-20

10. In order to establish the 36 language labs, the department (ISSE) has initiated the tendering process and same would be established soon. For this purpose, GOI has approved Rs. 60.00 lacs .
11. The department has started the tendering process for the procurement of 2700 Aadhar Enabled Bio-Matric Attendance System (AEBAS) with the collaboration of HPSEDC. AEBAS will be installed in GSSS/GHS and Govt. Colleges for recording attendance of staff in the State.
12. The department has installed Wi-fi in 114 colleges out of 139 colleges during the year 2018-19 and in remaining 25 installation of the same is under process in the current financial year.

- Projects under RUSA 1.0

The RUSA has been implemented in the State from 2013-14 during the 12th Five Year Plan to improve Higher Education. Under RUSA 1.0 Project Approval Board (PAB), MHRD, GOI has approved **Rs. 224.00 Crores** for following seven components for the period 2012-17 under RUSA 1.0 with the central share of **Rs. 201.60 Crores and State Share of Rs. 22.40 Crores (funding pattern 90:10 i.e. Central Share : State Share).**

Table 3.4 Projects under RUSA 1.0

Sl. No.	Component	Projects/Units Approved	No. of Beneficiaries HEIs	Amount Approved (In Crore)	Amount Released as on date 21.12.2020 (In Crore)
1	Creation of University by Conversion of Colleges in a Cluster (Unit Cost - Rs. 55 Cr.)	01: Sardar Vallabh Bhai Patel Cluster University, Mandi: 1.GC Mandi (Lead College) 2.GC Darang at Narla 3.GC Bassa 4.MLSM Sunder Nagar	04	55.00	27.5



2	Infrastructure Grants to Universities (Unit Cost - Rs. 20 Cr.)	01: Himachal Pradesh University, Shimla	01	20.00	20.0
3	New Model Colleges (Unit Cost - Rs. 12 Cr.)	01: Model Degree College, Sirmour	01	12.00	10.8
4	Upgradation of existing Degree Colleges to MDCs (Unit Cost - Rs. 4 Cr.)	01: GC, Reckong Peo	01	4.00	3.6
5	New Colleges (Professional) (Unit Cost - Rs. 26 Cr.)	01: Rajeev Gandhi Engineering College, Kangra	01	26.00	26.0
6	Infrastructure Grants to Colleges (Unit Cost - Rs. 2 Cr.)	47 (Annexure)	47	94.00	90.8
7	Equity Initiatives (Unit Cost - Rs. 5 Cr.)	01 (Annexure)	30 (Colleges) +1(HPU)	5.00	4.89
8	Preparatory Grants	—	—	8.00	4.0
Total		53	86	224.00	187.59

- Projects under RUSA 2.0

Under RUSA 2.0 i.e. 2018 onwards, Project Approval Board (PAB), MHRD, GOI has approved **Rs. 92.00 Crores** for following three components with the Central Share of **Rs. 82.80 Crores** and State Share of **Rs. 9.20 Crores** (funding pattern 90:10 i.e. Central : State Share)

Table 3.5 Projects under RUSA 2.0

Sl. No.	Component	Projects/Units Approved	No. of Beneficiaries HEIs	Amount Approved (In Crore)	Amount Released as on date 21.12.2020
1.	Infrastructure Grants to Universities (Unit Cost - Rs. 20 Cr.)	01: Himachal Pradesh University, Shimla	01	20.00	10.0
2.	New Model Colleges (Unit Cost - Rs. 12 Cr.)	01: Govt. College Lylhkothe (Chamba)	01	12.00	6.0
3.	Upgradation of existing Degree Colleges to MDCs (Unit Cost - Rs. 4 Cr.)	02: 1. DAV Centenary College, Kotkhai 2. Government College, Chamba	02	8.00	2.0
4.	Infrastructure Grants to Colleges (Unit Cost - Rs. 2 Cr.)	26 (Annexure)	26	52.00	27.0
Total		30	30	92.00	45.0

Vocationalisation of Secondary Education (ISSE)

B. Voc. Cell a nodal agency in DHE to ensure & implement B. Voc. Programme in HP as per terms & conditions mentioned in RFP. The cell coordinate with all the key stakeholders such as HPU, UGC, HPKVN, NSDC, SSC, B.VOC Cell at each college and TSP to ensure effective implementation of the programme.

Under this programme 1733 students (836 RM & 897 H&T) in 2018-19 and 2557 (1201 RM and 1356 H&T) in 2019-20 were enrolled. Eleven students have been placed after getting diploma in the year 2018-19 in reputed organisations like wild Flower Hall, Reliance Fresh, Big Bazar, Oyo, Wallmart etc. Within and outside the state. 45 trainers have been engaged in 12 colleges through TSP for imparting skill component training effectively.

During the year 2019-20, 2357 students completed on job training within and outside the state and 16 students got placement.



Under the National Skill Qualification Framework, vocational education is being provided in 873 schools with 11 Vocational trades i.e. Automobiles, Retail, Security, ITeS, Healthcare, Tourism, Agriculture, Telecom, Physical Education, Banking Financial Services and Insurance and Media. The department is going to start additional Vocational trades i.e. Electronics and Hardware, Apparels, made ups & furnishing, Beauty & Wellness and Plumber in 80 more schools where requisite number of students are available at 9th standard with the aim to promote skills and to provide employment opportunity to the students in year 2019-20. Beside this, Additional job role, Domestic Data Entry Operator in IT and ITes and food & Beverage Service Trainee in Tourism & Hospitality Sector has also been allotted.

Schemes/Programmes for generation of self/wage employment:

In order to generate Employment for the youth, Rozgar Melas are being organized in the Govt. Degree colleges in the State . The Govt. has decided to setup centre of excellence-cum incubation centre in 10 Govt. Degree colleges of the State for generation of meaningful employment in corporate world . 2500 wage employment and 1500 self-employment has been provided to the youth of the State during the year 2018-19. In order to achieve the target placement drive was arranged w.e.f. 04.04.2018 to 06.04.2018 in Govt. Degree College, Nalagarh , Solan and Kotshera , Shimla .

B.Voc. has been started on pilot basis in 12 Degree colleges in the State and the same is funded by the Asian Development Bank. Under this scheme, total enrolment of students for the session 2018-19 is 1016 and students will be eligible for wage employment/self employment in 2020.

The department proposes to start and implement the Integral Interconnected Project Monitoring System (HPMS) in the Department and though this system all the schools of the State will be inter connected and the DDHEs can share any information with the schools without loss of any time. Further, DDHE can monitor the attendance of the staff as well as students on daily basis online. At present this system is running successfully in Mandi Distt. There is also a provision for monitoring of every kind of payment made to students which will be done through smart cards issued to students and details of which will be updated on this portal.

Budget allotment for Buildings of Colleges and Schools:

Table 3.6 Budget allotment for buildings of Colleges

Financial Year	Name of Schemes	Budget Allotted	Expenditure	No. of Beneficiaries
2018-19	2059-01-053-72-Hr.Edu (Building Repair)	50-00	50-00	12
	4202-01-203-01(Soon)Plan. Gen.	6002-00	6002-00	130
2019-20	2059-01-053-72-Hr.Edu (Building Repair)	50-00	50-00	11
	4202-01-203-01(Soon) Plan. Gen.	3524-93	3287-40	580
2019-20	2059-01-053-72-Hr.Edu (Building Repair)	74-00	28-06	06
	4202-01-203-01(Soon) Plan. Gen.	4912-00	4317-70	88

Table 3.7 Budget allotment for buildings of Schools

Financial Year	Name of Schemes	Budget Allotted	Expenditure	No. of Beneficiaries
2018-19	2059-01-053-33(Soon)Hr.Edu (Building Repair)	330-00	330-00	94
	4202-01-202-01(Soon) Plan. Gen.	3607-34	3607-33	526
2019-20	2059-01-053-33(Soon)Hr. Edu (Building Repair)	330-00	330-00	89
	4202-01-202-01(Soon) Plan. Gen.	3524-93	3287-40	580
2019-20	2059-01-053-33(Soon)Hr. Edu (Building Repair)	500-00	20-00	01
	4202-01-202-01(Soon) Plan. Gen.	3488-00	2703-91	499

New streams & subjects started:

- Science streams started in Govt. College Lambathach in Distt Mandi in the session-2018-19
- NOC for starting physical education at UG Level in GDC Daulatpur Chowk in Distt Una and in GDC-Nurpur in Distt-Kangra & GDC- Joginder Nagar Distt. Mandi.
- Noc to start Environment Science as new subject in 15 Govt. College.
- NOC for starting PG Classes in GDC Dharamshala (Commerce, Chemistry and Geography), GDC College Hamirpur (Botany & Zoology) and GDC Nerwa (Pol. Sc.)
- NOC for starting Political Science as a new PG subject in Govt. Degree College-Kullu, Distt-Kullu.



- NOC for starting PG Classes in Political Science & History at GC Shilli.
- NOC to start PG Classes in M.Com, M.Sc. Chemistry, Botany, Zoology & M.A. Political Science at GDC Ghumarwin in Distt.-Bilaspur.
- NOC to start PG Classes in Pol. Sc. & History at GDC Sarswati Nagar, Distt.-Shimla.
- NOC to start PG Classes in Pol. Sc. & History at GDC Rekong Peo Distt. Kinnour.
- NOC to start PG Classes in Pol. Sc. & at GDC Paonta Sahib, Distt. Sirmour.

New Streams (Under Self-financing) started during 27-12-2017 to 31-10-2020:

- NOC to start BCA Classes under Self-financing scheme at GDC-Haripur-Guler, Distt-Kangra-2018.
- NOC to start PGDCA Classes at GDC- Indora, Distt- Kangra.
- NOC to start MCA Classes at GDC-Kullu, Distt- Kullu.
- NOC to start BBA & BCA Classes at GC- Thural and GC- Naura, Distt-Kangra.
- NOC to start PGDCA Classes at GDC- Chaura Maidan, Distt- Shimla.
- One Govt. Degree College In Jawali has been opened in the session 2018-19 in the state & 10 posts of Teaching & 08 posts of Non-Teaching have been created in newly opened Govt. Degree College – Jawali.

Scholarships:

Table 3.8 State sponsored scholarship schemes

Year	State Budget (Lakhs of Rs.)	Expenditure (Lakhs of Rs.)	No. of Beneficiary
2017-18	1683.10	1441.43	49056
2018-19	1492.14	1176.52	38292
2019-20	1059.01	562.16	18415
Total	4234.25	3180.11	105,763

Table 3.9 Central sponsored scholarship scheme

Year	State Budget (Lakhs of Rs.)	Expenditure (Lakhs of Rs.)	No. of Beneficiary
2017-18	5261.59	4322.29	114210
2018-19	11390.23	2402.98	75895
2019-20	5078.73	607.57	19030
Total	21730.55	7332.84	209138



Establishment Schools:

Table 3.10 Promotions and Appointments in Schools

Sl. No.	Particulars	Principal	Headmaster	PGT/Lect-SN
1.	Promotions	765	296	–
2.	Appointments	–	–	27
3.	Regularisation	–	–	2463
4.	Regularisation Adhoc.Prom.	2440	–	–
5.	ACP	66	01	509

- 40 Memorandum of understanding were signed between Societies and Directorate of Higher Education (Total Amount: Rs. 1202-50 Crores) regarding establishment of Private schools and universities in HP.
- NOC has been issued to 192 un-aided schools w.e.f. 27-12-2017 to 30-06-2020 i.e. 96 NOC has been issued to 12th standard schools.

Medals achieved in National Tournament: 2018-19

01 Gold in Boxing Under-17 (Boys) and 01 Gold in Hand ball under-19 Girls. In Khelo India 01 Gold in Kabaddi under-21, 01 Gold in Athletics U-21 (Boys), 01 Gold in Boxing U-21 (Girls)

Medals achieved in National Tournament: 2019-20

01 Gold in Boxing Under-19, (54 Kg Girls), 01 Gold in Boxing Under-19, (66 Kg Girls), In Khelo India, 01 Gold in Boxing U-17, 01 Gold in Shooting.

NSS Activities:

1. Total unit allocated by GOI - 625
2. Total schools having NSS Unit - 780
3. Self-financing Unit - 16
 - Volunteer strength allocated by GOI - 62500
 - Actual Strength - 66493

During COVID-19 in the month of April - 2020 to Oct -2020 NSS Programme Officers and NSS Volunteer made following achievements:



1. Face mask prepared – 233585
2. Face mask distributed – 166637
3. IGOT Registration – 57100
4. Aarogya Setu App downloaded – 150524
5. Volunteers in social media – 19223
6. Programme officers involved – 879
7. Programme officers in field – 14646
8. Volunteers deployed in the field - 12944
9. No. of old persons cared – 25856
10. Volunteers in social distances – 1819
11. Awareness on COVID-19 by display of posters - 32792
12. Programme officers and Principals working in quarantine centres -32
13. Programme Officers on duty surveillance and registration of COVID -19 control room-15
14. Distribution of Food by Programme officer and Principals from their own pocket – 94545
15. Programme Officers, Principals and volunteers trained from IGMC -30083
16. Prime Minister and Chief Minister Relief Fund contributions – 233221

Teachers Training

The department of Higher Education has fixed a target to train 2100 teachers every year in training institutes i.e. SCERT Solan, GCTE Dharamshala . In the year 2018-19, 2200 teachers were trained and in the year 2019-20, 1182 teachers were trained. In current year 2020-21, no training programme has been conducted due to COVID-19. However SCERT Solan & GCTE Dharamshala is going to conduct online training programme w.e.f. October-2020.

- Presently, there are following number of higher and technical institutions in Himachal Pradesh:

Table 3.11 Number of Higher Education Institutions in Himachal Pradesh

State Public Universities	05
State Private Universities	17
Central Universities	01
Institutes of National Importance	04
Govt. Colleges of Central Government	03
Government Colleges (Higher Education)	146
Grant-in-aid Colleges	05

Table 3.12 Student Enrolment in Higher Education*

Sl. No.	Student Enrolment Higher Education	Male	Female
1	Government College Himachal Pradesh	51869	76788
2	Education College	175	290
3	Government Medical College	1469	2125
4	Nursing College	0	354
5	Pharmacy College	209	419
6	Institutions of Himachal Pradesh University	2045	1376
7	Institution run by CSK H. P. Agriculture University Palampur	108	165
8	Institutions run by Central Govt.	613	968
9	Hotel/Tourism (Govt.)	1072	139
10	Govt. Engineering Colleges	2520	758
11	Standalone Institutions (Govt.)	5374	3266
12	Standalone Institutions (Non-Govt.)	1449	3119
13	Central Govt. Institution	793	114
14	Private B.Ed. Colleges	671	415
15	Non-Govt. Law Colleges	872	522
16	Himachal Research Institute	1	0



17	Private Medical Colleges	174	384
18	Private Dental Colleges	307	1008
19	Private Nursing Colleges	0	4130
20	Non-Govt. Pharmacy Colleges	2010	1136
21	Private Engineering Colleges	2267	560
Total		73998	98036

*Source: Department of Higher Education, Himachal Pradesh

Table 3.13 List of Government Colleges (Higher Education) in Himachal Pradesh

Sl. No.	Name of the Institution	District
1.	Aryabhatta Govt. Degree College, Sandhole (Id: C-55381)	Mandi
2.	Baba Kanshi Ram Government Degree College, Dadasiba (Id: C-55334)	Kangra
3.	Dr. Sarvepalli Radhakrishnan Government Degree College Dharampur (Id: C-11307)	Mandi
4.	Dr. Y.S. Parmar Govt. Post Graduate College, Nahan (Id: C-11522)	Sirmaur
5.	Government Degree College, Kotla Behar (Id: C-60223)	Kangra
6.	Government College, Haroli (Id: C-57800)	Una
7.	Government College, Ramshehar (Id: C-57996)	Solan
8.	Government Degree College, Darlaghat (Id: C-59012)	Solan
9.	Government Degree College, Drang at Narla (Id: C-11334)	Mandi
10.	Government Degree College, Multhan, (Chotta Bhangal) (Id: C-57992)	Kangra
11.	Government Degree College, Ronhat (Id: C-60332)	Sirmaur
12.	Government Degree College, Sainj (Id: C-57672)	Kullu
13.	Government College, Anni at Haripur (Id: C-11482)	Kullu
14.	Government College, Arki (Id: C-11475)	Solan
15.	Government College, Baldwara (Id: C-54638)	Mandi
16.	Government College, Bangana (Id: C-11524)	Una
17.	Government College, Banjar (Id: C-11315)	Kullu
18.	Govt. College, Baroh (Id: C-55022)	Kangra
19.	Govt. College, Barotiwala (Id: C-53801)	Solan
20.	Govt. College, Barsar (Id: C-11377)	Hamirpur

21.	Govt. College, Basa (Id: C-11298)	Mandi
22.	Govt. College, Bhallai (Id: C-58704)	Chamba
23.	Govt. College, Bharali, Anjbhoj Transgiri Area (Id: C-55024)	Sirmaur
24.	Govt. College, Bharmour (Id: C-11443)	Chamba
25.	Govt. College, Bhoranj (Tarkawari) (Id: C-11542)	Hamirpur
26.	Govt. College (Id: C-11349)	Bilaspur
27.	Govt. College, Chail-Koti (Id: C-55445)	Shimla
28.	Govt. College (Id: C-11480)	Chamba
29.	Govt. College, Chowari (Id: C-11516)	Chamba
30.	Govt. College, Chowki Maniar (Id: C-56728)	Una
31.	Govt. College, Daulatpur Chowk (Id: C-11511)	Una
32.	Govt. College, Dhaliara (Id: C-11424)	Kangra
33.	Govt. College, Dhami (Id: C-55894)	Shimla
34.	Govt. College, Dharmashala (Id: C-11538)	Kangra
35.	Govt. College, Gadagusain (Id: C-55336)	Kullu
36.	Govt. College (Id: C-11275)	Hamirpur
37.	Govt. College, Haripurdhar (Id: C-48679)	Sirmaur
38.	Govt. College, Indora (Id: C-11266)	Kangra
39.	Govt. College, Jawalaji, Jawalamukhi, Teh Dehra (Id: C-11477)	Kangra
40.	Govt. College, Jhanduta (Id: C-11344)	Bilaspur
41.	Govt. College, Jukhala, Distt. Bilaspur (Id: C-11429)	Bilaspur
42.	Govt. College, Karsog (Id: C-11401)	Mandi
43.	Govt. College, Khundian (Id: C-55021)	Kangra
44.	Govt. College, Kukumseri, Distt. Lahaul & Spiti (Id: C-11525)	Lahaul & Spiti
45.	Govt. College, Kullu (Id: C-11303)	Kullu
46.	Govt. College, Kumarsain (Id: C-51750)	Shimla
47.	Govt. College, Lad-Bharol (Id: C-51940)	Mandi
48.	Govt. College, Lanj (Id: C-54946)	Kangra
49.	Govt. College, Lyth Kothi (Id: C-57082)	Chamba
50.	Govt. College, Majheen (Id: C-56679)	Kangra
51.	Govt. College, Nagrota Bagwan (Id: C-11407)	Kangra
52.	Govt. College, Nagrota Surian (Id: C-51740)	Kangra
53.	Govt. College, Nalagarh (Id: C-11492)	Solan
54.	Govt. College, Nankhari (Id: C-51741)	Shimla



55.	Govt. College, Naura (Id: C-11279)	Kangra
56.	Govt. College, Nihri (Id: C-55023)	Mandi
57.	Govt. College, Nurpur (Id: C-11384)	Kangra
58.	Govt. College, Palampur (Id: C-11374)	Kangra
59.	Govt. College, Pangi (Id: C-11388)	Chamba
60.	Govt. College, Rajgarh (Id: C-11270)	Sirmaur
61.	Govt. College, Rakkar (Id: C-56773)	Kangra
62.	Govt. College, Reckong Peo (Id: C-11313)	Kinnaur
63.	Govt. College, Rewalsar (Id: C-54637)	Mandi
64.	Govt. College, Salooni (Id: C-11468)	Chamba
65.	Govt. College, Sangrah (Id: C-11439)	Sirmaur
66.	Govt. College, Sanjauli, Shimla (Centre of Excellence) (Id: C-11528)	Shimla
67.	Govt. College, Sarahan (Id: C-54192)	Sirmaur
68.	Govt. College, Saraj at Lambathach, Tehsil Thunag (Id: C-11464)	Mandi
69.	Govt. College, Sarkaghat (Id: C-11456)	Mandi
70.	Govt. College, Seema (Rohru) (Id: C-11495)	Shimla
71.	Govt. College, Shahpur (Id: C-11451)	Kangra
72.	Govt. College, Shillai (Id: C-11296)	Sirmaur
73.	Govt. College, Sihunta (Id: C-57013)	Chamba
74.	Govt. College, Solan (Id: C-11365)	Solan
75.	Govt. College, Sunni (Id: C-11505)	Shimla
76.	Govt. College, Takipur (Id: C-54634)	Kangra
77.	Govt. College, Theog (Id: C-11268)	Shimla
78.	Govt. College, Tissa (Id: C-11430)	Chamba
79.	Govt. College, Una (Id: C-11537)	Una
80.	Govt. Degree College, Chopal (Id: C-59011)	Shimla
81.	Govt. Degree College, Dehra (Id: C-57817)	Kangra
82.	Govt. Degree College, Dhaneta (Id: C-57545)	Hamirpur
83.	Govt. Degree College, Dhrampur (Id: C-51992)	Solan
84.	Govt. Degree College, Jainagar (Id: C-59140)	Solan
85.	Govt. Degree College, Jawali (Id: C-60397)	Kangra
86.	Govt. Degree College, Jeori (Id: C-60844)	Shimla
87.	Govt. Degree College, Kaffota (Id: C-56558)	Sirmaur
88.	Govt. Degree College, Kandaghat (Id: C-55812)	Solan

