19

STATE-WISE ANALYSIS OF ACCREDITATION REPORTS OF UTTARAKHAND

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.

MISSION

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- 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.

VALUE FRAMEWORK

To promote the following core values among the HEIs of the country:

- Contributing to National Development
- Fostering Global Competencies among Students
- Inculcating a Value System among Students
- Promoting the Use of Technology
- Quest for Excellence

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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

Preface

National Assessment and Accreditation Council which intends to change the eco-system of Indian Higher Education through its quality initiatives, spreading of quality culture among its stakeholders, effective and efficient Accreditation process is also constantly changing.

In tune with the changing scenario and aspirations of the system as well as the stakeholders of Higher Education, the NAAC has introduced a new system which is called RAF (Revised Accreditation Framework). RAF is completely transparent, unbiased, system-based, stakeholder friendly method of Assessment and Accreditation.

The core values of NAAC expect Higher Educational Institutions of the country to contribute for National development, foster Global competencies among students, inculcate a value system in students, promote the use of technology and develop a quest for excellence. Maintaining Quality at the Institutional level depends on internal as well as external factors. The Internal Quality Assessment Cell (IQAC) has specific objectives and action plan for Quality Assurance programs at the Institutional level. Similarly, the Peer Team as an external expert plays a significant role in the Assessment and Accreditation of Institutions and gives a lot of feedback for Institutions to bring positive changes and holistic development of the Institutions. Stake holders of Higher Education also have greater responsibility to join hands with Government, policy makers and funding agencies to develop a quality education system. NAAC through its Assessment and Accreditation process has created greater awareness among Higher Educational Institutions to commit themselves to provide quality education based on various quality parameters.

The State Level Quality Assurance Cell (SLQAC) is primarily under the Commissioner/Director of Higher Education of the State. The SLQAC of a State is acting as the nodal agency between the HEIs of the State and the NAAC. The NAAC has conducted awareness programmes as well as preparatory activities in most of the States in collaboration with State Level Quality Assurance Cells and Universities to reach out to the geographically scattered Higher Education Institutions across India. This has helped many HEIs for undergoing the Assessment and Accreditation process. NAAC will continue to provide financial as well as academic support to Institutions for Awareness Programmes to motivate and facilitate the HEIs to undergo the process of Assessment and Accreditation.

NAAC is celebrating Silver jubilee year of its meaningful existence in Higher education sector in the country. On this occasion, series of seminars have been conducted by inviting renowned academicians, bringing out several publications including State-wise Analysis of Accreditation reports, publications on best practices and publication on State-wise Analysis of Annual Quality Assurance Reports etc.

Every year NAAC assesses hundreds of Universities and Autonomous / Affiliated Colleges all over the country, through its assessors and the reports of peer team members. These reports contain information about the Institution and also specific information about the Criteria used for Assessment. Keeping the rich content and applicability of the peer teem reports, NAAC has published many State-wise Analysis of Accreditation reports.

This report has been prepared by a team of experts consisting of Prof. J.P. Pachauri, Prof. MSM Rawat, Dr. Anand Singh Uniyal, Prof. Surekha Dangwal, Prof. Durgesh Pant, Dr. CD. Suntha and Dr. Ruchi Tripathi. I appreciate their efforts in taking pain in collecting, collating and interpreting information and data in terms of quality improvement. Special thanks to Prof. J. P. Pachauri, as an external advice for this report, Prof. MSM Rawat, Dr. Anand Singh Uniyal, Higher Education Department, Uttarakhand for their input and academic support.

I take this opportunity to thank all the Universities and Colleges of Uttarakhand that underwent the process of Assessment and Accreditation, which formed the sample for this analysis. On behalf of NAAC and on my personal behalf, I compliment and congratulate the authors Dr. Ruchi Tripathi, Assistant Adviser, NAAC for bringing out this analysis. My thanks are due to my all colleagues at NAAC.

S. C. Sharma

(Prof. S.C. Sharma)
Director

Acknowledgement

We extend our sincere thanks to Prof. D.P. Singh, Chairman, UGC and former Director NAAC. We also convey our sincere gratitude to Dr.Virander S. Chauhan, Chairman, Executive Committee, and NAAC for all the support and encouragement.

We are ever grateful to Prof. S.C. Sharma, Director, NAAC for his vision and continuous support in bringing out this State-wise Analysis of Accreditation Report of Uttarakhand.

We would like to express my very great appreciation to Prof. Pachauri J P, Professor of Sociology, HNB Garhwal University Srinagar, for his valuable suggestions during the preparation of report.

We owe our immense debt of gratitude to Prof. MSM Rawat, Former vice chancellor, HNB Garhwal University and Adviser Higher Education Government of Uttarakhand. We also very much thankful to Dr. Anand Singh Uniyal, Deputy Director, Directorate of Higher Education, Uttarakhand, for providing the necessary information of Higher Educational Institutions.

I would also like to extend my gratitude to Prof. Surekha Dangwal, Vice-Chancellor, Doon University, Dehradun and Dr. A.V. Prasad, Assistant Adviser, NAAC for providing statistical help.

I would also thanks to Prof. Durgesh Pant, Director USERC Open University Haldwani, Uttarakhand, and Dr. CD Suntha, Principal, Government PG College Pithoragarh, Uttarakhand.

Dr. Ruchi Tripathi
Assistant Adviser

Chapter – 1

PART-A Introduction to Uttarakhand

Uttarakhand was formed on the 9th November 2000 as the 27th State of India, when it was carved out of northern Uttar Pradesh. It is rich in natural resources especially water and forests with many glaciers, rivers, dense forests and snow-clad mountain peaks. Char-dhams, the four most sacred and revered Hindu temples of Badrinath, Kedarnath, Gangotri and Yamunotri are nestled in the mighty mountains. It's truly God's Land (Dev Bhoomi). Dehradun is the Capital of Uttarakhand. It is one of the most beautiful resorts in the sub mountain tracts of India, known for its scenic surroundings. The town lies in the Dun Valley, on the watershed of the Ganga and Yamuna rivers.

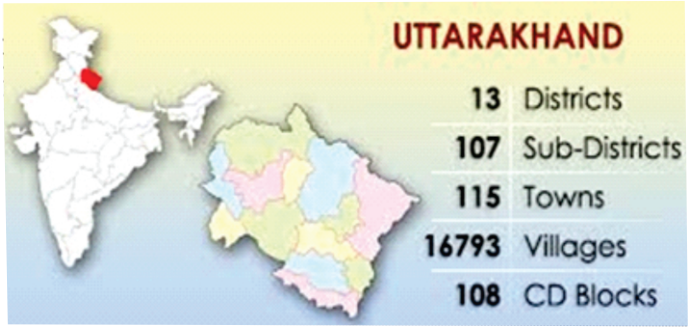
Uttarakhand Location Map

The State is blessed with a rare bio-diversity, inter-alia, 175 rare species of aromatic & medicinal plants are found in the State. It has almost all major climatic zones, making it amenable to a variety of commercial opportunities in horticulture, floriculture and agriculture. It has a vast tourism potential in adventure, leisure, and eco-tourism. The State is

rich in mineral deposits like limestone, marble, rock phosphate, dolomite, magnesite, copper, gypsum, etc.

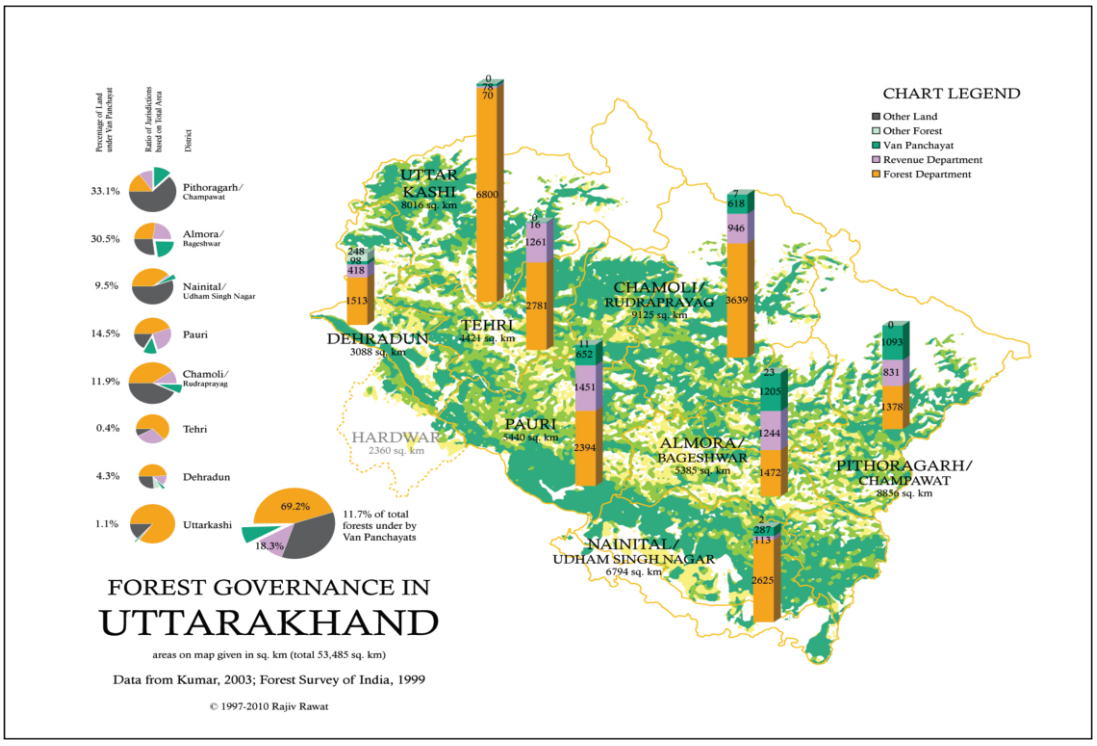
1.1 Location

Uttarakhand is located in the Northern part of India and has a total geographic area of 51,125 sq. kms. It is one of the most beautiful and religious places in India whose charm was rediscovered by the British officers. The co-ordinates of Uttarakhand are 28°C 43' N to 31°C 27' N (Latitude) and 77°C 34' E to 81°C 02' E (Longitude). Almost the entire region of Uttaranchal is covered by mountains (approximately 93%) and forests show up on about 64% of the mountains. The great Himalayan Mountains range makes up a greater part the State with the Upper Himalayas covered by the high Himalayan peaks and glaciers and the lower Himalayas with Pine and Cedar trees. The Nanda Devi Mountain peak at Chamoli district is the highest point in the State of Uttarakhand at 7,817 m, above sea level.



Uttarakhand Location and Forest Map

The region has many glaciers, passes, meadows, and trekking routes with several major rivers and tributaries like the Ganga, Yamuna, Alaknanda and Mandakini originating from here. A most important part of this Himalayan State comes under rainforests and alpine forests that are home to some of the highly scarce wildlife species listed in the red list of IUCN (International Union for Conservation of Nature).



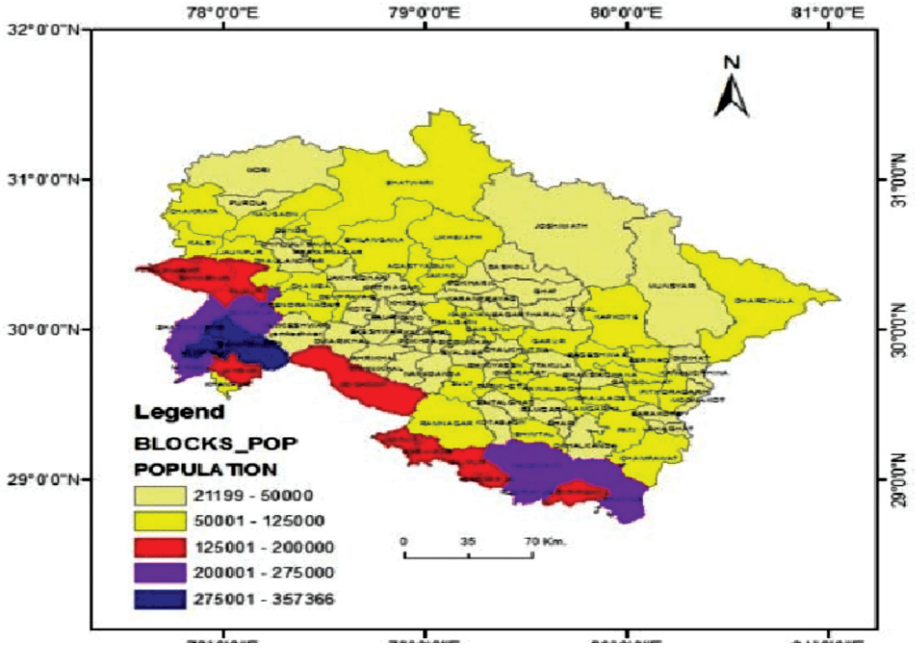
Uttarakhand Forest Map-2

The State of Uttarakhand is full of diverse and rare flora & fauna which gives a boost to tourism there. Uttarakhand is adjoined by Nepal in the East, China in the North, Himachal Pradesh in the west and Uttar Pradesh in the South. Uttarakhand is unofficially divided into the regions of Garhwal and Kumaon to branch out the linguistic and geographical differences in the area. Many national parks and sanctuaries are located in Uttarakhand such as the Jim Corbett National Park (the oldest national park of India), Valley of Flowers National Park, Nanda Devi National Park, Rajaji National Park, Govind PashuVihar National Park and Gangotri National Park.

1.2 Uttarakhand Population

Out of total population of Uttarakhand, 30.23% people live in urban regions. The total figure of population living in urban areas is 3,049,338 of which 1,618,731 are males and while remaining 1,430,607 are females. The urban population in the last 10 years has increased by 30.23 percent.

Sex Ratio in urban regions of Uttarakhand was 884 females per 1000 males. For child (0-6) Sex Ratio the figure for urban region stood at 868 girls per 1000 boys. Total children (0-6 age) living in urban areas of Uttarakhand were 365,038. Total population in urban region, 11.97 % were children (0-6). Average Literacy rate in Uttarakhand for urban regions was 84.45 percent in which males were 89.05% literate while female literacy stood at 68.96%. Total literates in urban region of Uttarakhand were 2,266,903.



1.3 History and Culture

Uttarakhand History and Culture Map

Uttarakhand formerly known as Uttaranchal is a State in the Northern part of India. It is often referred to as the "Devabhumi" (literally "Land of the Gods") due to numerous Hindu temples and pilgrimage centres found throughout the State. Uttarakhand is known for the natural environment of the Himalayas, the Bhabar and the Terai regions. The Indian States of Uttar Pradesh to the south and Himachal Pradesh to the west and north-west. The State is divided into two divisions, Garhwal and Kumaon, with a total of 13 districts. The winter capital of Uttarakhand is Dehradun, the largest city of the State, which is a rail head. On 4 March 2020, Gairsain, a town in Chamoli District, was declared the summer capital of the state. The High Court of the State is located in Nainital.

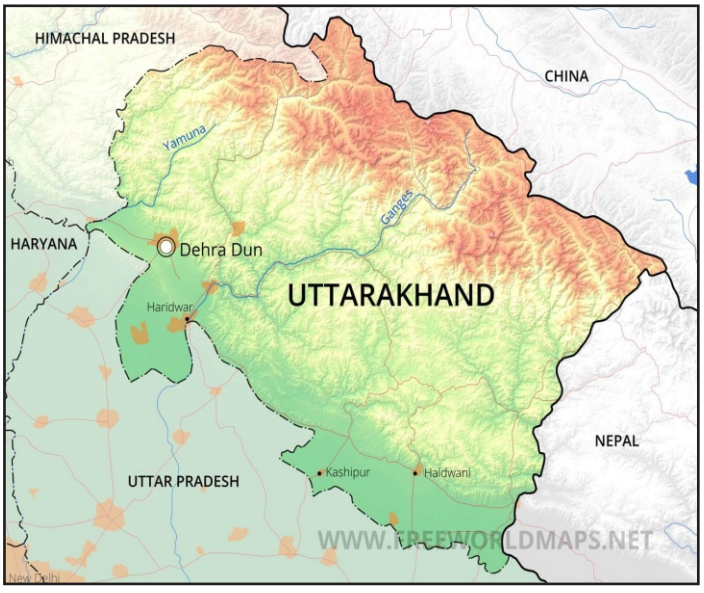
Garhwal and Kumaon divisions Map

1.3.1 Garhwal Region

Garhwal is the North Western region and administrative division of the Northern Indian State of Uttarakhand which is home to the Garhwali people. Lying in the Himalayas, it is bounded on the North by Tibet, on the East by Kumaon region, on the South by Uttar Pradesh State, and on the North west by Himachal Pradesh State. It includes the districts of Chamoli, Dehradun, Haridwar, Pauri Garhwal, Rudraprayag, Tehri Garhwal and Uttarkashi. The people of Garhwal are known as Garhwali and speak the Garhwali language. The administrative centre for Garhwal division is the town of Pauri. The Divisional Commissioner is the administrative head of the Division, and is a senior Indian Administrative Service officer. As the administrative head of the division, the Commissioner is overall in charge of the 7 districts in the Garhwal region of Uttarakhand.

1.3.2 Geography

The region consists almost entirely of rugged mountain ranges running in all directions and separated by narrow valleys, which in some cases become deep gorges or ravines. The only level portion of the district was a narrow strip of waterless forest between the southern slopes of the hills and the fertile plains of Rohilkhand.



Geography of Uttarakhand

1.3.3 Kumaon Region

Kumaon or Kumaun is one of the two regions and administrative divisions of Uttarakhand, a mountainous State of Northern India, the other being Garhwal. It includes the districts of Almora, Bageshwar, Champawat, Nainital, Pithoragarh, and Udham Singh Nagar. It is

bounded on the North by Tibet, on the East by Nepal, on the South by the State of Uttar Pradesh, and on the West by the Garhwal region. The people of Kumaon are known as Kumaonis and speak the Kumaoni language.

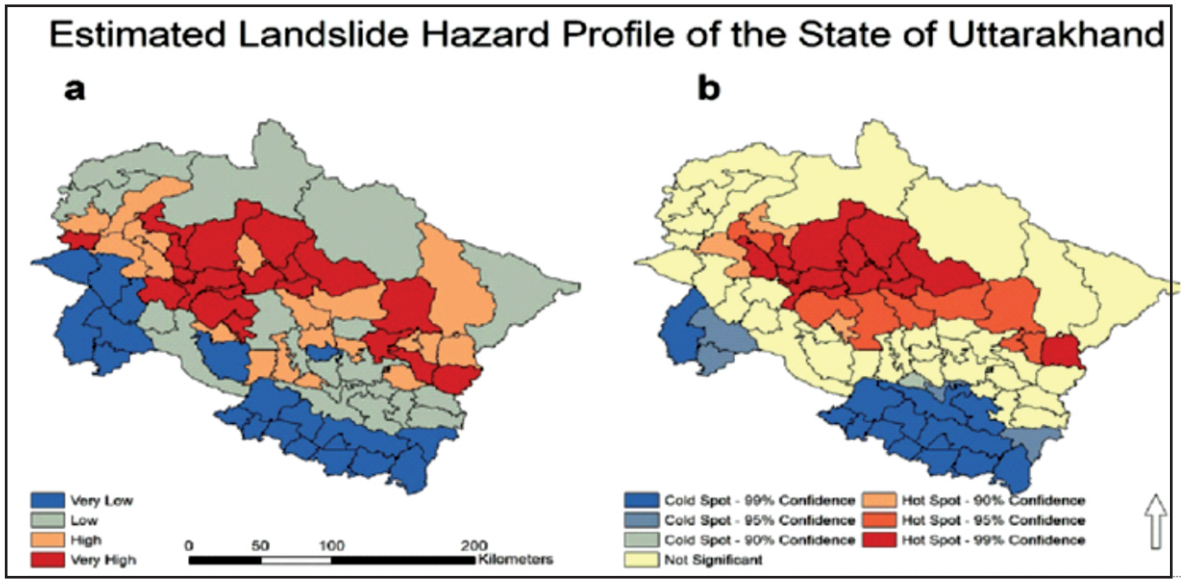
1.3.4 Geography

The Kumaon region consists of a large Himalayan tract, together with two sub montane strips called the Terai and the Bhabar. The sub montane strips were up to 1850 an almost impenetrable forest, given up to wild animals; but after 1850 the numerous clearings attracted a large population from the hills, who cultivated the rich soil during the hot and cold seasons, returning to the hills in the rains. The rivers like Gori, Dhauli, and Kali rise chiefly in the Southern slope of the Tibetan watershed North of the loftiest peaks, amongst which they make their way down valleys of rapid declivity and extraordinary depth.

(Sourcew: https://en.wikipedia.org/wiki/Garhwal_division.)

1.4 Governance

The Government of Uttarakhand also known as the State Government of Uttarakhand, or locally as State Government, is the supreme governing authority of the Indian State of Uttarakhand and its 13 Districts. It consists of an executive branch, led by the Governor of Uttarakhand, a legislative branch led by the Chief Minister of Uttarakhand and a judiciary branch, led by the Chief Justice of Uttarakhand.



Like other States in India, the head of State of Uttarakhand is the Governor, appointed by the President of India on the advice of the Union Government of India.

1.5 Economy of Uttarakhand

Table A-GDP Growth

Statistics	
GDP	₹ 2.93 lakh crore (US$41 billion) (2020-21 est.)
GDP rank	19th
GDP growth	6.9% (2018-19 est.)
GDP per capita	₹ 194,293 (US$2,700) (2017-18)
GDP per capita rank	6
GDP by sector	Agriculture 10%, Industry 52%, Services 38% (2019-20)
Unemployment	7.6% (2017-18)

1.6 Per Capita Income

The per capita income in the State has gone up by over Rs 16,000 in 2018-19 as compared to Rs 1.82 lakh in 2017-18. In 2016-17, the per capita income of Uttarakhand was Rs 1.61 lakh like most of India, agriculture is one of the most significant sectors of the economy of Uttarakhand.

1.7 Occupation

Agriculture is the backbone of Uttarakhand and is practiced by many people especially those living in the hilly areas of Uttarakhand. Many hilly people of Uttarakhand have taken agriculture as their main occupation as it gives them bread and butter.

1.8 Education

In the area that now constitutes Uttarakhand, there has been a virtual explosion since the mid-20th century in the number of schools and students enrolled at all levels. In the first decade of the 21st century, the State's literacy rate (more than 70 percent) significantly exceeded the National average. Hindi is the medium of instruction at the primary school level, although there are several private residential schools where the medium of teaching is English. Hindi and English are required courses for high school students, and English is generally the medium of instruction at the University level.

Table B-Education in Uttarakhand

Education in Uttarakhand, Department of Education	
General details	
Primary languages	Hindi, English
System type	Federal, state, private
Established Compulsory education	1st April 2010
Literacy (2011)	
Total	79.63%
Male	88.33%
Female	70.70%

PART-B Education Structure in Uttarakhand

Quality in Higher Education is very essential component in maintaining the standards of Higher Education. The State of Uttarakhand which is situated in Western Himalayas, experiences the extreme problems of geography, economy as well as social infrastructure. These units of problems add up and affect the quality of Higher Education in the State, the hill districts are severely affected due to the lack of quality in Higher Education and as a result of this though the enrolled students step out of these colleges as a graduate or a postgraduate. Research oriented Higher Education is playing an important role in the quality research and development of any Nation and the enrolment usage of advanced techniques in teaching is popular. Students in Higher Education in the Hills and difficulty in quality research. Higher Education infrastructure in the education, availability of quality Higher Education State, sustainable development can be achieved through higher in the State. Education as many qualities that drives the sustainable located in the remote areas and due to poor connectivity, the development process comes only through Higher Education.

Uttarakhand as an awakened/enlightened and prosperous State by developing it as a knowledge hub. Development and knowledge of arts, culture and science will certainly be helpful in the development and empowerment of the youth.

(Source:-https://shec.uk.gov.in/, http://www.directorateheuk.com/)

The analysis of Accredited reports of Uttarakhand is prepared keeping the following objectives:

- To provide an overview of the general and educational introduction of Uttarakhand
- To study of Regulatory Bodies, Quality Assurance and Accreditation Agencies for Higher Education Institutions in National & International Scenario
- To provide an overview of the NAAC Accredited Higher Education Institution of Uttarakhand.
- To briefly introduce NAAC system of Quality Assessment and process of Accreditation including grading and CGPA
- To provide both a quantitative and qualitative analysis of NAAC Assessment Reports of accredited institutes of Higher Education of Uttarakhand.
- To suggest a guide map for the Uttarakhand Government's policy makers, administrative authority and institutes of Higher Education including all their stake holders.

1.9 Higher Education Scenario in the state

- The below information have been taken from All India Survey on Higher Education (AISHE) report 2018-19

Table 1 Population (18-23 Years)

All Categories			SC			ST		
Male	Female	Total	Male	Female	Total	Male	Female	Total
614773	581653	1196426	116418	109845	226263	18911	18995	37906

From the above table, it is seen that the total population of individuals between the age group 18-23 is 11.9 lakhs, out of which the population of males is more than that of females. Within this, it is seen that the population of SC community is 2.26 lakhs and that of the ST community 37.9 thousand. In both these communities, the number of males is more than that of females.

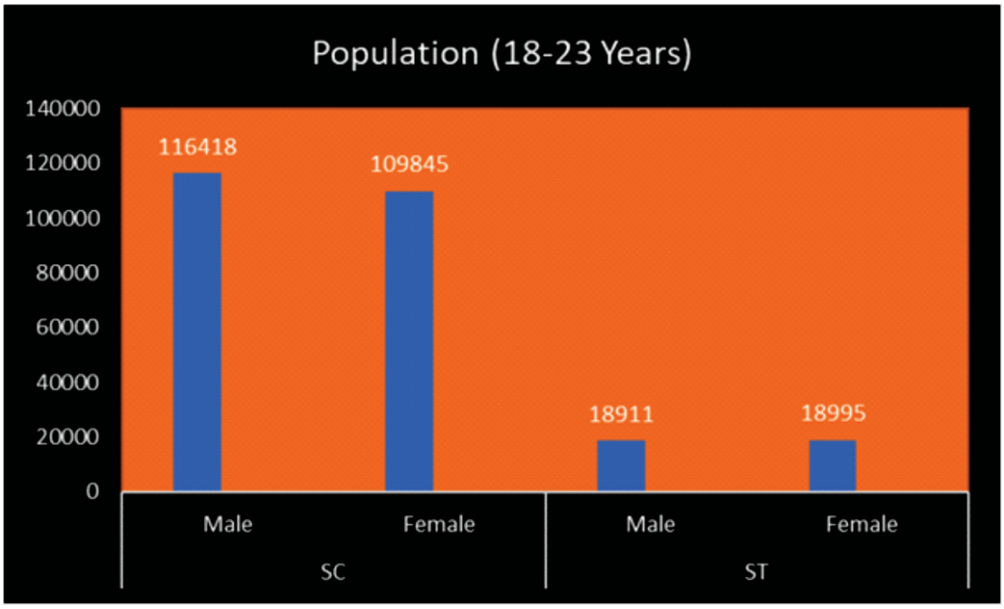
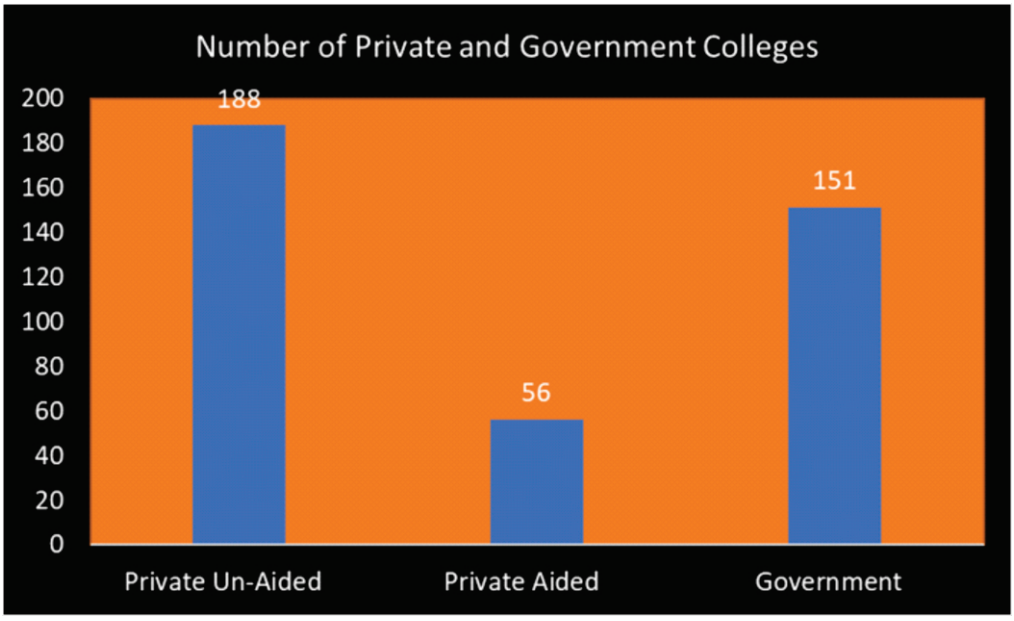


Table 2 Number of Private and Government Colleges (based on actual response)

Private Un-aided	Private Aided	Total Private	Government	Total
188	56	244	151	395



Number of Private and Government Colleges

Table 3 Enrolment in Private and Government Colleges

Private Un-aided	Private Aided	Total Private	Government	Total
78278	46759	125037	128236	253273

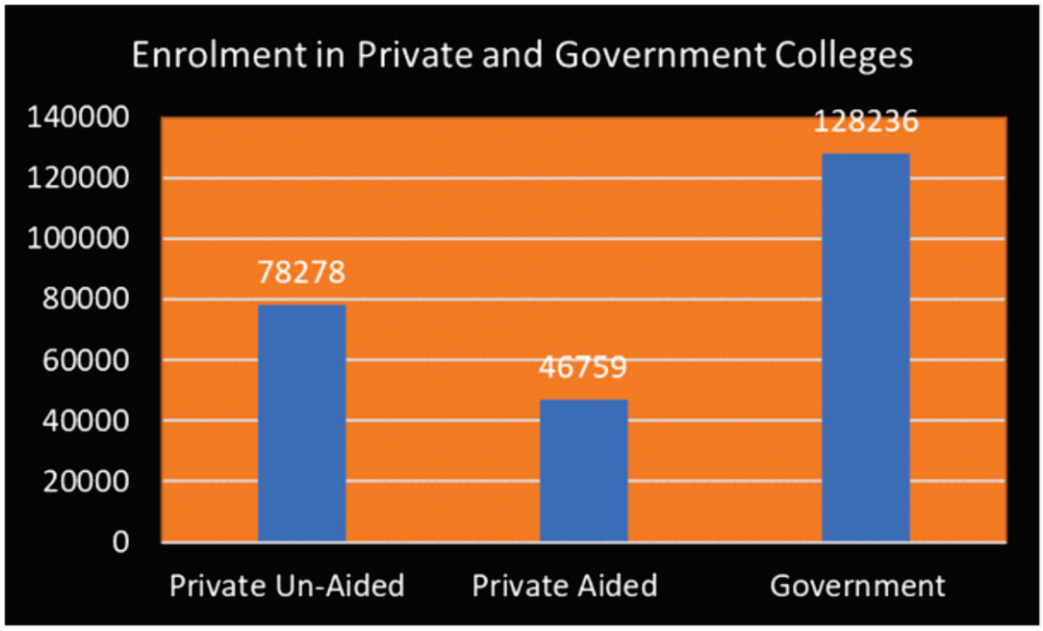
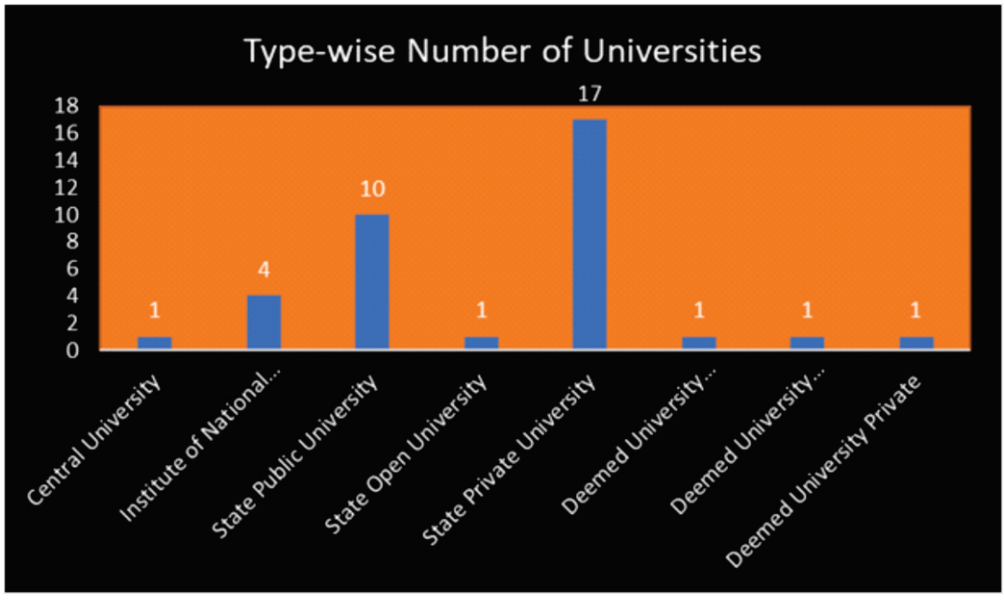


Table 3 (a) Type-wise Number of Universities

Central University	Institute of National Importance	State Public University	State Open University	State Private University	Deemed University Government	Deemed University Government Aided	Deemed University Private	Grand Total
1	4	10	1	17	1	1	1	36



From Tables 2, 3, 3 (a) it is seen that there are a total 395 colleges, 244 private colleges and 151 government colleges. The enrolment in Government colleges was seen to be more than that of private colleges. A total of 244 colleges 188 private unaided colleges, 56 private aided colleges and 151Government colleges were established in the year 2018-19 and these saw a total enrolment of 253273.

Table 4 Enrolment at various levels

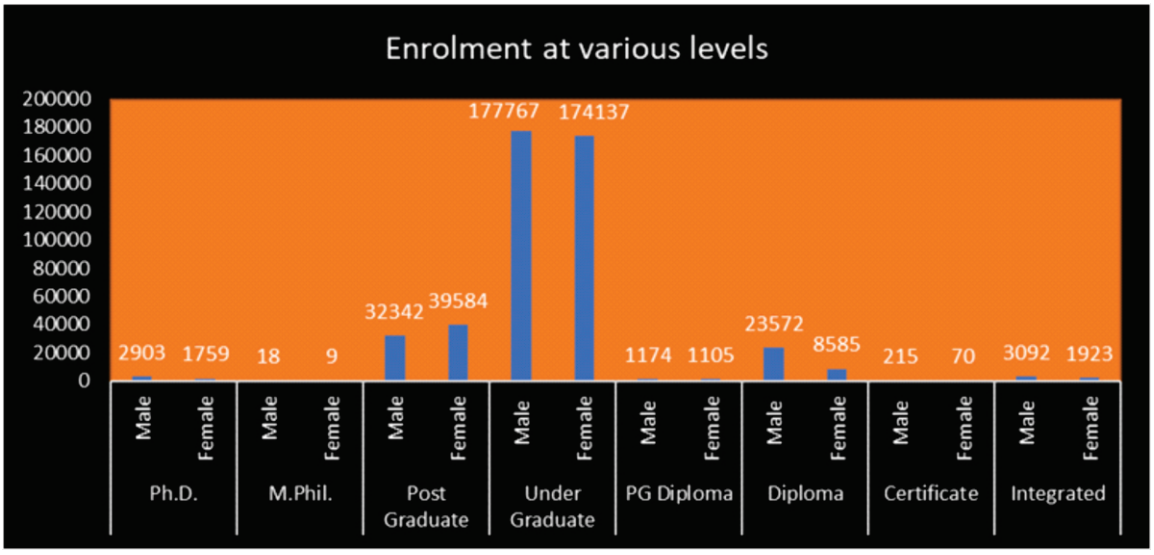
Ph.D			M.Phil			Post Graduate		
Male	Female	Total	Male	Female	Total	Male	Female	Total
2903	1759	4662	18	9	27	32342	39584	71926

Table 4 (a) Enrolment at various levels

Under Graduate			PG Diploma			Diploma		
Male	Female	Total	Male	Female	Total	Male	Female	Total
177767	174137	351904	1174	1105	2279	23572	8585	32157

Table 4 (b) Enrolment at various levels

Certificate			Integrated			Grand Total		
Male	Female	Total	Male	Female	Total	Male	Female	Total
215	70	285	3092	1923	5015	241083	227172	468255

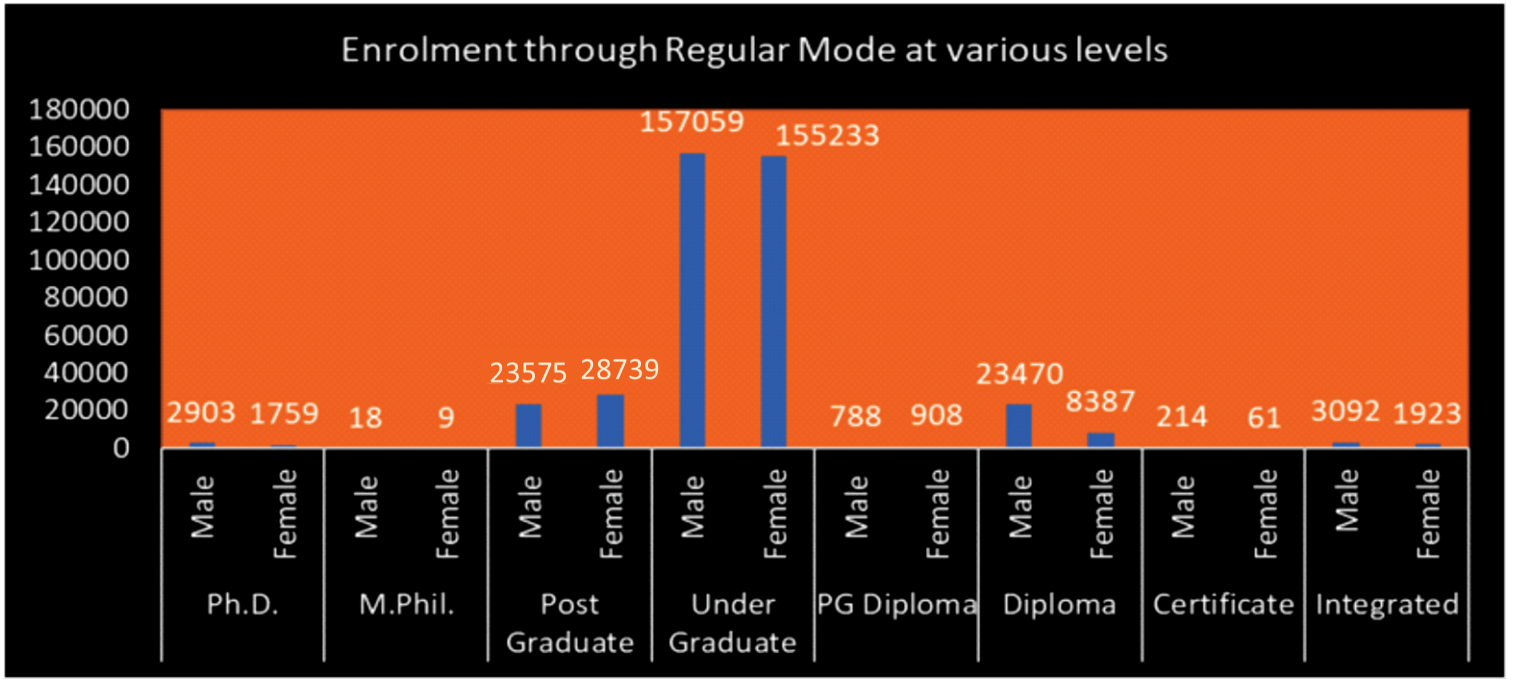


From the above table 4, 4 (a), 4 (b) State-wise enrolment highest in Under Graduate student 351904, then, second highest Post Graduate 71926, and very less enrolment in M.Phil and certificate.

Table 4.1 & 4.1(a)Enrolment through Regular Mode at various levels

Ph.D			M.Phil.			Post Graduate			Under Graduate		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2903	1759	4662	18	9	27	23575	28739	52314	157059	155233	312292

PG Diploma			Diploma			Certificate			Integrated			Grand Total		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
788	908	1696	23470	8387	37857	214	61	275	3092	1923	5015	211119	197019	408138



Based on the tables 4.1, 4.1 (a), Enrolment highest in the undergraduate, and enrolment through the regular mode lowest in M.Phil.

Table 5 Enrolment through Distance Mode at various levels

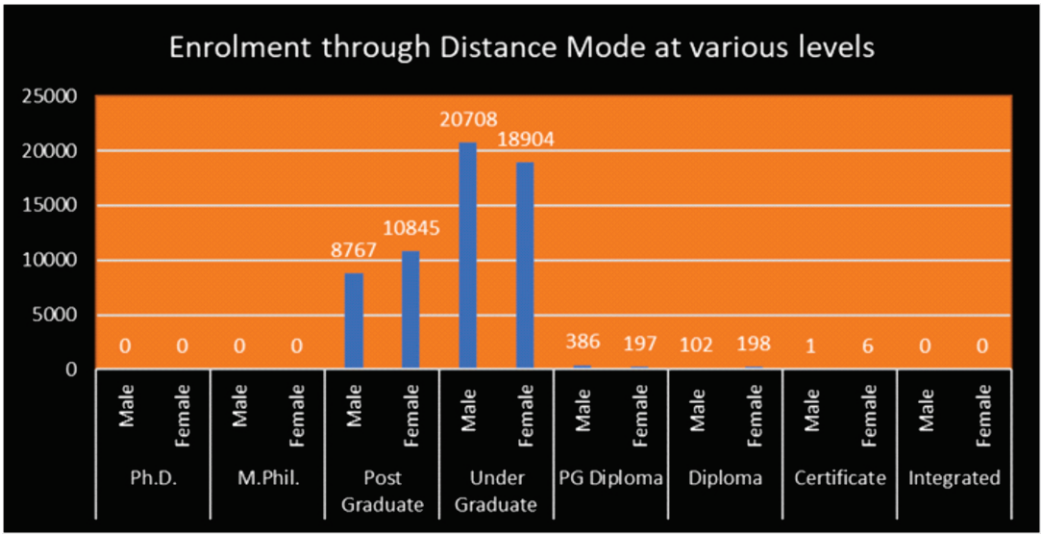
Ph.D			M.Phil.			Post Graduate		
Male	Female	Total	Male	Female	Total	Male	Female	Total
0	0	0	0	0	0	8767	10845	19612

Table 5 (a) Enrolment through Distance Mode at various levels-2018-19-Uttarakhand (AISHE)

Under Graduate			PG Diploma			Diploma		
Male	Female	Total	Male	Female	Total	Male	Female	Total
20708	18904	39612	386	197	583	102	198	300

Table 5 (b) Enrolment through Distance Mode at various levels

Certificate			Integrated			Grand Total		
Male	Female	Total	Male	Female	Total	Male	Female	Total
1	6	10	0	0	0	29964	30153	60117



Based on Tables 5, 5(a) and 5(b), it is seen that there is a Post Graduate total of 19612 out of which female are more than male. In Under Graduate total 39612 out of which male are more than female and like PG Diploma and Diploma but Ph.D, M.Phil are zero enrolment at distance mode.

Table 6 Number and Enrolment in different types of Stand-alone Institutions

Polytechnics						PGDM					
Number of Institutions		Enrolment			Per Institution Enrolment	Number of Institutions		Enrolment			Per Institution Enrolment
Total	Response	Male	Female	Total	188	Total	Response	Male	Female	Total	364
111	107	15706	4454	20160		3	2	232	727	495	

Table 6 (a) Number and Enrolment in different types of Stand-alone Institutions

Nursing						Teacher Training					
Number of Institutions		Enrolment			Per Institution Enrolment	Number of Institutions		Enrolment			Per Institution Enrolment
Total	Response	Male	Female	Total	120	Total	Response	Male	Female	Total	49
31	24	991	1896	2887		13	13	378	254	632	

Table 6 (b) Number and Enrolment in different types of Stand-alone Institutions

Institute under Ministries					
Number of Institutions		Enrolment			Per Institution Enrolment
Total	Response	Male	Female	Total	116
2	2	204	28	232	

Table 6 (c) Number and Enrolment in different types of Stand-alone Institutions

Hotel Management and Catering						All Stand-Alone Institutions					
Number of Institutions		Enrolment			Per Institution Enrolment	Number of Institutions		Enrolment			Per Institution Enrolment
Total	Response	Male	Female	Total	466	Total	Response	Male	Female	Total	168
1	1	432	34	466		161	149	17943	7161	25104	

Based on Table 6, 6(a), 6(b), 6(c) Institution enrolment for the Polytechnics programme was seen to be 20160 while for PGDM programme, it was seen to be 495. Institution enrolment figures for the Nursing programme is 2887 and for the Teacher Training Programme is 632. Institution enrolment figures for the institute under ministries is 232 and Hotel Management and Catering enrolment figures is 466 for all Stand-alone Institutions is 168.

Table 7 Number and Enrolment in Stand-alone Institutions

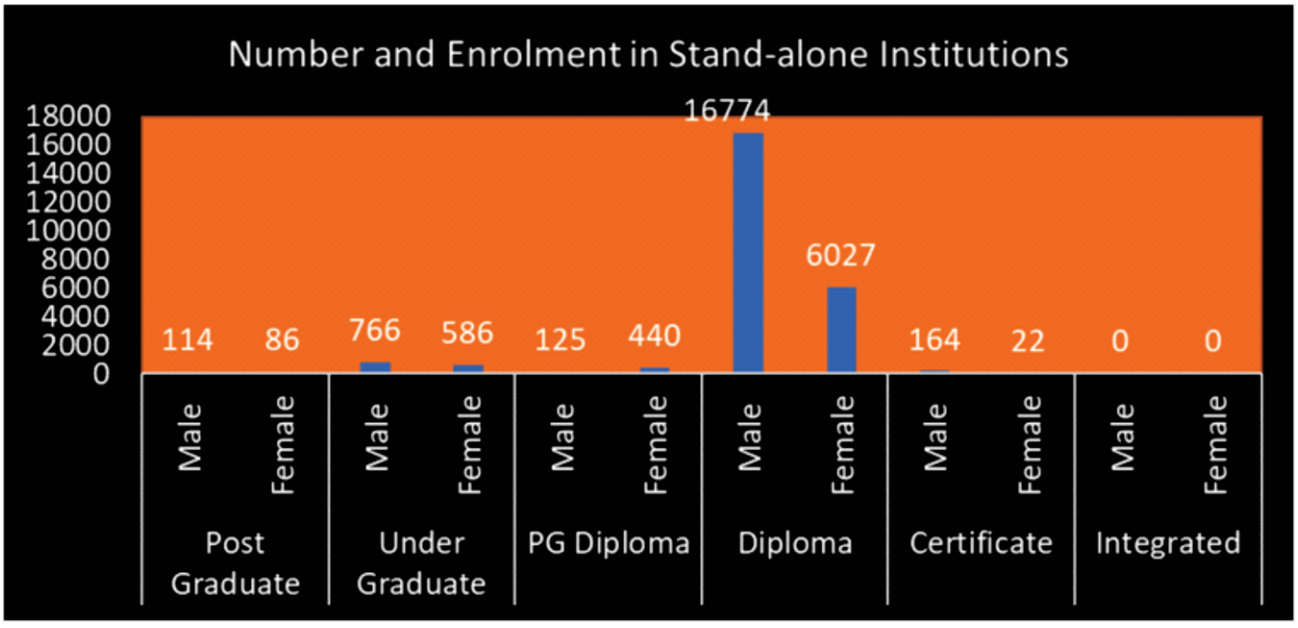
Post Graduate			Under Graduate		
Male	Female	Total	Male	Female	Total
114	86	200	766	586	1352

Table 7 (a) Number and Enrolment in Stand-alone Institutions

PG Diploma			Diploma		
Male	Female	Total	Male	Female	Total
125	440	565	16774	6027	22801

Table 7 (b) Number and Enrolment in Stand-alone Institutions

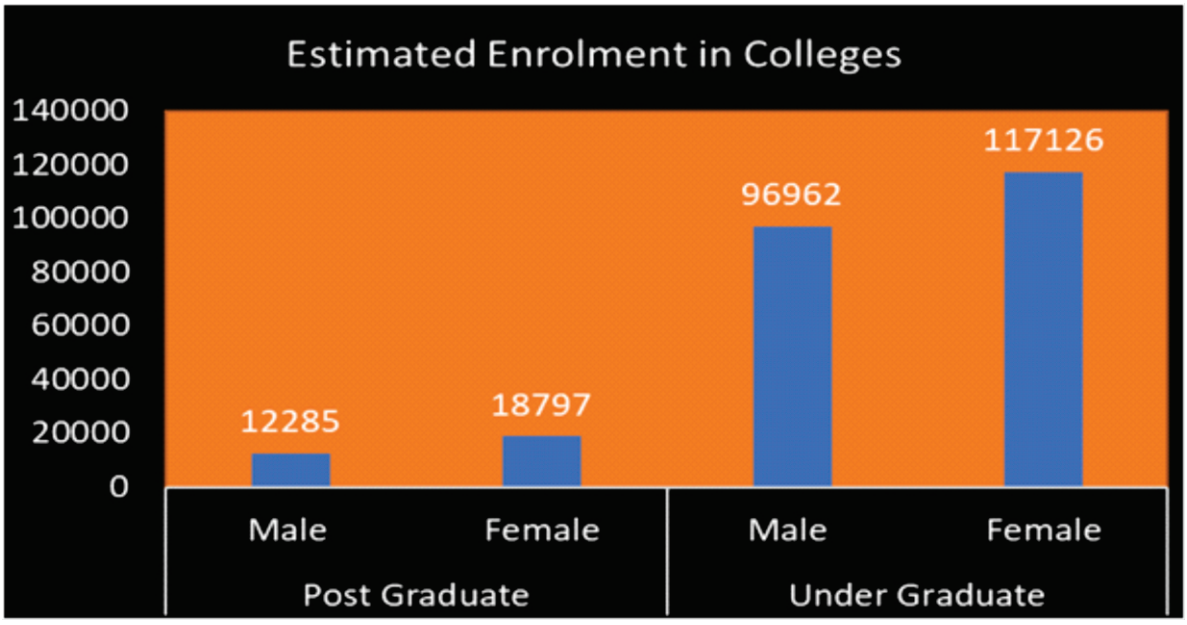
Certificate			Integrated			Grand Total		
Male	Female	Total	Male	Female	Total	Male	Female	Total
164	22	186	0	0	0	17943	7161	25104



Based on Table 7, 7 (a), 7(b), Institution enrolment for the Post Graduate programme was seen to be 200 and Under Graduate 1352 while for PG Diploma programme, it was seen to be 565. Diploma programme, is 22801, Certificate programme 186.

Table 8 Estimated Enrolment in Colleges

Post Graduate			Under Graduate		
Male	Female	Total	Male	Female	Total
12285	18797	31082	96962	117126	214088



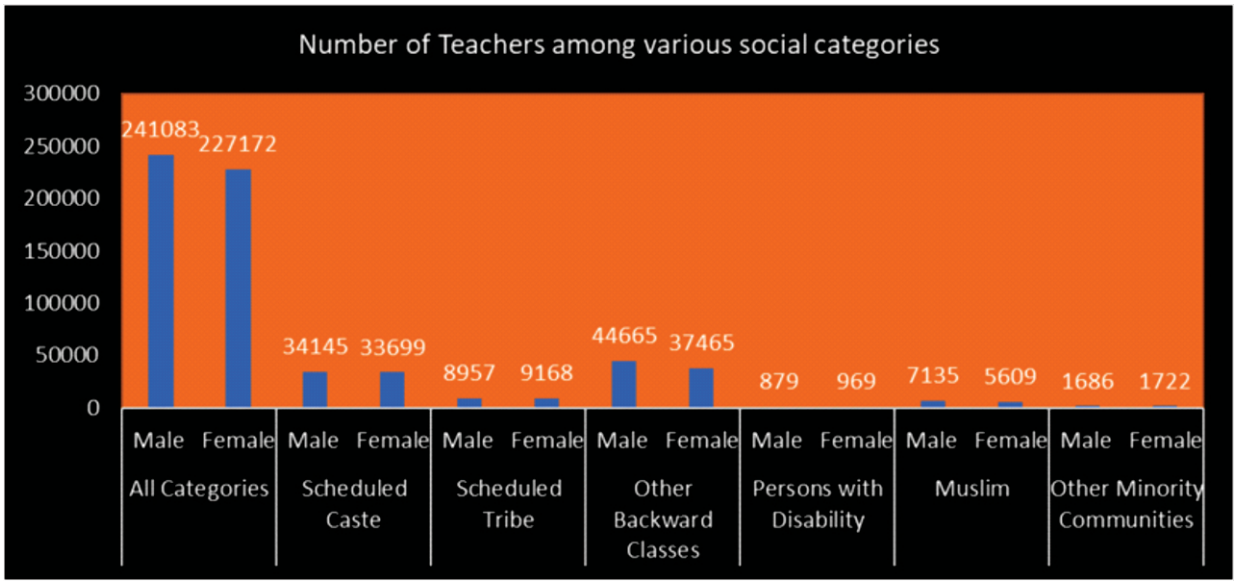
Based on Table 8, it is seen that the estimated enrolment in Under Graduate programmes is more than the enrolment in Post Graduate programmes.

Table 9 Estimated Enrolment in various Social Categories

All Categories			Scheduled Caste			Scheduled Tribe			Other Backward Classes		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
241083	227172	468255	34145	33699	67844	8957	9168	18125	44665	37465	82130

Table 9 (a) Number of Teachers among various Social Categories

Persons with Disability			Muslim			Muslim Communities		
Male	Female	Total	Male	Female	Total	Male	Female	Total
879	969	1848	7135	5609	12744	1686	1722	3408



Based on Tables 9, and 9(a), Enrolment in various Social Categories it is seen that there are more teachers belonging to the OBC, Persons with Disability Muslim and other Minority Community (in decreasing order of preference), as compared to the SC Persons with Disability, PwD and ST communities (in decreasing order of preference).