89.	Govt. Degree College, Khad (Id: C-56639)	Una
90.	Govt. Degree College, Kotli (Id: C-56678)	Mandi
91.	Govt. Degree College, Matour (Id: C-57977)	Kangra
92.	Govt. Degree College, Nerwa (Chopal) (Id: C-11338)	Shimla
93.	Govt. Degree College, Nirmand (Id: C-56727)	Kullu
94.	Govt. Degree College, Pajhota at Phatti Patel (Id: C-60472)	Sirmaur
95.	Govt. Degree College, Panarsa (Id: C-54888)	Mandi
96.	Govt. Degree College, Rey (Id: C-56026)	Kangra
97.	Govt. Degree College, Shivnagar (Id: C-57546)	Kangra
98.	Govt. Degree College, Shri Naina Devi Ji (Id: C-57162)	Bilaspur
99.	Govt. Degree College, Shri Renuka Ji at Dadahu (Id: C-60845)	Sirmaur
100.	Govt. Degree College, SughBhatoli, P.O. Mandoli (Id: C-11548)	Kangra
101.	Govt. Degree College, Telka (Id: C-59138)	Chamba
102.	Govt. Degree College, Thachi (Id: C-60399)	Mandi
103.	Govt. Degree College, Tikkar (Id: C-56067)	Shimla
104.	Govt. Lal Bahadur College, Sawra Saraswati Nagar (Id: C-11529)	Shimla
105.	G.P. Pant Memorial Govt. College, Rampur Bhushar (Id: C-11368)	Shimla
106.	Guru Gobind Singh Memorial College, Ponta Sahib (Id: C-11420)	Sirmaur
107.	Jawahar Lal Nehru Government College, Haripur at Manali (Id: C-11490)	Kullu
108.	Jawahar Lal Nehru Government Degree College of Fine Arts (Id: C-55811)	Shimla
109.	Kanwar Durga Chand Govt Degree College, Jaisinghpur (Id: C-11470)	Kangra
110.	Mscm Govt. Degree College, Thural, Distt Kangra (Id: C-11397)	Kangra
111.	Pt. Sant Ram Govt. College, Baijnath (Id: C-11488)	Kangra
112.	Rajiv Gandhi Memorial Govt. College, Choura-Maidan (Id: C-11286)	Shimla
113.	Rajkiya Kanya Mahavidyala, Lakkar Bazar (Id: C-11427)	Shimla
114.	Rgm Mem. Govt. College, Jogindernagar (Id: C-11452)	Mandi
115.	Sant Baba Dhangu Wale Gujjer Govt. Degree College, Beetan (Id: C-11498)	Una
116.	Shri Chander Dhar Govt. Degree College, Haripur (Id: C-11342)	Kangra
117.	Sidharth Govt. Degree College, Nadaun. (Id: C-11487)	Hamirpur
118.	Swami Vivekanand Govt. College, Chintpurni (Id: C-11449)	Una
119.	Swami Vivekanand Govt. Degree College, Ghurmarwin (Id: C-11404)	Bilaspur
120.	Thakur Jagdev Chand Memorial Govt. College Sujanpur Tihra (Id: C-11324)	Hamirpur
121.	Vallabh Govt. College (Id: C-11280)	Mandi



122.	WRS Govt. College, Dehri (Id: C-11354)	Kangra
123.	Government Degree College, Dehar (Id: C-57831)	Mandi
124.	Govt. College, Diggal (Id: C-51733)	Solan
125.	M.P. Govt. College, Amb (Id: C-11327)	Una

Table 3.14 List of Government Sanskrit Colleges (Higher Education) in Himachal Pradesh

Sl. No.	Name of the Institution	District
1.	Govt. Sanskrit College, Kiartu, Teh. Theog (Id: C-11325)	Shimla
2.	Govt. Sanskrit College, Purana Bazaar, Sundernagar (Id: C-11314)	Mandi
3.	Govt. Sanskrit College, Sarain (Chopal) (Id: C-11295)	Shimla
4.	Govt. Sanskrit College (Id: C-11550)	Solan
5.	Govt. Sanskrit College, Tungesh, P.O. Cheog (Id: C-11416)	Shimla
6.	Govt. Snaskrit College, Nahan (Id: C-11395)	Sirmour
7.	Nehru Govt. Sanskrit College, Phagli (Id: C-11321)	Shimla

Table 3.15 List of Colleges run by Central Government

Sl. No.	Name of the Institution	District
1.	Central Research Institute, Kasauli (Id: C-11398)	Solan
2.	DOEACC Centre, Chandigarh (Id: C-31347)	Shimla
3.	National Institute of Fashion Technology (Id: C-47474)	Kangra

Table 3.16 List Private Sanskrit Colleges

Sl. No.	Name of the Institution	District
1.	SGSD Sanskrit College, Santokhgarh (Id: C-11518)	Una
2.	Shri Ramanuj Sanskrit Mahavidyalaya, Punjgain (Id: C-11549)	Bilaspur
3.	Sunaina Sanskrit Mahavidalaya, Swarghat, Nalagarh (Id: C-11403)	Solan
4.	Himachal Adarsh Sanskrit College, Jangla, Teh. Rohru (Id: C-11410)	Shimla
5.	Shri. Saraswati Sanskrit Degree College, Dangar, The Ghurmarwin (Id: C-11308)	Bilaspur
6.	Jaya Man Ashram Snatakottar Sanskrit Mahavidyalaya Sug Bhatoli (Id: C-54191)	Bhatoli



7.	Shri Lal Devi Annapurna, Sanskrit College, Ramsheela Lakkar Bazar (Id: C-11333)	Kullu
8.	Shri Shakti Sanskrit College, Shri naina Devi (Id: C-11380)	Bilaspur
9.	Shri Vishwa Nath Snaskrit College, Chakmoh, The. Barsar (Id: C-11454)	Hamirpur
10.	Shri Vyassanskrit Collage, Raghunathpur (Id: C-54635)	Kullu
11.	Shri Maa Sanskrit Mahavidyalaya, Jawalamukhi (Id: C-56560)	Kangra
12.	Trigart Sanskrit Mahavidyalaya, Shri Nandikeshwari Mandir (Id: C-11371)	Kangra
13.	SD Adarsh Sanskrit College, Dohgi, Teh. Bangana (Id: C-11385)	Una
14.	Santan Dharam Sanskrit College (Id: C-11544)	Chamba

Table 3.17 List of Grant-in-aided Colleges

Sl. No.	Name of the Institution	District
1.	DAV Centenary College, Kotkhai (Id: C-11491)	Shimla
2.	Mehar Chand Mahajan DAV College, Kangra (Id: C-11442)	Kangra
3.	M.L.S.M College, Sundernagar (Id: C-11261)	Mandi
4.	St. Bede's College (Id: C-11287)	Shimla
5.	SVSD College, Bhatoli (Id: C-11461)	Una

Table 3.18 Private Un-aided Colleges

Sl. No.	Name of the Institution	District
1.	Din Dayal Upadhyaya Mahavidyalaya, Mehre, Barsar (Id: C-11318)	Hamirpur
2.	GGDSD College, Subathu (Id: C-11483)	Solan
3.	Bhagwan Parshuram Degree College (Id: C-55542)	Sirmour
4.	Gautam Girls College, Hamirpur, Distt. Hamirpur (Id: C-11421)	Hamirpur
5.	BBN College, Chakmoh (Id: C-11265)	Hamirpur
6.	BKD Degree College for Women, Paonta Sahib (Id: C-11402)	Sirmour
7.	B.T.C., DAV College, Banikhet (Id: C-11376)	Chamba
8.	FD Public Degree College, Mand Miyani, Teh. Indora (Id: C-11301)	Kangra
9.	General Zorawar Singh Samarak Mahavidyalaya, Dhaneta (Id: C-11272)	Hamirpur
10.	GGDSD College, Rajpur, Palampur (Id: C-11448)	Kangra
11.	KLB, DAV College for Girls, Palampur (Id: C-11472)	Kangra
12.	Lala Jagat Narayan Himotkarsh Kanya Mahavidyalaya Kotla Khurd (Id: C-11306)	Una
13.	Maharani Laxmi Bai Kanya Mahavidyalaya, Bhareri (Id: C-11458)	Hamirpur



Table 3.19 List of Private BBA/BCA/MBA/MCA Colleges

Sl. No.	Name of the Institution	District
1.	Abhilashi Institute of Management Studies, Tanda, PO Balt (Id: C-11509)	Mandi
2.	Gautam Institute of Management and Technology (Id: C-53436)	Hamirpur
3.	Dev Bhoomi Institute of Business Administration and Computer Application (Id: C-11273)	Una
4.	Droncharya College of Education, P.O. Rait, Tehsil Shahpur (Id: C-11507)	Kangra
5.	Himalayan Institutes of Computer Sciences, Sadhoura Roah Kala Amb (Id: C-11277)	Sirmour
6.	Himalayan Institutes of Management Sadhoura Road, Kala Amb, Distt (Id: C-11323)	Sirmour
7.	K.C. Education and Social Welfare Society, Group of Research & Professional Institutes, VPO pandoga Uparla Tehsil (Id: C-11309)	Una
8.	Laureate Institute of Computer & IT Kathog, Jawalaji (Id: C-11375)	Kagra
9.	LLR Institute of Management, Jabli-Kyar, P.O.Oachghat (Id: C-11535)	Solan
10.	L. R. Institutes of Management, Jabli-Kyar, Oachghat (Id: C-11343)	Solan
11.	L.R. Institutes of Management Vill. Jabli-Kyar (Id: C-11481)	Solan
12.	Venkateshwar Vidyapeeth, Village Dhilllo, Kumarhatti (Id: C-11319)	Solan
13.	Vijay Institute of Higher Education, VPO Bhangrotu, Tehsil Sadar (Id: C-11297)	Mandi

Table 3.20 Private B.ED. Colleges

Sl. No.	Name of the Institution	District
1.	AOne College of Education, Raja Ka Bag (Nurpur) (Id: C-11444)	Mandi
2.	Dean Dayal Mahesh Public College of Education, Id: C-11362)	Kangra
3.	DeenDayalUpadhayay College of Education, Mehre (Id: C-11436)	Hamirpur
4.	Gian Jyoti Institutes of Teachers Education, Ichhi at Rajol (Id: C-11396)	Kangra
5.	Himalayan College of Education, Pungh, Sundernagar (Id: C-11445)	Sirmour
6.	Jagriti Teachers Training College, Deodhar, P.O. Talyahar (Id: C-11476)	Mandi
7.	Janak Raj Mahajan, B.Ed. College, Gangath, Teh. Nurpur (Id: C-11271)	Kangra
8.	Laureate Institute of Education & Training, Bharari (Id: C-11369)	Shimla
9.	Namdhari Education Society, Bhojpur, Sundernagar (Id: C-11389)	Mandi

10.	Neelam College of Education (Id: C-11262)	Mandi
11.	Noble College of Education, NH-21, Vill Seog, P.O. Pandoh (Id: C-11435)	Mandi
12.	Vijay Vallabh College of Education, Nadaun at Bela (Id: C-11422)	Hamirpur
13.	Chamba Millenimum Education College (Id: C-11533)	Chamba
14.	SVN College of Education, Tarkwari, (Bhoranj) (Id: C-11527)	Hamirpur
15.	Trisha College of Education, Thain, P.O. Jol Sappar, (RANGAS) (Id: C-11494)	Hamirpur
16.	Vaishno College of Education (Id: C-11302)	Kangra
17.	Abhilashi College of Education, Ner Chowk, Teh. Sadar (Id: C-11274)	Mandi
18.	Adarsh College of Education, Amarpur, Tehsil Ghumarwin (Id: C-11546)	Bilaspur
19.	Astha College of Education, Hatkot, Arki, Kunihar (Id: C-11438)	Solan
20.	Awasthi College of Education Shamnagar, Dharamshala (Id: C-11469)	Kangra
21.	Bhardwaj Shikshan Sansthan, VPO Baral, Tehsil Karsog (Id: C-11290)	Mandi
22.	BKD College for Women, Ponta Sahib (Id: C-11335)	Sirmour
23.	Blooms College of Education, Kot, P.O. Chunahan (Id: C-11358)	Mandi
24.	Bushehar B.Ed. Institute, P.O. Nogli, Rampur (Id: C-11400)	Shimla
25.	Dawarka Dass Memorial Sai College of Education, Nadaun (Id: C-11466)	Hamirpur
26.	Doon International College of Education, Rajban, Paonta Sahib (Id: C-11299)	Sirmour
27.	Dronacharya College of Education, Rait (Id: C-11433)	Kangra
28.	Gayatri College of Education, P.O. Kangoo, Tehsil Sundernagar (Id: C-11257)	Mandi
29.	Hamirpur College of Education, Ward No. 10. Ram Nagar, Choulla (Id: C-11283)	Hamirpur
30.	Himachal College of Education, Nalagarh at Kishanpura, Nalagarh (Id: C-11289)	Solan
31.	Himachal Institute of Education (Id: C-11285)	Solan
32.	Himachal Pradesh College of Education, Kala Amb (Id: C-11513)	Sirmour
33.	Him Institute of Education, Ponda, Tehsil Nichar (Id: C-11493)	Kinnaur
34.	H.P. College of Education, Mauja Majeth, P.O. Totu (Id: C-11471)	Shimla
35.	Indian Institute of Education, Hari Devi, Ghanahatti (Id: C-11534)	Shimla
36.	Jupitor College of Education, Mairi (Id: C-11523)	Una
37.	Kanta College of Education, Chalwara, Teh. Jawali (Id: C-11508)	Kangra
38.	Krishma Education Centre, Vill. Ner Chowk (Id: C-11387)	Mandi
39.	Kshtriya College of Education, Kathgadh Road, Kursain, Indora (Id: C-11276)	Kangra



40.	Kullu College of Education, Vill. Bohgana, PO Garse (Id: C-11405)	Kullu
41.	Lakshay Institute of Education. Arki (Id: C-11347)	Solan
42.	Lala Lilu Ram Educational Trust, Jabli PO Kyar, P.O. Oachghat (Id: C-11363)	Solan
43.	Lord Budha College of Education, Purana Bazar, Sundernagar (Id: C-11267)	Mandi
44.	Minerva College of Education, Vill Changrara, P.O. Bhapoo Teh. Indora (Id: C-11500)	Kangra
45.	Minerva Education Society, Baggi, Tehsil (Id: C-11305)	Mandi
46.	Modern Education College, Annadale (Id: C-11434)	Shimla
47.	Nalanda College of Education, VPO Jhaniari (Id: C-11541)	Hamirpur
48.	Priyadarshaini College of Education, Vill. Kudnu, Chowari (Id: C-11269)	Chamba
49.	Raj Rajeshwari College of Education, Ward No. 3, Partap Nagar (Id: C-11379)	Hamirpur
50.	Rameshwari Teachers Training Institute, Upper HPSEB Colony Sarabai (Id: C-11478)	Kullu
51.	R.C. College of Education, Dhanot, P.O. Adhwani, Teh. Dehra (Id: C-11453)	Kangra
52.	Sai Saraswati Institute For Teacher Education Shangti Summerhill (Id: C-51772)	Shimla
53.	Sarvopalli Radha Krishan Institute, Nogli, NH-22, Rampur Bushaher (Id: C-11291)	Shimla
54.	Sacred Heart Education Society (Id: C-11536)	Mandi
55.	Shanti Alya Institute of Education and Training Vill. Rampur Keonthal (Id: C-11394)	Shimla
56.	Shanti College of Education, Nakroh, Tehsil Amb (Id: C-11465)	Una
57.	Shanti Niketan College of Education, Hira Nagar, Ward No-1 (Id: C-11360)	Hamirpur
58.	Sharan College of Education for Women, Ghurkhari (Id: C-11408)	Kangra
59.	Shiksha Bharti Institute of Education (Id: C-11304)	Una
60.	Shimla College of Education (Id: C-11320)	Shimla
61.	Shiva College of Education, Abdhan (Panol (Id: C-11486)	Bilaspur
62.	Shiv Shakti College of Advanced Society in Education (Id: C-11504)	Sirmour
63.	Tara Collge of Education (Id: C-55563)	Kangra
64.	Thakur College of Education, Dhaliara, Teh. Dehra (Id: C-11288)	Kangra

65.	Vaidh Shankar Lal Memorial College of Education (Id: C-11545)	Solan
66.	Venkateshwar Shiksha Samiti, Vill Dhillon, P.O. Sultanpur (Id: C-11414)	Solan
67.	Vijay Memorial College of Education, Ner-Chowk (Id: C-11281)	Mandi
68.	Gurukul Bharti College, Vill. Benla, P.O. Chandpur (Id: C-11264)	Bilaspur

Table 3.21 List of Private Pharmacy Colleges

Sl. No.	Name of the Institution	District
1.	Abhilashi College of Pharmacy, Tanda P.O. Balt, Ner-Chowk (Id: C-11378)	Mandi
2.	DDM College of Pharmacy, VPO Gondpur, The Amb. (Id: C-11499)	Una
3.	Dreamz College of Pharmacy, (Id: C-11386)	Mandi
4.	Himachal Institute of Pharmaceutical, Bela, Nadaun (Id: C-11330)	Hamirpur
5.	Himachal Institutes of Pharmacy, Paonta Sahib (Id: C-11425)	Sirmour
6.	Himachal Pharmacy College, Nalagarh (Id: C-53485)	Solan
7.	Himalayan Institutes of Pharmacy, Sadoura Road, Kala Amb (Id: C-11496)	Sirmour
8.	K.C. Institute of Pharmaceutical Sciences, VPO Pandoga Uprla (Id: C-11329)	Una
9.	Lauratte Institutes of Pharmacy, Kathlog, Dehra (Id: C-11336)	Kangra
10.	L.R. Institutes of Pharmacy, Jabli-Kyar, Oachghat (Id: C-11531)	Solan
11.	Shiva Institute of B Pharmacy (Id: C-52929)	Bilaspur
12.	Vinayaka College of Pharmacy (Id: C-11300)	Kullu

Table 3.22 List of Dental Colleges

Sl. No.	Name of the Institution	District
1.	Bhojia Dental College, Budh (Baddi), Chandigarh-Nalagarh Road (Id: C-11473)	Solan
2.	Himachal Dental College, Sundernagar (Id: C-11457)	Mandi
3.	Himachal Institute of Dental Sciences, Paonta Sahib (Id: C-11255)	Sirmour
4.	MNDAV Dental College, Tatul, P.O. Oachghat (Id: C-11406)	Solan



Table 3.23 List of Nursing Colleges

Sl. No.	Name of the Institution	District
1.	Guru Dronacharya College of Nursing (Id: C-51285)	Kangra
2.	Jai Durga Maa College of Nursing, Joginder Nagar (Id: C-55431)	Mandi
3.	Shakuntla Memorial B.Sc. College of Nursing (Id: C-56559)	Chamba
4.	Abhilashi College of Nursing (Id: C-55337)	Mandi
5.	Bhojia Institute of Nursing, Nalagarh (Id: C-55166)	Solan
6.	Kamakshi Nursing Institutes, Bassa Wazira, Nurpur (Id: C-11350)	Kangra
7.	Kol Valley Institutes of Nursing, Vill Nehar, Harnora (Id: C-11341)	Bilaspur
8.	Lord Mahavira B.Sc Nursing College, Nalagarh, Distt. (Id: C-11317)	Solan
9.	Maa Hateshwari College of Nursing (Id: C-59139)	Sundernagar
10.	Modern Nursing College (Id: C-54639)	Shimla
11.	Murari Lal Memorial College of Nursing, Solan Distt (Id: C-11310)	Solan
12.	Netaji Subhash Nursing College, Palampur (Id: C-11501)	Kangra
13.	Sampati Devi Memorial Nursing College, Bijni (Id: C-60035)	Mandi
14.	Satyam College of Nursing Lanjot (Id: C-54948)	Kangra
15.	Shimla Nursing College, Anadale (Id: C-11489)	Shimla
16.	Shivalik Institutes of Nursing, Chibber Complex, Kamlanagar, Snajauli (Id: C-11543)	Shimla
17.	V.V.M. Institute of Nursing, Malkwal, P.O. Khuwara (Id: C-55335)	Kangra
18.	Awasthi Institute of Nursing, Nalagarh (Id: S-14914)	Solan
19.	Himcapes School of Nursing (Id: S-3860)	Una
20.	M/S R C S & Associates (Id: S-3866)	Shimla
21.	School of Nursing (Id: S-3871)	Kullu
22.	Mata Padmawati Educational Society (Id: C-55409)	Sirmour

Table 3.24 List of Homoeopathy/Ayurvedic Colleges

Sl. No.	Name of the Institution	District
1.	Shiva Ayurvedic Medical College and Hospital (Id: C-56068)	Bilaspur
2.	Solan Homeopathic Medical College and Hospital, Kumarhatti (Id: C-11440)	Solan