Table 10 Foreign Student (based on actual response)

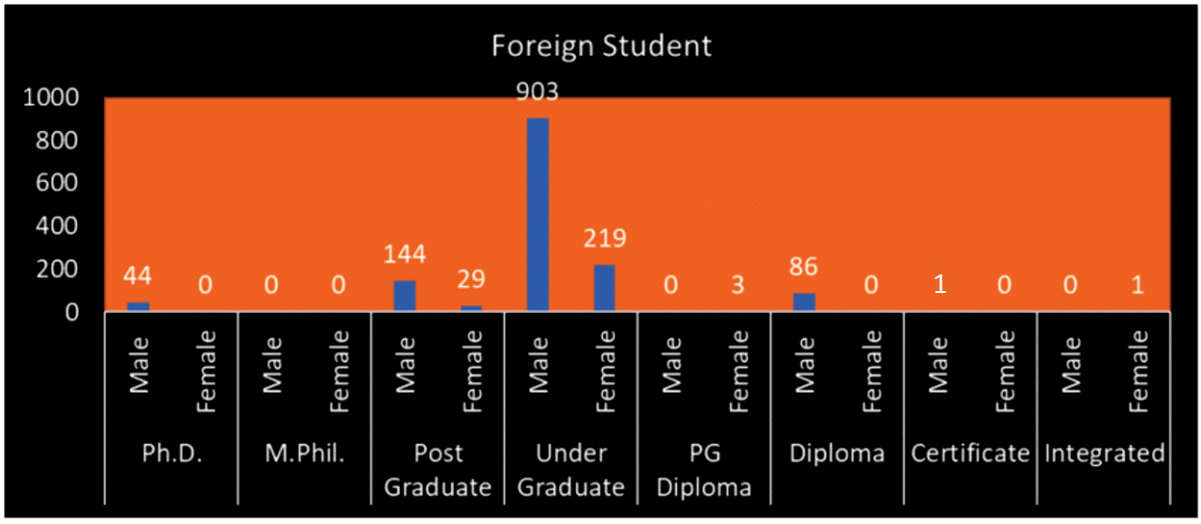
Ph.D			M.Phil			Post Graduate		
Male	Female	Total	Male	Female	Total	Male	Female	Total
44	0	44	0	0	0	144	29	173

Table 10 (a) Foreign Student (based on actual response)

Under Graduate			PG Diploma			Diploma		
Male	Female	Total	Male	Female	Total	Male	Female	Total
903	219	1122	0	3	3	86	0	86

Table 10 (b) Foreign Student (based on actual response)

Certificate			Integrated			Grand Total		
Male	Female	Total	Male	Female	Total	Male	Female	Total
1	0	1	0	1	1	1177	252	1429



Based on Tables 10, 10(a) and 10(b), it is seen that there are more Foreign Student are in Under Graduate then Post Graduate, and Diploma, Ph.D., and zero in case of Integrated and Certificate.

Table 11 Gross Enrolment Ratio in Higher Education (18-23 Years)

All Categories			SC			ST		
Male	Female	Total	Male	Female	Total	Male	Female	Total
39.2	39.1	39.1	29.3	30.7	30.0	47.4	48.3	47.8

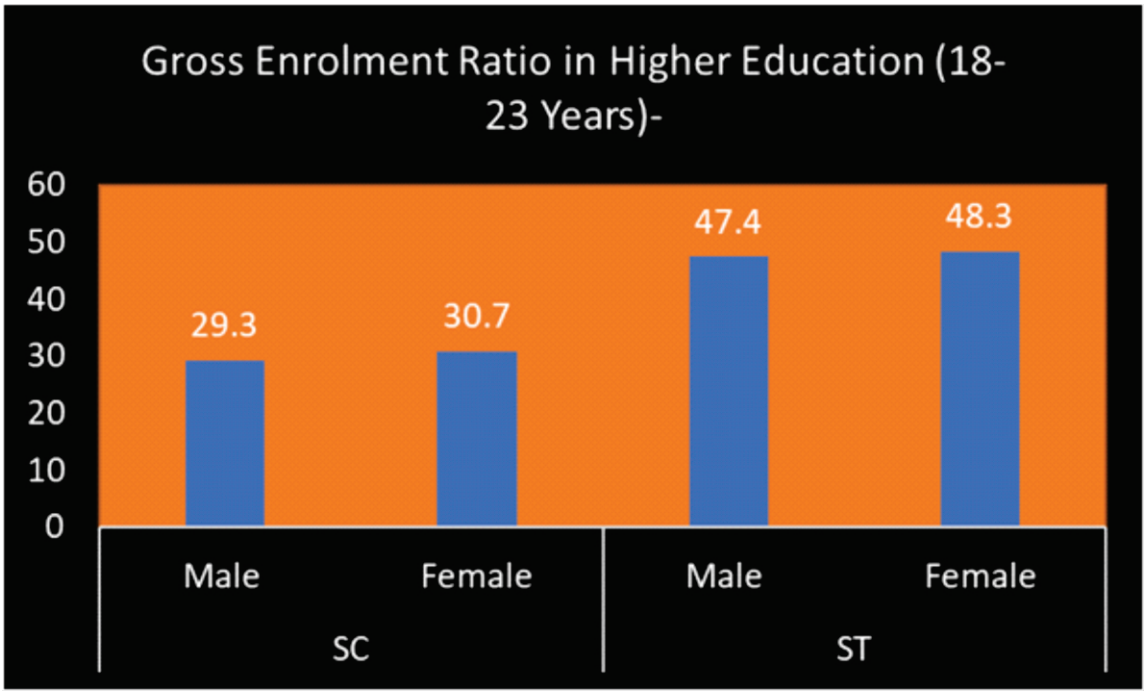


Table 11 (a) Gender Parity Index in Higher Education (18-23 Years)

All Categories	SC	ST
1.00	1.05	1.02

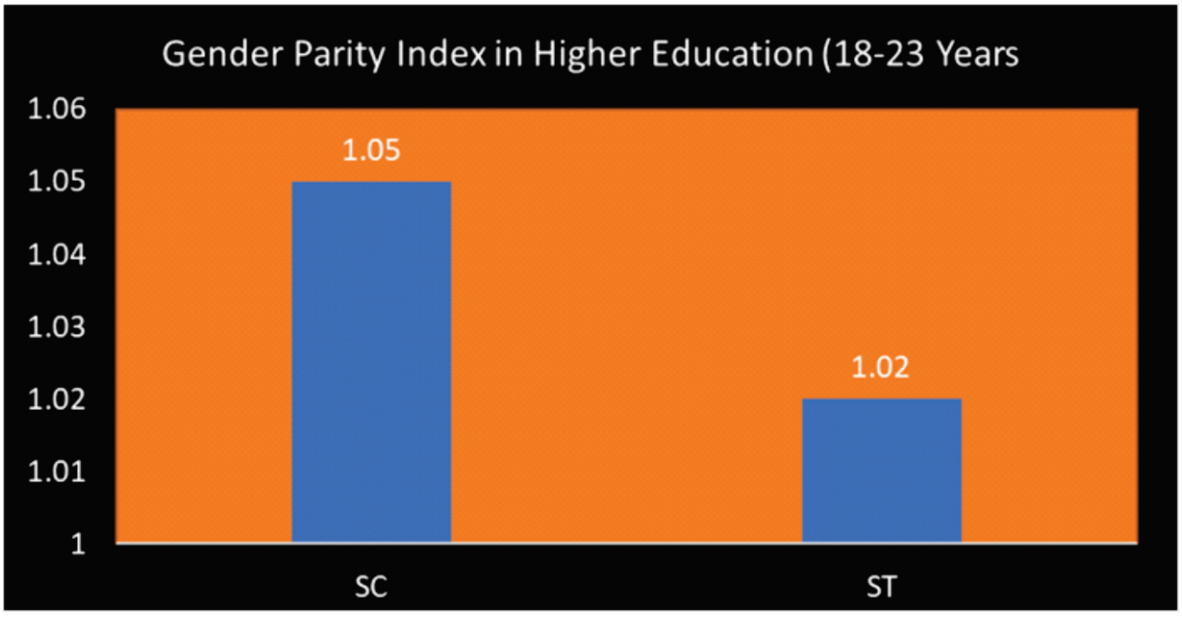


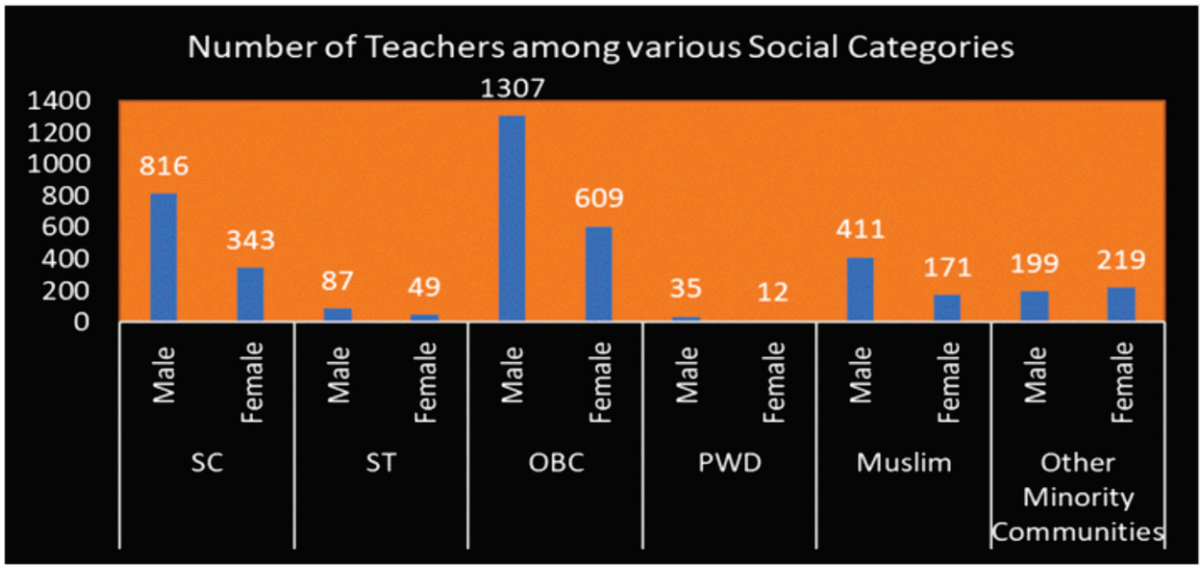
Table 11, 11(a) indicates that the Gender Parity Index for SC students is more than that of ST students.

Table 12 Number of Teachers among various Social Categories-Uttarakhand (AISHE) 2018-19

Total			SC			ST			OBC		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
10910	6602	17512	816	343	1159	87	49	136	1307	609	1916

Table 12 (a) Number of Teachers among Minority & PWD-Uttarakhand (AISHE) 2018-19

PWD			Mulsim			Other Minority Communities		
Male	Female	Total	Male	Female	Total	Male	Female	Total
35	12	47	411	171	582	199	219	418



Based on Table 12,12 (a), Number of Teachers among various Social Categories it is seen that there are more teachers belonging to the OBC, Persons with Disability Muslim and Other Minority Community (in decreasing order of preference), as compared to the SC Persons with Disability, PwD and ST communities (in decreasing order of preference).

Table 13 Post-wise Number of Male & Female Teacher

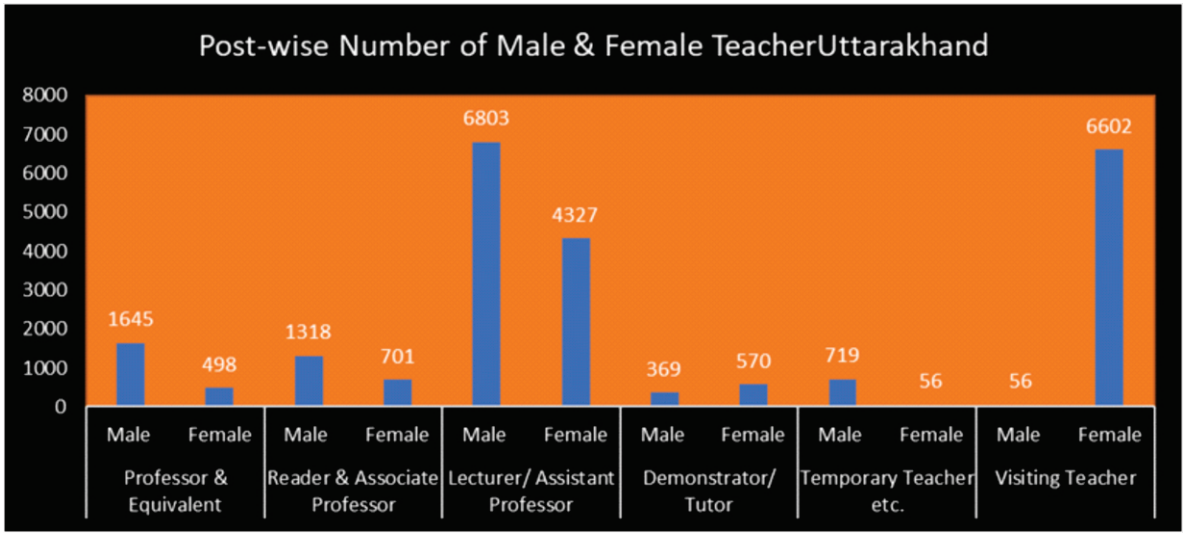
Professor & Equivalent			Reader & Associate Professor		
Male	Female	Total	Male	Female	Total
1645	498	2143	1318	701	2019

Table 13 (a) Post-wise Number of Male & Female Teacher

Lecturer/ Assistant Professor			Demonstrator/ Tutor		
Male	Female	Total	Male	Female	Total
6803	4327	11130	369	570	939

Table 13 (b) Post-wise Number of Male & Female Teacher

Certificate			Integrated			Grand Total		
Male	Female	Total	Male	Female	Total	Male	Female	Total
719	56	56	56	6602	17512	10910	6602	17512



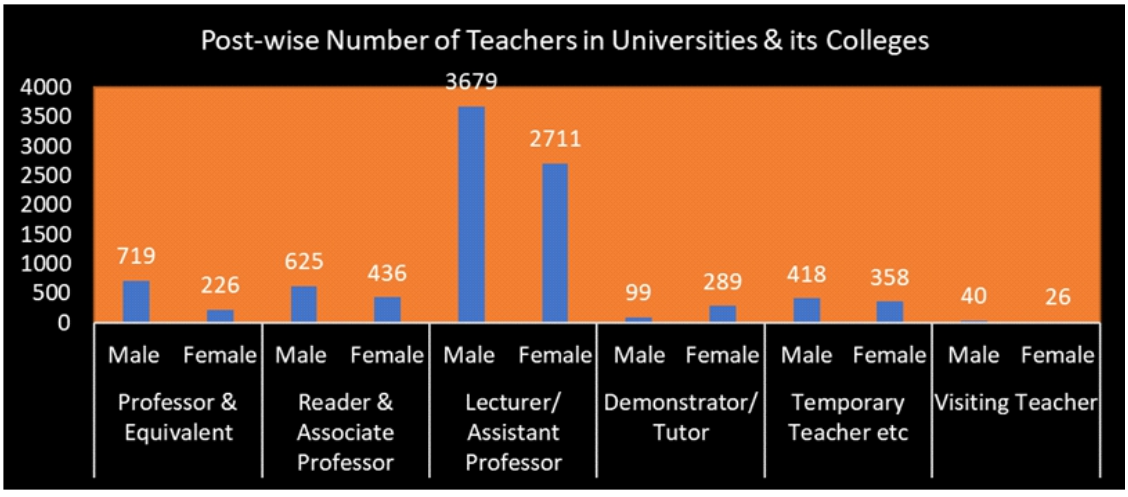
Based on Table 13,13 (a), and 13 (b), Post-wise Number of Teacher are more in Lecturer/ Assistant Professor level and descending order in Professor & Equivalent to Temporary Teacher and Demonstrator/ Tutor.

Table 14 Post-wise Number of Teachers in Universities and its Colleges

Professor & Equivalent			Reader & Associate Professor			Lecturer/ Assistant Professor		
Male	Female	Total	Male	Female	Total	Male	Female	Total
719	226	945	625	436	1061	3679	2711	6390

Table 14 (a) Post-wise Number of Teachers in Universities & its Colleges

Demonstrator/ Tutor			Temporary Teacher etc.			Visiting Teacher			Grand Total		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
99	289	388	418	358	776	40	26	66	5580	4046	9626



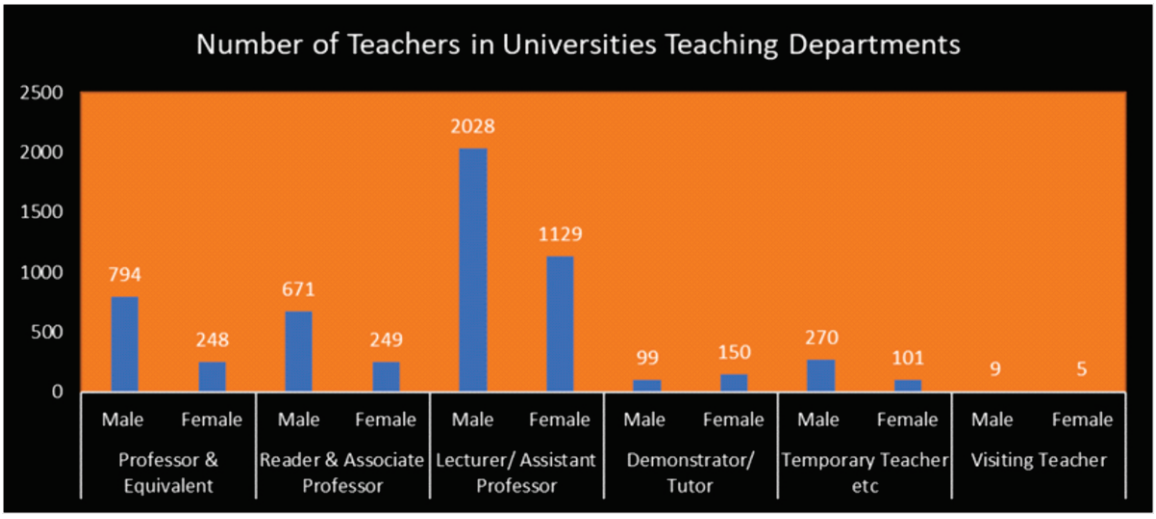
According to Tables 14 and 14 (a), it is seen that the number of Lecturers/Assistant Professors is much higher than Reader/Associate Professor, Professor (and equivalent), demonstrator/tour, Temporary Teachers and Visiting Teachers (in decreasing order of preference).

Table 15 Number of Teachers in Universities Teaching Departments and its Constituent Units/Off-campus Centers

Professor & Equivalent			Reader & Associate Professor			Lecturer/ Assistant Professor		
Male	Female	Total	Male	Female	Total	Male	Female	Total
794	248	1042	671	249	920	2028	1129	3157

Table 15 (a) Number of Teachers in Universities Teaching Departments and its Constituent Units/Off-campus Centers

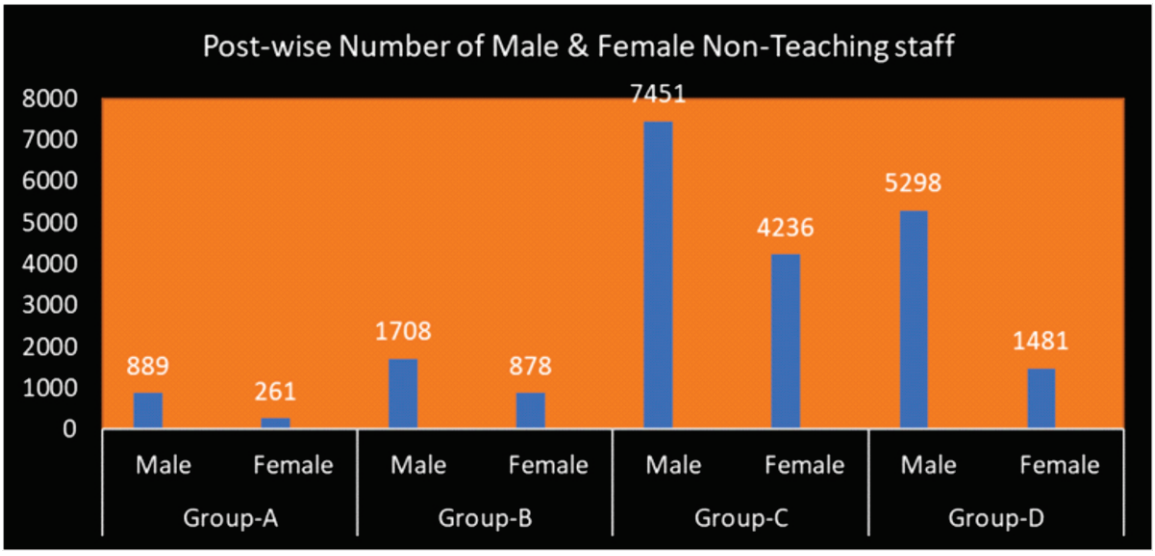
Demonstrator/ Tutor			Temporary Teacher etc.			Grand Total			Visiting Teacher		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
99	150	249	270	101	371	3871	1882	5753	9	5	14



According to Table 15 and 15 (a), it is seen that the number of Lecturers/Assistant Professors is much higher than Professor (and equivalent), Reader/Associate Professor, Temporary Teachers, Demonstrator/tour and Visiting Teachers (in decreasing order of preference).

Table 16 Post-wise Number of Male and Female Non-teaching staff (based on actual response)

Group-A			Group-B			Group-C			Group-D			Grand Total		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
889	261	1150	1708	878	2586	7451	4236	11687	5298	1481	6779	15346	6856	22202



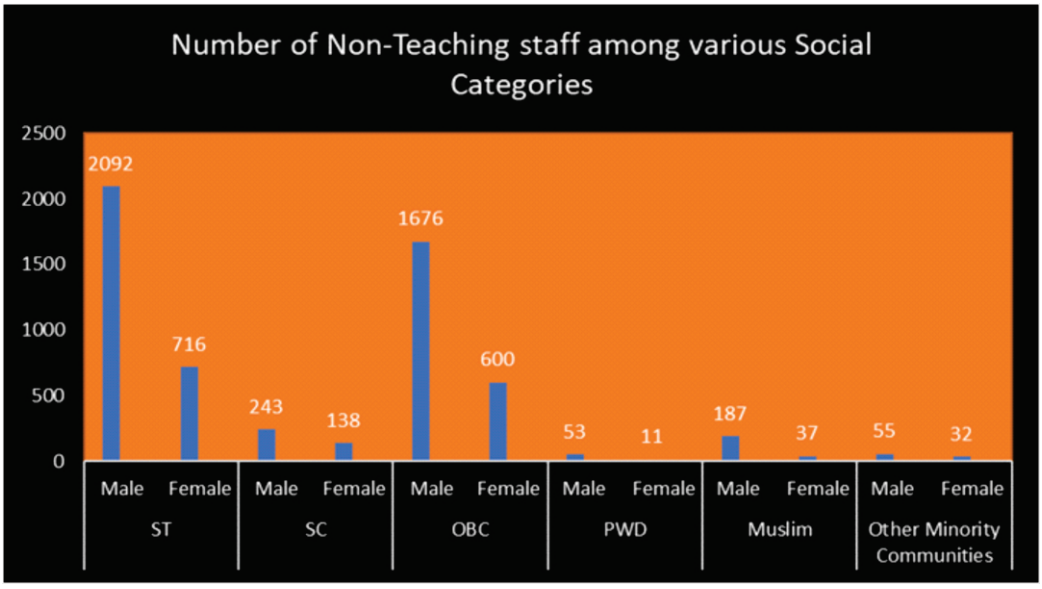
Based on Table 16, Post-wise Number of male & female Non-Teaching Staff number of male & female Non-Teaching staff, it is seen that in group C and descending order in group D, B and A.

Table 17 Number of Non-teaching staff among various Social Categories (based on actual response)

Total			SC			ST			OBC		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
15346	6856	22202	2092	716	2808	243	138	381	1676	600	2276

Table 17 (a) Number of Non-teaching staff among Minority & PW (based on actual response)

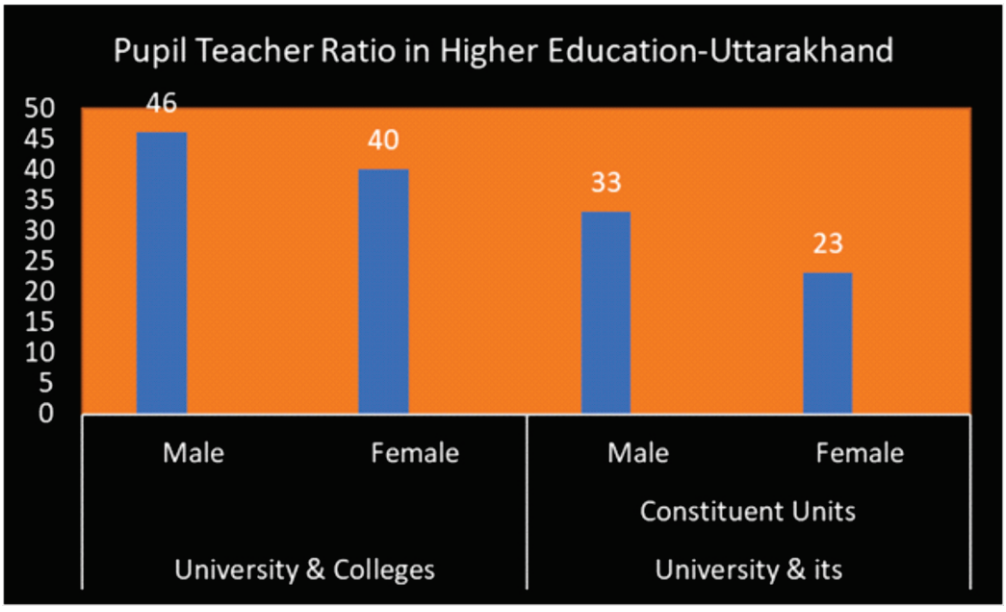
PWD			Mulsim			Other Minority Communities		
Male	Female	Total	Male	Female	Total	Male	Female	Total
53	11	64	187	37	224	55	32	87



Based on Tables 17, and 17 (a) it is seen that there are more non teachers belonging to the ST, OBC and SC, Muslim, other minority community and PwD (in decreasing order of preference).

Table 18 Pupil Teacher Ratio in Higher Education

All Institutions		University & Colleges		University & its Constituent Units	
Male	Female	Male	Female	Male	Female
27	23	46	40	33	23



According to Table 18, it is seen that among all institutions, the pupil teacher ratio is higher for University & Colleges mode as compared to University & its Constituent Units.

Table 19 Out-turn/Pass-out at various levels (based on actual response)

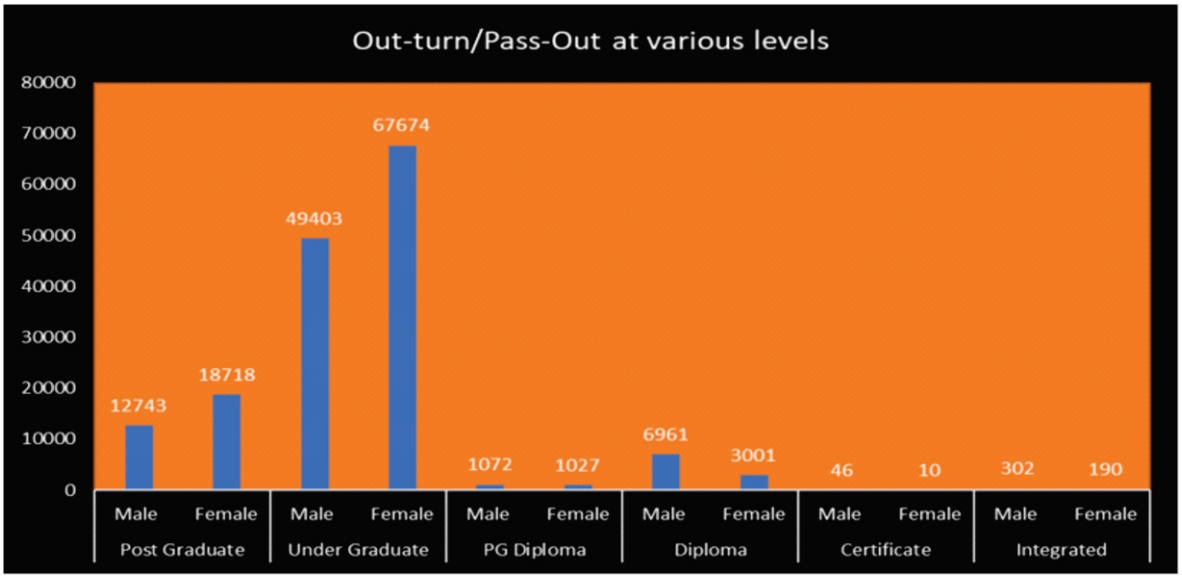
Ph.D			M.Phil			Post Graduate		
Male	Female	Total	Male	Female	Total	Male	Female	Total
589	424	1013	1	-	1	12743	18718	31461

Table 19 (a) Out-turn/Pass-out at various levels (based on actual response)

Under Graduate			PG Diploma			Diploma		
Male	Female	Total	Male	Female	Total	Male	Female	Total
49403	67674	117077	1072	1027	2099	6961	3001	9962

Table 19 (b) Out-turn/Pass-out at various levels (based on actual response)

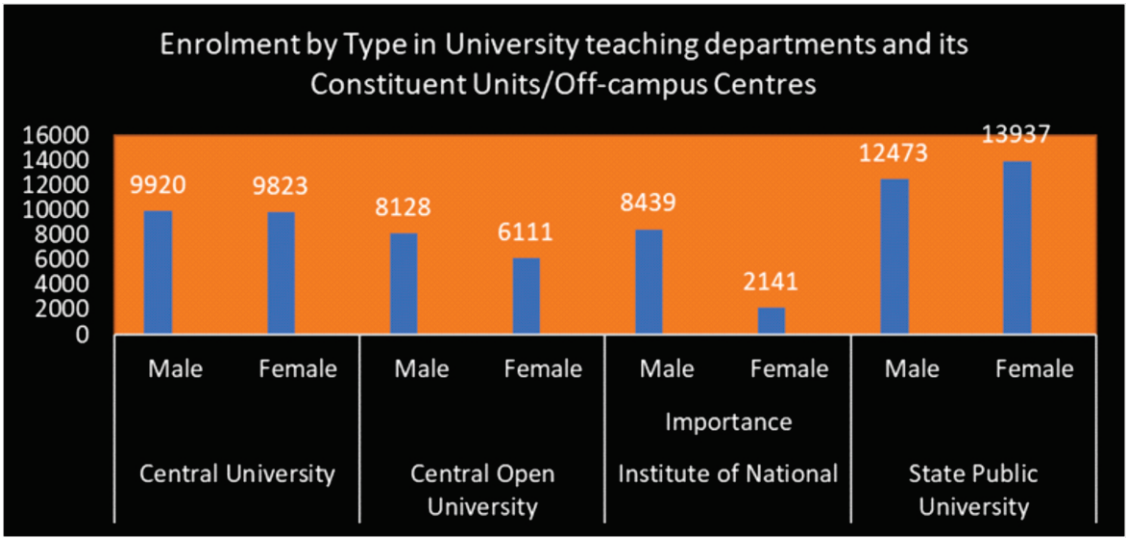
Certificate			Integrated			Grand Total		
Male	Female	Total	Male	Female	Total	Male	Female	Total
46	10	56	302	190	492	71117	91044	162161



According to Table 19, 19 (a), and 19 (b) Out-turn/Pass-out at various levels more in out-turn/Pass-out at Under Graduate and very less in certificate level.

Table 20 Enrolment by Type in University teaching departments and its Constituent Units/Off-campus Centres

Central University			Central Open University			Institute of National Importance			State Public University		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
9920	9823	19743	8128	6111	14239	8439	2141	10580	12473	13937	26410



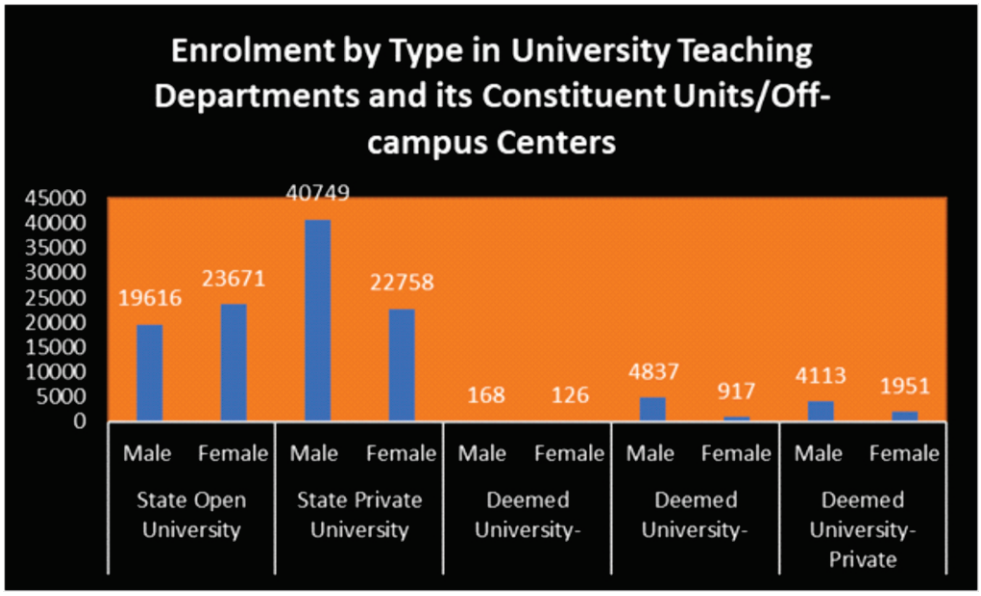
Based on above Table 20 enrolment various Enrolment by Type in University teaching departments and its Constituent Units/Off-campus it is seen in more OBC, ST and very less in SC.

Table 21 Enrolment by Type in University Teaching Departments and its Constituent Units/Off-campus Centers

State Open University			State Private University		
Male	Female	Total	Male	Female	Total
19616	23671	43287	40749	22758	63507

Table 21 (a) Enrolment by Type in University Teaching Departments and its Constituent Units/Off-campus Centers

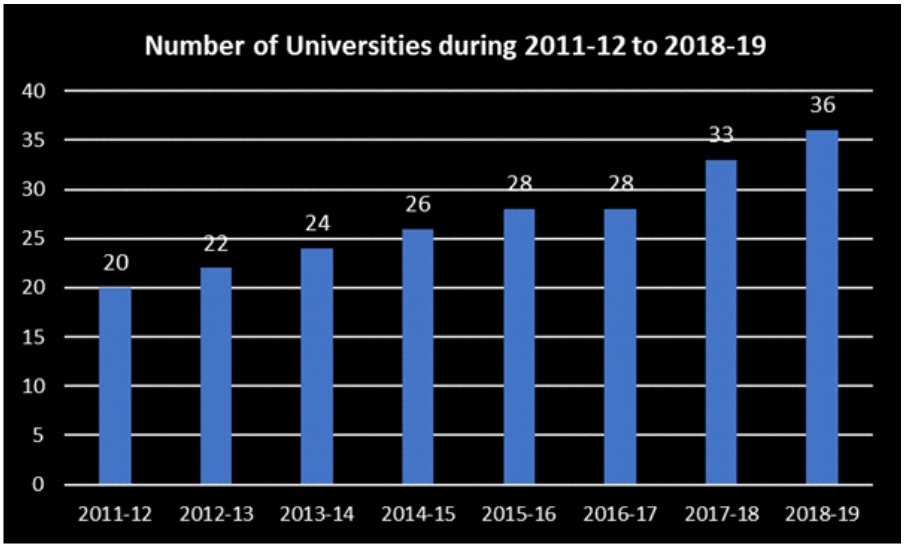
Deemed University-Government			Deemed University-Government Aided			Deemed University-Private			Grand Total		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
168	126	294	4837	917	5754	4113	1951	6064	108443	81435	189878



According to Table 21 and 21 (a) the enrolment in University teaching departments and its constituent units/off campus centers is highest in State private Universities, followed by State Public University, Central University, Central Open University, Deemed University-Government-aided, Institute of National Importance, Deemed University-private, State Open University, Deemed University Government and Institute under State legislature act (in decreasing order of preference).

Table 22 Number of Universities during 2011-12 to 2018-19 years

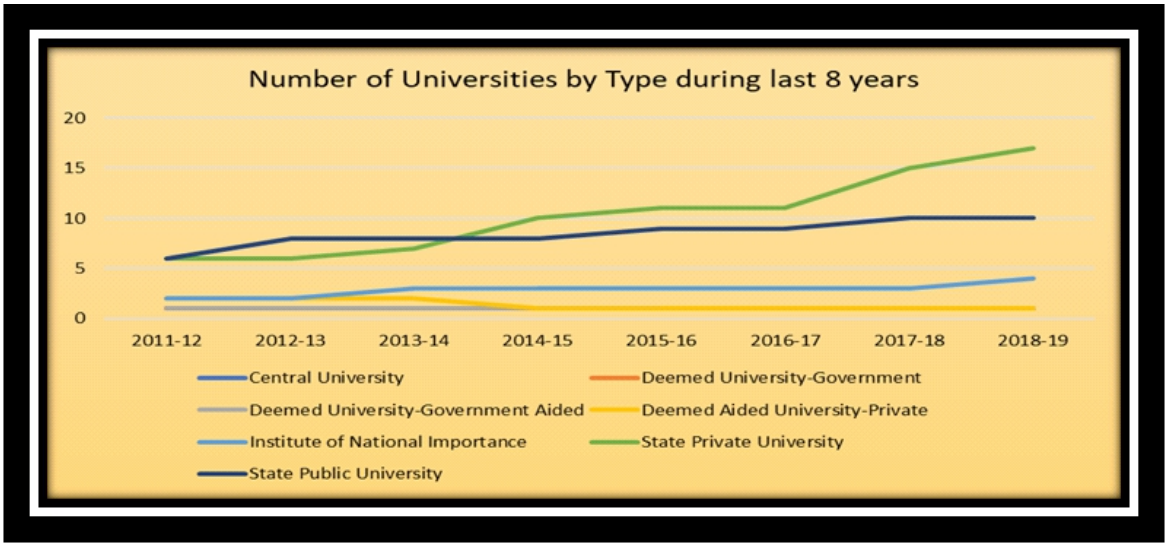
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
20	22	24	26	28	28	33	36



According to Table 22 it is seen that in the past 8 years (between 2011 and 2018) the number of Universities was maximum during the year 2015-2016 to 2018-19 and lowest in the year 2011- 2012 to 2014-15.

Table 23 Number of Universities by Type during 2011-12 to 2018-19 years

Years	Central University	Deemed University-Government	Deemed University-Government Aided	Deemed Aided University-Private	Institute of National Importance	State Private University	State public University
2011-12	1	1	1	2	2	6	6
2012-13	1	1	1	2	2	6	8
2013-14	1	1	1	2	3	7	8
2014-15	1	1	1	1	3	10	8
2015-16	1	1	1	1	3	11	9
2016-17	1	1	1	1	3	11	9
2017-18	1	1	1	1	3	15	10
2018-19	1	1	1	1	4	17	10



According to Table 23, it is seen that in the last 8 years, the number of Central Universities and Deemed Universities (Government), Deemed University-Government-aided remained the same, while the number of Deemed University (private) decreased from in 2014-15, 2018-19.Institute of National Importance (which increased from 2 to 4 between the years 2011-

2019), State Private Universities (which increased from 6 to 17 between the years 2011-2019) and State Public Universities (which increased from 6 to 10 between the years 2011-2019).

Table 24 Various College Indicators during 2011-12 to 2018-19 years

Average Enrolment per College							
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
1061	1029	842	726	684	508	621	641

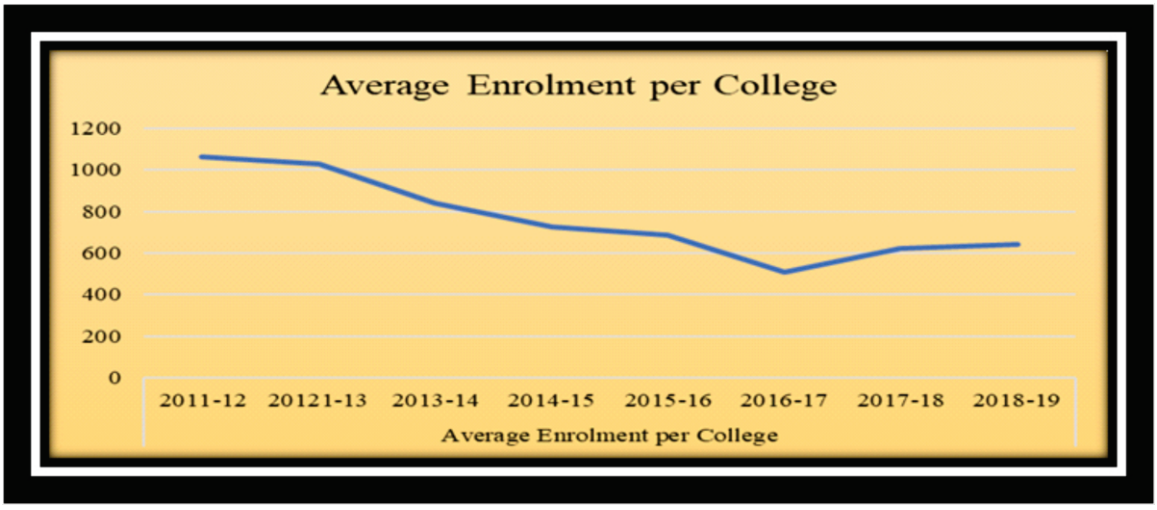


Table 24 (a) Various College Indicators during 2011-12 to 2018-19 years

College per Lakh Population							
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
32	31	33	35	36	39	37	37

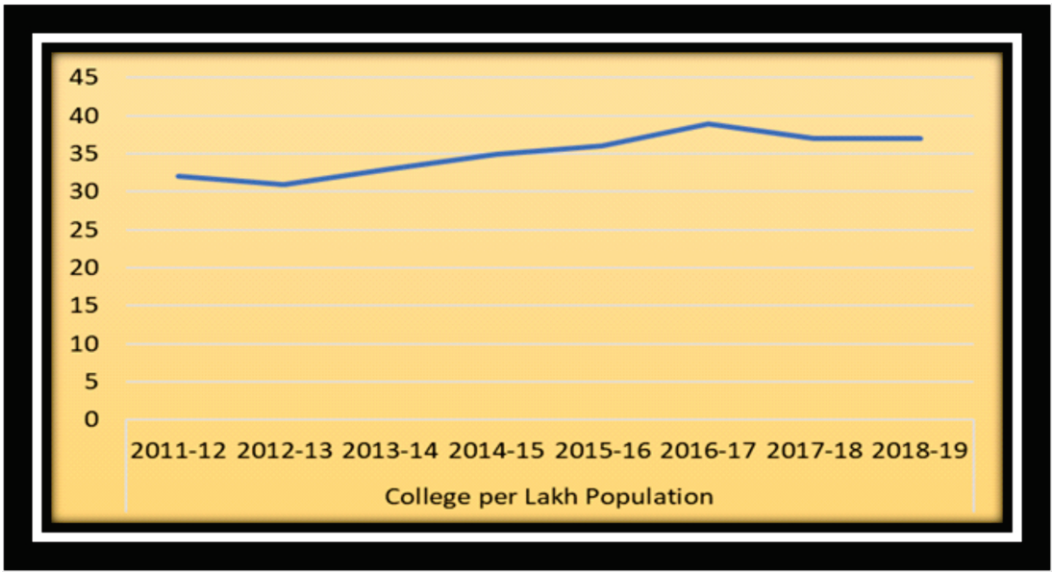
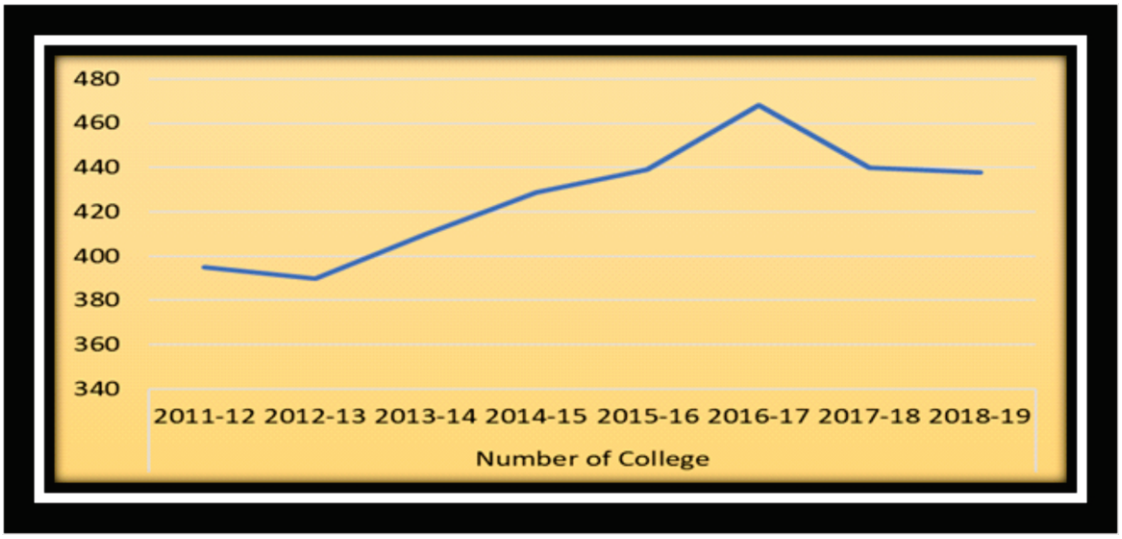


Table 24 (b) Various College Indicators during 2011-12 to 2018-19 years

Number of College							
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
395	390	410	429	439	468	440	438



According to Table 24, 24(a), 24(b) Various College Indicators during last 8 years Average is decreased from 2011-12 to 2018-19, College per Lakh Population is increased from 2012-13-2018-19. Number of College is increased from 2013-14 to 2016-17. Very less in Number of College 2011 to 2013.

Table 25 Student Enrolment at various levels during 2011-12 to 2018-19 years

Years	Ph.D.			M.Phil			Post Graduate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2011-12	792	533	1325	7	7	14	30270	31261	61531
2012-13	1493	769	2262	7	4	11	29155	30712	59867
2013-14	2245	810	3055	9	4	13	28033	29950	57983
2014-15	2159	832	2991	9	7	16	29509	29937	59446
2015-16	2104	1255	3359	10	11	21	27614	31426	59040
2016-17	1971	1204	3175	7	4	11	28886	33774	62660
2017-18	2419	1489	3908	11	5	16	32756	38386	71142
2018-19	2903	1759	4662	18	9	27	32342	39584	71926

Table 25 (a)

Years	Under Graduate			PG Diploma			Diploma		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2011-12	142567	156067	324909	1281	1174	2455	14611	6629	21240
2012-13	158165	166744	324909	913	925	1838	15201	5960	21161
2013-14	154855	171588	326443	921	737	1658	18980	5869	24849
2014-15	160631	156794	317425	729	619	1348	23923	7059	30982
2015-16	149601	151832	301433	1759	1362	3121	26459	8190	34649
2016-17	149210	148149	297359	2122	1485	3607	25137	8323	33460
2017-18	159415	160459	319874	1285	920	2205	25849	9529	35378
2018-19	177767	174137	351904	1174	1105	2279	23572	8585	32157

Table 25 (b)

Years	Under Graduate			PG Diploma			Diploma		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2011-12	1173	935	2108	1055	306	1361	191756	196912	388668
2012-13	649	471	1120	1256	395	1651	206839	205980	412819
2013-14	297	231	528	1358	611	1969	206698	209800	416498
2014-15	349	123	472	2081	1007	3088	219390	1963784	415768
2015-16	102	79	181	2316	1266	3582	209965	195421	405386
2016-17	201	76	277	2560	1577	4137	210094	194592	404686
2017-18	235	99	334	2638	1655	4293	224608	212543	437150
2018-19	215	70	285	3092	1923	5015	241083	227172	468255

According to Table 25, 25 (a), 25 (b) Student Enrolment at levels from Ph.D to Under Graduate (from 2011-12 to 2018-19) increases and for PG Diploma, Diploma, Certificate and Integrated from year 2011-12 to 2018-19-year wise increases and decreases.

Table 26 Enrolment at various levels through Regular mode during 2011-12 to 2018

Years	Ph.D			M.Phil			Post Graduate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2011-12	792	533	1325	7	7	14	25954	26804	52758
2012-13	1493	769	2262	7	4	11	21031	23392	44423
2013-14	2245	810	3055	9	4	13	18719	21706	40425
2014-15	2159	832	2991	9	7	16	21566	22555	44121
2015-16	2104	1255	3359	10	11	21	21194	24952	46146
2016-17	1971	1204	3175	7	4	11	20030	24165	44195
2017-18	2419	1489	3908	11	5	16	21621	26538	48159
2018-19	2903	1759	4662	18	9	27	23575	28739	52314

Table 26 (a) Enrolment at various levels through Regular mode during 2011-12 to 2018-19, years

Years	Under Graduate			PG Diploma			Diploma		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2011-12	138851	153328	292179	214	293	507	12658	5132	17790
2012-13	151254	161799	313053	171	253	424	14454	5524	19978
2013-14	147307	165793	313100	272	249	521	18634	5583	24217
2014-15	152645	149634	302279	315	255	570	22425	6366	28791
2015-16	142888	145922	288810	610	357	967	25450	7443	32893
2016-17	139084	140816	279900	646	382	1028	24165	7700	31865
2017-18	144591	149171	293762	660	504	1164	23891	8362	32253
2018-19	157059	155233	312292	788	908	1693	23470	8387	31857

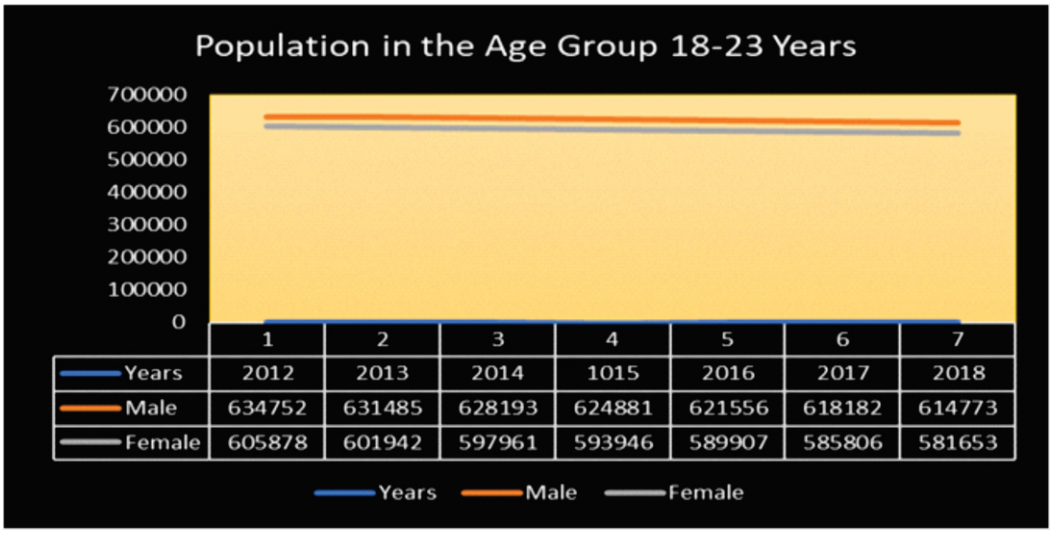
Table 26 (b) Enrolment at various levels through Regular mode during 2011-12 to 2018-19, years

Years	Certificate			Integrated			Grand Total		
	Male	Female	Total	Male	Female	Both	Male	Female	Total
2011-12	1067	852	1919	1055	306	1361	180598	187255	367853
2012-13	641	461	1102	1256	395	1651	190307	192597	382904
2013-14	289	218	507	1358	611	1969	188833	194974	383807
2014-15	144	99	243	2081	1007	3088	201344	180755	382099
2015-16	99	57	156	2316	1266	3582	194671	181263	375934
2016-17	198	59	257	2560	1577	4137	188661	175907	364568
2017-18	232	85	317	2638	1655	4293	196063	187810	383872
2018-19	214	61	275	3092	1923	5015	211119	197019	408138

According to Table 26, 26 (a), 26 (b) it is seen that from Ph.D., M.Phil., Post Graduate and PG Diploma enrolment increases. The enrolment ratios for Diploma, Under Graduate, Certificate and Integrated program increase was not a steady one as it fluctuated in places enrolment from 2011-12 to 2018-19, a steady increase in seen between for the year's 2010-2016 and 2012-19.

Table 27 Population in the Age Group 18-23 Years

Years	2012	2013	2014	2015	2016	2017	2018
Total	1240630	1233427	1226154	1218827	1211463	1203988	1196426
Male	634752	631485	628193	624881	621556	618182	614773
Female	605878	601942	597961	593946	589907	585806	581653



According to Table 27, the population of male and female members belonging to the age group 18-23 years has seen a steady decrease between the years 2012 and 2018.