Table 3.25 List of Engineering Colleges

Sl. No.	Name of the Institution	District
1.	Himachal Institute of Engg. & Tech., Vidya Nagar, Shahpur (Id: C-11367)	Kangra
2.	SIRDA Institute of Engineering & Technology for Women (Id: C-11328)	Mandi
3.	Bells Institute of Management & Technology, Knowledge City, Mehli (Id: C-11417)	Shimla
4.	Dev Bhoomi Group of Institutes, Chandpur (Id: C-11431)	Una
5.	Green Hills Engineering College, Gandhi Gram Road, Kumarhatti (Id: C-11520)	Solan
6.	Himalayan Institute of Engineering & Technology (Id: C-11372)	Sirmour
7.	K.C. Education and Social Welfare Society Group of Research & Professional Institutes (Id: C-11415)	Una
8.	L.R. Engineering & Technology, Jabli Kyar (Id: C-11284)	Solan
9.	MIT College of Engineering & Management, Tehsil Barsar (Id: C-11547)	Hamirpur
10.	Shiva Institute of Engineering & Technology, Chandpur (Id: C-11497)	Bilaspur
11.	T.R. Abhilashi Memorial Institute of Engg. & Technology (Id: C-11316)	Mandi
12.	Vaishno College of Engg. Thapkour, Nurpur (Id: C-11353)	Kangra

Table 3.26 List of Hotel/Tourism Institutes

Sl. No.	Name of the Institution	District
1.	Himachal Institute of Hotel Management Vidyanagar, Shahpur (Id: C-55401)	Kangra
2.	Green Hills College of Hotel Management (Id: C-60667)	
3.	Heritage Institute of Hotel and Tourism (Id: C-57824)	Shimla
4.	L. R. Institute of Hotel Management and Catering Technology (Id: C-60843)	
5.	Sheds College of Hospitality Management (Id: C-55862)	Solan

Table 3.27 List of Recognized Centers

Sl. No.	Name of the Institution	District
1.	Centre of Ascent Technology & Science (Id: C-31594)	Dharamshala



Table 3.28 List of Research Institutes

Sl. No.	Name of the Institution	District
1.	Himachal Institute, Chakmoh (Id: C-11503)	Hamirpur

Table 3.29 List of Law Colleges

Sl. No.	Name of the Institution	District
1.	Himachal Institute of Legal Studies, Shahpur (Id: C-54947)	Kangra
2.	Mata Bala Sundari College of Legal Studies (Id: C-11426)	Sirmour
3.	DDM Sai Law College, Nadaun (Id: C-11506)	Hamirpur
4.	Himachal College of Law Kala Amb, Sirmour (Id: C-11450)	karnal
5.	HIMCAPES Co-operative school of Legal Studies, Badhera (Id: C-11312)	Una
6.	Indian institute of Legal Studies, Hari Devi, Ghanahatti (Id: C-11423)	Shimla
7.	L.R. Institute of Legal Studies, Jali-Kyar, Oachghat (Id: C-11392)	Solan
8.	Yen Law College, Sungal (Id: C-55480)	Bilaspur

Table 3.30 List of Bio-Sciences Colleges

Sl. No.	Name of the Institution	District
1.	Himachal Institutes of Life Sciences, Paonta Sahib (Id: C-11370)	Sirmour
2.	Abhilashi Institutes of Bio-Technology, Tanda (Id: C-11517)	Mandi
3.	Shoolini Institutes of Life Sciences and Business Management, (Id: C-11326)	Solan

Table 3.31 List of Physical Education Colleges

Sl. No.	Name of the Institution	District
1.	Dr. Sharma Prasad Mukherjee College of Physical Education (Id: C-11311)	Kangra

Table 3.32 List of State Public Universities

Sl. No.	Name of the University	District
1.	Himachal Pradesh Technical University (Id: U-0598)	Hamirpur
2.	Chaudhary Sarwan Kumar Himachal Pradesh Krishi Vishvavidyalaya (Id: U-0179)	Palampur
3.	Himachal Pradesh National Law University (Id: U-1035)	Shimla
4.	Himachal Pradesh University (Id: U-0183)	Shimla
5.	Dr. Y.S. Parmar University of Horticulture and Forestry (Id: U0181)	Solan

Table 3.33 List of Central Universities

Sl. No.	Name of the University	District
1.	Central University of Himachal Pradesh, Dharmshala (Id: U-0178)	Kangra

Table 3.34 List of Institutes of National Importance

Sl. No.	Name of the University	District
1.	National Institute of Technology (Id: U-0184)	Hamirpur
2.	Indian Institute of Technology (Id: U-0184)	Mandi
3.	Indian Institute of Management (Id: U-1005)	Sirmaur
4.	Indian Institute of Information Technology (Id: U-0797)	Una

Table 3.35 List of State Private Universities

Sl. No.	Name of the University	District
1.	APGoyal Shimla University (Id: U-0697)	Shimla
2.	Arni University, Katgarh (Indora) (Id: U-0176)	Kangra
3.	Baddi University of Emerging Sciences and Technology (Id: U-0177)	Solan
4.	Bahra University, Solan (Id: U-0597)	Solan
5.	Career Point University (Id: U-0694)	Hamirpur



6.	Chitkara University, Kalu Jhanda (Barotiwala) (Id: U-0180)	Solan
7.	Eternal University (Id: U-0182)	Baru Sahib Sirmour
8.	IEC (India Education Centre) University (Id: U-0696)	Solan
9.	Indus International University, Bathu (Id: U-0185)	Una
10.	Institute of Chartered Financial Analysts of India University (Id: U-0695)	Solan
11.	Jaypee University of Information Technology, Wagnaghat (Id: U-0186)	Solan
12.	Maharaja Agrasen University (Id: U-0671)	Solan
13.	Maharashi Markandeshwar University (Id: U-0187)	Solan
14.	Manav Bharti University, Sultanpur (Id: U-0188)	Solan
15.	Shoolini University of Bio Technology and Management Sciences (Id: U-0190)	Solan
16.	Sri Sai University (Id: U-0599)	Palampur
17.	Abhilashi University (Id: U0761)	Mandi

Rashtriya Uchchar Shiksha Abhiyan

- Implementation of RUSA (Rashtriya Uchchar Shiksha Abhiyana) in the State.

The RUSA has been implemented in the State from 2013-14 during the 12th Five Year Plan to improve Higher Education. State Government has constituted Himachal Pradesh State Higher Education Council (HP SHEC) so as to ensure quality improvement in higher education. The bill of Himachal Pradesh State Higher Education Council (Establishment and Regulation) Bill 2018 introduced vide Bill No. 15 of 2018 (ACT 3 of 2019).

- Under RUSA 1.0 Project Approval Board (PAB), MHRD, GOI has approved Rs. 224.00 Crore for following seven components for the period 2012-17 under RUSA 1.0 with the central share of Rs. 201.60 Crores and State Share of Rs. 22.40 Crores (funding pattern 90:10 i.e. Central Share : State Share).
- Under RUSA 2.0 i.e. 2018 onwards, Project Approval Board (PAB), MHRD, GOI has approved Rs. 92.00 Crores for following three components with the Central Share of Rs. 82.80 Crores and State Share of Rs. 9.20 Crores (funding pattern 90:10 i.e. Central : State Share).



- Under RUSA, CBCS (Choice Based Credit System) has been implemented in phased manner for the under graduate classes in all the Govt./Pvt./Aided/ Skt. Colleges from the academic session 2013-14 vide which the HPU has prepared syllabus as per new system and the time table has also been framed by the College Principals accordingly.
- At present the gross enrolment (GER) of the state is 39.6 which much higher than that of the country.
- For the smooth implementation of the CBCS (Choice Based Credit System) at Under Graduate level, the counseling cells have been established in all the colleges to help the students in choosing their Major/Minor subjects. Moreover, the first week of the July month of academic session has been given to the students as a zero week for choosing their minor subjects as per the time table already displayed.
- The State has constituted the Internal Quality Assurance Cell (IQAC) in all Colleges in the state to ensure quality in education.
- For the successful implementation of RUSA, State Project Directorate has been established under the Director of Higher Education.

Under RUSA the state has received approval in 7 components, the details of which are as under:-

- 1. Creation of Universities by conversion of colleges into Cluster:** The PAB has given its approval to create a University in Mandi by clustering the GC Mandi; Cluster Colleges- GC Darang at Narla, GC Bassa, MLSM College Sunder Nagar with total outlay of Rs. 55.00 Crores for the plan period. Sardar Vallabhbai Patel Cluster University Mandi HP created by an Act Sardar Vallabhbai Patel Cluster University Mandi Himachal Pradesh (Establishment and Regulation) ACT, 2018 (ACT NO. 6 OF 2018) and came into force from 1st November, 2018.
- 2. New Professional College:** The state's proposal to set up a new Engineering College in Kangra district was approved by PAB with total outlay of Rs. 26 crores for the plan period.
- 3. Infrastructure Grants to Universities:** The proposal of the state in respect of Himachal Pradesh University was approved by PAB with total Outlay of Rs. 20 crores for the plan period. Himachal Pradesh University Summerhill Shimla got approved two times (RUSA 1.0 & RUSA 2.0) for grants Rs. 20.00 Crores each time.



4. **New Model Degree Colleges:** Two proposals of the state have been approved by the PAB for Lylh Kothi and Sarahan areas of Chamba and Sirmour districts respectively with total outlay of Rs. 24 crores for the plan period.
 5. **Upgradation of Existing Colleges to Model Degree Colleges:** One college RecongPeo, District Kinnaur has been approved by the PAB for upgradation to model degree college with the total outlay of Rs. 4.0 crores for the plan period (RUSA 1.0). In RUSA 2.0. two colleges DAV Kotkhai and Govt. College Chamba approved under this component for grants Rs. 4.0 Crores each.
 6. **Infrastructure Grants to Colleges:** Under this component, 23 colleges were approved for funding by PAB in first phase and 23+1 colleges of the state in second phase @ 2 crores each with total outlay Rs. 94.00 crores for the plan period (RUSA 1.0). In RUSA 2.0, 26 colleges were approved for funding by PAB @ 2 crores each with total outlay Rs. 52.00 crores for the plan period (RUSA 2.0).
 7. **Equity Initiatives:** The PAB approved funding for Himachal Pradesh University and 30 prioritized colleges for this component with the total outlay of Rs. 5 crores for the plan period. An amount of Rs. 4.89 crores has been released to the HPU and 30 colleges of the state under this component.
- o **Action Plans for future improvement**
1. **Nine Govt. colleges to be developed as Utkrisht colleges:**

The government will develop 9 Colleges as 'Utkrisht' colleges which would have improved facilities including gyms. Students would be able to study new and alternative subjects, not available in other colleges · Required Teacher Taught Ratio would be ensured in these colleges. Rs.9.00 crores proposed for this purpose in 2020-21.
 2. To improve the Mathematics skills of students, our Government has decided to establish labs in 50 schools in 2020-21. As a result, Maths learning will become interesting and student-friendly.
 3. B.Voc. course has been started in 12 colleges of the State. B.Voc. would be started in 6 more colleges. Placement in industry of 703 students, presently in the final year of B.Voc. programme would be facilitated.



Chapter – 4

Quantitative Analysis

4.1 Introduction

This chapter contains the quantitative analysis of data for Universities and Colleges in the state of Himachal Pradesh. Criterion-wise scores as well as the CGPA obtained by a Higher Education Institution is used in the analysis. The analysis is divided into two parts, with the first part representing the results of the analysis of the scores of the Universities and second part representing analysis of the colleges.

4.2 Analysis of the Accredited Universities

This section provides analysis of quantitative parameters of the Universities in the State of Himachal Pradesh. As per the education Department of the Government of Himachal Pradesh, there are 22 Universities and 4 Institutes of National Importance in the State of Himachal Pradesh as shown in Table 4.1

Table 4.1 Type of Universities in the state of Himachal Pradesh*

Sl. No.	Type of University/Institution	Number
1	State Public Universities	05
2	State Private Universities	17
3	Central Universities	01
4	Institutes of National Importance	04
TOTAL Number of Universities and Institutes of National Importance		27

*Source: AISHE (All India Survey on Higher Education)

4.2.1 Accredited Universities

Presently there are 08 accredited universities in the State of Himachal Pradesh out of which 02 are accredited in the Revised Accreditation Framework (RAF) and 06 in Pre-revised



Accreditation Framework (Pre-RAF). The list of Universities in RAF is given in Table 4.2 and the list of Universities in the Pre-revised Accreditation Framework is shown in Table 4.3 along with information on their Type, Grade and Cycle of Accreditation

Table 4.2 Universities in Himachal Pradesh Accredited according to RAF

Sl. No.	University/Institute	Type	Grade	Cycle
1	Maharaja Agrasen University	Private	B	1
2	Eternal University, Baru Sahib	Private	B	1

Table 4.3 Universities in Himachal Pradesh accredited according to Pre-revised Accreditation Framework

Sl. No.	University/Institute	Type	Grade	Cycle
1	Central University of Himachal Pradesh	Central	B++	1
2	Himachal Pradesh University	State	A	3
3	Shoolini University of Biotechnology and Management Sciences	Private	B++	1
4	Chitkara University	Private	B	1
5	Jaypee University of Information Technology	Private	B	2
6	Manav Bharti University	Private	B	1

4.2.2 Percentage of Universities Accredited

Presently out of the 23 Universities, 08 are accredited which amounts to a total accreditation of 35% (excluding institutes of national importance). The details on the percentage of accreditation of Universities in the State of Himachal Pradesh are given in Table 4.4. Central university have valid NAAC accreditation (in Pre-RAF). Only one of the 05 State Public Universities have valid NAAC accreditation (20%). Out of the 16 Private universities, 06 have valid NAAC accreditation (02 in RAF and 04 in Pre-RAF). This amounts to 35% of the total number of private universities. 11 of the Private Universities does not have valid accreditation, which might be because, many of them are new and are yet to fulfil the

assessment eligibility criteria set by NAAC. From Table 4.2 and Table 4.3, it can be seen that universities are accredited under different cycles. Fig. 4.1 shows the information on Cycle of accreditation information of Universities. Out of the 08 accredited Universities, 1 is in Cycle 3, 1 is in Cycle 2 and rest are in Cycle 1.

Table 4.4 Type and Number of Accredited Universities in the State of Himachal Pradesh*

Sl. No.	Type of University*	Total Number*	Number Accredited	% Accredited
1	Central	01	01	100.0
2	State	04	01	25.0
3	Private	17	06	35.3
Total		22	08	36.4

*Source: NAAC

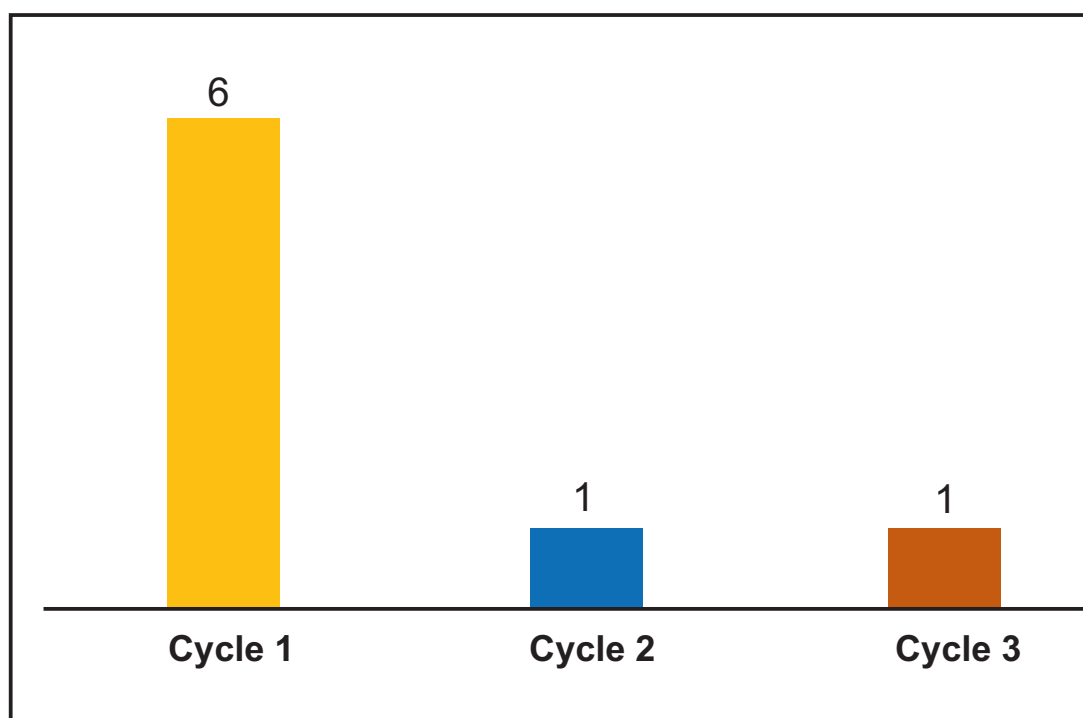


Fig. 4.1: Cycle-wise accreditation information of Universities



4.2.3 Grade and CGPA of accredited Universities

All the universities analysed are accredited under the CGPA system. Fig. 4.2 shows the distribution of Grades of accredited universities in the State.

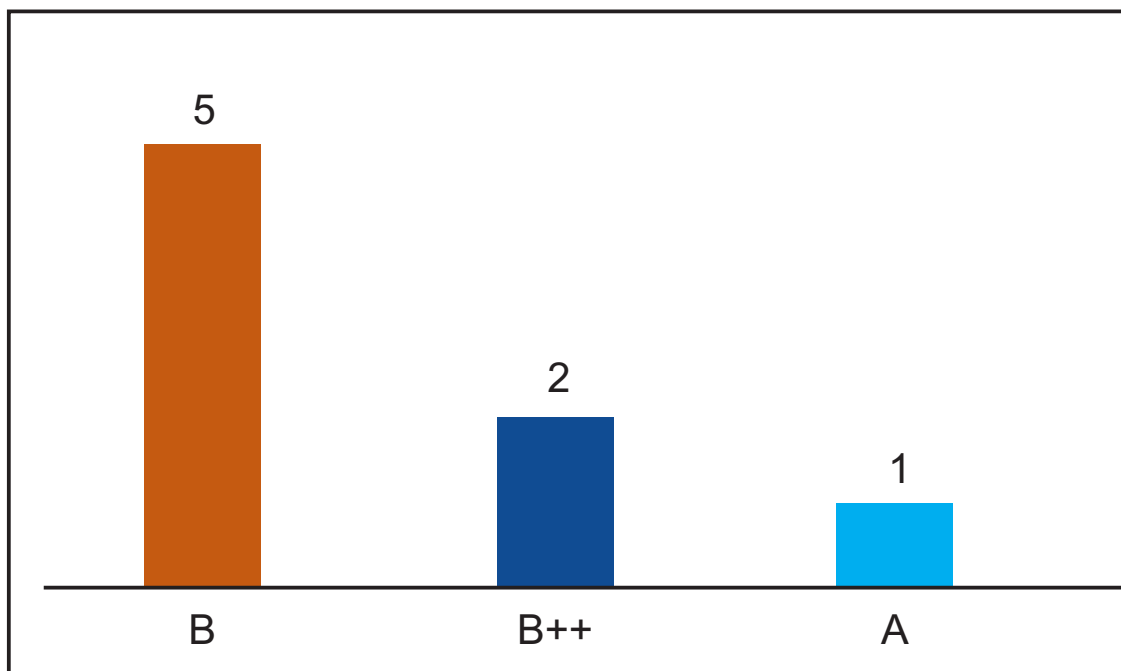


Fig. 4.2: Grade distribution of accredited universities

It should be noted that 06 universities are accredited under pre-revised accreditation framework and 02 universities are accredited under revised accreditation framework. In Fig. 4.2, all these universities are clubbed together. It can be seen that none of the universities have obtained 'A++' or 'A+' grade in the State. Most number of universities are accredited with Grade B (05 out of 08 accredited universities), which amounts to 62.5% of the total number of accreditations. Out of the 06 accredited private universities, only one have obtained 'B++' grade (16.7%). 83.3% (5 out of 6) of the accredited private universities obtained 'B' Grade. CGPAs obtained by the universities ranged from 2.13 to 3.21. The CGPA distribution of accredited universities is shown in Fig. 4.3 in descending order. Table 4.5 provides the descriptive statistics of the CGPA distribution of accredited universities (combining RAF and pre-RAF data).