Table 28 Category-wise Enrolment during 2011-12 to 2018-19

Years	All Category			Scheduled Caste		
	Male	Female	Total	Male	Female	Total
2018-19	241083	227172	468255	34145	33699	67844
2017-18	224608	212543	437150	30944	29558	60502
2016-17	210094	194592	404686	28421	26407	54828
2015-16	209965	195421	405386	28147	25980	54127
2014-15	219390	196378	415768	26817	22896	49713
2013-14	206698	209800	416498	27775	26957	54732
2012-13	206839	205980	412819	25363	23168	48531
2011-12	191756	196912	388668	20656	19838	40494

Table 28 (a) Category-Wise Enrolment during 2011-12 to 2018-19

Years	Scheduled Tribe			Other Backward Classes		
	Male	Female	Total	Male	Female	Total
2018-19	8957	9168	18125	44665	37465	82130
2017-18	8008	8139	16147	41279	34375	75654
2016-17	7628	7788	15416	32872	27679	60551
2015-16	7753	7142	14895	32676	28970	61646
2014-15	7659	8330	15989	28092	24499	52591
2013-14	6318	6570	12888	23777	25068	48845
2012-13	8292	9108	17400	23652	23050	46702
2011-12	7666	8246	15912	19045	17584	36629

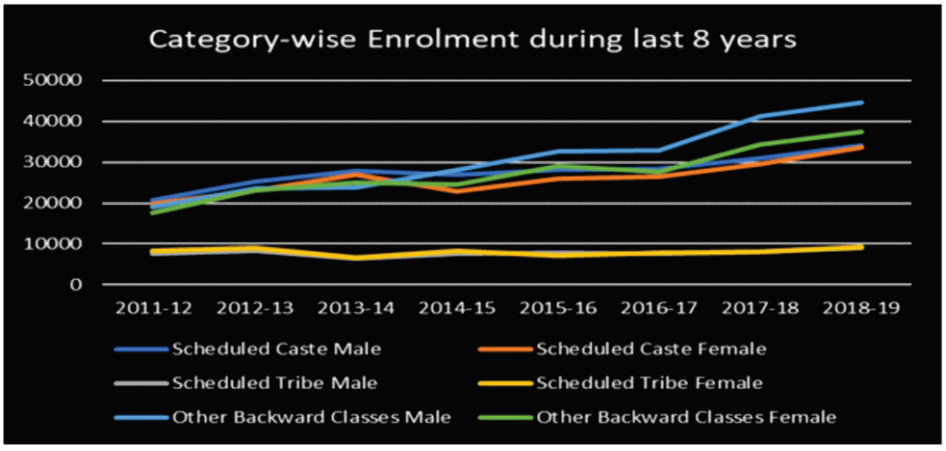


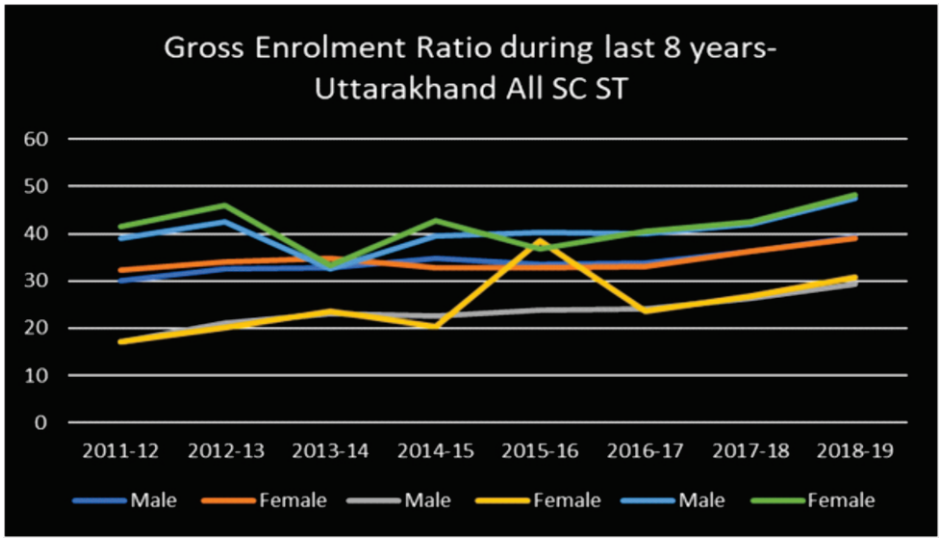
Table 28 (b) Enrolment in Minority Community & PWD during 2012-13 to 2018-19 years

Years	Muslim			Other Minority Communities			Persons with Disability		
	Male	Female	Total	Male	Female	Both	Male	Female	Total
2018-19	7135	5609	12744	1686	1722	3408	879	969	1848
2017-18	5670	4230	9900	1404	1455	2859	304	96	400
2016-17	5758	3645	9403	1109	1294	2403	511	248	759
2015-16	4576	4134	8710	845	1159	2004	308	393	393
2014-15	4257	2541	6798	458	1107	1565	332	125	457
2013-14	2311	1227	3538	736	837	1573	369	154	523
2012-13	3056	1864	4920	394	572	966	101	82	183

Based on Tables 28, 28, (a) and 28 (b), it is seen that there are more teachers belonging to the OBC, and SC (in increasing order of preference), as compared to the Muslim, PWD and Other Minority Communities (in decreasing order of preference).

Table 29 Gross Enrolment Ratio during 2011-12 to 2018-19

Years	Male	Female	Total	Male	Female	Total
2011-12	30.1	32.3	17.1	17.2	39.1	41.4
2012-13	32.6	34	21.1	20.2	42.5	46
2013-14	32.7	34.9	23.2	23.7	32.5	33.4
2014-15	34.9	32.8	22.5	20.3	39.6	42.7
2015-16	33.6	32.9	23.8	38.6	40.3	36.8
2016-17	33.8	33	24.1	23.7	39.9	40.4
2017-18	36.3	36.3	26.4	26.7	42.1	42.5
2018-19	39.2	39.1	29.3	30.7	47.4	48.3



Base on Table 29 Gross Enrolment Ratio in SC categories decreases from 2018-19 to 2011-12 and Gross Enrolment Ratio in ST categories steady decreases from 201112 to 2018-19.

Table 30 Gender Parity Index during 2011-12 to 2018-19

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
All	1.07	1.04	1.06	0.94	0.98	0.98	1.00	1.00
SC	1.01	0.96	1.02	0.90	0.97	0.98	1.01	1.05
ST	1.06	1.08	1.03	1.08	0.91	1.01	1.01	1.02

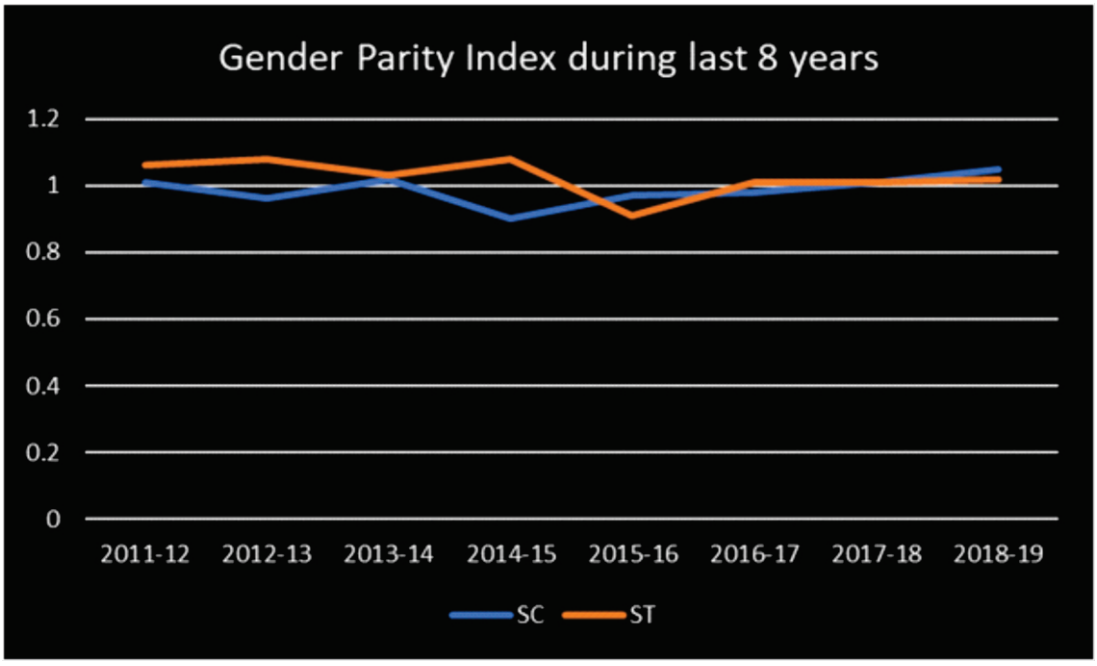
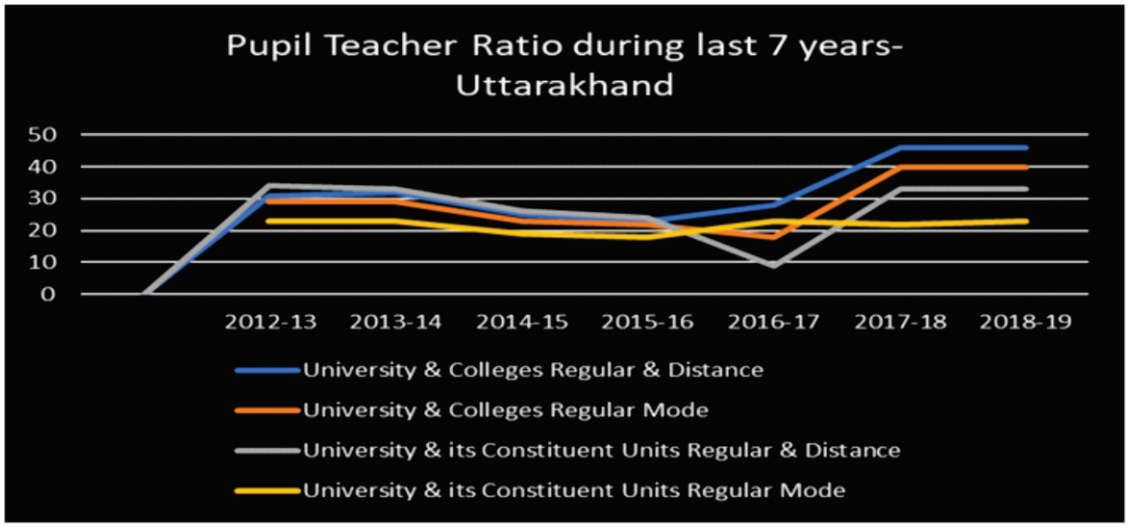


Table 30 indicates that the Gender Parity Index for ST students is more than that of SC students.

Table 31 Pupil Teacher Ratio during 2012-13 to 2018-19

All Institutions			University & Colleges		University & its Constituent Units	
Years	Regular & Distance Mode	Regular Mode	Regular & Distance Mode	Regular Mode	Regular & Distance Mode	Regular Mode
2018-19	27	23	46	40	33	23
2017-18	28	24	46	40	33	22
2016-17	26	24	28	18	9	23
2015-16	22	20	23	22	24	18
2014-15	23	22	25	23	26	19
2013-14	30	28	32	29	33	23
2012-13	29	27	31	29	34	23



According to Table 31, it is seen that among All Institutions, the pupil teacher ratio is higher for Regular & Distance mode as compared to Regular mode. The same is true for Universities and colleges. However, this trend is reversed for University & its Constituent units.

Table 32 Post-wise Number of Teachers during 2012-13 to 2018-19

Years	Professor & Equivalent			Reader & Associate Professor		
	Male	Female	Total	Male	Female	Total
2012-13	1085	243	1328	1285	728	2013
2013-14	1244	253	1497	1280	660	1940
2014-15	1463	315	1778	1778	724	2142
2015-16	1611	357	1968	1392	737	2129
2016-17	1429	350	1779	1314	672	1986
2017-18	1559	451	2010	1305	706	2011
2018-19	1645	498	2143	1318	701	2019

Table 32 (a) Post-wise Number of Teachers during 2012-13 to 2018-19

Years	Lecturer/Assistant Professor			Demonstrator/Turtor			Temporary Teacher etc.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2012-13	5754	3024	8778	303	319	622	807	530	1337
2013-14	5674	2816	8490	301	292	593	870	555	1425
2014-15	7318	3971	11289	444	492	936	953	631	1584
2015-16	7496	4126	11622	565	517	1082	919	633	1552
2016-17	6185	3598	9783	301	383	684	589	373	962
2017-18	6594	4029	10623	359	516	875	684	454	1138
2018-19	6803	4327	11130	369	570	939	719	473	1192

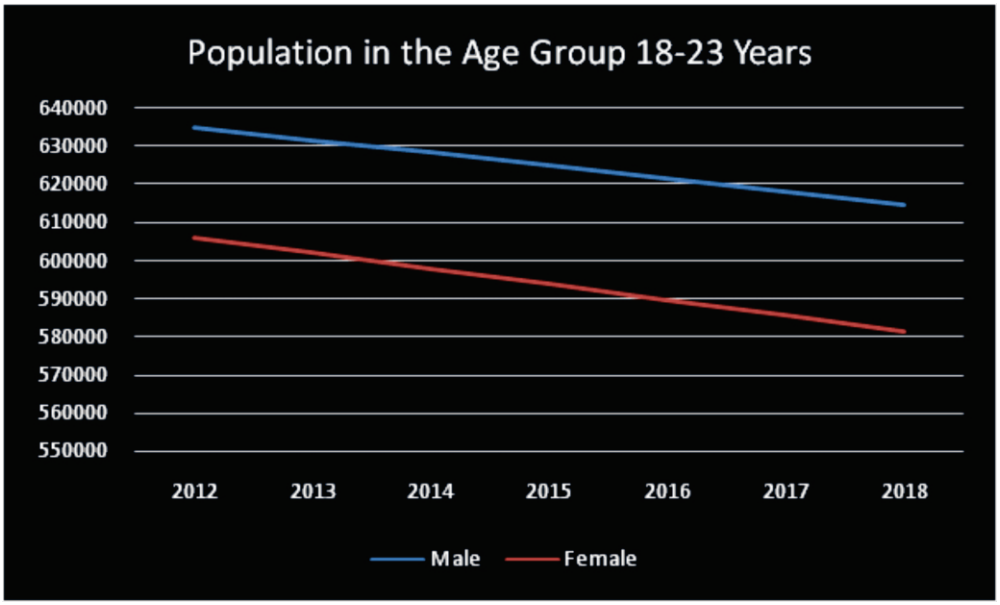
Table 32 (b)Post-wise Number of Teachers during 2012-13 to 2018-19

Years	All Teacher			Visiting Teacher		
	Male	Female	Total	Male	Female	Total
2012-13	9234	4844	14078	52	35	87
2013-14	9369	4576	13945	34	29	63
2014-15	11596	6133	17729	75	33	108
2015-16	11983	6370	18353	76	35	111
2016-17	9878	5412	15290	60	36	96
2017-18	10541	6187	16728	40	31	71
2018-19	10910	6602	17512	56	33	89

According to Table 32, 32(a), and 32(b) it is seen that Post-wise Number of Teachers is higher Lecturer/ Assistant Professor and Visiting Teacher are very less

Table 33 Population in the Age Group 18-23 Years-Uttarakhand-(AISHE) 2018-19

	2012	2013	2014	2015	2016	2017	20118
Total	1240630	1233427	1226154	1218827	1211463	1203988	1196426
Male	634752	631485	628193	624881	621556	618182	614773
Female	605878	601942	597961	593946	589907	585806	581653



From the above Table, it is seen that the total population of individuals between the age group 18-23 is 1.19 crores, out of which the population of males is more than that of females from the year 2012 to 2018 (in decreasing order).

Chapter – 2

Quality Assurance and Accreditation Agencies for Higher Education Institutions in National and International Scenario and Regulatory Bodies

2.1 Higher Education System in India

Education plays a crucial role in developing science and technology, leading to social and economic development. It provides the knowledge, the skills and the competencies necessary for social and economic growth. The quality of Higher Education is responsible for developing human resources. There are many parameters that determine the quality of Higher Education in the country. There are two parts in this chapter, one part is regulatory bodies and Quality Assurance in Accreditation Agencies for Higher Education Institutions in National scenario and second part is Accreditation agencies across the world.

India is one of the largest countries with an enormous Higher Education system comprising of variety of Institutions offers Higher Education of the nature of General, Vocational, Professional or Technical education

2.1.1 University/University Level Institution has the right of conferring or granting degrees to students. The following are degree awarding Institutions covered in this category.

Table 2.1 Types of Institutions

1	**Central University**	A University established or incorporated by a Central Act.
2	**State University**	A University established or incorporated by a Provincial Act or by a State Act.
3	**Open University**	A University which imparts education exclusively through distance education in any branch or branches of knowledge.

4	**Private University**	A University established through a State/ Central Act by a sponsoring body viz. a Society registered under the Societies Registration Act 1860, or any other corresponding law for the time being in force in a State or a Public Trust or a Company registered under Section 25 of the Companies Act, 1956.
5	**Deemed University**	An Institution Deemed to be University commonly known as Deemed University refers to a high-performing institute, which has been so declared by Central Government under Section 3 of the University Grants Commission (UGC) Act, 1956
6	**Institute of National Importance**	An Institution established by Act of Parliament and declared as Institution of National Importance such as all Indian Institute of Technology (IITs), National Institute of Technology (NITs), Indian Institute of Science (IISc).
7	**Institute Under State Legislature Act**	An Institution established or incorporated by a State Legislature Act such as Nizam's Institute of Medical Sciences, Hyderabad; Sri Venkateshwara Institute of Medical Sciences, Tirupati; Sheree-Kashmir Institute of Medical Sciences, Srinagar; Indira Gandhi Institute of Medical Sciences, Patna; Sanjay Gandhi Post Graduate Institute of Medical Sciences, Lucknow.
8	**Other Institute**	An Institution not falling in any of the above category but established through State/ Central Act and are empowered to award degrees e.g. National Institute of Fashion Technology established through an Act of Parliament.

(Source: AISHE)

2.1.2 Colleges run degree programmes but are not empowered to provide degree on their own and are necessarily have to be attached with some University/University Level Institution for the purpose of awarding degree. These Institutions have been classified as under:

Table 2.1 (a) Types of Institution for the purpose of awarding degree

1	**University/Constituent College**	A college maintained by the University.
2	**Affiliated College**	**Some colleges are given Status under various schemes of UGC viz.,** • **Autonomous Colleges –** Parent University awards degrees to the students, evaluated and recommended by colleges. Autonomous colleges that have completed three years term can confer the degree under their title with the seal of the University. • College with Potential for Excellence Status by UGC; • College of Excellence Status by UGC.
3	**Institutions Recognised by the University**	Institutions attached with the University for the purpose of awarding degree in respect of programmes being run in these institutions. e.g. Army Cadet College Wing, Indian Military Academy, Dehradun is not affiliated with any University but the degree in respect of Programmes run in the institute are awarded by Jawaharlal Nehru University.
4	**Off-Campus Centre/ PG Centre**	A centre of the University established by it, outside the main campus (within or outside the state) operated and maintained as its constituent unit, having the University's compliment of facilities, faculty and staff.
5	**Off-shore Campus**	A campus of the Private University or Deemed to be University established by it outside the country, operated and maintained as its constituent unit, having the University's compliment of facilities, faculty and staff.
6	**Regional Centre**	A centre established and maintained or recognized by the University for the purpose of the coordination of the functioning of the Study Centres in the region, advising, counselling or for rendering any other assistance required by the students used in the context of regular/ distance education.

7	**Study Centre**	A centre established and maintained or recognized by the University for the purpose of advising, counselling or for rendering any other assistance required by the students.
8	**Evening College**	The College in which education is imparted in the evening. It may be noted that in a few colleges, using the same infrastructure, education is imparted in two sessions- morning or day and evening. Generally, for all practical purposes these are treated as two colleges.

2.1.3 Sand-alone Institutions not affiliated/recognised with University are outside the purview of the University & College. These Institutions generally run Diploma/PG Diploma level programmes for which they require recognition from one or other Statutory Bodies. Such Institutions mainly fall under following categories:

Table 2.1 (b) Types of Institution Stand-alone Institutions not affiliated/recognised with University are outside the purview of the University & College

1	Indian Institute of Management (IIM) awarding PG Diploma in Management of two years duration whose entry qualification is Graduate.
2	Diploma awarding Institutions under the control of All India Council for Technical Education (AICTE) e.g. Lal Bahadur Shastri Management Institute awarding PG diplomas in Management of two years duration whose entry qualification is Graduate.
3	Diploma awarding Institutions under the control of Indian Nursing Council (INC).
4	Government or Government recognised Institutions to conduct Teachers Training courses whose entry qualification is 10+2 e.g. District Institute of Educational and Training (DIET) or similar institutes.
5	Polytechnics.
6	Company Secretary, Charted Accountancy, Actuarial Science etc.

2.1.4 Institution for Women: An Institution which enrolls only female students in all its programs is categorized as Institution for Women. Such institutes may or may not have male teaching and non-teaching staff.

2.2 Quality Assurance and Accreditation Bodies in India

There are various Quality Assurance and Accreditation Bodies in India viz.,

2.2.1 National Assessment and Accreditation Council (NAAC)

2.2.2 National Board of Accreditation (NBA)

2.2.3 National Institutional Ranking Framework (NIRF)

2.2.4 National Agricultural Education Accreditation Board (NAEAB)

2.2.5 National Accreditation Board for Certification Bodies (NABCB)

2.2.6 National Accreditation Board for testing & calibration Laboratories (NABL)

2.2.7 National Accreditation Board for Hospitals and healthcare providers (NABH)

2.2.8 National Accreditation Board for Education & Training (NABET)

2.2.9 National Institute of Electronics & Information Technology (NIELIT)

Brief note on each accreditation body is provided below:

2.2.1 National Assessment and Accreditation Council (NAAC) is an Autonomous Institution of University Grants Commission which undertakes Institutional Assessment and Accreditation for Higher Education Institutions in India. There are separate manuals for Institutional Accreditation depending on the nature and type of Institution. Detailed explanation on the process is provided in Chapter - 3.

2.2.2 National Board of Accreditation (NBA) was established by All India Council for Technical Education (AICTE) and operated as an Autonomous body since 2010 which undertakes Program Accreditation. It mainly focuses on accreditation of Technical programs which covers the fields of Engineering & Technology, Management, Pharmacy, Architecture, Applied Arts and Crafts, Computer Applications and Hospitality & Tourism Management.

2.2.3 National Institutional Ranking Framework (NIRF) is a methodology adopted by the Ministry of Human Resource Development (MHRD), GOI, to rank institutions of Higher Education in India. There are separate rankings for different types of institutions depending on their areas of operation like Overall, Universities, Colleges, Engineering, Management, Pharmacy Architecture, Law, Medical, Dental categories.

2.2.4 National Agricultural Education Accreditation Board (NAEAB) undertakes Accreditation of Agricultural Universities and its constituent colleges.

2.2.5 National Accreditation Board for Certification Bodies (NABCB) provides accreditation to the Certification Bodies (CB) and Inspection Bodies (IB) established as legal entities anywhere in the world in accordance with relevant International Standards/Guidelines. All countries under WTO mutually accept products/services certified /inspected from accredited agencies only. NABCB currently offers the Accreditation programmes viz., Quality Management Systems (QMS); QMS for Medical Devices; QMS for Aerospace Industry; Environmental Management Systems (EMS); Occupational Health & Safety Management Systems (OHSMS); Food Safety Management Systems (FSMS); Energy Management Systems (EnMS); Information Security Management Systems (ISMS); Road Traffic Safety Management Systems (RTSMS); Information Technology Service Management Systems (ITSMS); Inspection Bodies; Product Certification Bodies; Personnel Certification.

2.2.6 National Accreditation Board for Testing and Calibration Laboratories (NABL) is an autonomous body set up under the aegis of Department of Science & Technology, Government of India and is functioning as the Accreditation body for Testing and Calibration Laboratories. NABL provides laboratory accreditation services in India and abroad, regardless of their ownership, legal status & size that are performing tests /calibrations in accordance with ISO/IEC 17025:2005 / ISO 15189:2007 / ISO/IEC 17043 in the areas of Testing laboratories, Calibration laboratories, Medical laboratories, Proficiency testing provider, Reference material producers.

2.2.7 National Accreditation Board for Hospitals & Healthcare Providers (NABH) is a constituent board of Quality Council of India, set up to establish and operate Accreditation programmes for healthcare organizations on patient safety and quality of healthcare based upon National/International standards. NABH is engaged in the Accreditation of Health care facilities that so far cover the facilities viz., Hospitals; Small Health Care Organisation (SHCO)–having bed strength upto 50 beds; Blood banks/blood centres and blood transfusion services; Medical Imaging Services (MIS); Dental Health Care Service providers (DHSP); Oral Substitution Therapy (OST) Centres; Allopathic Health clinics; AYUSH (Ayurveda, Homeopathy, Unani, Siddha and Yoga & Naturopathy); Primary & Community Health Centres (PHC/CHC); Wellness Centres.

2.2.8 National Accreditation Board for Education and Training (NABET) is a constituent Board of Quality Council of India. NABET provides Accreditation to schools, training course providers and auditors that meet the Board's criteria and also offers a mechanism for their international recognition. The Accreditation programmes of NABET mainly categorized under certain distinct verticals in the following areas:

- Formal Education Excellence Division (FEED)–Accreditation of Schools; and Accreditation of 3 Day Training Course for Preparing School for Accreditation
- Skill Training – Industrial Training Institute (ITI) / Vocational training organizations
- Skill Certification–Personnel Certification Bodies under ISO 17024; and Skill Assessing Bodies under DGE&T MES Scheme
- Environment – Environment Impact Assessment (EIA) Consultant; and Environment, Health & Safety (EHS, ISO 14001 and OHSAS 18001) consultant organization
- MSME (Micro Small and Medium Enterprises)–Lean; and BMO (Business Membership Organisation)
- Laboratory Management System (LMS) Training Institutions.
  (Source:http://indiastandardsportal.org/AccrediationBodies.aspx.)

2.2.9 National Institute of Electronics & Information Technology (NIELIT), (erstwhile DOEACC Society), is an Autonomous Scientific Society under the administrative control of Ministry of Electronics & Information Technology (MoE&IT), Government of India, was set up to carry out Human Resource Development and related activities in the area of Information, Electronics & Communications Technology (IECT). NIELIT is engaged both in Formal & Non-Formal Education in the area of IECT besides development of industry-oriented quality education and training programmes in the state-of-the-art areas. NIELIT has endeavoured to establish standards to be the country's premier institution for Examination and Certification in the field of IECT. It is also one of the National Examination Body, which accredits institutes/organizations for conducting courses in IT in the non-formal sector.

(Source: http://nielit.gov.in/content/introduction-)

Apart from the aforementioned Accreditation agencies, there are some other Accreditation or ranking agencies which provide Accreditation / ranking for the Institution / Programmes in Higher Education Institution.

2.3 The Accreditation Process

It is a process in which, an agency or its designated representatives evaluates 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.

Types of Accreditation

There are two types of accreditations in place, worldwide:

2.3.1 Institutional Accreditation: Evaluation of the quality of Institutions with reference to its competency to provide quality. In India, National Assessment and Accreditation Council, under the aegis of the University Grants Commissions, undertakes this kind of quality assurance.

2.3.2 Programme Accreditation: This is assured on the basis of thee outcome programmes. 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

(Source: https://www.worldwidelearn.com/accreditation/types-accreditation.htm).

There are recognized (Government authorities in their respective countries) as well as unrecognized Higher Education Accreditation organizations (identified by the organizations themselves, or other independent authorities, that lack appropriate recognition or authorization).

2.4 Globalization and its Challenges

The Higher Education sector is plagued by a shortage of well-trained faculty, poor infrastructure and outdated curricula. The use of technology remains limited. The standards of Research and Teaching at Indian Universities are much more inferior as compared to international standards. Curricular reforms leading to regular revision and upgrading of curricula, introduction of semester system, choice-based credit system, and examination reforms are yet to take place in Higher Educational institutions across the country.

2.4.1 Improvements Needed in Higher Education Sector

- Curricular and academic reforms are required to improve student choices, with a fine balance between the market oriented professional and the liberal Higher Education seeker.
- Higher Education must be aligned to the country's economy and to the needs of the global market as well.
- Innovative and relevant curricula should be designed to serve different segments of the job market or provide avenues for self-employment.

- Emphasis must be given to the expansion of skill-based programmes in order to make our youth employable in the job market.

2.5 International Scenario

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. APQN has provided over 120 member institutions, including NAAC, having interest in quality assurance. A good number of countries have multiple QA bodies.

2.5.1 USA: United States, where this entire process is overlooked by private organisations and the legitimacy of this is validated through recognition by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). Both these institutions have different purposes. While institutions approach the USDE to be eligible for federal aid funds, the CHEA is approached for a valid academic legitimacy, often to solidify their status as a high-ranking institution.

a. **International Accreditation Forum (IAF):-** Seeks to develop a standard program of conformity Assessment which reduces risk for enterprises by assuring them of the reliability of accredited certificates. This Accreditation is proof that the accredited body is competent and impartial. (Source: http://www.iaf.nu/)

b. **Accrediting Commission International or ACI:-** is an unrecognized accrediting body primarily responsible for accrediting religious schools and colleges, including seminaries and Bible colleges. (Source:http://accreditation.com/)

c. **Council for Higher Education Accreditation (CHEA):-** is an organization responsible for promoting National advocacy for accredited institutions.The CHEA International Quality Group (CIQG) is establishing a CIQG Quality Award to recognize outstanding performance of Higher Education providers in meeting the CHEA/CIQG International Quality Principles. (Source: https://www.chea.org/announcing-ciqg-quality-award-and-other-quality-assurance-related-issues)

d. **Distance Education Accrediting Commission (DEAC):-** is a non-profit National Educational Accreditation agency specializing in the Accreditation of distance education programs. It was established in 1926 as the National Home Study Council (NHSC) and its formation was in response to a Carnegie Corporation study that found a lack of standards to ensure quality in correspondence schools.(Source: https://www.deac.org/Discover-DEAC/DEAC-History.aspx).

e. **Quality Assurance Agency for Higher Education (QAA):-** is an independent body that checks on standards and quality in UK Higher Education. It conducts quality Assessment reviews, develops reference points and guidance for providers, and conducts or commissions research on relevant issues (Source: https://www.qaa.ac.uk/reviewing-higher-education/types-of-review/higher-education-review)

f. **National Committee for Quality Assurance (NCQA):-** is independent 501 (c) (3) nonprofit organization in the United States that works to improve healthcare quality through the administration of evidence-based standards, measures, programs, and Accreditation. (Source: https://www.ncqa.org/about-ncqa/)

g. **Commission on Institutions of Higher Education (NEASC-CIHE):-** The New England Association of Schools and Colleges (NEASC) accredits educational institutions within the New England region of the United States and it is one of six regional accrediting agencies which are recognized by the US Department of Education (DOE) and Council for Higher Education Accreditation (CHEA). (Source: https://www.neche.org/about-neche/the-commission/)

h. **Northwest Commission on Colleges and Universities (NWCCU):-** The Northwest Commission on Colleges and Universities (NWCCU) evaluates and accredits education institutions in the states of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

- **Public Information** - Through publications, websites, and catalogs, the institution informs the public of its mission statement, core themes, general policies, admissions requirements, and program details.
- **Financial Resources** - The institution is financially stable, and can support its own programs and operations.
- **Financial Accountability** - The institution is audited by an external agency on a yearly basis.

- **Disclosure-** Throughout the course of the Commission's evaluation, the institution must quickly and accurately provide any and all requested information.
- **Student Achievement-** The institution's programs have clearly defined learning outcomes by which student progress can be monitored and evaluated.
- **Scale and Sustainability-** The institution demonstrates a scale in operations which is sufficient to fulfill its mission for years to come.
  (Source: http://www.nwccu.org/about-nwccu/)

2.5.2 Higher Learning Commission: The Higher Learning Commission, also known as the HLC, is an organization responsible for accrediting colleges in the United States. As a regional Accreditation organization, it has separate divisions that offer accreditation for colleges in the Midwest and other regions of the United States.

(Source:https://www2.ed.gov/admins/finaid/accred/index.html)

2.5.3 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. (Source: ENQA workshop)

2.5.4 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 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. (Source: http://www.qaa.ac.uk)

2.5.5 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 of Accreditation (PACUCOA), and the Association of Christian Schools, Colleges and Universities Accrediting Association Inc. (ACSCU-AAI) which all operates 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 Charted College and Universities Commission on Accreditation (ALCUCOA). Together they formed the National Network of Quality Assurance Agencies (NNQAA) as the certifying agency Government – sponsored institutions. However, NNQAA does not certify all Government-sponsored institutions. The Technical Vocational Education Accrediting agency of the Philippines (TVEAPP) was established and registered with the Securities Exchange Commission on 27th October, 1987. On 28th July, 2003, the FAAP board accepted the application of TVEAAP to affiliate with FAAP. (Source: http://www.naac.gov.in/)

2.5.6 Russia

In Russia, Accreditation/National recognition is directly overseen by the Ministry of Education and Science of Russian Federation. Science 1981, Russia has followed the UNESCO International regulations to ensure Russian institutions and International institutions meet higher quality standard. 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 recognised as the organization in Russia 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.

(Source:http://www.akkork.ru/e/about/ and http://www.russianenic.ru/english/index.html)

2.6 Statutory Regulatory Authorities, Regulatory Councils in India

Regulatory councils have been setup for planning and coordinating development of education in specific disciplines. These councils grant approvals for starting and running programs under specific categories/disciplines, sanction of intake of students etc. Few of regulatory councils are mentioned below:

2.6.1 University Grants Commission (UGC) is a statutory organization for the coordination, determination-Under different Ministries, various maintenance of standards of University education. Apart from providing grants to eligible Universities and colleges, the Commission

also advises the Central and State Governments on the measures which are necessary for the development of Higher Education.

2.6.2 All India Council for Technical Education (AICTE) grants approval for starting new technical institutions, for introduction of new courses and for verification in intake capacity in technical institutions. The AICTE has delegated to the concerned state Governments powers to process and grant approval of new institutions, starting new courses and variations in the intake capacity for diploma level technical institutions. It also lays down norms and standards for such institutions. It also ensures quality development of technical education through Accreditation of technical institutions or programmes. It covers Technical Education corresponds to Engineering and Technology, Pharmaceutical Education, Architecture and Planning, Applied Arts, Crafts and Design, Management Studies, Computer Applications, Hotel Management and Catering Technology, Biotechnology with the levels of Diploma, Post Diploma, Under Graduate Degree, Post Graduate Diploma, Post Graduate Degrees like B.Tech., B.E., M.Tech., M.E., B.Pharm., M.Pharm., Pharm.D., Pharm.D. (Post Baccalaureate), B.Arch., M.Arch., B.Des., M.Des., MBA, MMS, PGDM, MCA, B.HMCT etc.

2.6.3 Pharmacy Council of India (PCI) regulates the Pharmacy Education in the Country for the purpose of registration as a pharmacist under the Pharmacy Act. It also regulates the Profession and Practice of Pharmacy. It covers Pharmacy Education corresponds to Pharmaceutics Industrial Pharmacy, Pharmaceutical Technology, Regulatory Affairs, Pharmaceutical Biotechnology, Quality Assurance, Pharmaceutical Chemistry, Pharmaceutical Analysis, Pharmacognosy, Phyto pharmacy & Phytomedicine, Pharmacology, Pharmacy Practice with the levels of Diploma, Under Graduate Degree, Post Graduate Degrees, Doctoral Degrees like B.Pharm., M.Pharm., Pharm.D., Pharm.D. (Post Baccalaureate), D.Pharm., etc.

2.6.4 Council of Architecture (COA) act provides for registration of Architects, standards of education, recognized qualifications and standards of practice to be complied with by the practicing architects. The Council of Architecture is charged with the responsibility to regulate the education and practice of profession throughout India besides maintaining the register of architects. It covers Architecture, Design and Planning Education with Under Graduate Degree, Post Graduate Degrees like B.Arch., M.Arch., etc.

2.6.5 National Council for Teacher Education (NCTE)'s main objective of the NCTE is to achieve planned and coordinated development of the Teacher Education system across the

country, the regulation and proper maintenance of norms and standards in the Teacher Education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of Teacher Education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses. It covers Teacher Education and Physical Education with Under Graduate Degree, Post Graduate Degrees like B.Ed., M.Ed., Integrated B.A.B.Ed., Integrated B.Sc. B.Ed., Integrated B.Ed. M.Ed., B.El.Ed., B.P.Ed., M.P.Ed., etc.

2.6.6 Rehabilitation Council of India (RCI) is to regulate and monitor services given to persons with disability, to standardize syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education. RCI Act also prescribes punitive action against unqualified persons delivering services to persons with disability. It covers fields of Special Education like Visual Impairment, Deaf blind, Hearing Impairment, Intellectual Disability, Learning Disability, Prosthetics & Orthotics, Community based Rehabilitation, Rehabilitation Psychology, Clinical Psychology, Speech and Hearing, Audiology, Speech Language Pathology, Locomotor and Cerebral Palsy (Multiple Disabilities), Autism Spectrum and Disorder, Rehabilitation Therapy, Vocation Counselling and Rehabilitation Social Work/ Administration with the levels of Diploma, Post Graduate Diploma, Under Graduate Degree, Post Graduate Degrees, Pre-Doctoral Degrees, Doctoral Degrees like B.Ed.Spl.Ed., M.Ed.Spl.Ed., B.M.Sc., B.Sc. (Spl.Ed.&Reh.), Integrated B.Ed.M.Ed.Spl.Ed., BPO, MPO, M.Phil., Psy.D (Cl.Psy), M.Sc. (Aud.), M.Sc. (S.L.P), B.A.S.L.P., M.R.Sc., M.Sc. (Psycho-Social Rehab), M.D.R.A., M.A. (SWDS), B.R.Sc., Inclusive B.A.B.Ed.Spl.Ed., Inclusive B.Com.B.Ed.Spl.Ed., Inclusive B.Sc.B.Ed.Spl.Ed., etc.

2.6.7 Medical Council of India (MCI) establishes uniform standards of higher qualifications in medicine and recognition of medical qualifications in India and abroad. The objectives of the Council are as follows:

(a) Maintenance of uniform standards of medical education, both undergraduate and postgraduate;

(b) Recommendation for recognition/de-recognition of medical qualifications of medical institutions of India or foreign countries;

(c) Permanent registration/provisional registration of doctors with recognized medical qualifications;

(d) Reciprocity with foreign countries in the matter of mutual recognition of medical qualifications. It covers fields of Medicine, Surgery, Chirurgiae, Cardiology, Pathology, Hospital Administration, Public Health etc with the levels of Diploma, Under Graduate Degree, Post Graduate Degrees, Post Graduate Diploma, Post Masters Degrees, Pre-Doctoral Degrees, Doctoral Degrees, Post Doctoral Degrees like MBBS, MD, MS, DM, M.Ch., MHA, MPH, M.Sc.MLT., Master Degree in Applied Epidemiology, MCPS, M.Phil., M.Sc., PDF, Ph.D., etc.

2.6.8 Dental Council of India (DCI) is a Statutory Body to regulate the Dental Education and the profession of Dentistry across India and is financed by the Government of India in the Ministry of Health & Family Welfare (Department of Health) through Grant-in-aid. The General Body of the Dental Council of India representing various State Governments, Universities, Dental Colleges, Central Government, etc. The Dental Council of India has been entrusted with the following objectives:

(a) Maintenance of uniform standard of Dental education – both at Undergraduate and Postgraduate levels;

(b) It envisages inspections/visitation of Dental Colleges for permission to start Dental Colleges, increase of seats, starting of new Postgraduate courses;

(c) To prescribe the standard curricula for the training of dentists, dental hygienists, dental mechanics and the conditions of such training;

(d) To prescribe the minimum standards of examinations and other requirements to be satisfied to secure qualifications for recognition under the Act;

(e) Supervision over all the dental institutions to ensure that they maintain the prescribed standard. It covers field of Dental Education with the levels of Diploma, Under Graduate Degree, Post Graduate Degrees, Post Graduate Diploma like BDS, MDS, DH/DM, PG-Dip., etc.

2.6.9 Indian Nursing Council (INC) is an Autonomous Body under the Government of India, Ministry of Health & Family Welfare, was constituted by the Central Government under section 3(1) of the Indian Nursing Council Act, 1947 of Parliament in order to establish a uniform standard of training for nurses, Midwives and health visitors. It covers field of Nursing Education with the levels of Under Graduate Degree, Post Graduate Degrees, Doctoral Degrees like B.Sc. (Nursing), M.Sc. (Nursing), Ph.D. (Nursing).

2.6.10 Bar Council of India (BCI) is a statutory body created by Parliament to regulate and represent the Indian bar. It performs the regulatory function by prescribing standards of

professional conduct and etiquette and by exercising disciplinary jurisdiction over the bar. It also sets standards for legal education and grants recognition to Universities whose degree in law will serve as qualification for enrolment as an advocate. In addition, it performs certain representative functions by protecting the rights, privileges and interests of advocates and through the creation of funds for providing financial assistance to organize welfare schemes for them. The following statutory functions cover the Bar Council's regulatory and representative mandate for the legal profession and legal education in India:

- To lay down standards of professional conduct and etiquette for advocates;
- To lay down procedure to be followed by its disciplinary committee and the disciplinary committees of each State Bar Council;
- To safeguard the rights, privileges and interests of advocates;
- To promote and support law reform;
- To deal with and dispose of any matter which may be referred to it by a State Bar Council;
- To promote legal education and to lay down standards of legal education. This is done in consultation with the Universities in India imparting legal education and the State Bar Councils;
- To recognize Universities whose degree in law shall be a qualification for enrolment as an advocate. The Bar Council of India visits and inspects Universities, or directs the State Bar Councils to visit and inspect Universities for this purpose;
- To conduct seminars and talks on legal topics by eminent jurists and publish journals and papers of legal interest;
- To organize legal aid to the poor;
- To recognize on a reciprocal basis, the foreign qualifications in law obtained outside India for the purpose of admission as an advocate in India;
- To manage and invest the funds of the Bar Council;
- To provide for the election of its members who shall run the Bar Councils. The Bar Council of India can also constitute funds for the following purposes:

(a) Giving financial assistance to organize welfare schemes for poor, disabled or other advocates,

(b) Giving legal aid, and Establishing law libraries. It covers Legal Education with the levels of Under Graduate Degrees like LLB, Integrated B.A.LLB, Integrated B.Com.LLB., Integrated BBA.LLB., Integrated B.Sc.LLB., etc.

2.6.11 Central Council for Indian Medicine (CCIM) is Statutory Body under the Ministry of AYUSH. The Central Council has been framing on and implementing various regulations including the Curricula and Syllabi in Indian Systems of Medicine viz. Ayurved, Siddha and Unani Tibb at Under-graduate and Post-graduate levels. The Sowa Rigpa System of Medicine is included in the Central Council of Indian Medicine. Now, all the Colleges of Indian Systems of Medicine are affiliated to various Universities in the Country. These Colleges are following the minimum standards of education and Curricula and Syllabi, prescribed by Central Council. The main objectives of the Central Council are as under:

(a) To prescribe minimum standards of education in Indian Systems of Medicine viz. Ayurved, Siddha, Unani Tib. and Sowa Rigpa;

(b) To recommend Central Government in matters relating to recognition (inclusion/withdrawal) of medical qualifications in/from Second Schedule to Indian Medicine Central Council Act, 1970;

(c) To maintain a Central Register of Indian Medicine and revise the Register from time to time;

(d) To prescribe Standards of Professional Conduct, Etiquette and Code of Ethics to be observed by the practitioners;

(e) To consider and furnish the recommendation to Government of India on proposal received from various institutes from Government of India for establishment of new colleges of Indian Systems of Medicine, to increase intake capacity in Under-graduate, Post-graduate and to start new or Post-graduate additional subjects. It provides approval to start and run the programs in the fields of Ayurveda, Unani, Siddha with the levels of Under Graduate Degrees, Post Graduate Degrees, Post Graduate Diploma etc., like BAMS (Ayurvedacharya), BUMS, BSMS, MD (Ayurveda), MD (Unani), MS (Unani), MD-Unani (Physiology), MD (Siddha) etc.

2.6.12 Central Council for Research in Yoga and Naturopathy (CCRYN) is an autonomous institution for Research and Development in Yoga & Naturopathy and Statutory Body under the Ministry of AYUSH. The objectives of the Council are as under:

(a) Formulation of aims and patterns of research on scientific lines in Yoga & Naturopathy;

(b) Undertake any education, training, research and other programs in Yoga & Naturopathy;

(c) Prosecution of and assistance in research, the propagation of knowledge and experimental measures generally in connection with the causation, mode of spread and prevention of diseases;

(d) Initiate, aid, develop and coordinate scientific research in different aspects, fundamental and applied of Yoga and Naturopathy and to promote and assist institutions of research for the study of diseases, their prevention, causation and remedy;

(e) Prepare, print, publish and exhibit any papers, posters, pamphlets, periodicals and books for furtherance of the objects of the Central Council and to contribute to such literature;

(f) Offer prizes and grant of scholarships, including travelling scholarships in furtherance of the objects of the Central Council;

(g) Grant accreditation to organizations for conducting courses in Yoga and Naturopathy;

(h) Grant registration to the practitioners of Yoga and Naturopathy. It provides approval to start and run the programs in the field of Yoga and Naturopathy with the levels of Under Graduate Degrees like BNYS.

2.6.13 Central Council of Homeopathy (CCH) is a Statutory Body under the Ministry of AYUSH. It provides approval to start and run the programs in the field of Homeopathy with the levels of Under Graduate Degrees, Post Graduate Degrees etc., like BHMS, MD (Hom) etc.

2.6.14 UGC Distance Education Bureau is in charge of regulating Distance Education in India. The Open and Distance Learning (ODL) Education system are in National Open University (e.g. IGNOU), State Open Universities and Distance Education Institutions (DEIs) / Directorate of Distance Education (DDEs). As on date, June 2020, there is one National Open University i.e., Indira Gandhi National Open University, there are 13 State Open Universities, and there are 194 Directorates (DEIs/DDEs).

(Source:https://mhrd.gov.in/regulatory-bodies)

Apart from the aforementioned statutory regulatory bodies, there are some other regulatory bodies which regulate the respective professional Higher Education program(s) in the country.

Chapter – 3

NAAC Assessment and Accreditation Process and Accreditation Institutions in Uttarakhand -An Overview

Every year NAAC assesses hundreds of Universities and Autonomous / Affiliated Colleges all over the country. The purpose of this Chapter is to present the process of NAAC Assessment and Accreditation (A&A) along with the changes made therein from time to time. The contents of this chapter are presented in four parts:

- NAAC Assessment and Accreditation Process from 1995-2020,
- Revised Accreditation Framework (RAF-July 2017),
- Process of Assessment and Accreditation,
- Accreditation Institutions in Uttarakhand -An Overview

3.1 NAAC Assessment and Accreditation Process from 1995-2020

Since its beginning in 1995 (when the grading was limited to Accredited and Not Accredited system), NAAC's process of Assessment and Accreditation has undergone changes at least twice before the current 4 point grading system as presented in Tables 3.1 (a), 3.1 (b) and 3.1 (c). While the overall weightages in the new methodology and grading system remain the same, inclusion of micro aspects and assigning weightage to these aspects has been the new introduction. Key Aspect based Assessment is expected to reduce subjectivity in the process of Assessment and Accreditation. The different grading systems followed by NAAC Cover years are given below:

Table 3.1 (a) Grading According to the Star System (1998-2002)

Grade	Weighted Score in % (upper limit exclusive)
A*****	>=75
A****	70 - 75

A***	65 - 70
A**	60 - 65
A*	55 - 60

Table 3.1(b) Grading According to Nine – point Scale (2002-2007)

Grade	Weighted Score in % (upper limit exclusive)
A++	95 - 100
A+	90 - 95
A	85 - 90
B++	80 - 85
B+	75 - 80
B	70 - 75
C++	65 - 70
C+	60 - 65
C	55 - 60

Table 3.1 (c) Four Grading According to the Cumulative Grade Point Average (CGPA) Grading System (2007-2016)

Letter Grade	Range of CGPA	Performance Descriptor
A	3.01 - 4.00	Very Good (Accredited)
B	2.01 - 3.00	Good (Accredited)
C	1.51 - 2.00	Satisfactory (Accredited)
D	<1.50	Unsatisfactory (Not Accredited)

Table 3.1 (d) Grading System (from 1st July 2016 to March 2018)

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.76 - 4.00	A++	Accredited
3.51 - 3.75	A+	Accredited
3.01 - 3.50	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
<= 1.50	D	Not accredited

3.1.1 After several rounds of discussion with experts and stakeholders, NAAC has arrived at an evaluation framework consisting of seven criteria for Assessment and Accreditation Process (A&A). They are the following:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Organization and Management
7. Healthy Practices

3.1.2 From 1st April 2007, the aforementioned seven criteria and the grading pattern have been modified. From 1st April 2012, changes were also made with respect to the content (Key Aspects) and in the weightages given to each criterion. The details of the modified seven criteria and their weightages are available on the NAAC website (www.naac.gov.in).

The outcome of the A&A process includes both qualitative and qualitative reports. The confidential score sheets form the quantitative reports and the Peer Team Reports (PTR) form the qualitative reports. The PTRs usually consist of three sections; (i) Introduction, giving the

scope of work, brief history and profile of the institution, (ii) Criteria Wise Analysis, detailing the criterion specific achievements and strengths and weakness in the institution under Assessment; and (iii) Overall Analysis, as the concluding section with the recommendations of the Peer Team.

The PTR attempts to illustrate an institution - its strengths, weakness and suggestions or directions for improvement and to move ahead in its quest for quality. It seeks to map the Institution's short term as well as long term goals. Further, it shows the broad National and Global arena in which it has to compete (with others) in its pursuit of excellence. Though the new reporting format comprises of the same major headings of the previous format, it is more specific and stresses on reporting all the attributes of the institutions (the strengths and the weaknesses). NAAC is also working actively towards formulating a corpus of best practices that are being evolved Nationally in the working of many institutions, and a target framework of these, will be immensely useful to individual institutions and Higher Education management as a whole.

3.1.3 Revised Criteria and Evaluation Matrix

The details of the various criteria and the differential weightage allocated to these criteria for various categories of institutions are summarized in Table 3.2 (a), 3.2 (b), and 3.2(c).

Table 3.2 (a) The seven criteria evaluation matrix adopted up to March 2007

	Criteria	University	Autonomous College	Affiliated College
C-I	Curricular Aspects	15	15	10
C-II	Teaching-Learning and Evaluation	25	30	40
C-III	Research, Consultancy and Extension	15	10	05
C-IV	Infrastructure and Learning Resources	15	15	15
C-V	Student Support and Progression	10	10	10
C-VI	Organization and Management	10	10	10
C-VII	Healthy Practices	10	10	10
Total		**100**	**100**	**100**

Table 3.2 (b) The seven criteria evaluation matrixes adapted from April 2007 to March 2012

	Criteria	University	Autonomous College	Affiliated College
C-I	Curricular Aspects	150	100	50
C-II	Teaching-Learning and Evaluation	250	350	450
C-III	Research, Consultancy and Extension	200	150	100
C-IV	Infrastructure and Learning Resources	100	100	100
C-V	Student Support and Progression	100	100	100
C-VI	Governance and Leadership	150	150	150
C-VII	Innovative Practices	50	50	50
Total		**1000**	**1000**	**1000**

The colleges in the affiliating system have little freedom to make or effect changes in the curriculum. Therefore, the Universities get a greater weightage (150) in Curricular Aspects. Here, teaching-learning is backed by Research, Consultancy and Extension while in colleges there is no scope for these activities. Therefore, colleges have a larger score for 'Teaching-Learning and Evaluation', while having a lesser score for 'Research, Consultancy and Extension'. The Universities have greater weightage in that area. The weightage in the rest of the criteria are the same for both. The second and third criteria are the most important ones for colleges and these are the areas where they need to work the hardest. 'Student Support and Progression' reflect the success of both academic and administrative support services extended by the institution to ensure wholesale campus life for student community. 'Infrastructure and Learning Resources' need long term planning and organization. Colleges seldom show interest in such investment, improvisation and innovation. However, there is still some scope where they can add, invent, innovate and enrich and these are appropriately considered while deciding the weightages and also under criteria Innovative Practices.

Table 3.2 (c) The seven criteria evaluation matrixes adapted from April 2012 to 2017

	Criteria	University	Autonomous College	Affiliated College
C-I	Curricular Aspects	150	150	100
C-II	Teaching-Learning and Evaluation	200	300	350
C-III	Research, Consultancy and Extension	250	150	150
C-IV	Infrastructure and Learning Resources	100	100	100
C-V	Student Support and Progression	100	100	100
C-VI	Governance, Leadership and Management	100	100	100
C-VII	Innovative and Best Practices	100	100	100
Total		**1000**	**1000**	**1000**

3.2 Revised Accreditation Framework (RAF-July 2017)

3.2.1 Introduction

Now, NAAC is not undertaking program Accreditation or departmental Accreditation. NAAC has revised its Assessment framework in July 2017 by introducing Quantitative and Qualitative aspects in the Assessment process so as to reduce the subjectivity and to increase more objectivity. Till June 2020, NAAC has announced the results of 71 Universities, 122 Autonomous Colleges, 920 Affiliated PG and above Colleges, 393 Affiliated UG Colleges, 2 Dental Colleges, 2 Pharmacy Colleges as accredited in the Revised Accreditation Framework. (Source: Accreditation Status available on NAAC website)

Upon receiving the feedback from stakeholders and after analyzing the performance of accredited General Universities, Autonomous Colleges and Affiliated Colleges (including UG and PG), NAAC has modified the weightages and metrics so as to make the Accreditation more robust and beneficiary to the institutions.

The Higher Educational Institutions which submit their IIQAs on or after January 1st, 2020 will be allowed to submit their SSRs by using the manuals, data templates, standard operating procedures etc. revised w.e.f. 1st January 2020.

3.2.2 Eligibility Criteria and Units of Assessment

HEI that has a record of at least two batches of students graduated or been in existence for six years, is eligible to apply for NAAC Assessment and Accreditation. However, Colleges which got the autonomy for the first time by University Grants Commission, such Colleges shall become eligible only after completion of 5 years and 6 months as Autonomous College.