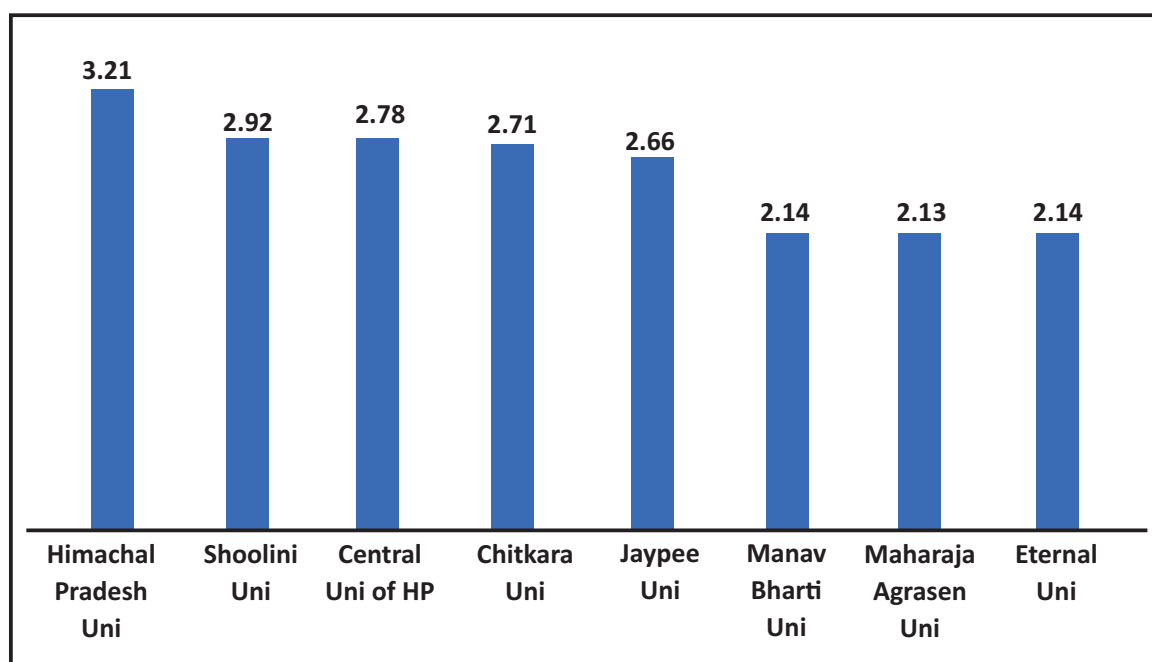


Fig. 4.3: CGPA distribution of accredited Universities

Table 4.5 CGPA of accredited Universities in the State of Himachal Pradesh

Range	Minimum	Maximum	Mean	SD
1.08	2.13	3.21	2.58	0.41

Table 4.6 CGPA of Universities in RAF and Pre-revised Accreditation Framework

Mean of CGPA in RAF	Mean of CGPA in Pre-revised AF
2.15	2.74

From Table 4.5, it can be seen that the mean value of the CGPA of the accredited universities just below 2.6, indicating an average grade of 'B+'. Table 4.6 shows the mean of CGPA in RAF and pre-RAF accredited universities. There is an appreciable contrast between RAF and pre-RAF, with mean of CGPA in RAF (only 02 universities are accredited in RAF) being 17% less than combined mean value.



Table 4.7 shows the descriptive statistics of universities. It was seen that the mean values of CGPA for all the university types are almost the same with private universities faring slightly better compared to central and state funded universities.

Table 4.7 CGPA-University Type-wise

Sl. No.	University Type	Range	Minimum	Maximum	Mean	SD
1	Central	-	-	-	2.78	-
2	State	-	-	-	3.21	-
3	Private	0.79	2.13	2.92	2.45	0.35

4.2.4 Criterion-wise Performance of Accredited Universities

All the accredited universities are awarded Grade Point Averages (GPA) for the seven assessment criteria. Performance of the universities in the individual assessment criteria is important from the point of view of gap analysis and formulation of remedial action. Detailed descriptive statistics of criteria wise analysis is shown in Table 4.8.

Table 4.8 Criterion-wise performance (all Universities in the State of Himachal Pradesh)

Sl. No	Criteria	Range	Minimum	Maximum	Mean	SD
1	Curricular Aspects	1.23	2.10	3.33	2.78	0.44
2	Teaching-Learning and Evaluation	1.08	2.32	3.40	2.79	0.37
3	Research, Consultancy and Extension	2.26	1.14	3.40	2.22	0.82
4	Infrastructure and Learning Resources	0.90	2.40	3.30	2.84	0.37
5	Student Support and Progression	1.39	1.61	3.00	2.67	0.48
6	Governance, Leadership and Management	1.59	1.71	3.30	2.38	0.52
7	Innovations and Best Practices	1.31	2.00	3.31	2.66	0.44
CGPA		1.08	2.13	3.21	2.59	0.41

8 CGPA1.082.133.212.590.41 Lowest GPA is in the category of “Research, Consultancy and Extension” (1.14), which also has the lowest mean value (2.22). Highest GPA is in the categories of “Teaching-Learning and Evaluation” (3.40) and “Research, Consultancy and Extension” (3.40). The highest mean value of GPA is the category of “Infrastructure and Learning Resources” (2.84). The highest variation is observed in the category “Research, Consultancy and Extension” (0.82) and lowest in “Teaching-Learning and Evaluation” and “Infrastructure and Learning Resources” (0.37). Rest of the categories have almost the same variation.

Correlation study between the different assessment criteria, can throw light on the effect of policies and actions taken by the higher education institutions on its performance. Even though the number of data points were low (08), correlations between different NAAC assessment criteria based on the obtained GPA is investigated in this section. Only the pairs of criteria, showing strong positive correlation are discussed here. Fig. 4.4 shows the effect of “Governance, Leadership and Management” on the “Research, Consultancy and Extension” being carried out in the higher education institution. It has a significant positive correlation as can be seen, indicating an effective leadership with actionable policies can lead to increased research and extension activity.

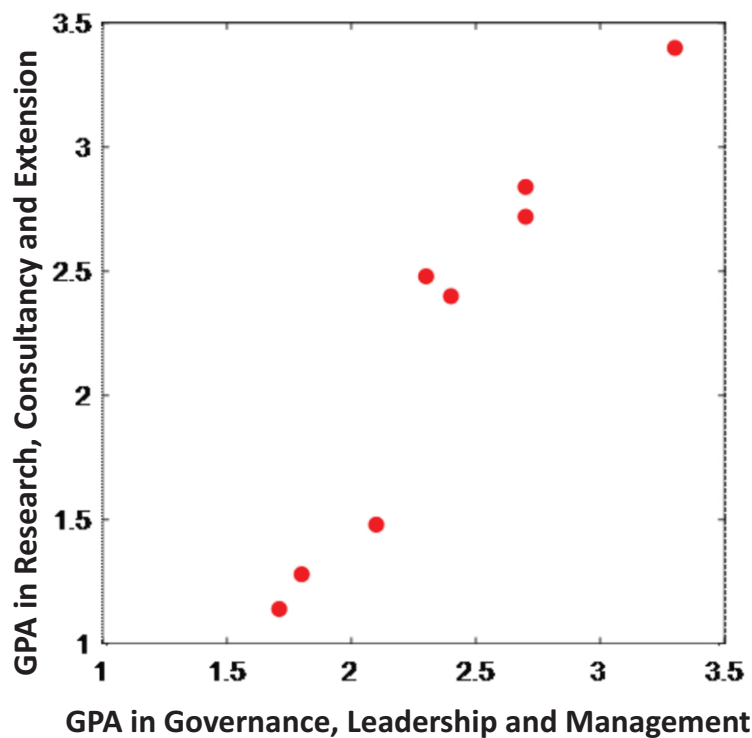


Fig. 4.4: Correlation between GPA obtained in “Governance, Leadership and Management” and “Research, Consultancy and Extension”



It is also found that better effective leadership also leads to better Research and Consultancy leads to better Teaching Learning Environment (Fig. 4.5) (category-Teaching-Learning and Evaluation) and better Placement and Progression of Students (Category-Student Support and Progression) as shown in Fig. 4.6.

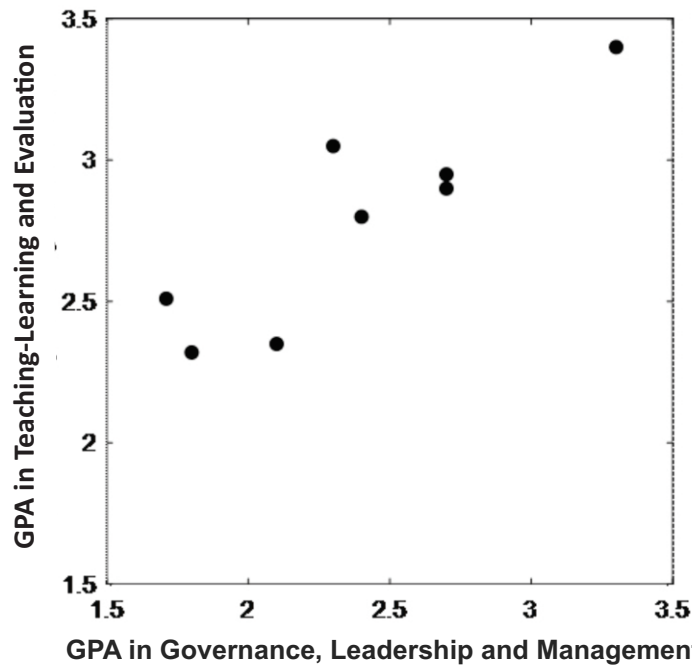


Fig. 4.5: Correlation between GPA obtained in “Governance, Leadership and Management” and “Teaching-Learning and Evaluation”



Fig. 4.6: Correlation between GPA obtained in “Governance, Leadership and Management” and “Student Support and Progression”

Better “Research, Consultancy and Extension” is found to have a positive effect on Teaching-Learning Process (Fig. 4.7) and well as on student placement and progression (Fig. 4.8).

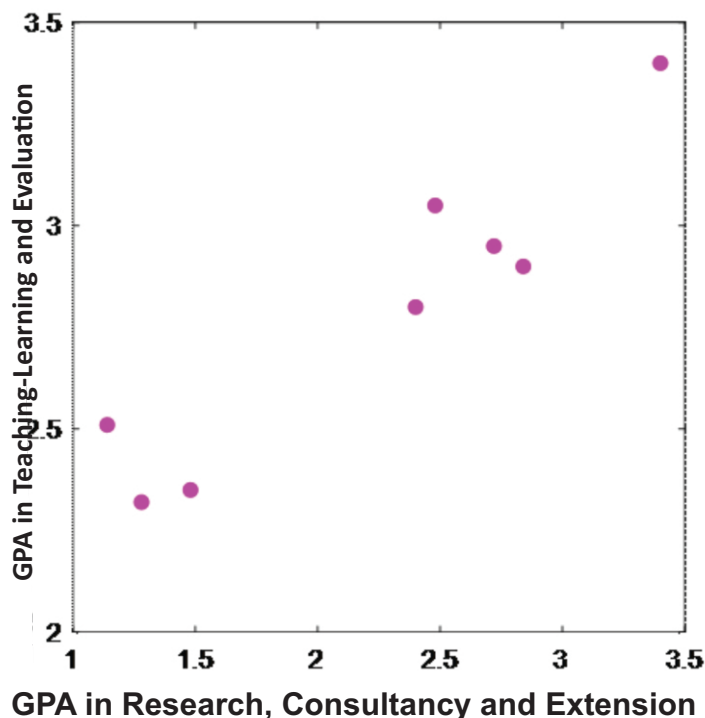


Fig. 4.7: Correlation between GPA obtained in “Research, Consultancy and Extension” and “Teaching-Learning and Evaluation”

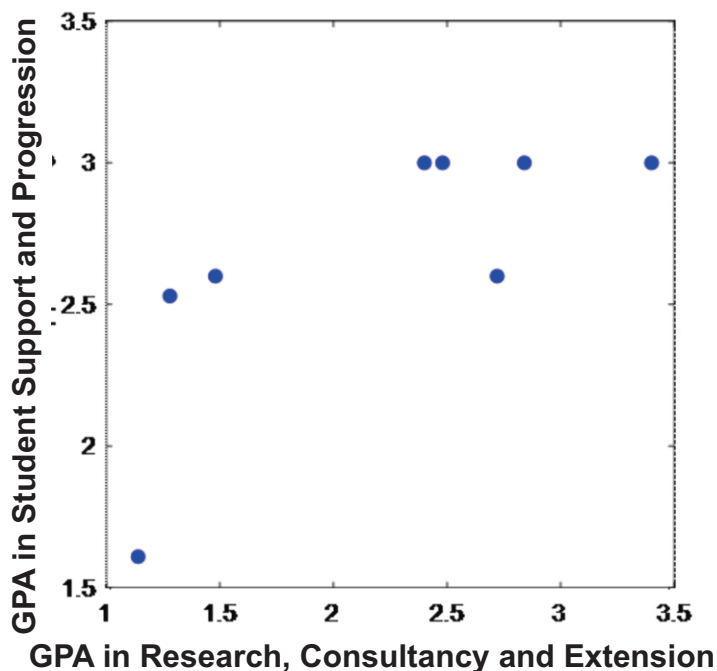


Fig. 4.8: Correlation between GPA obtained in “Research, Consultancy and Extension” and “Student Support and Progression”



Similarly, a positive correlation is found to exist between the “Infrastructure and Learning Resources” and Research and extension activities (Fig. 4.9) as well as with Student progression and placement (Fig. 4.10).

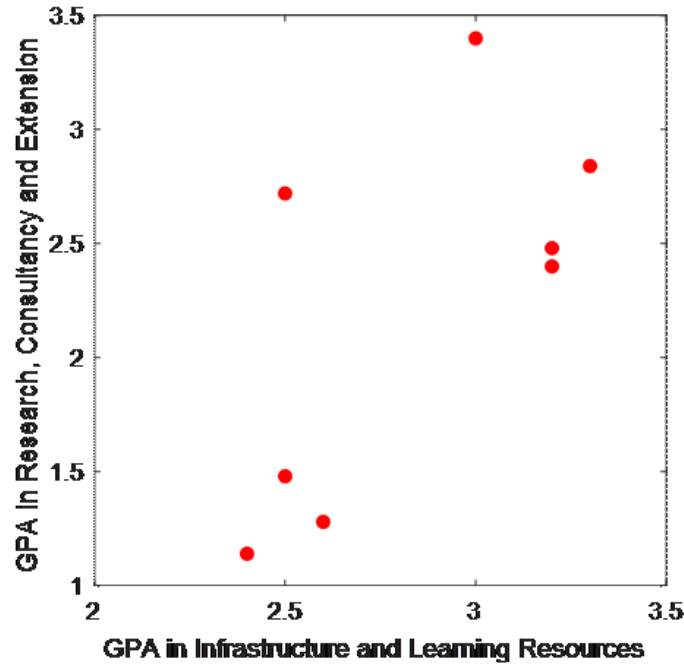


Fig. 4.9: Correlation between GPA obtained in “Infrastructure and Learning Resources” and “Research, Consultancy and Extension”

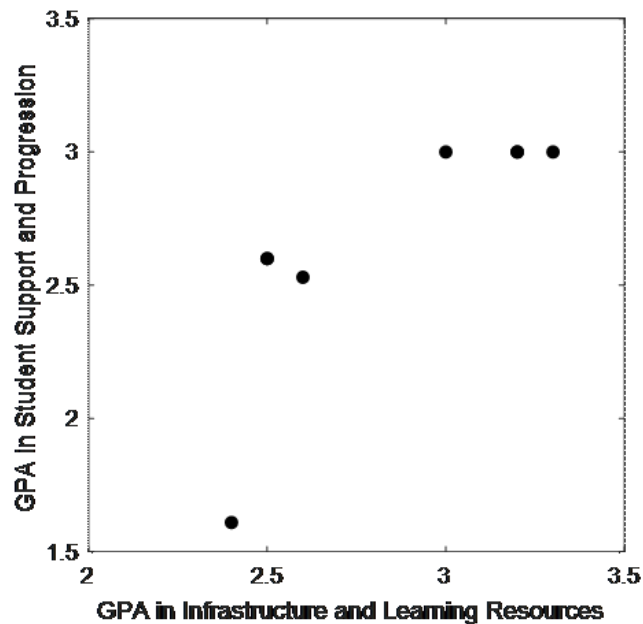


Fig. 4.10: Correlation between GPA obtained in “Infrastructure and Learning Resources” and “GPA in Student Support and Progression”

As the number of accredited universities is low, it is not advisable to carry out in depth statistical analysis based on the type of universities. However, for comparison, Table 4.9 shows the mean of GPA across all the assessment categories based on the type of the accredited university.

Table 4.9 Criterion wise performance - Types of Universities

Sl. No.	Criteria	Types of Universities			
		Central N = 1	State N = 1	Private N = 6	Overall N = 8
1	Curricular Aspects	3.33	3.00	2.65	3.33
2	Teaching-Learning and Evaluation	2.95	3.40	2.66	2.95
3	Research, Consultancy and Extension	2.72	3.40	1.94	2.72
4	Infrastructure and Learning Resources	2.50	3.00	2.87	2.50
5	Student Support and Progression	2.60	3.00	2.62	2.60
6	Governance, Leadership and Management	2.70	3.30	2.17	2.70
7	Innovations and Best Practices	2.30	3.00	2.66	2.30
CGPA		2.78	3.21	2.45	2.78

4.3 Analysis of the Accredited Colleges

State of Himachal Pradesh has 338 Higher education Institutions (excluding universities). Table. 4.10 shows the type and number of such higher education institutions. Out of the 338 colleges in Himachal Pradesh, 70 colleges have valid NAAC accreditation, which amount to 20.7% (Table 4.11 and Fig. 4.6). Out of the 70 colleges with valid NAAC accreditation 20 are in the Revised Accreditation Framework (RAF) and 168 are in the Pre-revised Accreditation Framework (PAF). 268 higher education institutions in the state of Himachal Pradesh have pending NAAC accreditation as can be seen in Fig. 4.11.



Table 4.10 Type and Number of Higher Education Institution in the State of Himachal Pradesh

Sl. No.	Type of Higher Education Institution	Number
1	Government Colleges (Higher Education)	125
2	Private B.Ed. Colleges	68
3	Nursing Colleges	22
4	Private Sanskrit Colleges	14
5	Private un-aided Colleges	13
6	Private BBA/BCA/MBA/MCA Colleges	13
7	Private Engineering Colleges	12
8	Private Pharmacy Colleges	12
9	Government Medical Colleges	10
10	Law Colleges	8
11	Government Sanskrit Colleges	7
12	Colleges run by HPU	6
13	Grant- in-aid Colleges	5
14	Government Engineering Colleges	4
15	Dental Colleges	4
16	Colleges of Central Government	3
17	Bio-Sciences Colleges	3
18	Homeopathy/ Ayurvedic Colleges	2
19	Institutes of Hotel/ Tourism	2
20	Colleges run by Makhanlal University	2
21	Recognised Centers	1
22	Himachal Research Institute	1
23	Physical Education Colleges	1

Table 4.11 Overview of NAAC accreditation of Higher Education Colleges in the State of Himachal Pradesh

No. of Colleges	Total number of Accredited Colleges	Accredited under Revised Framework	Re-Accreditation Pending	% of Colleges with Valid Accreditation
338	69	20	268	12.43%

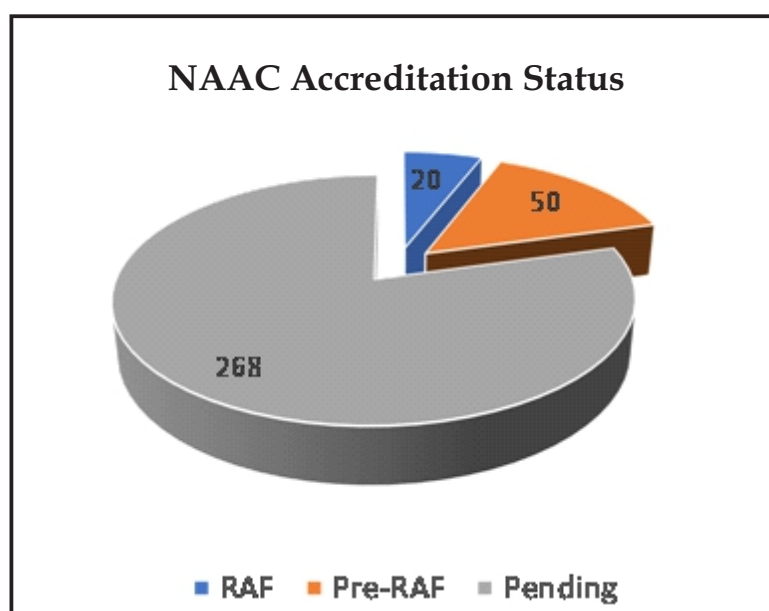


Fig. 4.11: Number of accredited Colleges in the State of Himachal Pradesh under different frameworks

Table 4.12 shows the accreditation status of colleges in the state of Himachal Pradesh according to the source of funding (Government Funded or Private) under different accreditation frameworks.

Table 4.12 Accreditation status of Colleges - Funding Source-wise

	Government	Private	Total
Revised Accreditation Framework	20	0	20
Pre-Revised Accreditation Framework	30	19	49
Total	50	19	69

4.3.1 CGPA Analysis of Accredited Colleges

Table 4.13 shows the descriptive statistics of CGPA for the colleges in the state of Himachal Pradesh. It can be seen that the average CGPA of colleges in accredited in Revised Framework is almost 18% lower than average CGPA for those colleges in the Pre-revised framework, which might indicate a modified and more thorough evaluation process giving more



emphasis on quantitative evaluation. Mean value of CGPA in RAF suggests that the average CGPA of colleges has reduced by 0.45 compared to accreditation through pre-revised framework. This indicates that the average grade for colleges accredited under revised framework is 'C' compared to average grade of 'B' for colleges accredited according to pre-revised framework.

Table 4.13 Descriptive Statistics of NAAC CGPA of Colleges

Status	Range	Minimum	Maximum	Mean	Standard Deviation
Revised Accreditation Framework (N=20)	0.84	1.57	2.41	1.98	0.27
Valid Accreditation (Pre-Revised Framework) N=50	1.93	1.61	3.54	2.43	0.39

The assessment process under the revised accreditation framework puts more emphasis on quantitative evaluation of the institute undergoing accreditation, it is better to conduct criteria wise analysis of colleges accredited under RAF and pre-revised RAF separately.