Apart from the above mentioned, the following types of Colleges are also eligible for A & A process of NAAC:

(i) Colleges which are affiliated to a University, that University must be recognized by UGC for the purpose of affiliation;

(ii) Colleges which are not affiliated to a University, but offering programmes recognized by Statutory Professional Regulatory Councils and have been recognized by Association of Indian Universities (AIU) or other such Government agencies concerned, as equivalent to a degree programme of a University.

NAAC has developed number of manuals suits to specific type of Institution and basing on the disciplines, programmes, levels of programs offered at the institution.

3.2.3 Manuals for Universities and University level institutions: (i) Universities; (ii) Dual Mode Universities, if the University offers both regular and distance mode programs; (iii) Health Science Universities, if the University is having more than 60% of departments offering Health Sciences related Programs; (iv) Open Universities; (v) Sanskrit universities.

3.2.4 Manuals for Colleges: (i) Autonomous Colleges; (ii) Affiliated / Constituent Colleges – Metrics in SSR differs for Colleges offers only UG programs and Colleges offers PG and above programs; (iii) Teacher Education Colleges, if the College is offering more than 50 % of programs related to Teacher Education / Physical Education / Special Education. Also, if the College is offering 50% or more number of programs are professional programs then the college will be considered as professional college and hence the fee for SSR will be different with that of General Colleges.

3.3 Process of Assessment and Accreditation

NAAC assesses the HEIs through 7 criteria viz., (i) Curricular Aspects; (ii) Teaching-learning & Evaluation; (iii) Research, Innovations & Extension; (iv) Infrastructure & Learning Resources; (v) Student Support & Progression; (vi) Governance, Leadership & Management; and (vii) Institutional Values & Best Practices. Each criterion is divided into Key indicators and these Key indicators contains Quantitative Metrics and Qualitative Metrics. Each Metrics

has been assigned a weightage according to its importance. The Metrics, Weightages, Benchmarks differs according to the manual type and the type of the HEI. Scores for Qualitative Metrics will be assigned by mutual agreement of all peer team members during the on-site visit. But the scores for Quantitative Metrics will be assigned basing on the response calculated for the metric and benchmarks fixed for that particular metric. The response will be calculated basing on the input given by the HEI and as finalized by Data Validation and Verification (DVV) Partner. As of now, benchmarks are confidential with NAAC. The score for Student Satisfaction Survey will be considered after completion of the survey. The weighted scores for all metrics of SSR will be evaluated so as to get the final CGPA and Grade for the HEI.

3.3.1 Registration Process

HEI which would like to apply for A & A process or those who want to submit AQARs, has to register with NAAC. All the details have to be filled in registration form. HEI has to provide name, AISHE code, Institutional email address, earlier accreditation status and details of earlier accreditation and the validity period (if applicable).

An auto-generated email will be sent along with the login credentials to the registered email address and the link has to be activated within 7 days to create a dedicated HEI portal in which the submission of applications, payments, status of applications, providing clarifications in respect of applications, getting clarifications to the queries (if any) etc., can be made and available for easy access.

3.3.2 IIQA Application

For the process of Assessment and Accreditation, initially HEI has to submit *Institutional Information for Quality Assessment (IIQA)* which includes basic and academic information for on-going academic year along with all necessary documents. If the IIQA is approved, the *Self Study Report* has to be submitted within 45 days from the date of acceptance of IIQA. If the IIQA is rejected then HEI can submit IIQA again without paying the fee within one year. In case of rejection of first application, the HEI gets two more chances to re-submit IIQA within a period of one year.

3.3.3 Self-study Report Submission

Once the IIQA is approved, the *Self-study Report* has to be submitted along with all the templates, supporting documents, students' details and 50% of fee for SSR be submitted within 45 days from the date of acceptance of IIQA failing which the fee paid for IIQA and SSR will be forfeited and can apply again starting from IIQA along with the fee. There is a provision to choose some Quantitative Metrics as non-applicable metrics in the SSR so that

while evaluating the CGPA and Grade, the non-applicable metrics chosen by HEI will not be considered. As of now, this provision is made only for Autonomous and Affiliated / Constituent Colleges only.

3.3.4 Data Validation and Verification (DVV) Process

The inputs provided in the Extended profile and Quantitative Metrics will be verified by an external professional agency identified by NAAC called DVV partner. DVV partner will verify all the templates, documents uploaded, links provided in SSR and also the external web sources. If any discrepancy is found in the inputs provided in SSR, queries will be sought by DVV partner on the HEI portal only. HEI has to provide clarification(s) to all those queries within the stipulated timelines along with additional supporting document(s)/information as sought by the DVV partner. Failing which the HEI will be declared as "Non Compliance to DVV" and as a result the fee paid for IIQA and SSR will be forfeited. Such HEIs shall re-apply for A & A process of NAAC only after one year of cooling period by submitting the IIQA and SSR afresh along with requisite fee. The inputs for extended profile questions and quantitative metrics, where the queries have been raised, will be updated as finalized by DVV partner and available in the updated SSR. It also contains an annexure i.e., a deviation report which specifies the inputs before DVV clarification and after DVV clarification along with the remarks.

3.3.5 INFLIBNET Input and Review with regard to Bibliometrics of Publications

The initial input for two metrics related to Bibliometrics of publications during the last five calendar years based on average citation index and h-index of the institution will be provided and validation will also be done by INFLIBNET. Institution may raise objections / provide comments within 15 days from the date of receipt of receiving email / intimation on HEI portal regarding the data and responses provided by INFLIBNET. INFLIBNET will finalize and decide whether to accept / consider or to change the data and responses for two metrics after completion of stipulated timeline provided to Institution.

3.3.6 Pre-Qualifier

HEI which scores at minimum 25% in the Quantitative Metrics excluding the score for Student Satisfaction Survey, will be declared as Pre-Qualified for Peer Team Visit. Such HEI has to complete the peer team visit process within 3 months from the date of declaration of Pre-Qualification.

3.3.7 Student Satisfaction Survey (SSS)

This is a vital component in the A & A process of NAAC which captures the students' feedback for 20 objective questions and 1 subjective question on teaching learning process. The

students will receive an autogenerated email which contains link for providing the online feedback. This survey has to be completed within 30 days after the submission of SSR. The minimum target response will be either 10% of students or 100 students (in case of Colleges) and 500 students (in case of Universities), whichever is less, then the survey will be considered as successful and the score will be calculated. If the minimum target response is not achieved even after 30 days from the date of initiation of survey, the score for this metric on Student Satisfaction Survey will be considered as Zero.

3.3.8 Peer Team Visit

It is conducted for assessing the Qualitative aspects of Self Study Report by renowned academicians across the Country. It has significance and impact of various processes of Academic activities, administrative procedures of the Institution. Aspects which cannot be Quantified and evaluated, those Qualitative aspects will be verified, validated and evaluated by the peer team which is constituted by NAAC. They will visit the HEI and evaluate Qualitative Metrics and provide scores for them on the portal. They prepare and submit the peer team report on criterion wise analysis. The Peer Team Report provides (i) Analysis of various Qualitative aspects; (ii) it plays a major role in identifying the Strengths, Weaknesses, Opportunities and Challenges along with recommendations to improve the Quality Standards in the HEI; (iii) Suggestions for Improving Quality in Academic and Administrative procedures of the Institution.

3.3.9 Criteria and Weightages

NAAC has identified a set of seven criteria to serve as the basis of its Assessment procedures. NAAC has categorized Higher Educational Institutions into three major types (University, Autonomous College, and Affiliated/Constituent PG, and UG, College) and have assigned different weightages to these criteria under different key aspects based on the functioning and organizational focus of the three types of HEIs.

Key Indicators and Weightages

Table 3.3 The seven criteria evaluation matrix adopted from July 2017(RAF)

	Criteria	University	Autonomous College	Affiliated College (PG)	Affiliated College (UG)
C-I	Curricular Aspects	150	150	100	100
C-II	Teaching-Learning and Evaluation	200	300	350	350
C-III	Research, Consultancy and Extension	250	150	120	110

C-IV	Infrastructure and Learning Resources	100	100	100	100
C-V	Student Support and Progression	100	100	130	140
C-VI	Governance, Leadership and Management	100	100	100	100
C-VII	Innovative and Best Practices	100	100	100	100
Total		**1000**	**1000**	**1000**	**1000**

(With effect from January, 2020)

3.3.10 Grading

Institutions are graded for each Key Aspect under four categories, viz. A, B, C and D, denoting 'Very good', 'Good', 'Satisfactory' and 'Unsatisfactory' levels respectively. The summated score for all the key aspects under a particular criterion is then calculated with the appropriate weightage applied to it and the GPA is worked out for the Criterion. The Cumulative GPA (CGPA), which gives the final Assessment Outcome, is then calculated from the seven GPAs pertaining to the seven criteria, after applying the prescribed weightage to each Criterion.

Table 3.4 Range of Institutional Cumulative Grade Point Average (from March 2018)

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51 - 4.00	A++	Accredited
3.26 - 3.50	A+	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
<= 1.50	D	Not accredited

Advantages of CGPA

- Letter grades converted to Numerical Grade Points (and overall score is represented as Cumulative Grade Point Average).
- Qualitative measurements converted to grade points.
- Wider scope for normalizing the scores.
- Extreme biases (if any) could be minimized.
- A one-point difference between two letter grades, with 50 or 100 points assigned between two successive letter grades results in appreciable fine-tuning of the process.
- Relative evaluation is more exact, due to a reduction in variations and standard deviations.
- Inter-Peer Team variations are substantially reduced.
- With scare scope for adjustment at any stage, the peer team judgment is more accurate.

3.3.11 Validity of Accreditation

The accredited status of NAAC is valid for five years and if a HEI secures highest grade in two consecutive cycles then the validity of next cycle Accreditation will be for seven years. If a HEI secures D grade, then it has to apply for A & A process after one year of cooling period starting from IIQA.

3.3.12 Accreditation for Next Cycle

HEIs may submit IIQA during the last six months of validity of Accreditation period with a condition that at least four years AQARs have to be mandatorily submitted to NAAC.

3.3.13 Appeal Process

If the HEI is not satisfied with CGPA and Grade awarded, it may appeal to NAAC by submitting their grievances through "Intent of Appeal" within 15 days and online Appeal Proforma through HEI portal within 45 days from the date of declaration of results.

3.3.14 Re-assessment

If the HEI wants to make an improvement in CGPA and Grade, it may apply again for A & A process for the same cycle only once after 1 year and before 3 years from the date of declaration of results.

3.3.15 Annual Quality Assurance Report

After first cycle of accreditation, starting from the year of Accreditation, for every academic year, Annual Quality Assurance Reports (AQARs) have to be submitted online through HEI portal to NAAC to ensure continuous quality improvement in the HEI.

3.3.16 Assessment Outcome

The final result of the Assessment and Accreditation exercise will be an ICT based score, which is a combination of evaluation of qualitative and quantitative metrics. This will be compiled as a document comprising three parts.

3.3.17 Peer Team Report

- Section 1: Gives the general information of the institution and its context.
- Section 2: Gives a criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a qualitative, descriptive Assessment report based on the Peer Team's critical analysis presenting strengths and weaknesses of HEI under each Criterion.
- Section 3: Presents an overall analysis which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.
- Section 4: Records recommendations for quality enhancement of the institution (not more than 10 major ones).

3.3.18 Graphical representation based on Quantitative Metrics (QnM)

This part will be a System Generated Quality Profile of the HEI based on statistical analysis of quantitative indicators in the NAAC's QIF (Quality Indicator Framework). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

3.3.19 Institutional Grade Sheet

Contains the institutional grade sheet which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by software.

The above three parts will together form "NAAC Accreditation Outcome" document. It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.

3.3.20 Accreditation Status

The weighted scores for all Quantitative Metrics and Qualitative Metrics will be calculated after DVV process, SSS process and Peer Team Visit so that final Cumulative Grade Point Average will be evaluated along with the Grade. The Assessment Outcome Document contains variety of graphs which depicts the performance of HEI in various Key indicators, metrics, criteria etc. along with the Institutional Grade Sheet.

3.3.20.1 Institutional Accreditation

University: University Central Governance Structure along with all the Undergraduate and Postgraduate Departments.

College: Any College (Affiliated, Constituent or Autonomous) with all its departments of studies.

3.3.20.2 Department Accreditation

- Any Department/school/centre of the University.
- Presently, NAAC is undertaking only institutional accreditation. Experts groups have been constituted to work on Program Accreditation.

3.4 Accreditation Institutions in Uttarakhand -An Overview:

As on June 2020, out of total 36 Universities, 8 Universities and out of total 395 colleges, 55 Colleges have been accredited in the state. For the analysis purpose, 08 Universities and out of 55 accredited colleges, 39 colleges have been taken for the analysis purpose as per CGPA score which is available on NAAC website. The data-both quantitative and qualitative - has been collected from PTRs and SSRs, Annual Quality Assurance Reports and other materials available from NAAC. While carrying out the qualitative analysis, under each criterion, will be the focus of study / analysis.

3.4.1 Procedure/Methodology of Analysis and Format of the Report

In this report, both quantitative and qualitative techniques (based on the recommendation, etc. as mentioned in each peer team report) have been applied for analysis. The criterion wise scores and overall weighted scores are taken as comparable data for quantitative analysis. For the convenience of analysis and to get a comparable picture, the accredited institutions are grouped into (i) Universities and (ii) Colleges. Colleges are further grouped into clusters based on the following criteria:

1. CGPA (on the basis of Grades scored by the colleges)
2. Types of colleges (Government & Government-aided Colleges, and Self–financed Colleges)
3. Gender (Co-educational Colleges and Women Colleges)
4. Region (Rural Colleges, Urban Colleges and Semi-urban)

Table 3.5 List of Universities Accredited as on June 2020

Sl. No.	Name of the University	CGPA	Grade	Cycle	Accreditation date	Validity Period
1	Graphic Era University, 566/6, Bell Road, Clement Town; Dehradun - 248002, Uttarakhand	3.23	A	1	16-11-2015	15-11-2020
2	Gurukula Kangri Vishwavidyalaya, P.O. Gurukula Kangiri Haridwar, Uttarakhand	3.13	A	2	16-11-2015	15-11-2020
3	Hemvati Nandan Bahuguna Garhwal University, Badrinath Road, Srinagar (Garhwal), Pauri – 246174	3.11	A	2	29-03-2016	28-03-2021
4	Kumaun University, Sleepy Hollow, Nainital - Kaladungi Road, Ayarpatta, Nainital, Uttarakhand-263001	3.04	A	2	19-02-2016	18-02-2021
5	Dev Sanskrit Vishwavidyalaya Gayatrikunj-Shantikunj, Haridwar – 249411	2.8	B	1	14-09-2015	13-09-2020
6	University of Petroleum and Energy Studies Energy Acres, Po Bidholi Via Prem Nagar, Dehradun	2.79	B	1	25-10-2013	24-10-2018
7	Doon University Ajabpur, Kedarpur, Mothrowala Road, Dehradun	2.77	B++	1	22-02-2017	21-02-2022
8	Uttarakhand Sanskrit University, National Highway-58 Bahadrabad, Haridwar	1.83	C	1	16-08-2018	15-08-2023

The above table contains the details of all the Universities (total 8 in number) that have been accredited in Uttarakhand. Out of 8 accredited Universities, 7 Universities have valid Accreditation and 1 is not having valid Accreditation. For the purpose of this study, only 08 Universities have been considered. A detailed analysis of all Universities can be found in chapter 4 of this report.

Table 3.6 List of Colleges with Valid/Expired Accredited as on June 2020

As per below table the list out of 39 colleges, 25 colleges have valid accreditation and 14 colleges have expired accreditation status.

Sl. No.	Name of the University	CGPA	Grade	Score	Accreditation date	Validity Period
1	Shri Guru Ram Rai (P.G.) College, Dehradun	3	A	3.04	29-03-2016	28-03-2021
2	Indira Priyadarshi Govt. Girls PG College of Commerce Haldwani (Nainital)	2	B++	2.92	26-11-20192	5-11-2024
3	Gaurav Bharati Shiksha Sansthan Sardar Bhagwan Singh Post Graduate Institute of Biomedical Sciences and Research, Balawala, Dehradun	1	B	2.9	15-06-2009	14-06-2014
4	Sardar Bhagat Singh Govt Post Graduate College, Rudrapur (Udham Singh Nagar)	2	B	2.86	14-09-2015	13-09-2020
5	College of Basic Sciences and Humanities, Pant Nagar, Udham Singh Naga	1	B	2.85	29-01-2009	28-01-2014
6	P.N.G. Government P.G. College Ramnagar (Nainital)	2	B	2.83	08-01-2020	07-01-2025
7	Modern Institute of Technology Dhalwala, Tehri Garhwal, Rishikesh	1	B++	2.82	15-07-2019	14-07-2024
8	Dolphin (PG) Institute of Biomedical & Natural Sciences Chakrata Road, Manduwala, Dehra Dun	1	B	2.81	16-09-2011	15-09-2016

9	Mahadevi Kanya Pathshala (P.G.) College New Road, Dehradun	2	B	2.8	01-05-2015	31-04-2020
10	Veer Shaheed Kesari Chand Rajkiya Snatkottar Mahavidyalaya, Dakpathar (Vikasnagar) Dehradun	1	B+	2.77	05-01-2013	31-04-2018
11	R.C.U Government P.G College Uttarakhand, Uttarkashi, Vishwanath Mandir marg Uttarkashi	3	B+	2.75	16-09-2011	15-09-2016
12	Government P.G.College Dwarahat, Almora	2	B	2.7	19-01-2016	18-01-2021
13	Pt. Lalit Mohan Sharma Government Post Graduate College (Autonomous), Haridwar Road, Rishikesh – Dist. Dehradun	2	B	2.7	28-03-2017	27-03-2022
14	S.V. Government PG College Lohaghat, Dist: Champawat	2	B+	2.66	05-01-2013	04-01-2018
15	Government P.G. College Narayan Nagar, Dist. Pithoragarh	1	B+	2.61	15-11-2015	14-11-2020
16	Patrician College of Education Rajpur Road, (S.J.A.), Dehradun	1	B	2.56	05-01-2013	04-01-2018
17	Government P.G. College New Tehri-249001 (Tehri Garhwal), Uttarakhand	1	B	2.55	04-03-2019	03-03-2024
18	Sri Sanathan Dharam Prakash Chand Kanya Snatkottar Mahavidyalaya, Roorkee	1	B	2.53	08-07-2013	07-07-2018

19	Kumaun Keseri Pt B.D. Pandey, Government Post-Graduate College, Bageshwar, Uttarakhand	2	B	2.51	04-03-2019	03-03-2024
20	D. A. V. (P.G.) College Udham Singh Nagar, Pant Nagar, Dehradun	2	B	2.46	03-03-2015	02-03-2020
21	D.B.S. (P.G.) College Dehradun, Uttarakhand, Dehradun	3	B	2.45	02-05-2017	01-05-2022
22	Government Degree College Jaiharikhal, Lansdown	2	B	2.43	09-08-2019	08-08-2024
23	Laxman Singh Mehar Govt. Post Graduate College District-Pithoragarh, Uttarakhand	1	B	2.42	03-03-2015	02-03-2020
24	Government P.G. College Ranikhet, Distt. Almora	2	B	2.37	05-05-2014	04-05-2019
25	B. S. M. P. G. College Roorkee – Dist.Haridwar	1	B	2.35	21-02-2014	20-02-2019
26	S.P. Memorial B.Ed College Bhagtyana, Srinagar-Pauri Garhwal Dist	1	B	2.18	15-07-2019	14-07-2024
27	Chinmaya Degree College BHEL, Ranipur, Haridwar	2	B	2.15	27-03-2011	26-03-2016
28	Government Post Graduate College, Perinat, District Pithoragarh, Uttarakhand	2	B	2.09	01-05-2015	30-04-2020
29	Dr. P.D.B. Himalayan Government Post Graduate College, Kotdwar- Dist. Pauri Garhwal	1	B	2.07	19-01-2016	18-01-2021

30	Radhey Hari Government P.G.College, Kashipur, District Udham Singh Nagar	3	B	2.05	23-03-2013	22-03-2018
31	Droan B.Ed. College Chakrata Road, Manduwala, Dehradun	1	B	2.04	30-10-2017	29-10-2022
32	Mahila Vidyalaya Degree College Satikund, Kankhal Haridwar	1	B	2.03	30-11-2018	29-11-2023
33	Uttaranchal College of Education Khurd, Dehradun, Uttarakhand	1	B	2.03	30-10-2017	29-10-2022
34	A. P. B. Government Post Graduate College, Agastyamuni, Rudraprayag	2	B	2.02	02-05-2017	01-05-2022
35	Moti Ram Babu Ram Government P G College, Bhotia Paraw, Nainital Road, Haldwani	3	B	2.02	30-10-2017	29-10-2022
36	Government Degree College Manila – 263 667, Almora	2	B	2.01	05-11-2016	04-11-2021
37	R.M.P. (P.G.) College Gurukul Narsan, Haridwar	1	C	1.86	05-11-2016	04-11-2021
38	Hemwati Nandan Bahuguna Government Degree College Khatima,U.S Nagar	2	C	1.82	08-07-2013	07-07-2018
39	Government Degree College Sylde, Almora	2	C	1.67	08-01-2011	07-01-2016

Table 3.7 CGPA Range-wise Distribution of Accredited Institutions of Uttarakhand

CGPA Range	Number of Universities	Number of Colleges	Total
1.51 to 2.00	1	3	4
2.01 to 2.50	-	17	17
2.51 to 2.75	-	9	9
2.76 to 3.00	3	9	9
3.01 to 3.25	4	1	5
Total	**8**	**39**	**47**

Table 3.8 University-wise Number of Affiliated Accredited Colleges

Sl. No.	Name of the Affiliating University	Validity (Continuing)	Validity (Expired)	Total
1	G.B. Pant University	0	1	1
2	Hemwati Nandan Bahuguna Garhwal University	11	8	19
3	Kumaun University	12	4	16
4	Sri Dev Suman Uttarakhand Vishwavidyalaya	2	0	2
5	Uttarakhand Technical University	0	1	1
Total		**25**	**14**	**39**

From the above Table 3.8 University-wise number of affiliated colleges with valid accredited 25 and 14 colleges have validity expired.

Table 3.9 CGPA-wise Number of Affiliated Colleges

Affiliating University Name	CGPA Range					Total
	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	
G.B. Pant University Hemwati Nandan	0	0	0	1	0	**1**
Bahuguna Garhwal University	1	9	4	4	1	**19**

Kumaun University	2	7	4	3	0	**16**
Sri Dev Suman Uttarakhand Vishwavidyalaya	0	1	1	0	0	**2**
Uttarakhand Technical University	0	0	0	1	0	**1**
Total	**3**	**17**	**9**	**9**	**1**	**39**

Table 3.10 CGPA Range-wise Distribution of Universities

CGPA Range	Number of Universities	Percent
1.51 - 2.00	1	12.5
2.76 - 3.00	3	37.5
3.01 - 3.25	4	50.0
Total	**8**	**100.0**

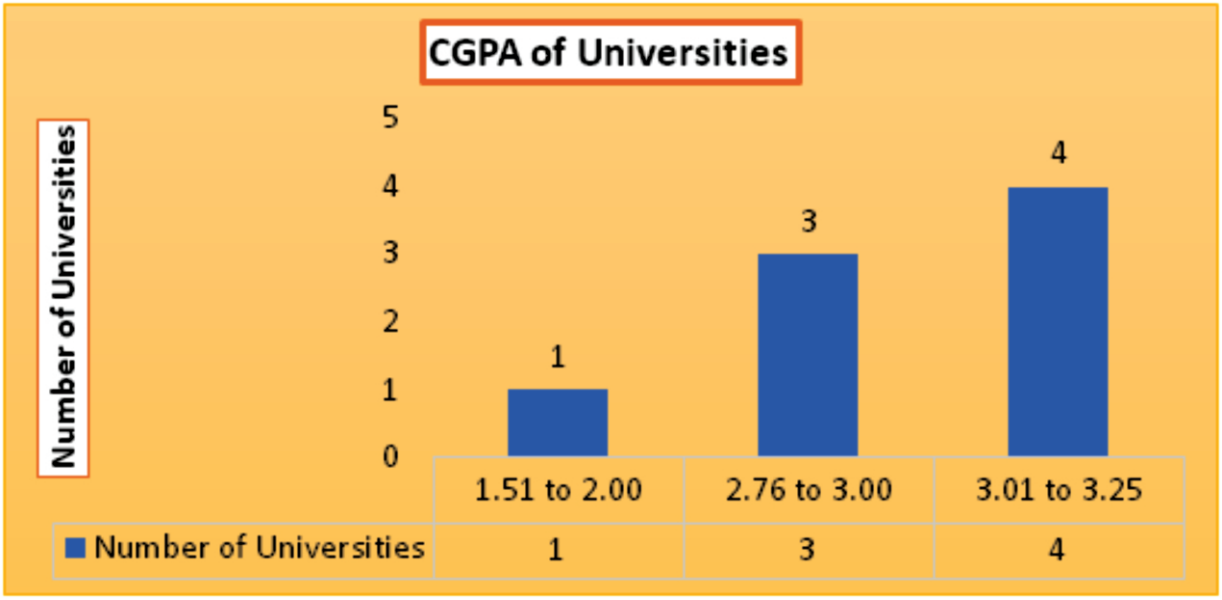


Fig: 3.1: CGPA Range-wise Distribution of Universities

From the above Table 4 Universities having CGPA range 3.01 to 3.25, 3 Universities CGPA range 2.76 to 3.00 and only one University CGPA range 1.51 to 2.00.