4.3.2 GPA Analysis of Colleges accredited under Revised Accreditation Framework

Table 4.14 shows the criteria wise descriptive statistics of colleges in RAF. The highest mean score is in the criteria “Infrastructure and Learning Resources” closely followed by “Curricular Aspects” an “Teaching Learning and Evaluation”. This indicates infusion of infrastructural grants from Government and other agencies as well as more focus in curriculum development and Teaching-learning process. Colleges scored least in “Student Support and Progression” and “Research”, indicating requirement of concentrated efforts in research and student progression, which are inter-related.

Table 4.14 Criteria-wise GPA of Colleges Accredited under Revised Framework (N=20)

Sl. No.	Criteria	Range	Minimum	Maximum	Mean	Standard Deviation
1	Curricular Aspects	2.17	1.24	3.41	2.22	0.75
2	Teaching-Learning and Evaluation	1.11	1.64	2.75	2.26	0.29

3	Research, Consultancy and Extension	1.97	0.57	2.54	1.48	0.44
4	Infrastructure and Learning Resources	1.57	1.52	3.09	2.39	0.39
5	Student Support and Progression	1.57	0.52	2.09	1.25	0.38
6	Governance, Leadership and Management	1.48	1.31	2.79	1.92	0.36
7	Innovations and Best Practices	1.84	0.93	2.77	1.86	0.48
CGPA		0.84	1.57	2.41	1.98	0.27

Governance and Leadership is important in the functioning and progression of any college. Fig. 4.12 and 4.13 shows the correlation between the GPA obtained in the criteria “Governance, Leadership and Management” and GPA obtained in the criteria “Teaching, Learning and Evaluation” and criteria “Student Support and Progression” respectively of the colleges accredited under RAF. A clear positive correlation can be seen, indicating the outcome of effective leadership. Similarly, Governance and leadership have a positive effect on Innovative practices also (Fig. 4.14).

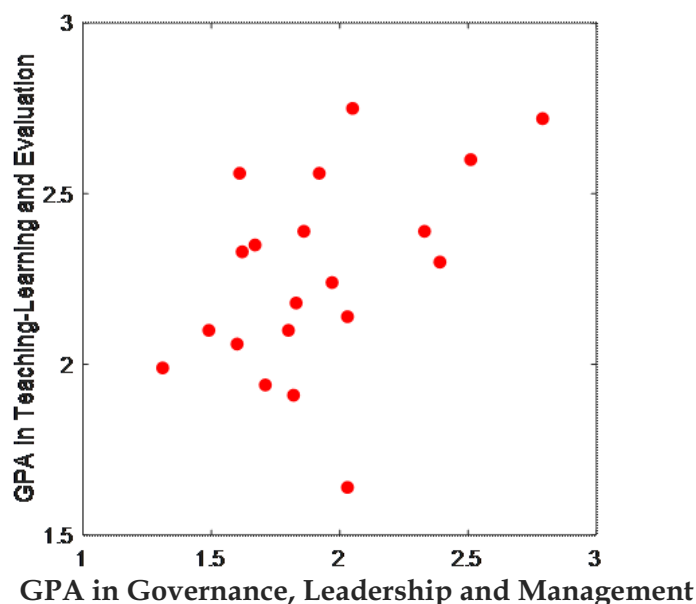


Fig. 4.12: Correlation between GPA obtained in the criteria “Governance, Leadership and Management” and GPA obtained in the criteria “Teaching, Learning and Evaluation”



Fig. 4.13: Correlation between GPA obtained in the criteria “Governance, Leadership and Management” and GPA obtained in the criteria “Student Support and Progression”



Fig. 4.13: Correlation between GPA obtained in the criteria “Governance, Leadership and Management” and GPA obtained in the criteria “Innovations and Best practices”

Similarly, Fig. 4.11 to 4.13 shows the effect of shows how constructive leadership can lead to an environment of better teaching-learning process, innovations and overall curricular aspects. These figures also indicate the effect of Good Governance, effective leadership and proper management leads to high performing higher educational institutions.

Innovative practices adapted by the higher education institutions also lead to better curricular aspects, teaching learning environment and student progression. Fig. 4.14 shows the correlation between the GPA obtained in the criteria “Innovations and Best Practices” and Curricular aspects. It shows a definite positive correlation, indicating that innovative practices lead to a curriculum, which is more effective. Fig. 4.15 shows the positive correlation between the GPA obtained in the criteria “Innovations and Best Practices” and “Teaching-Learning and Evaluation”, indicating that adaption of innovative practices also leads to a better teaching learning environment. Innovative practices also result in better placement and progression of students as indicated by Fig. 4.16. “Curricular Aspects” is found to have a positive effect in the Teaching-Learning and Evaluation process as shown by Fig. 4.17

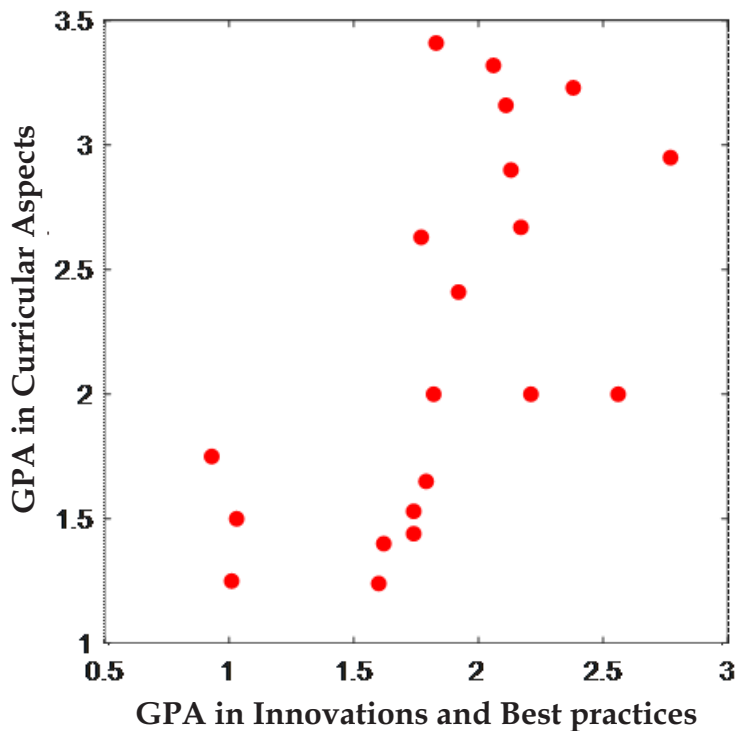


Fig. 4.14: Correlation between GPA obtained in the criteria “Innovations and Best practices” and GPA obtained in the criteria “Curricular Aspects”

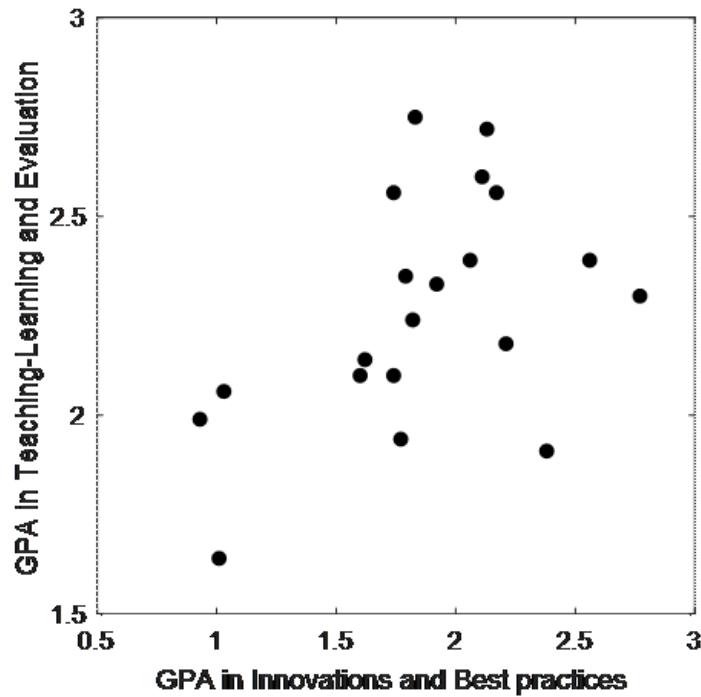


Fig. 4.15: Correlation between GPA obtained in the criteria “Innovations and Best practices” and GPA obtained in the criteria “Teaching-Learning and Evaluation”

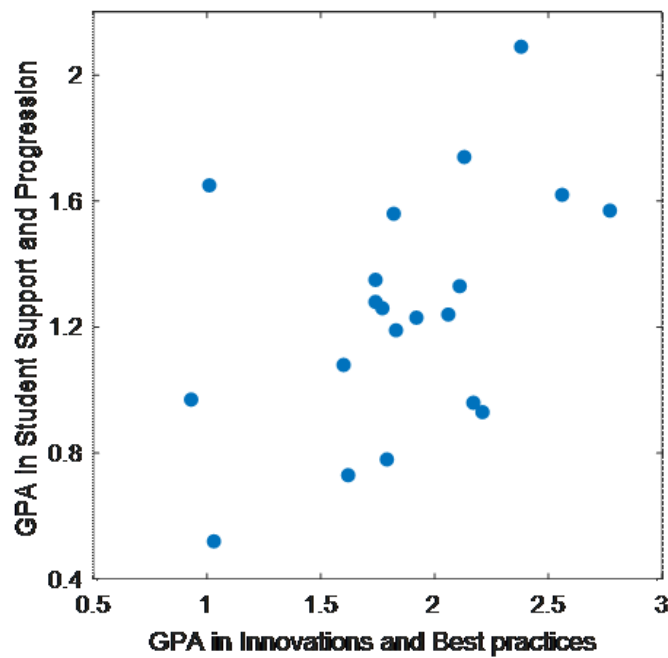


Fig. 4.16: Correlation between GPA obtained in the criteria “Innovations and Best practices” and GPA obtained in the criteria “Student Support and Progression”

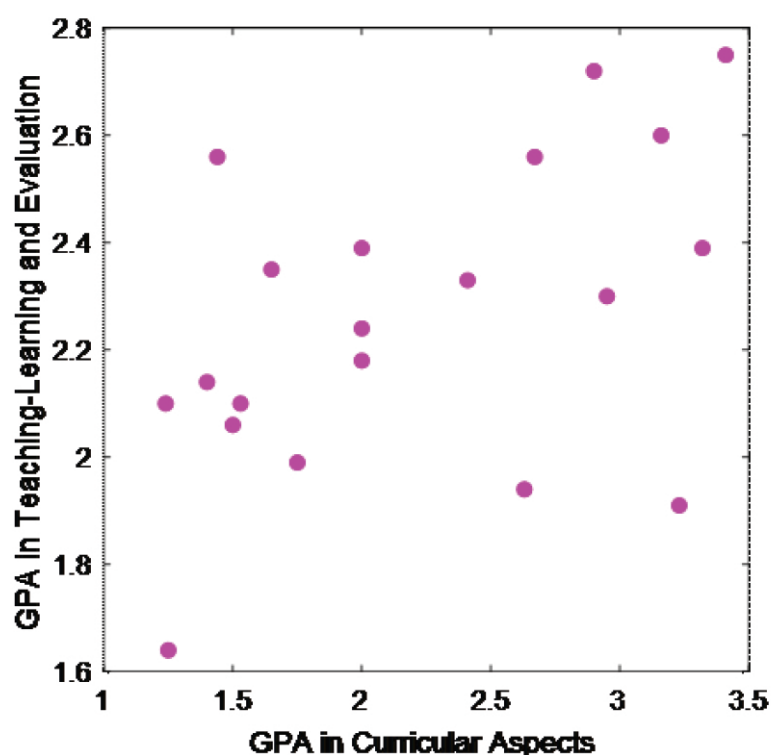


Fig. 4.17: Correlation between GPA obtained in the criteria “Curricular Aspects” and GPA obtained in the criteria “Teaching-Learning and Evaluation”

4.3.3 GPA Analysis of Colleges accredited under Pre-Revised Accreditation Framework

Table 4.15 shows the criteria wise descriptive statistics of colleges accredited under Pre-RAF. The highest mean score is in the criteria “Student Support and Progression” closely followed by “Infrastructure and Learning Resources” and “Teaching Learning and Evaluation”. This indicates infusion of infrastructural grants from Government and other agencies has a positive effect on curriculum development and Teaching-learning process. Colleges scored least in “Research, Consultancy and Extension”, indicating requirement of concentrated efforts in research, focus on consultancy and extension activities focusing on society.

Table 4.15 Criteria-wise GPA of colleges Accredited under Revised Framework (N=50)

Sl. No.	Criteria	Range	Minimum	Maximum	Mean	Standard Deviation
1	Curricular Aspects	2.10	1.40	3.50	2.36	0.48
2	Teaching-Learning and Evaluation	1.74	1.80	3.54	2.53	0.41



3	Research, Consultancy and Extension	2.20	1.00	3.20	2.00	0.51
4	Infrastructure and Learning Resources	2.55	1.25	3.80	2.63	0.48
5	Student Support and Progression	2.40	1.30	3.70	2.70	0.56
6	Governance, Leadership and Management	2.10	1.40	3.50	2.37	0.50
7	Innovations and Best Practices	2.70	1.00	3.70	2.25	0.57
CGPA		1.93	1.61	3.54	2.43	0.39

Quality governance initiatives by the Leadership of the Higher Education Institution lead to the overall and holistic development. This can be studied by finding the correlation of this NAAC assessment criteria with other assessment criteria. Fig. 4.18 to 4.22 shows the correlation between the GPA obtained in the criteria “Governance, Leadership and Management” and GPA obtained in other assessment Criteria. Fig. 4.23 to 4.25 shows the effect of better “Infrastructure and Teaching Learning Resources” on other assessment criteria.

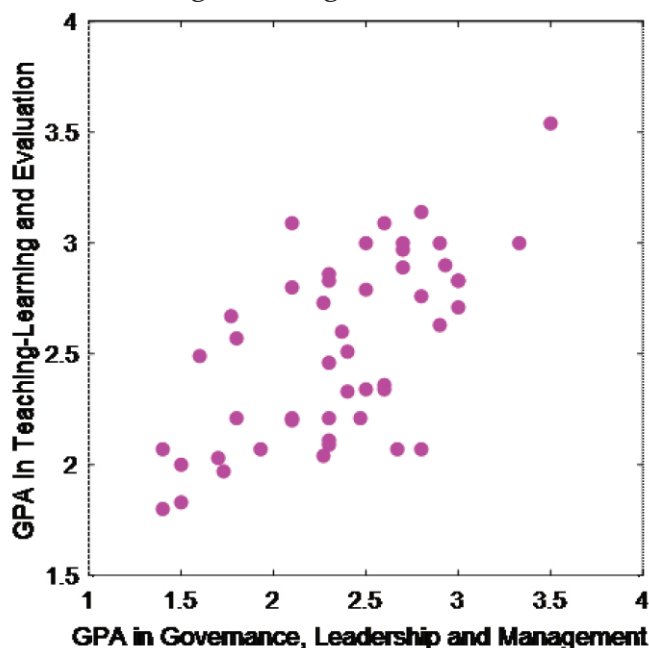


Fig. 4.18: Correlation between GPA obtained in the criteria “Governance, Leadership and Management” and GPA obtained in the criteria “Teaching-Learning and Evaluation”

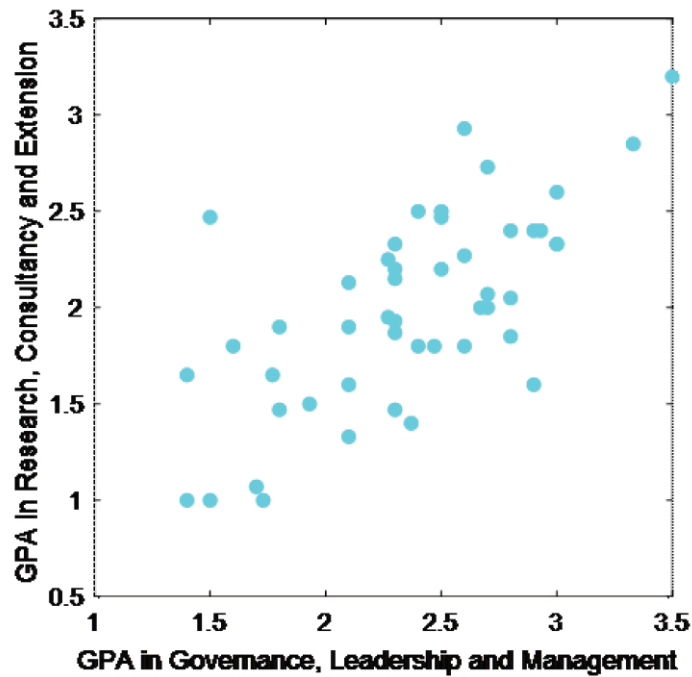


Fig. 4.19: Correlation between GPA obtained in the criteria “Governance, Leadership and Management” and GPA obtained in the criteria “Research, Consultancy and Extension”

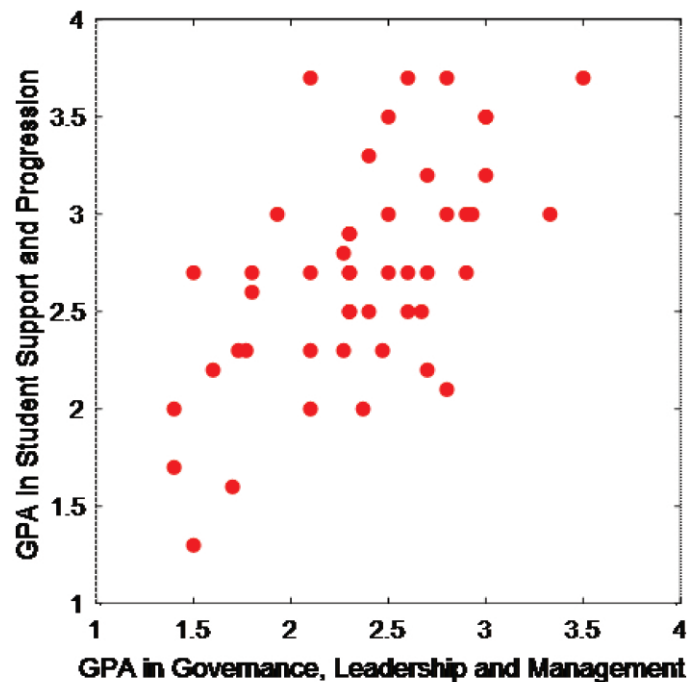


Fig. 4.20: Correlation between GPA obtained in the criteria “Governance, Leadership and Management” and GPA obtained in the criteria “Student Support and Progression”



Fig. 4.21: Correlation between GPA obtained in the criteria “Governance, Leadership and Management” and GPA obtained in the criteria “Innovations and Best Practices”

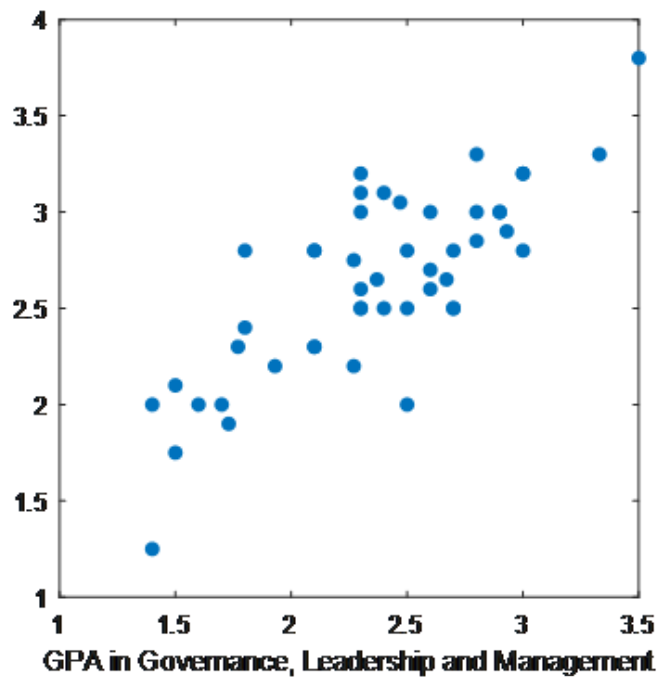


Fig. 4.22: Correlation between GPA obtained in the criteria “Governance, Leadership and Management” and GPA obtained in the criteria “Infrastructure and Learning Resources”

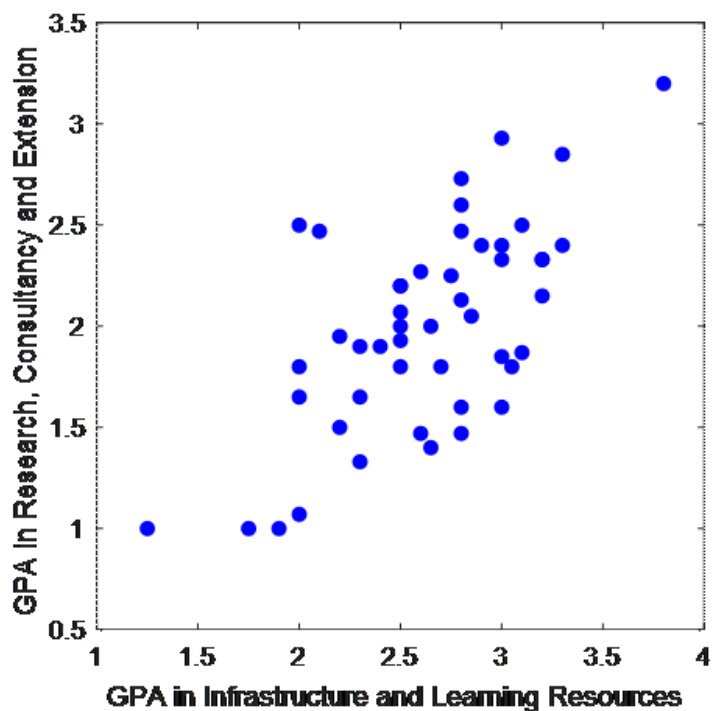


Fig. 4.23: Correlation between GPA obtained in the criteria “Infrastructure and Learning Resource” and GPA obtained in the criteria “Teaching-Learning and Evaluation”

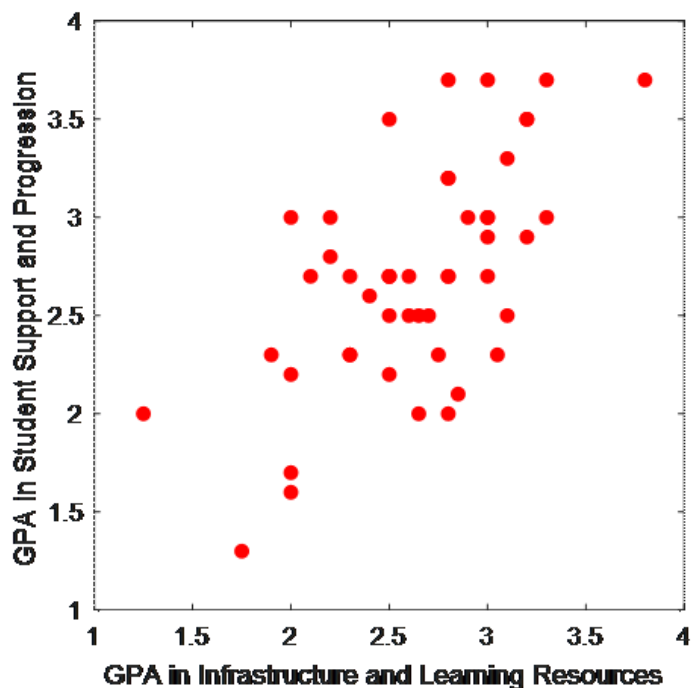


Fig. 4.24: Correlation between GPA obtained in the criteria “Infrastructure and Learning Resource” and GPA obtained in the criteria “Student Support and Progression”



4.3.4 Funding source wise analysis of Colleges in Pre-Revised Accreditation Framework

Table 4.16 shows the funding source wise descriptive statistics of the colleges accredited under Pre-RAF. Table indicates that Government colleges performed better in comparison to Private colleges.

Table 4.16 CGPA analysis based on Source of Funding (Pre-RAF)

Sl. No.	Source of Funding	Range	Minimum	Maximum	Mean	Standard Deviation
1	Government (N=31)	1.27	1.79	3.06	2.46	0.35
2	Private (N=19)	1.93	1.61	3.54	2.38	0.45

From Table 4.16, it can be seen that the overall performance of Government and Private colleges are almost similar for colleges accredited under pre-revised accreditation framework. Fig. 4.25 shows the criteria wise GPA comparison between Government funded and private colleges in Himachal Pradesh accredited under pre-revised accreditation framework.

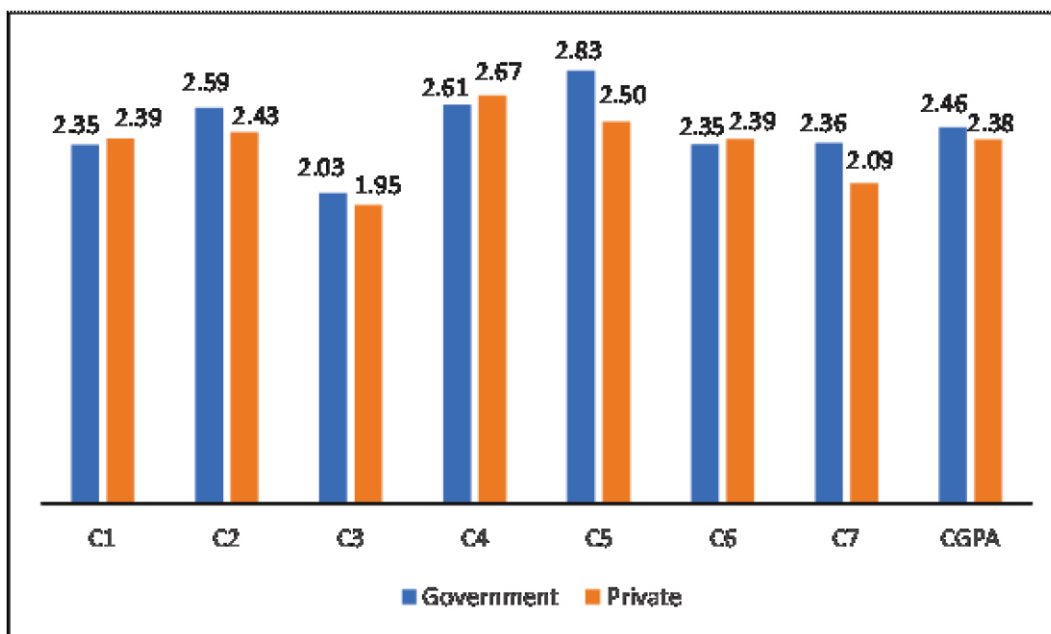


Fig. 4.25: Criteria wise comparison of Government funded and private colleges (C1-“Curricular Aspects”, C2-“Teaching-Learning and Evaluation”, C3-“Research, Consultancy and Extension”, C4-“Infrastructure and Learning Resources”, C5-“Student Support and Progression”, C6-“Governance, Leadership and Management”, C7-“Innovations and Best practices”).

4.3.5 Analysis of Colleges based on cycle of accreditation (pre-RAF)

Table 4.17 gives the descriptive statistics of criteria-wise GPA for accredited colleges based on the cycle of accreditation. Descriptive statistics for each criterion for pre (cycle 1) and post (cycle 2) is shown. In descriptive statistics count, mean, standard deviation, minimum, maximum, 25th percentile (Q1), median (Q2) and 75th percentile (Q3) is given. Using the p-value for each criterion pair, it is found that there is no significant difference in pre and post score.

Table 4.17 Descriptive Statistics of criteria-wise GPA for accredited colleges based on the cycle of accreditation

	N	Mean	Std. Dev.	Minimum	Maximum	Percentiles		
						25 th	50 th (Median)	75 th
C1_Cycle 1	20	2.68	0.69	.27	3.52	2.60	2.80	3.00
C2_Cycle 1	20	2.95	0.77	.28	3.60	2.60	3.16	3.43
C3_Cycle 1	20	2.34	0.69	.16	3.20	2.01	2.50	2.78
C4_Cycle 1	20	2.93	0.74	.26	4.00	2.80	3.02	3.20
C5_Cycle 1	20	2.75	0.71	.27	3.44	2.50	2.88	3.20
C6_Cycle 1	20	2.74	0.75	.25	3.60	2.60	2.86	3.20
C7_Cycle 1	19	2.63	0.85	.25	3.52	2.60	2.80	3.20
CGPA_Cycle 1	20	2.73	0.67	.25	3.49	2.73	2.92	3.04
C1_Cycle 2	20	2.55	0.48	1.40	3.20	2.23	2.70	2.80
C1_Cycle 2	20	2.72	0.45	2.00	3.77	2.28	2.83	3.00
C1_Cycle 2	20	2.28	0.40	1.60	2.93	1.89	2.37	2.58
C1_Cycle 2	20	2.79	0.43	2.00	3.30	2.40	3.00	3.10
C1_Cycle 2	20	3.03	0.44	2.00	3.70	2.73	3.00	3.28
C6_Cycle 2t	20	2.56	0.45	1.50	3.33	2.28	2.65	2.90
C7_Cycle 2	19	2.54	0.56	1.70	3.40	2.00	2.60	3.00
CGPA_Cycle 2	20	2.65	0.34	2.01	3.34	2.41	2.64	2.83



Chapter – 5

Qualitative Analysis of Peer Team Report of Accredited Institutions

5.1 Introduction

There are 27 Universities (including 04 Institutes of National Importance) and 338 colleges in the state of Himachal Pradesh. Out of which a total of 78 have valid accreditation presently (08 Universities and 70 Colleges). Most of the universities and colleges cater to the need of the local population. However some of the universities and colleges also have pan India presence. Some also have students from abroad, especially private institutions. This section details the features of the higher education institutions as given in the peer team report.

A. Universities

5.2 Summary

5.2.1 Curricular Aspects

Universities offer academic programmes, in line with its vision and mission. The Academic council & Boards of Studies meet for curriculum reforms with a multi-stakeholder approach. However in some universities Boards of Studies needs to be properly constituted with representatives from industry, institutions from higher learning and alumni.

Curriculum is designed by BOS of different departments. Curricula are also developed as per the norms of the regulatory bodies wherever applicable. However, in it is necessary to increase the periodicity of the BoS meetings and frequency of curricular revision. Some of the universities have also implemented curriculum development cells. Involvement of Faculty in curriculum updating and development is visible and professional experts are invited for the same.

In most of the universities, CBCS system is followed in in UG courses and its implementation in PG courses is under process. Course/Subject/Elective options are available to the students. However adequate number of electives will enhance academic flexibility. Universities also offer varied skill development workshops in collaboration with other Institutes and options for field visits are also available. Universities also offer Practical and project-based learning in PG programmes, even though in limited numbers. Some



universities also offer credit-based semester system with electives in the final year with options for credit transfer.

Universities also provide scope for emerging thrust areas. Provisions for online lectures must be initiated. Universities conducted feedback surveys of students from the Universities and affiliated colleges and also from other stakeholders; however analysis of student feedback is yet to be institutionalized and systematized.

To inculcate value education, Programs such as YOGA, Swachhta Abhiyan, environment studies, gender sensitiveness, professional ethics, blood donation are practiced. Personality development programs are a regular feature of the curriculum. Although industrial training is in place in some programs it needs to be strengthened with the internship.

5.2.2 Teaching-Learning and Evaluation

Universities follow transparent Admission process at all levels. Admission notification is provided on the university website, notice boards and including local and national media. Universities enrol international students through ICCR. All university strictly adhere to reservation policy in admission. Enrolment in some programmes are found to be declining and causes for this must be found and rectified.

Universities provide, Tutorials for needy student. Institution also offers remedial courses in some programmes. Mostly, Teaching-learning process is a combination of conventional and modern methods. Some of the universities also follow a well-planned teaching schedule. ICT-enabled teaching/learning be widely promoted. The identification of slow and advance learners is institutionalized in many universities, however more Programmes for slow learners must be initiated. Universities conduct induction and orientation programmes at the commencement every academic year. Mentor-mentee system is also in practice in some of the Institutions. The advanced facilities for internship in reputed industries, interdisciplinary projects, seed money for innovative projects, sponsorship for paper presentation, access to research labs, etc. are made available, but formal incubation centre must be set up. Scholarship is available for single girl child and for socially backward students. Academic growth of differently-abled students is visible.

A large majority of faculty hold doctoral degree. Many of the teachers have attended. Refresher/Orientation courses and participated in national/international seminars /conferences etc. Faculty members are associated with national and international academic and professional bodies.



Examination evaluation system needs to be strengthened. Universities encourages all departments to achieve the learning outcomes of on-going study programs. Most of the Universities have central placement cell and career counseling cell, however they ought to be strengthened.

5.2.3 Research, Consultancy and Extension

Universities are found to promote research culture. Research Degree Committees exist in almost every department. Several faculty members are found to be actively engaged in research programmes large in number of sponsored research projects are operational in various departments of the Universities, however Opportunities to generate support from industry must be explored. Departments must be strengthened to seek financial assistance from UGC-SAP, DST-FIST etc. In some of the institutions, International research collaboration is also in existence.

Many of the universities have adequate research infrastructure, however in some universities strengthening of research infrastructure is a must. It was also found that majority of equipment is functional, however laboratory safety norms including bio safety measures are not properly followed Animal house with ethics committee and green/net house is visible.

Many faculty members have won national and international awards and honours. Workshops and seminars are organized in collaboration with other Institutions and NGOs. However, only limited outreach programs are in existence. Many departments have National and International collaboration. Faculty members have developed joint research projects, however outcomes of MOUs signed are not evident. More MOU's with industries/institutes are needed.

Some faculty members have publications with good impact factor and h-index, however Interdisciplinary and high-quality research publications need to be encouraged. A few publications of faculty members have earned awards. More quality publications are required. Universities must also encourage the faculty members to file patents. In many of the universities, a formal consultancy cell is not in place. In some universities, few informal collaborations with local industries and institutions exist. Many institutions have adopted villages. Blood donation, awareness on basics of computer, legal aid campaign etc are conducted as a part of the extension and outreach programmes. Students and faculty participated in Swachh Bharat Abhiyan and other flagship programmes of the Government.



5.2.4 Infrastructure and Learning Resources

Most of the HEIs focus on optimum utilisation of the infrastructure, which has with adequate classrooms and laboratories. Facilities are also augmented from time to time. Some universities also have auditoriums, Cineplex, Day care center, Health center, etc. Excellent cultural activities are undertaken in the campuses and encouragement is also given to students; however, universities should construct auditoriums to organize cultural and academic activities.

Institutions have boy's and girl's hostel. Provision of tribal girls hostel also exist. However, there is an urgent need for proportionate increase in the physical infrastructure in view of the growing number of students. Accommodation facilities for teaching, non-teaching, and Ph.D scholars are also available.

Most of the universities have a well-stocked central library, with adequate titles and copies of books, journals, and periodicals with online databases. Some universities also have decentralized libraries with facilities distributed in individual departments. Library advisory committee also exists. However, libraries should provide reprographic, book-bank and inter-library loan facilities. Also, library automation is in rudimentary stage. Reading space needs to be further increased.

There is sufficient IT infrastructure with internet connectivity. The Wi-Fi facility is being extended to the departments. Some of the universities also have Wi-Fi enabled campus. ICT enabled teaching learning is available; however ICT facilities may be enhanced.

Universities have system in place for maintenance of buildings, equipment, Campus maintenance through outsourcing, however maintenance of hostels need attention. Most of the campuses are eco-friendly, well maintained, and clean. Adequate budget provisions have been made for them a intenance of the campus facilities. Some of the Universities also have dispensary and ambulance facility. Facilities for different out-door and in-door games Music teacher and other trainers for cultural activities are also available.

5.2.5 Student Support and Progression

Some of the universities have adequate provision of scholarship as well as help in procuring educational loans. Also, Mentor-Mentee system is in place, however student mentoring system needs to be systematized Placement and career guidance cell are to be further strengthened. The institutes have established various committees for the holistic development of the students like Grievance, sports committee, Cultural Committee.



Representation of students in Academic, Library, Women Cell, Cultural, Sports, Anti ragging, Student Grievances Committee provides their sense of accountability. Students participate in sports and cultural activities. Student welfare measures need to be augmented.

Student participation in outdoor games is encouraged. Students organise events and participate in seminars that facilitate harnessing their managerial and communication skills. However, structured system for personality development needs to be initiated.

Most of the universities have high pass percentage and negligible dropout rate. Co-ordinated placement efforts yielding good campus placements. However, counselling initiatives for GATE/GRE and other competitive examinations must be strengthened. Various student clubs in place to identify & nurture latent talent. Students have won prizes in extracurricular and sports activities.

5.2.6 Governance, Leadership and Management

Most of the universities have well defined vision and mission in tune with the objectives of higher education and engage in participatory management and administration. Responsibilities and duties are distributed among the stakeholders and a perspective plan for development exists.

Universities also take contemporary trends and issues into consideration, However, subject centric development approach limits growth of some departments.

Welfare schemes are implemented, and Professional development training programmes organised. However, mechanism for performance based incentives may be systematised. In some universities, internal and external audits are in place. Active IQAC is also present. Active involvement of university authorities is focused for mobilisation of resources.

Grievance Redressal system needs to be systematized and strengthened. Industry oriented teaching learning and optimum utilization of facilities is to be encouraged.

5.2.7 Innovations and Best Practices

Many of the universities have effective solid waste disposal system and have implemented solar power system. STP, Water Treatment & Biogas facilities in their campus. Universities also have green and eco-friendly campus with good vegetation. However, E waste disposal system needs to be strengthened. Conservation of wall paintings of Himachal state in collaboration with INTACH. Free education is being offered to female students.



Institutions take care of the safety and security of all the inhabitants of the campus. A well-knit watch and ward security system is deployed along with the Electronic Surveillance through CCTV in some of the universities. Hostels are provided with security measures and ambulance service is also made available. Counseling is given to students by faculty members, However services of professional counsellors need to be utilized by the universities towards relieving from mental stress, depression, general disinterest, examination related anxiety, etc.

Effective water management measures are taken by plugging the leakages and controlling the overflow. Wastewater treatment is done effectively by treating. 90% of the wastewater and the sludge obtained is used as manure for agricultural purposes. Rain water harvesting is initiated and executed in some buildings of the University.

5.3 Action Plan for Universities

5.3.1 Curricular Aspects

Most important criteria in the development of curriculum is the need of the society. Curriculum should be developed keeping in mind the needs of the society as well as employers and other stakeholders. Also, more programmes/courses with employment aspects must be introduced. Also short term courses (certificate and diploma) may be introduced in the emerging frontier and disruptive areas like Academic programmes in the emerging and frontier areas like Bio-technology, Cell and Molecular Biology, Bio-medical Engineering, Emerging diseases, artificial intelligence, machine learning etc have to be designed incorporating an interdisciplinary approach. The component of projects, field work, internships in different programmes/courses is to be bolstered. Universities also may explore the possibilities of establishing collaborative programmes through industry academia linkages.

Feedback from stakeholders is necessary for the holistic development of any university. Feedback of the stakeholders is obtained by all the universities. However, feedback can be more structured and gap analysis based on the received feedback can be carried out leading to holistic improvement of the higher education institution.

5.3.2 Teaching-Learning and Evaluation

Admission process to all the universities should happen simultaneously and be made transparent. A single portal for online admission to various universities in the state will greatly help in this regard. Digital life cycle of the students should also be maintained. More



students from other States as well other countries may be attracted by conducting education fairs in different states as well as countries.

Teaching-learning process should be designed based upon the learning abilities of the student. Action should be taken to identify the learning ability of the students and then tailor making the teaching-learning process. Provisions for online remedial classes may be devised. Different digital platforms for online classes may be explored. More technical staff must be appointed in laboratories.

One of the most important aspect in teaching learning process is the quality of teachers. Vacant teaching as well as administrative and technical positions must be filled to improve the quality of higher education in the state.

5.3.3 Research, Consultancy and Extension

Many of the departments of the universities offer Ph.D Programmes and Ph.D scholars, who are not receiving any financial assistance, may be provided with some research funding. Incentivization of research based on the quality of research output may be introduced to encourage high quality high quality, visible and relevant research with societal impact. Universities should also encourage departments/Centres to put in efforts to obtain departmental/faculty/ university level research funding such as DST-FIST, UGC-SAP, DRS, PURSE, DBT-ILSPARE etc. Newly appointed Assistant Professors may also be provided with seed grant to kick start their research career.

Revenue generation through consultancy needs considerable improvement. So it is important to introduce Consultancy Cells, Technology Transfer Cell and Intellectual Property Cells to improve the chances of the technologies developed in the universities to be commercialized and it can also become a source of income for the Universities.

Intra and inter university linkages are almost non-existent. Universities must encourage, research interaction between different departments of the university and with different institutes/universities in the state and across the country. Centres focusing on interdisciplinary research may be established keeping in mind the emerging, cutting edge research areas to overcome this hurdle. Researchers from leading institutes from India and abroad may be made members of such centres.

5.3.4 Infrastructure and Learning Resources

Space crunch is one of the most important issues plaguing the Infrastructural development in the Universities of the state. This has to be addressed on a priority basis. Universities also



have to improve facilities for teaching - learning like classrooms, laboratories, computer laboratories, ICT facilities etc. on a priority basis. Many of the Universities have smart classrooms, however a greater number of such classrooms are the need of the hour. Faculty members must be encouraged towards development of e-content (4 quadrant) and other e-learning resources.

Libraries must be stocked with the latest reference books and research and other journals. Automation of libraries must be prioritized. Subscription to e-journals based on the subject experts available in the university have to be explored. This will lead to enhanced teaching-learning experience to the students as well as teachers.

5.3.5 Student Support and Progression

Systematic procedure for mentoring of students needs to be in place. Students may be assigned to faculty members for mentoring based on their experience and track record. Structured and streamlined grievance redressal system with least possible delay between the launching of grievance and the outcome should be designed.

All the universities may establish effective Career counselling as well as placement cells. Students should be exposed to industries as well as potential employers either through field projects, internships, and research internships. Industries may be invited to be a part of the academic programme as well as for mentoring of the students. Alumni of the University may also help in this regard by conducting hand-holding sessions.

Students may be encouraged to sharpen their entrepreneurship skills and academic credits and other incentives may be given to student innovations and start-ups.

5.3.6 Governance, Leadership and Management

Decentralization of academic and administrative activities is the need of the hour along with Participative management. Universities must also have a clear short-term, mid-term and long-term road map. The University management shall make sure that the objectives and milestones in the road map are met in the prescribed time.

IQACs should be encouraged to conduct quality improvement programmes as well as provide timely suggestions on the quality improvement initiatives to be carried out. Faculty members may be provided financial assistance as well as leave of absence for attending professional upgradation/Leadership programmes and courses. They may be also encouraged to attend such courses/programmes online.



5.3.7 Innovations and Best Practices

Digitization of governance activities and e-governance initiatives is the need of the hour and universities may put efforts in this direction. Self-sustainability is another aspect, where more effort is required. This includes design and construction of energy efficient, carbon neutral, green buildings. Universities may also consider shifting towards zero net energy consumption by installing solar panels as well as drawing power from other renewable energy sources depending upon the geo-location. Water harvesting may be made mandatory.

Universities shall design activities for engaging the students and teaches with the society. This may include conduction of extension programmes, adoption of villages and schools etc.

B. Colleges

5.5 Summary

5.5.1 Curricular Aspects

The colleges are affiliated to Universities and the affiliating University designs the curriculum for all the courses offered by the institution and it is meticulously followed by the college as per the academic calendar and the guidelines of the university, to cater to the diverse needs of its students. Faculty members are involved in preparing Syllabus at the UG level. The time table is prepared well in advance as per the requirement of the curriculum and displayed on the notice board. Continuous monitoring on entire exercise is carried out by the HODs and the Principals. Most colleges have mechanism of internal assessment in the form of class tests, internal examinations, assignments, etc.

The institutions ensure effective curriculum delivery through a well-planned and documented process. Institutions also integrate cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum.

Various committees formed of the staff and student representatives are in place to monitor the curricular, co-curricular and extra-curricular activities. The institutions believe strongly in the inculcation of human values, gender equity, professional ethics, and promotion of environmental awareness among students. The overall curriculum is designed in such a manner that it addresses the issues relevant in the modern world. With a view to strengthen the curricular aspect of the college, feedback from the teachers, and students is obtained and analysed.



5.5.2 Teaching-Learning and Evaluation

Colleges mostly cater to the academic needs of students enrolled from the local population. Admission process is mostly online and transparent and the Government norms on reservations for socially and economically backward students are strictly adhered to. In most of the colleges, enrolment numbers are found to increase during the last few years. Colleges ensure implementation of the government policies in disbursement of scholarships also.

The institutions assess the learning levels of the students, after admission and organises special programs for advanced learners and slow learners. Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences. Reforms in Continuous Internal Evaluation system at the institutional level is in place.

Mechanism of internal assessment is transparent and robust in terms of frequency and variety. Mechanism to deal with examination related grievances is transparent, time-bound and efficient. The institutions adhere to the academic calendar. Program outcomes, program specific outcomes and course outcomes for the programs offered are stated and communicated to teachers and students. Some colleges also evaluate program specific outcomes and course outcomes.

There is an informal mechanism for identifying the slow and advanced learners. Teachers conduct class tests, surprise tests, etc to identify the level of the students' quality and accordingly take necessary measures to boost up the slow learners through personal motivation, mentoring etc. Majority of the teachers adopt traditional approach of chalk and talk method of teaching. The audio-visual aids like LCD projectors etc are used occasionally by some teachers in some departments for some specific classroom teaching. Importance is given by some of the teachers on participative learning to enhance the learning experiences of the students. The debates organized by some of the departments on some current issues help the students to widen their concept and ideas over the issues.

5.5.3 Research, Consultancy and Extension

Institutions have created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge. Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.



Teachers' engagement in research activities and their publications in research journals are meagre. Only very few research papers are published by faculty members from colleges. College faculty members are yet to cultivate research culture. College have no minor/major research projects. Most colleges receive no research grant in terms of funded projects or from the State Government. The college should encourage its faculties to apply for research projects to get fund from different institutes and organizations. The college must also take adequate initiatives to hold seminars, workshops and conferences to promote research culture. Some colleges motivate and support faculty to pursue Ph.D. However almost negligible revenue is generated through consultancy and consultancy with local agencies is non-existent. Formal collaboration with state and national agencies are yet to be started. The research potential of the teachers is underutilized. Colleges have to mobilize Research Committees. Faculty members need to be encouraged for seeking grants from DST/UGC/ICSSR and other funding agencies for major research projects. Facilities to promote research are yet to be developed. College has not created an eco-system for innovations including incubation centre.

Colleges organize various activities under NSS and NCC and conduct different rallies and awareness programmes on drug abuse, AIDS, cleanliness and sensitize the general public about human rights, human trafficking, evils of dowry system, legal rights of women, health and hygiene, anti-tobacco anti-alcohol, campaign against use of plastic etc. The students also actively take part in various inter college competitions like music competition, etc. One Blood Donation Camp was organised during the period of assessment.

5.5.4 Infrastructure and Learning Resources

Many of the colleges have adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc., and also have adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities.

In some colleges, library is automated using Integrated Library Management System (ILMS). Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment also exist in some colleges. However, the number of books and journals are very less. Some institution frequently updates its IT facilities including Wi-Fi. Some colleges also have established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.



Some of the colleges have signed various AMCs with different service providers for proper maintenance of computers and other equipment installed. Most colleges have sufficient facilities for safe drinking water, canteen, rest-rooms for both students and staff. Some colleges also have staff quarters for the Principal and staff members within the campus.

5.5.5 Student Support and Progression

The students have always been the main force around which the institution and its short term and long-term goals revolve. The students form the basis of success for the institution. Colleges support the students in every aspect so that they can pursue and achieve their goals and aspirations thorough mentoring and counselling. Some colleges have active Student Councils and representation of students in academic & administrative bodies/committees of the institution and also have Alumni Association/Chapters (registered and functional), which contributes significantly to the development of the institution through financial and non-financial means. Former students often visit the colleges and have informal interactions with the faculty members and the Principal. However, the alumni association may contribute extensively to the college regarding employment generation/placement, personality development of the students and preparing them for competitive examinations.

State Government scholarship and College scholarship are available for needy and deserving students. Besides, industries also offer scholarships to meritorious students. Placement cell and competitive examination cell needs to be established and standard operating procedures for placement and counselling cells must be in place.

Students are motivated to participate in distinct co-curricular activities like sports, culture, and join clubs/societies and cells of the college, apart from performing well in the academics. Accordingly, students represent their college in various inter-college events scheduled as per the affiliating University calendar. They are also sensitized about their duties as the citizens of a nation.

5.5.6 Governance, Leadership and Management

The governance of an institution is reflective of an effective leadership which in tune with the vision and mission of the institution. Most of the institutions practice decentralization and participative management. Perspective/Strategic plan and Deployment documents are available in the institutions. Organizational structure of the institutions including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism. Effectiveness of various bodies/cells/committees is evident. Vision, mission and objective of colleges are in



place and communicated to various stakeholders. Mechanisms for the review of Vision, mission and objective also exist.

Many of the colleges have effective welfare measures for teaching and non-teaching staff. Colleges also have Performance Appraisal System in place for teaching and non-teaching staff. Colleges conduct internal and external financial audits.

Institutional strategies for mobilisation of funds and the optimal utilisation of resources are in place. Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms.

Colleges abide to the mission by providing education to all the students coming from different strata of society especially those coming from with a rural backdrop.

Welfare schemes like loan facility, medical assistance, insurance, EPF and transport facility are available for faculty and staff members in many colleges. However, capacity building programmes for faculty and staff needs to be further improved.

5.5.7 Innovations and Best Practices

Colleges show gender sensitivity in providing facilities such as: Safety and Security, Counselling, Common Room. Waste Management steps including: Solid waste management, Liquid waste management, E-waste management are in place in many colleges.

Rain water harvesting structures and its utilization in the campus also exist Green Practices like Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads, Plastic-free campus, Paperless office, Green landscaping with trees and plants are encouraged.

Institutions organize national festivals and birth / death anniversaries of the great Indian personalities. The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions.

5.6 Action Plan for Colleges

5.6.1 Curricular Aspects

Colleges cater mainly to the local population and hence should design more academic programmes, keeping in mind the needs of the local community, industry and employers. Colleges may also introduce short-term diploma/certificate courses on life skill



development, soft skill development and vocational education which will help the local population and increase employability.

5.6.2 Teaching-Learning and Evaluation

A common admission window for all colleges will make the admission process more efficient and hassle free. A common online platform may be developed towards this. A structured and formal mechanism with standard operating procedures to resolve student-related issues should be in place. Another important aspect to be implemented urgently is a systematic system for obtaining feedback from students and other stakeholders. This feedback must be analysed for gap identification. Most of the faculty members follow conventional chalk and board approach, however, these conventional pedagogic strategies have to be replaced with the state-of-the-art ones. Teachers may be trained in the use of digital technologies for teaching-learning process as well as in the development of e-resources for teaching. Recruitment of adequate teaching and non-teaching staff must also be prioritised. Colleges also lack innovative add-on courses and efforts must be to introduce relevant add-on courses.

5.6.3 Research, Consultancy and Extension

Colleges lack proper mechanism for conduct of research and consultancy. More efforts may be initiated by the colleges to strengthen the research ecosystem for nurturing innovative ideas. Faculty members should be provided training in conduction of research, writing of research papers and formulation of research proposals, consultancy and technology transfer. Colleges also must put focused efforts to collaborate with regional institutions, universities/institutes in the state and national level colleges/institutes/universities.

5.6.4 Infrastructure and Learning Resources

Space constraints bother many of the colleges. Efforts must be made by the colleges and the affiliating universities to alleviate this issue. Colleges should also put efforts in improving the network connectivity and Wi-Fi facilities in their campuses. These facilities are particularly important in the present-day situation. Colleges should also strength facilities like smart classrooms, canteen and, transportation and also conducive facilities for differently abled students.

Laboratories and Library facilities needs to be comprehensively strengthened, keeping in view the requirements of teaching-learning Process. Encourage students to participate in regional and national level sports events. The students and teachers should be provided with Wi-Fi facilities especially for library related activities. Also automation of libraries have to be



carried out. More emphasis should be placed on the use of e-learning resources and online classes especially for remedial learning activities.

5.6.5 Student Support and Progression

Proper career and counselling cells for students should be introduced in all colleges along with standard operating procedure. Colleges should regularly organize programmes for the holistic development of students. Academia-Industry interaction should be strengthened. The internal complaint mechanism exists in most colleges but must be more structured with standard operating procedures. Students should be motivated to participate in curricular, extra-curricular and cultural activities. Student participation may be incentivised. Alumni associations may be formed and strengthened and alumni help may be sought in infrastructure development and employment.

5.6.6 Governance, Leadership and Management

The administrative process should be further decentralized with more participation from staff members and students. Also, the colleges should maintain digital copies of the minutes of the various administrative/academic meetings. Academic and administrative audit needs to be carried out.

5.6.7 Innovations and Best Practices

Colleges should conduct more outreach and extension activities based on its geo-location and needs of the local community. Colleges should also introduce short term certificate courses for honing the employability skills of the local population.



Chapter – 6

Findings

6.1 Introduction

This Chapter deals with the status of accredited institutions in the State of Himachal Pradesh based on the analysis made in the previous chapters. The findings are presented by bifurcating the Higher Education Institution into Universities and Colleges. There is a growth in the number of Universities, especially Private Universities, in the State of Himachal Pradesh in the recent last past. Similarly, the number of colleges in the State of Himachal Pradesh have also increased. Most of the newly established colleges cater to technical education courses, teaching and Pharmacy.

6.2 Status of Accredited Universities

The number of Universities in the State of Himachal Pradesh is 23. The number of Universities including Institutions of National Importance in the State of Himachal Pradesh is presently 27. Out of which 17 are Private Universities (63%). Out of the 05 State Universities, one is accredited (20%). This is accredited in the revised accreditation framework. Out of the 17 private universities, only 06 are accredited (25%). This might be because most of the private universities are not yet eligible to participate in the accreditation process. None. Out of the 20 accredited Universities only one (12.5%) have obtained 'A' Grade, 02 have obtained B++ Grade, and 05 have obtained B Grade.

6.3 Criteria-wise finding of the accredited Universities

Criteria wise findings of accredited Universities are provided in this section. The GPA obtained in different criteria as well as the qualitative analysis of the Universities are used in the inferences.

6.3.1. Curricular Aspects

Most of the universities in the State of Himachal Pradesh follow the same procedures for curriculum design and updation. They have also adopted structured pathway for implementation of the recommendations by authorized bodies.



- Curricular aspects is one of the strong points about the universities among the various NAAC assessment criteria.
- It was found that a positive correlation exists between effective Leadership and Governance and the Curricular aspects of the Higher Educational Institution, indicating good governance leads to better curriculum.
- Universities have a well-defined structure for Curriculum design, development and approval process. Various stake holders (peers, students, alumni, faculty, employers and society) are involved the development and revision of various courses and curriculum.
- Board of Studies, Faculty Boards and Academic Councils are in place to look into the process of curriculum and syllabus development in all universities.
- Curriculum development process also involves experts in the respective areas from other universities and Institutes.
- Curricula are in tune with the institutional goals and objectives in all universities.
- Revision and updation of Curriculum framed is a regular feature in most of the Universities.
- Most Universities follow semester system and have implemented CBCS to a considerable extent.
- Curriculum includes orientation and induction program and also maintain effective mentor mentee ratio in most universities.
- Basic Sciences, Humanities, Engineering along with interdisciplinary courses need to be strengthened in some universities. Add-on courses as suggested by UGC need to be offered.
- Outcome-Based Education system needs to be practiced in all Engineering, Pharmacy, Applied Science and Management programs.
- Academic audit, Gender audit, Energy audits, space and water audits are also carried out in some of the universities.
- Analysis of student feedback needs to be properly systematized. It is found that State Universities are yet to develop overall effective feedback system that takes into account inputs from all the stakeholders.



- Inter University credit transfer system needs to be implemented fully by all universities to benefit desirous students.
- Although industrial training is in place in some universities, it needs to be strengthened with the internship.

6.3.2. Teaching-Learning and Evaluation

Teaching-Learning methods vary depending upon the university as well as programmes offered by a particular university. Importance of research projects in post graduate courses needs to be emphasized properly.

- Teaching-Learning and Evaluation processes were also found to contribute positively to holistic development of most of the universities.
- It was also found to be strongly depended on effective policies formulated by the Higher Educational Institution.
- Teaching-Learning process was also found to depend upon the Infrastructural and Learning resources available in the University.
- All the Universities have transparent admission policies for admission to various programmes offered at different levels.
- All the Universities (Central, State and Private) were found to adhere to reservation norms decided by Central and State Governments. All students from diverse sections of the society are admitted to the universities.
- All the universities have career counselling and placement cells in place. However, they need to be strengthened.
- Universities have adopted continuous evaluation process, which carries a weightage ranging from twenty to fifty percentages. Rest of the evaluation is based on the End Semester Examinations.
- Most of the post-graduate and professional programmes have a component of project/field work/internship.
- Some of the universities also offer various exchange programs and has academic, research and cultural MoUs with other academic/research institutions and industries.
- Slow learners are identified for counselling & academic support through summer & winter sessions in most universities.



- Functional grievance redressal mechanism is in place in all the universities.
- Examination and evaluation system is partially automated. Examinations are conducted systematically and results are announced within the stipulated time limits.
- Transparency and security of evaluation system is ensured in all universities.
- Pass percentage is quite high and the drop-out rate is quite low across all universities.
- Most universities organize Induction programs for the newcomers. The identification of slow and advance learners yet to be institutionalized in some cases.
- Most of the Universities have Wi-Fi enabled campuses and have ICT enabled teaching and learning resources.
- Many universities need to recruit permanent teachers urgently to increase the number of teachers with Ph.D leading to improvement in quality of teaching-learning process.
- Various academic and extra-curricular activities are conducted, but most of the universities lack special emphasis on sports and academic courses/programmes focusing on sports.
- External academic audit is needed for further quality improvement.

6.3.3. Research, Consultancy and Extension

Research and consultancy is one of the most important aspect of any Higher Education Institution, especially University. Universities focusing on research have always performed better in terms of Student Progression. It was found that there is strong correlation between this criterion and other criteria including Teaching-Learning Process, Student Progression and Innovative Practices.

- Research, Consultancy and Extension was the weakest link in the holistic development of Universities.
- The research output from the different departments of the universities was found not to be adequate and a focused effort is required in this direction.
- Consultancy and technology transfer from universities requires a boost.
- Infrastructural facilities and Good Governance were found to have a strong positive effect on the research activities of universities.



- All universities promote research culture. Research degree committees exist in all departments.
- Most of the Universities, especially Central and State, are equipped with adequate research facilities including research laboratories having latest equipment.
- Research publications, especially from State and Central Universities, are in satisfactory number and quality as seen from the citations received by their publications.
- Research output indexed in Scopus and web-of-Science are mostly from Science and technology Streams. This indicates an imbalance between research outputs from various disciplines.
- However only a fraction of Faculty members of State and Private Universities are involved in active and visible research impacting societal needs.
- Seed money for newly recruited faculty members are provided by Central, state and some private universities.
- Incentivization of research is not visible in most of the universities. Collaborations with national and international institutes/universities/organizations are also not adequate.
- Interaction at local level is in place. MOU's with industries/institutes are needed.
- Universities across the state have constituted Research Committees (Departmental, Faculty and University level) for smooth running of the Ph.D programmes. Ph.D entrance test and Ph.D coursework are mandatory for completion any Ph.D programme as per UGC guidelines.
- Departments in the universities need to be strengthened to seek financial assistance from UGC-SAP, DST-FIST etc. A few departments are equipped with modern research facilities. Common central equipment facility is to be created for research work in most universities.
- Research output will also lead to universities being awarded the PURSE scheme of DST.
- Centres of excellence are established, but more number of such centres and higher funding is required for better, high quality research output.



- No formal consultancy cell is in place in some universities. It is one of the most ignored areas where these universities have to focus and establish cells and centers for industry-academia interaction as well as technology transfer process.
- Extension activities are admirable in most of the universities and NSS & NCC are active. Regular societal interactions are practiced in most institutions.
- Research, Consultancy and Extension are found to have positive effect on Teaching-Learning and Evaluation, Student Progression and Curriculum Development

6.3.4. Infrastructure and Learning Resources

Infrastructural Facilities and Learning Resources of Higher Education Institutions directly affect the Teaching-Learning Process and the Student Progression. Upgradation and maintenance of infrastructural facilities basically depends upon the policies and actions implemented by the university.

- Universities were found to have adequate infrastructural facilities. It is the strongest aspect of the universities in the State of Himachal Pradesh.
- Many of the Universities have smart classrooms with smartboard. A few Smart Classrooms are also available. However, focused efforts must be made to construct a greater number of smart classrooms, ICT facilities, uninterrupted network connectivity.
- Infrastructural facilities and learning resources were found to have a positive effect on Teaching Learning and Research.
- Admissions to most of the academic programmes offered by the universities are online and part of the exam processes are also online.
- Accommodation facilities for teaching, non-teaching (partially), UG, PG & Ph.D scholars are available in most universities.
- Most facilities are used optimally and upgraded from time to time. However, the universities have to update the ICT facilities, so that all the classrooms are ICT enabled.
- State and Private universities have sufficient infrastructure pertaining to academics. Universities have Lecture Halls equipped with Projectors.
- Many of the departments have separate Computer laboratories.
- Universities have adequately stocked libraries, with internet facilities and e-resources.



- Majority of the universities have developed excellent internet facilities including free WiFi to students and teachers. The e-journals and e-books available in the libraries through INFLIBNET consortia and can be accessed off campus in some cases. However, e-journal subscriptions need substantial improvement.
- Some of the universities have their IT policy. Majority of the universities have separate budget for campus development and maintenance.
- Adequate budget provisions have been made for the maintenance of the campus facilities. System in place for maintenance of buildings, equipments, Campus maintenance through outsourcing.
- The campuses have to be made more Divyang friendly.

6.3.5. Student Support and Progression

Universities cater to a large spectrum of students coming from different socio-economic backgrounds. One of the most important aspects of University education is the support provided to the students for their progression and holistic development.

- Student Support and progression is not the strongest aspect of the universities.
- Student support and progression was found to have a strong dependence on Governance, Teaching-Learning process, curriculum and Research.
- Academic and Personal Mentoring of students exist in majority of the universities.
- However, mentoring system in the Universities must be methodized and Standard Operating Procedures are to be established.
- Counselling and placement cells in the Universities need improvement in their structure and functioning.
- Regular interaction with industry should be promoted for enrichment of the syllabi and placements.
- Student mentoring system needs to be strengthened.
- Placement fares are carried out. However, they need to be more structured and systematic.
- Anti-ragging and anti-Sexual harassment policies are adapted by the universities. Grievance cells are also in place.



- In majority of the universities Ph.D. students are not provided stipends (if they are not working in a sponsored project). Universities should implement measures to address this aspect.
- Many state Universities provide financial assistance to students belonging to economically and socially weaker sections from own corpus.
- Graduation rate of students in majority of the universities is above 90% with dropout ranging from 1% to 15% across the programmes.
- Majority of the students (especially UG) opt for higher studies in the same university or other universities.
- Students are encouraged to get involved in in-house research seminars and personality development programmes. However, student support facilities need further upgradation.
- Representation of students in Academic, Library, Women Cell, Cultural, Sports, Anti ragging, Student Grievances Committee provides their sense of accountability. Students participate in sports and cultural activities. Student welfare measures need to be augmented.
- State Universities mostly cater to local population and hence, student diversity is mostly limited to students within the state.
- Student progression was found to depend upon the policies and governance of the HEI as well as on its e research and infrastructural facilities.

6.3.6. Governance, Leadership and Management

Leadership and Governance in the Universities plays an important part in its overall development and academic progress. Able leadership and action plan are important for any university. The performance of the university depends on the adaption and execution of policies.

- Universities on an average scored second lowest GPA in Governance, Leadership and Management, indicating the policies and functioning of administrative bodies requires a through introspection.
- All the other assessment criteria were found to improve with improved governance initiatives.



- State Universities were found to have a uniform system of Governance.
- Majority of the universities practice participative management with governing bodies like Senate, Syndicate, Faculty Board, Board of Studies etc. Faculty members participate in decision making and policy formulation especially in state universities.
- Universities are gradually shifting to e-Governance in most of the administrative areas and some of the universities are developing their own e-Governance solutions.
- Vision and Mission statement of Majority of the Universities keep in mind the societal needs and imparting practical education.
- Universities prepare annual budget in consultation with Faculties and Departments.
- Most of the revenue is generated through tuition fees, Government grants, higher and self-financing courses/programmes, executive development programmes, sponsored research projects and consultancy.
- The activities of many universities are coordinated with the help of ICT and ERP system where information related to examination, course plans, attendance, study notes, time table etc are uploaded regularly.
- Some of the universities provide financial support to faculty members for attending conferences, seminars, workshops and exchange visits and have separate budget earmarked for this purpose.
- IQACs have been established in all the universities in accordance with guidelines issued by NAAC and UGC. But in some universities, IQACs need to be actively working for overall quality improvement of the academic and administrative aspects of the universities including policy decisions.
- Universities were found to participate in NIRF regularly.
- Academic audit needs to be introduced systematically.
- Budget allocation for R & D needs to be strengthened.
- Good Governance, Leadership and Management has been found to have a positive effect on Curriculum Development, Teaching-Learning Process, Research and Consultancy, Student Progression and Innovative Practices.



6.3.7. Innovations and Best Practices

- Universities in the state have eco-friendly campuses with adequate maintenance support.
- Majority of the universities are shifting towards eco-friendly campuses by designing energy efficient, green buildings.
- Most of the Universities have solar panels installed, which produce a portion of their consumed power.
- Most of the universities have effective solid waste disposal system. Some universities have developed their own wastewater treatment plants which are working efficiently making most of the wastewater usable for agricultural purposes.
- Some universities offer free education to girl students.
- In line with the state Student Start-up and Innovation policy, most universities have established start-up and incubation cells.
- Some universities have also established interdisciplinary academic programmes as well as research cells.
- It is found that innovation and best practices depend upon the policies adopted by the universities.

6.4 Status of Accredited Colleges

There are 338 colleges in the state of Himachal Pradesh, out of which bulk of them being funded by the Government (150). Some of these colleges provide technical education. Out of the 338 colleges in the State of Himachal Pradesh, only 69 colleges have gone for NAAC accreditation (20.41%) so far and presently only 42 colleges have valid NAAC accreditation (12.43%). Out of the 69 colleges who have gone for NAAC accreditation 20 are in the revised Accreditation Framework and 49 are in the Pre-revised Accreditation Framework. All the colleges accredited under RAF are 18 Government Colleges. In the RAF, 10 colleges obtained B Grade and 10 colleges obtained C Grade.

6.5 Criteria-wise finding of the accredited Colleges

Criteria-wise findings of accredited Colleges are provided in this section. The GPA obtained in different criteria as well as the qualitative analysis of the Colleges are used in forming the

inferences. Colleges were found to have a large variation in quality based on the GPA analysis of different assessment criteria.

- Overall performance of Government colleges was found to be better than private colleges in RAF and Pre-RAF
- Accreditation cycle wise analysis indicate that colleges in the state of Himachal Pradesh are improving in terms of the NAAC assessment criteria, by identifying gaps and trying to rectify them.
- Government colleges were found to better in Student Support and Progression and Private colleges in Infrastructure and learning resources.

6.5.1 Curricular Aspects

Accredited colleges in Himachal Pradesh are affiliated to different Universities in the State. The curriculum development is mostly done at the University level with participation of the members of concerned colleges.

- Colleges follow the curriculum approved by the university through Board of Studies and academic councils.
- Faculty members of the colleges are members of the Board of Studies as well as other academic bodies and participate in curriculum development and syllabus revisions.
- Academic calendar is prescribed by the affiliating university and the colleges adhere to the calendar.
- The timetables are prepared well in advance as per the requirement of the curricula and are displayed on the notice board for regulation and execution of academic calendar.
- The teaching modules are covered as per the teaching plan. In majority of the colleges, teaching modules are prepared to meet the objectives of the curriculum in the prescribed time limits.
- Learning management systems are used in some of the colleges.
- Many individual departments of the affiliated colleges conduct Seminars, Workshops, Guest Lectures and Term Papers as well as remedial courses and problemsolving sessions for academically weak students.



- Grievance redressal cells of the students like women anti-harassment Cell, anti-ragging cell etc are instituted in the colleges.
- Choice Based Credit System (CBCS) and semester system have been implemented in most of the programmes.
- In most undergraduate programmes offered in the colleges, students are able to choose elective subjects of interdisciplinary nature.
- Curricular Aspects also had effect on the progression of the students.
- Feedback mechanism is in place in many colleges and some colleges have analysed feedback on curriculum and uploaded the outcome on the website. However, a structured and robust feedback mechanism and a standard operating procedure is missing in the colleges.
- Curricular Aspects were found to have a strong positive correlation with Leadership and governance as well innovative practices adopted.

6.5.2 Teaching-Learning and Evaluation

Affiliated colleges in Himachal Pradesh cater mainly to the local population within and around the geo-location of the college.

- Admission to the colleges is conducted mostly through online system and the overall process is transparent.
- Government norms on reservations for socially and economically backward students are strictly followed.
- Enrolment numbers are found to increase during the last few years in most of the colleges.
- Colleges ensure implementation of the Government policies in disbursement of scholarships.
- The average enrolment of the students is low when compared with the number of sanctioned seats in many colleges.
- Colleges need to develop a system of recording the learning outcomes.
- Some of the colleges have implemented mentoring system.



- Some teachers employ ICT tools for teaching while most of the teachers use traditional methods for teaching-learning process.
- The college faculty uses the student-centric practices for teaching-learning such as classroom discussions, mind maps, flow charts, quizzes, class tests, and assignments.
- Mechanism of internal assessment is transparent and robust in terms of frequency and variety.
- Assessment of learning levels of students is carried out in many of the accredited colleges.
- Mechanism to deal with examination related grievances is transparent, time-bound and efficient in most colleges.
- Informal mechanism for identifying the slow and advanced learners is in place in most colleges.
- All information regarding the examination schedule are uploaded and displayed in the college websites and communicated to the teachers and the students.
- The students can seek Re-checking and Re-evaluation of the transcripts.
- Some colleges provide special coaching for civil service and NET/SET aspirants.
- Teaching-Learning process was found to be directly linked to the policies adapted by the colleges as well as on their focus on research.
- Programme outcomes, program specific outcomes and course outcomes for all programmes offered by most of the colleges are stated and displayed on website and communicated to teachers and students. Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by a few colleges.
- Good teaching-learning process was also found to have a positive effect on the progression of students.
- Governance Policies adapted was also found to have a strong positive effect on the Teaching-Learning and Evaluation Process

6.5.3 Research, Consultancy and Extension

Focus of colleges, especially located in in-urban areas, is teaching rather than research. However, it was found that many colleges give due importance to research, innovation, and extension activities.



- Both Government and Private colleges were found to perform the least in Research, Consultancy and Extension.
- Some colleges have created healthy environment for research and innovation and have created research facilities.
- Many of the teaching members have doctoral qualification.
- Many colleges have constituted research committees for monitoring of research activities.
- However, the research output in terms of research publications, research projects etc. are negligible.
- The colleges should encourage its faculties to apply for research projects to get fund from different organizations and funding agencies like DST/UGC/ICSSR.
- The colleges should take adequate initiatives to hold seminars, workshops and conferences to promote research culture.
- Many college teachers are recognized as research guides by the affiliating universities and many students are pursuing Ph.D under their supervision.
- Research facilities in the college are mainly provided through library resources such as books, journals, e-library and INFLIBNET.
- Collaborations with other institutes and industries are non-existent.
- More MoUs with industry, govt. and other educational institutions need to be worked out.
- Most colleges are yet to create an eco-system for innovations including incubation centre.
- It was found that the policies formulated as well as the leadership of the colleges have direct bearing on research, consultancy and extension work being carried out.
- From analysis across the accreditation cycles, it was observed that there is improvement in research, consultancy and extension, both in RAF and pre-RAF accredited colleges.
- Colleges with better performance in research and consultancy were also found to perform better in teaching-learning and evaluation as well as in student progression.



- Incorporating research in teaching leads to better overall development of the students.
- Good policy decision, infrastructure and innovative practices were found to have a positive effect on the research activities of colleges.

6.5.4 Infrastructure and Learning Resources

Infrastructure development is one of the most important aspects for the overall development of colleges. Most of the colleges were found to focus on development and maintenance of infrastructure as well as learning resources including digitization of libraries and acquisition of e-resources.

- Infrastructure and Learning Resources were found to have a positive effect on all the other assessment criteria.
- Accredited Colleges have adequate infrastructural facilities for teaching-learning like classrooms, laboratories, computers etc.
- Most colleges have their own campus with separate buildings for administrative wing and academic departments.
- There are sufficient facilities for safe drinking water, canteen, rest-rooms for both students and staff in all colleges.
- Central library as well as departmental libraries exist in many of the accredited colleges.
- Some of the colleges also have hostels for boys and girls as well as staff quarters, and canteen facilities.
- IT infrastructure of some of the colleges are adequate. However, it requires an upgradation in many colleges.
- Some of the colleges also have Wi-Fi enabled campus as well as CCTV surveillance.
- Maintenance of class rooms and campus premises is assigned to non-teaching staff appointed on the Ad Hoc basis.
- The college campuses are almost plastic free. Environmental measures are undertaken by the colleges include bio-hazard/waste management, plantation of trees, laying of lawns etc.



- A few colleges have distinctiveness in providing a separate room and library for Divyang Students and books in Braille.
- Ramps, rest rooms and wheel chairs are made available for the differently abled students.
- Rainwater harvesting system is installed in many colleges.



Chapter – 7

Future Perspectives and Recommendations

7.1 Introduction

The higher education system in the state of Himachal Pradesh is comprises of 23 Universities, 4 Institutions of National Importance and 338 Colleges mainly catering to the local population of the state. These higher education institutions are almost uniformly distributed among the different geo-locations. Some of these higher education institutions have made a mark in the national level and some are internationally known also. Assessment and accreditation by NAAC form the pillar of the quality check of these institutions. NAAC assessment also acts as the benchmark for holistic development of the higher education institution.

7.2 NAAC Coverage

There are more than 365 higher education institutions in the state of Himachal Pradesh (23 Universities, 4 Institutions of National Importance and 338 Colleges). Out of which 50 (13.7 %) have valid NAAC accreditation presently, which is low. The percentage of NAAC accreditation among universities is 33%, which is high compared to 12.43% of valid accreditation of colleges in the state. Among the 23 universities in the state, 17 are Private Universities (74%). Out of the 05 State Universities, only one is accredited (20%). It is accredited in the revised accreditation framework. Out of the 17 private universities, only 6 are accredited (35%). This might be because most of the private universities are not yet eligible to participate in the accreditation process. Out of the 08 accredited Universities only one (12.5%) have obtained 'A' Grade, 02 have obtained B++ Grade and 05 have obtained B Grade. Out of the 69 accredited colleges (including those which do not have a valid NAAC accreditation), 20 have received accreditation in the revised accreditation framework and 49 have received accreditation in the pre-revised accreditation framework.

Many of the colleges may not be aware of the advantages and benefits of having valid NAAC accreditation. Focussed awareness programmes on the NAAC assessment accreditation system have to be carried out in all the colleges and universities of the state.



7.3 Future Perspectives

Higher education institutions play the most important role in making India self-reliant. For this the quality of higher education is the parameter of paramount importance. As in other states, in Himachal Pradesh also, in the last two decades there has been a spurt in the growth of higher education institutions. Most of the new colleges, which are private in nature, offer technical and professional programmes. The revenue and income models of government and private institutions also differ. The quality of education, research as well as the progression of students in these institutions needs to be sustained and improved so that the students can develop holistically, leading to a self-reliant India. So it becomes necessary to have quality benchmarking systems in place. This benchmarking system will serve as a tool for the development of higher education institutions.

7.3.1 Focus Areas

- Higher Education Institutions strive towards the improvement and holistic development of students.
- This requires good governance initiatives and a definitive short-term, mid-term and long-term action plan.
- Timely implementation of the action plan and the analysis of the milestones is also important.
- The action plan must comprise of all the points in the NAAC assessment criteria as well as points pertaining to the geographical location and student diversity.
- Action plan should also take into consideration the National Education Policy 2020.
- Development of curriculum should with emphasis on not just creation of job seekers, but also job creators.
- Revamping of the Teaching-Learning process for Holistic development of students.
- Adequate infrastructure and learning resources.
- Research and consultancy must be given importance.
- High quality research is linked to better progression and placement of students.
- Affable environment for research leads to innovations and above all better teaching-learning process.
- Creation of research infrastructure and interdisciplinary research oriented programmes is the need of the hour.



- Improvement of Quality of HEI requires benchmarking. Accreditation and ranking systems help in this regard. Encouraging accreditation, ranking and rating process so as to create a mechanism for quality improvement.
- Establishing Centers of Excellence for high quality multi-disciplinary higher education.
- Ensuring accreditation of institutions for improving quality of education
- Utilize ICT facilities for delivering general higher education and distance education for improved quality
- Streamlining higher education to make it Choice Based Credit System/ Electives, field projects, internships, research internships with horizontal and vertical mobility within Vocational and Academic streams.
- Promoting industry linked R&D facility in every institution offering Ph.D. and undertaking projects of relevance to local economy and society.
- Initiating academic and research collaboration with institutes in India and abroad.
- Initiating research and academic collaboration with industries.
- Initiating academic programmes in collaboration with industries.
- Ensuring continuous professional development of faculty members through development programmes, exchange visits, industry engagement and collaborations.
- Strengthening student exchange programmes through collaboration with reputed international universities.
- Starting twinning and sandwich academic and research programmes in collaboration with institutes/ universities in India and abroad.
- Inculcating a culture of research and innovation amongst students.
- Developing hard and soft infrastructure facilities in higher education institutions to facilitate development of prototypes and actionable start-up ideas
- Ensuring financial assistance to students
- Ensuring adequate public transport facilities to higher education institutions especially from rural and semi-urban areas
- Developing incubation facilities in universities, professional technical institutions.



- Partnerships with industry and private sector to provide industry relevant skills for greater employability and work based learning.
- Encouraging industrial and academic and research internships for undergraduate students.
- Fostering links with alumni and developing strong alumni network.
- Promotion of Massive Online Open Courses (MOOC) through centres of excellence to facilitate distance learning and value addition.
- Providing weighted credits to MOOC courses and courses from other institutes/universities.
- Constructing/upgrading disability friendly hostels / educational facilities
- Creating special facilities for coaching and mentoring of children with special needs in higher education institutions.
- Creation of better facilities for games and sports.
- Providing academic credits to achievement in sports.
- Providing academic credits to start-up and innovation.

7.4 Recommendations

7.4.1 Government

- Requesting action plan (short-term, mid-term and long-term) from HEIs regarding holistic development of the institution.
- Keeping watch on the implementation of the action plan.
- Providing financial assistance to the HEIs based on its geo-location and student diversity to develop high class infrastructure and learning resources.
- Providing financial assistance in the form of monthly stipend to Ph.D scholars (who are not receiving any financial assistance from any other source).
- Incentivizing high quality research from HEIs.
- Supporting research in emerging and disruptive areas.
- Government may also focus more on identifying and promoting research in applied areas of relevance, through research grants.



- Improving the quality of higher education by expanding the demographics of the higher education institutions in the state by attracting students from other states as well as outside the country.
- Providing better transportation facilities for students from semi-urban and rural areas.
- Ensuring accreditation of all HEIs in the state
- Encouraging HEIs to participate in various ranking processes.

7.4.2 Universities

- Developing curriculum keeping in mind the needs of the society as well as employers.
- Curriculum with focus on multidisciplinary.
- Introduction of more programmes with interdisciplinary nature with focus on job creation.
- Introduction of interdisciplinary programmes with focus on research especially in emerging and disruptive areas.
- Academic programmes and courses in the emerging, frontier and disruptive areas like Bio-technology, Cell and Molecular Biology, Bio-medical Engineering, Emerging diseases, Water Management, energy conservation and healthcare with strong interdisciplinary curriculum and flexible pedagogy have to be designed.
- The component of projects, field work, internships in different programmes/courses is to be bolstered.
- CBCS/Electives should be implemented irrespective of the programmes.
- Weighted credit transfer for online courses (MOOCs SWAYAM etc.).
- Structured feedback mechanism and gap analysis based on the received feedback.
- Action plan for plugging the gaps identified from feedback analysis should be devised and implemented.
- Simultaneous and Co-ordinated admission process for universities.
- Maintenance of student digital life cycle.
- Improving the demographics of the students of the HEI.
- Designing Teaching-learning process based upon the abilities of the student.



- Identification of the learning ability of the students and then tailor making the teaching-learning process.
- Introduction of flexible learning process.
- Filling up of vacant teaching as well as administrative and technical positions.
- Incentivizing research based on the quality of research output.
- Emphasis on technology transfer.
- Universities should also encourage departments/Centres to put in efforts to obtain departmental/faculty/ university level research funding such as DST-FIST, UGC-SAP, DRS, PURSE, DBT-ILSPARE etc.
- Center for interdisciplinary research and academic programmes. Researchers from leading institutes from India and abroad may be made members of such centres leading to collaboration and linkages.
- More emphasis on research and academic collaboration.
- Initiating twinning and sandwich programmes with weighted credit transfer.
- Academic credits for start-up and innovation.
- Establishing better teaching - learning infrastructure like classrooms, laboratories, computer laboratories etc.
- Automation of libraries and subscription to e-resources.
- Institutionalizing student mentoring and creation of Standard operating Procedures for the same.
- Grievance redressal mechanism should be structured and streamlined with least possible delay between the launching of grievance and the outcome.
- Exposure of students to industries as well as potential employers either through projects or internships.
- Industries may be made to be a part of the academic programme as well as for mentoring of the students.
- Mandatory NAAC accreditation
- Participation in other national and international ranking and rating process.



- IQACs should be made active. It should conduct quality improvement and awareness programmes.
- Faculty members may be provided financial assistance as well as leave of absence for attending professional upgradation/Leadership programmes, for exchange visits etc..
- Improving e-Governance activities.
- Design and construction of energy efficient, carbon neutral, green buildings.

7.4.3 Colleges

- Colleges should design and offer academic programmes in line with the mission and vision of the HEI, keeping in mind the needs of the local community, industry and employers.
- Colleges should introduce short-term diploma/certificate courses on life skill development, soft skill development and vocational education which will help the local population and increase employability.
- Creation of formal structured mechanism with standard operating procedures to resolve student-related issues.
- Systematic feedback mechanism with proper structure.
- Analysis of and identification and plugging of gaps.
- Training of teachers in the use of digital technologies for teaching-learning process as well as in the development of e-resources for teaching.
- Filling up of vacant teaching and non-teaching positions for improvement the teaching-learning process as well as the learning outcomes.
- Strengthening the research ecosystem for nurturing innovative ideas leading to visible and impactful research with societal applications.
- Efforts to collaborate with regional institutions, universities/institutes in the state and national level colleges/institutes/universities.
- Laboratories and Library facilities need to be comprehensively strengthened, keeping in view the requirements of teaching-learning Process.
- Students should be motivated to participate in curricular, extra-curricular, sports and cultural activities.



- Improvement of Wi-Fi facilities especially for library related activities.
- Conduction of programmes for the holistic development of students.
- The internal complaint mechanism should be more structured with standard operating procedures.
- Maintaining digitized minutes of the various administrative/academic meetings.
- Academic and administrative audit needs to be carried out.
- Colleges should conduct more outreach and extension activities based on its geo-location and needs of the local community.

7.4.3 Stakeholders

- Strong interaction of Employers and Industries with HEI.
- Employers/Industries should be involved in the curriculum development and initiation of new programmes are courses with strong employability aspects.
- Employers/Industries should offer short term internships to students and also act as mentors.
- Creation of strong alumni associations.
- Alumni should be involved in the curriculum development of the HEIs.
- Alumni should act as mentors.
- Alumni should conduct mentoring, counselling, and hand-holding sessions of the students.
- Alumni network should help the students in placement and progression.
- Strong HEI-Parents interaction to identifying gaps and to provide recommendation in plugging these gaps.

For Communication with **NAAC**

The Director

National Assessment and Accreditation Council (NAAC)

(An Autonomous Institution of the University Grants Commission)

P.O. Box. No. 1075, Nagarbhavi
Bengaluru - 560 072

Phone : +91-80-2321 0261/62/63/64/65

Fax : +91-80-2321 0268, 2321 0270

E-mail : director.naac@gmail.com

Website : www.naac.gov.in