Table 3.11 CGPA Range-wise Distribution of Colleges

CGPA Range	Number of Colleges	Percent
1.51 - 2.00	3	7.7
2.01 - 2.50	17	43.6
2.51 - 2.75	9	23.1
2.76 - 3.00	9	23.1
3.01 - 3.25	1	2.6
Total	**39**	**100.0**

From the above Table majority of colleges having (17) CGPA range 2.01 to 2.50 and 9 colleges having CGPA range 2.51 to 2.75 and 2.76 to 3.00, 3 colleges having CGPA range 1.51 to 2.00 and only one college having CGPA range 3.01 to 3.25

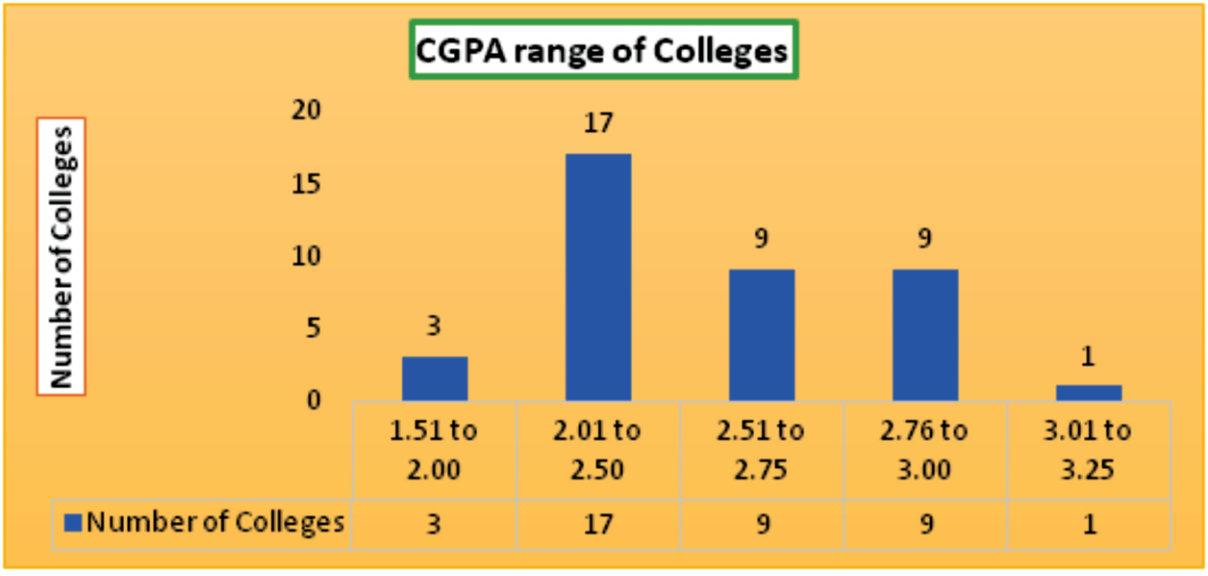


Fig. 3.2: CGPA Range-wise Distribution of Colleges

Table 3.12 CGPA-wise Distribution of Government and Grant-in-aid Colleges and Self-financed Colleges of Uttarakhand

CGPA Range	Source of Funding (Govt / Grant-in-aid/Private)			Total
	Government	Grant-in-aid	Private	
1.51 - 2.00	2	1	0	**3**
2.01 - 2.50	8	3	6	**17**
2.51 - 2.75	8	0	1	**9**
2.76 - 3.00	4	0	5	**9**
3.01 - 3.25	0	0	1	**1**
Total	**22**	**4**	**13**	**39**

From the above Table out of 22 Government colleges majority of college having CGPA range 2.01 to 2.50 and 2.51 to 2.75. Out of 4 Grant-in-aid colleges, 3 colleges having GCPA range 2.01 to 2.50. Out of 13 private, majority of colleges having CGPA range 2.01 to 2.50 and 2.76 to 3.00

Table 3.13 CGPA-wise Distribution of Rural Colleges and Urban Colleges of Uttarakhand

CGPA Range	Location			Total
	Rural	Semi-urban	Urban	
1.51 - 2.00	1	1	1	**3**
2.01 - 2.50	6	3	8	**17**
2.51 - 2.75	3	4	2	**9**
2.76 - 3.00	0	1	8	**9**
3.01 - 3.25	0	0	1	**1**
Total	**10**	**9**	**20**	**39**

From the above table, out of 10 rural colleges majority of colleges having GCPA range 2.01 to 2.50, out of 9 semi-urban colleges majority of colleges having GCPA range 2.51 to 2.75 and out of 20 urban colleges majority of colleges having CGPA range 2.01 to 2.50 and 2.76 to 3.00.

Table 3.14 CGPA-wise Distribution of Women Colleges and Co-education Colleges of Uttarakhand

CGPA Range	Gender (Co-ed/Women)		Total
	Co-education	Women	
1.51 - 2.00	3	0	**3**
2.01 - 2.50	16	1	**17**
2.51 - 2.75	8	1	**9**
2.76 - 3.00	7	2	**9**
3.01 - 3.25	1	0	**1**
Total	**35**	**4**	**39**

From the Table 3.14 out of 35 co-education colleges having CGPA range 2.01 to 2.50, 2.51 to 2.75 and 2.76 to 3.00. Out of 4 women colleges two colleges having CGPA range 2.76 to 3.00

Chapter – 4

Study of Quantitative Aspects of Accredited Institutions Uttarakhand

4.1 Introduction

Quantitative analysis of data, i.e. the scores provided to the institutions under various criteria and some of the data/information drawn from the Self-study Reports submitted by the institutions, has been carried out in this chapter. The statistical analysis is mainly based on the criterion wise scores overall weighted scores across all individual institutions. For the quantitative analysis, data has been collected from the NAAC website. The information regarding the names of Universities, latest cycle of Accreditation and its CGPA, Grade, GPA in each Criterion, nature of the University, type of the University etc. are considered for compiling the data of Universities. Similarly, the information pertaining to the colleges, names of colleges, latest cycle of Accreditation and its CGPA, Grade, GPA in each Criterion, source of funding to the college, location of the college, levels of programs offered, program specializations offered, etc., are considered for compiling the data of colleges.

Out of these 8 Universities, 7 are having valid Accreditation and 1 is not having valid Accreditation. All these 8 Universities are accredited in the CGPA system. Regarding the colleges, out of 55 colleges, 39 accredited colleges have been accredited in the CGPA system and the remaining are accredited in the earlier system. Out of these 39 colleges, 25 colleges are having valid Accreditation and the remaining 14 colleges are not having the valid Accreditation. The following points analysis below.

- First point is the analysis of the Universities
- Second point is the analysis of colleges
- Third point is Validity and Validity Expired of Accreditation colleges on the basis of sources of fund, location, programme, gender, specialization and affiliated colleges
- Fourth point is impact of various Sources of funding to the Colleges on scoring pattern of overall CGPA and Criterion-wise GPA
- Fifth point is impact of various locations of colleges on the scoring pattern of overall CGPA and Criterion-wise GPA

- Sixth point is analysis on the GPA basis of Sources of funding and on the basis of Location
- Seventh point is Analysis of Grade point of Colleges based on the Gender

4.2 Analysis of the Universities

There are 36 Universities in Uttarakhand, total 08 Universities, of the State, had gone for the Accreditation. Hence, analysis of these 08 accredited Universities has been carried out. Following Table 4.1 depicts the number and percentage of Universities accredited vis-a-vis total number of Universities in the State of Uttarakhand:

Table 4.1 Number and Percentage of Universities Accredited Uttarakhand

Sl. No.	Type of University	Total Number	Accredited Number	Percentage Accredited
1	Central Universities	01	01	100
2	State Universities	11	03	27
3	State Private Universities	17	02	11.76
4	Deemed Universities	3	02	66.6
5	Institute of National Importance	4	0	0
Total		36	08	22.22

Overall, around 22.22 percent of the Universities of the State are accredited. Ratio of accredited Central and Deemed Universities is 100 and 66.6 percent respectively. However, Accreditation ratio of the State Private Universities is the lowest followed by the Accreditation ratio of the State Universities.

Table 4.2 Locations and Types of Universities

Location (Urban/ Semi-urban/Rural)	State/Central/Deemed/Private				Total
	Central University	Deemed	Private University	State University	
Rural	1	0	0	1	2
Semi-urban	0	0	1	0	1
Urban	0	2	1	2	5
Total	1	2	2	3	8

Further analysis of these accredited Universities was carried out on the basis of their locations and types. Table 4.2 gives the breakup of the Universities on the basis of these two aspects. There are total 05 University in Urban locations, while there are one University in Semi-urban, and two University are in Rural areas.

Table 4.3 The following table reflects the list of Universities and their GPA in each Criterion, Overall CGPA and Grade in Accreditation

Sl. No	Name of the University	Criteria 1 Score	Criteria 2 Score	Criteria 3 Score	Criteria 4 Score	Criteria 5 Score	Criteria 6 Score	Criteria 7 Score	Overall CGPA	Grade
1	Dev Sanskrit Vishwavidyalaya	2.87	2.8	2.48	3	3	2.6	3.3	2.8	B
2	Doon University	2.33	3.05	2.8	3	2.6	2.8	2.7	2.77	B++
3	Graphic EraUniversity	3.33	2.95	3.24	3.8	3.4	2.8	3.3	3.23	A
4	Gurukula Kangri Vishwavidyalaya	3.2	3	3	3.4	3	3.3	3.3	3.13	A
5	Hemvati Nandan Bahuguna Garhwal University	3.33	3.1	2.92	3.5	3	3.1	3	3.11	A
6	Kumaun University	2.87	3.15	2.92	3	3	2.9	3.6	3.04	A
7	Uttarakhand Sanskrit University	2.47	2.79	0.71	2.6	0.68	1.62	2.18	1.83	C
8	University of Petroleum and Energy Studies Energy Acres	3	2.65	2.24	3.4	3	2.8	3.3	2.79	B

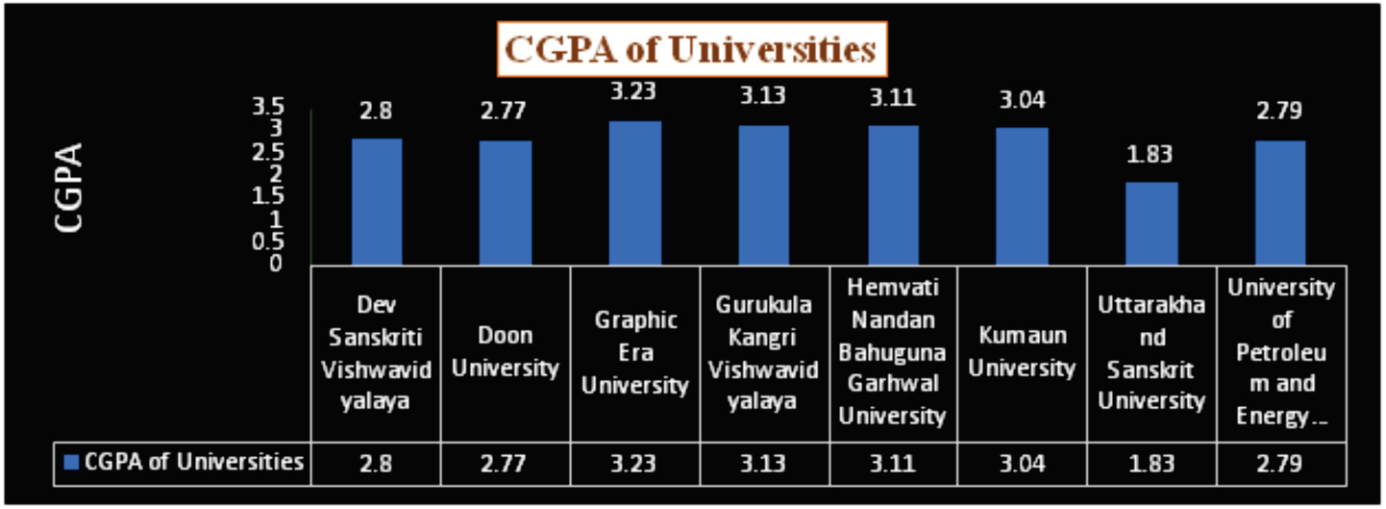


Fig. 4.1: Criterion-wise Distributions of Universities as per CGPA System

The table also depicts the Grade points obtained, by each University, under individual criterion and also the overall grade for each University. These 08 Universities have obtained grades from C to A. None of them have obtained A+ or A++ grades. Only one University has obtained 'C' grade. All other Universities have secured higher grades.

Table 4.4 The following table depicts the descriptive statistics in various criteria with regard to Universities

	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7
Minimum	2.33	2.65	0.71	2.6	0.68	1.62	2.18
Maximum	3.33	3.15	3.24	3.8	3.4	3.3	3.6
Range	1	0.5	2.53	1.2	2.72	1.68	1.42
Mean	2.925	2.9363	2.53875	3.2125	2.71	2.74	3.085
Standard Deviation	0.34936	0.1626	0.75004	0.3551	0.79291	0.46819	0.421989

These 08 Universities have secured various Grade Point Averages (GPAs) under seven different criteria. Analysis of these GPAs will give deeper insight of their performance under the seven criteria. Detailed analysis, therefore, has been carried out. For this purpose, various descriptive statistics of the GPAs like Range, Minimum value, Maximum value, mean value, and Standard Deviation of all the seven criteria have been carried out and presented in the following Table 4.4. It can be observed that there is a wide range in the values of the GPAs. There has been a range of low value of 0 .5 in Teaching-Learning and Evaluation to highest value of 2.72 in Student Support and Progression.

Highest mean GPA (3.21), by all the Universities, has been obtained in Infrastructure and Learning Resources, followed by Innovations and Best Practices (3.08), Teaching-Learning and Evaluation (2.93), and Curricular Aspects (2.92). Governance, Leadership and Management has the third lowest GPA (2.74), while Student Support and Progression has the second lowest GPA (2.71) and the last one is Research, Consultancy and Extension GPA (2.53).

It is, however, worth mentioning that as many as three criteria have minimum value lower than 2.00 and the other four have the value of more than 2.00. Maximum value for all the seven criteria is more than three.

There is large deviation between the Universities in Student Support and Progression and Teaching-Learning and Evaluation. Very less deviation in Governance, Leadership and Management and Innovations and Best Practices. Research, Consultancy and Extension, and Curricular Aspects have the least deviation.

Table 4.5 Criterion-wise and University-wise Means

Criterion	Type of University				Total
	Central	State	State Private	Deemed	
Criterion 1	3.33	2.56	2.94	3.27	**2.93**
Criterion 2	3.1	3	2.73	2.98	**2.94**
Criterion 3	2.92	2.14	2.36	3.12	**2.54**
Criterion 4	3.5	2.89	3.2	3.6	**3.12**
Criterion 5	3	2.09	3	3.2	**2.71**
Criterion 6	3.1	2.44	2.7	3.05	**2.74**
Criterion 7	3	2.83	3.3	3.3	**3.09**
Total CGPA	**3.11**	**2.55**	**2.8**	**3.18**	**2.84**

It is observed from the above table that on an average, performance of Deemed Universities is comparatively more than Central, Private and State Universities in overall CGPA. The average performance of Central Universities is more in Criteria 1, 2 and 6. Similarly, the average performance of Deemed Universities is high in Criteria 3, 4, 5 and 7. The average of overall CGPA of Deemed Universities is 3.49 and the average of overall CGPA of State Universities is 2.89.

4.3 Analysis of the Colleges

In Uttarakhand, there are more than 395 colleges. However, only 55 colleges have gone for the Accreditation in the State. Out of these 55 colleges, 39 colleges are accredited a per scores. Analysis of these 39 colleges is carried out in the analysis purpose in this section.

4.3.1 Analysis of colleges on the basis of Location

The colleges have been established in Urban, Semi-urban and Rural areas. Table 4.6 and Fig. 4.2 give the number of colleges in different locations.

Table 4.6 Locations of Colleges

Location	Number of Colleges	Percent
Rural	10	25.6
Semi-urban	9	23.1
Urban	20	51.3
Total	**39**	**100**

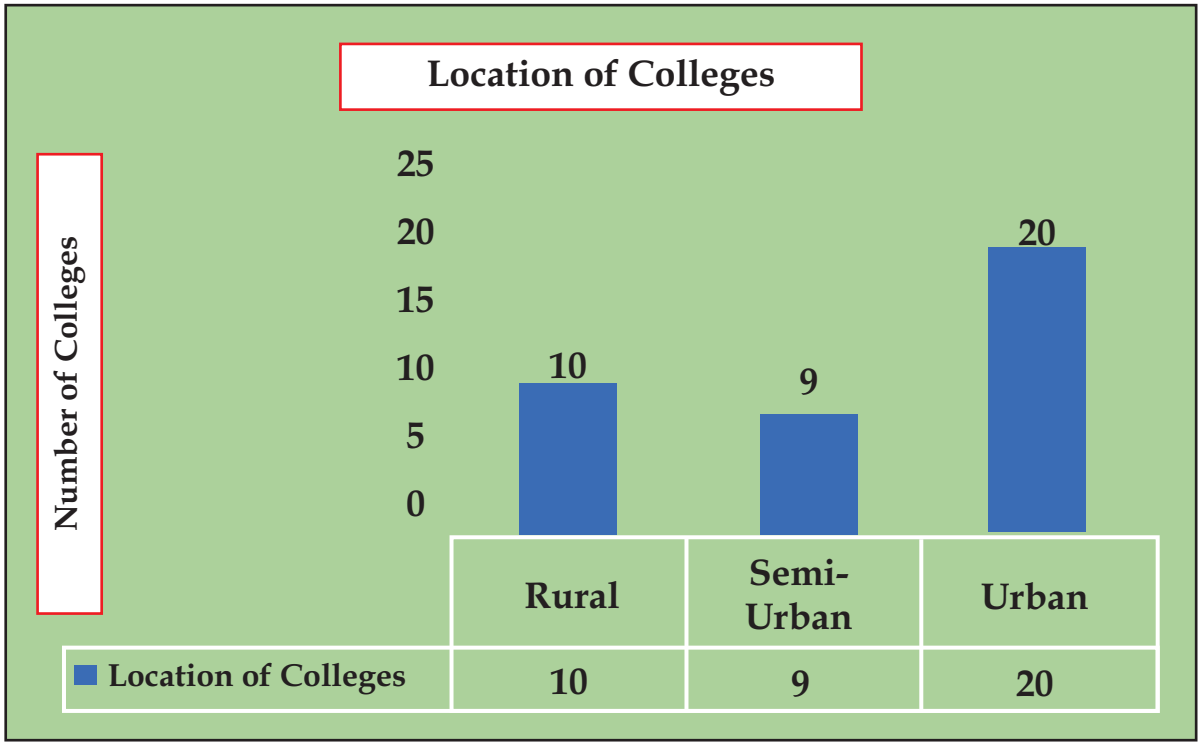


Fig. 4.2: Location of Colleges

It can be observed that 51 percent of the accredited colleges are in urban areas and the approx. 25 percent are in rural areas and 23 percent are in semi-urban.

4.3.2 Analysis on the basis of source of funding

There are three types of colleges. Government Colleges, Government-aided colleges and Self-financed colleges. The numbers of these three different types of colleges have been given in Table 4.7 and Fig. 4.3 below:

Table 4.7 Source of Funding for Colleges

Source of funding (Govt / Grant-in-aid/Private)	Number of Colleges	Percent
Government	22	56.4
Grant-in-aid	4	10.3
Private	13	33.3
Total	**39**	**100.0**

It can be observed that more than half of the colleges, which have gone for Accreditation, are Government colleges. Percentage of Grant-in-aid colleges 10.3 percent and the private colleges are around 33.3 percent.

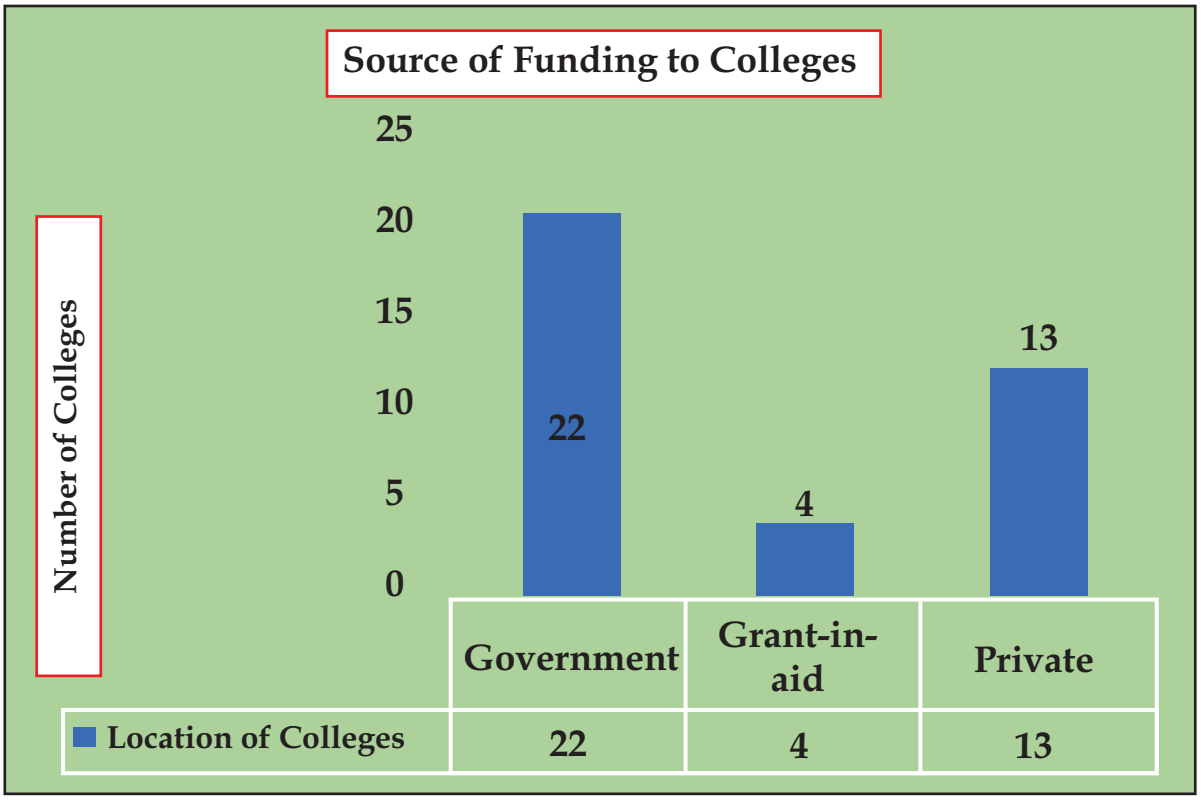


Fig. 4.3: Source of Funding to Colleges

4.3.3 Analysis based on the types of colleges

Colleges are generally offering education to both the males and females, i.e. the co-education colleges. However, there are few colleges which are offering education only to women. Table 4.8 and Fig. 4.4 give the breakup of the accredited colleges based on the co-education colleges and women colleges.

Table 4.8 Types of Colleges

Gender (Co-ed/Women)	Number of Colleges	Percent
Co-education	35	89.7
Women	4	10.3
Total	39	100.0

It can be observed that around 89.7 percent of the accredited colleges are co-education colleges, while around 10.3 percent are all women colleges.

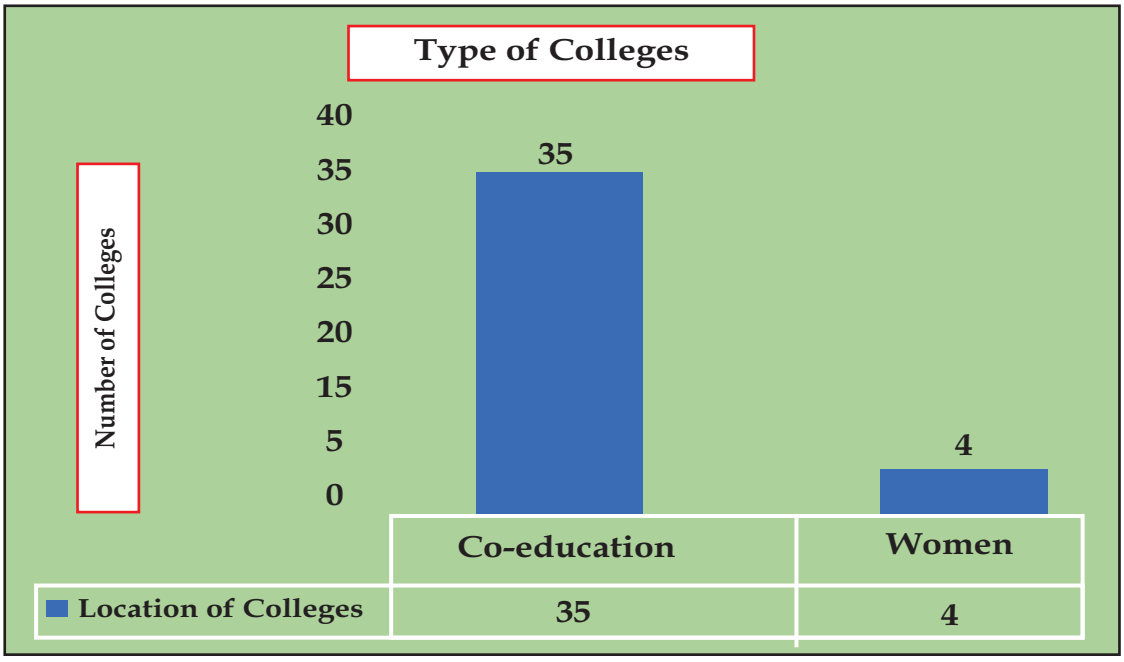


Fig. 4.4: Types of Colleges

4.3.4 Analysis based on the levels of programmes offered by the colleges

Generally, the colleges offer the undergraduate programmes and the postgraduate programmes are offered by the University Departments. Such colleges, therefore, offer both the undergraduate and postgraduate programmes.

The accredited colleges in Uttarakhand are also falling under these two categories offering only undergraduate programmes, and both undergraduate and postgraduate programmes.

Table 4.9 and Fig. 4.5 give the breakup of the accredited colleges under these two categories.

It has been observed that around 89.7 percent of the accredited colleges are offering postgraduate programmes, while around 10.3 percent colleges are offering undergraduate programmes.

Table 4.9 Programmes offered by Colleges

Program level (Only UG/ both PG Level/only	Number of Colleges	Percent
PG Level	35	89.7
UG Level	4	10.3
Total	39	100.0

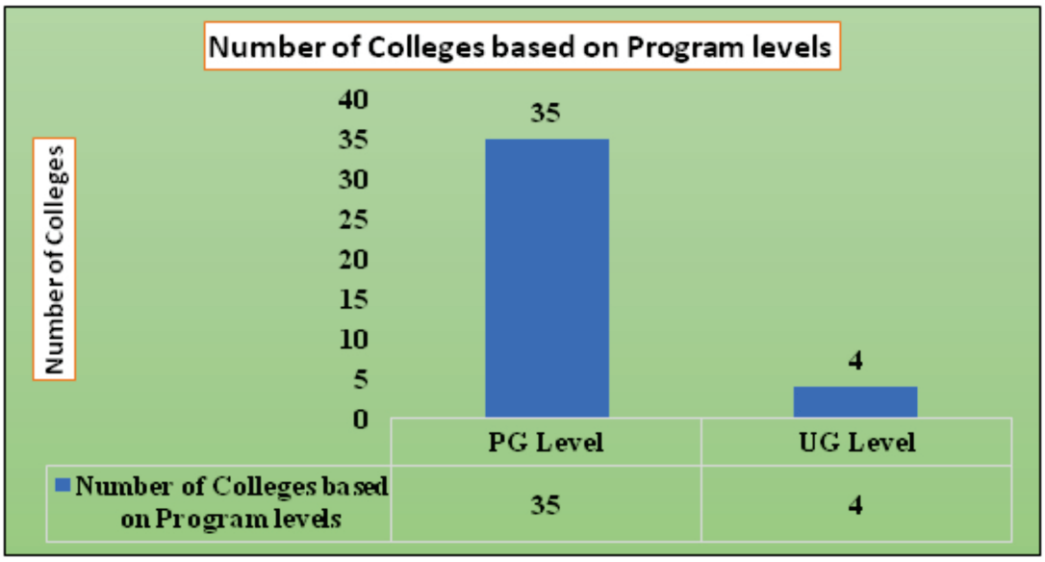


Fig. 4.5: Programme levels offered in Colleges

4.3.5 Analysis based on the types of programmes offered by the colleges

Colleges can be classified on the basis of the programmes they are offering general programmes like arts, commerce and science which the colleges offer. Colleges can be offering programmes in education, law, management, engineering, medical or medical allied. Following Table 4.10 and Fig 4.6 below give the number of accredited colleges offering such varied programmes:

Table 4.10 Programmes of Colleges

Program based category (General/Education/law/ Management/Engineering/Medical/Medical allied)	Number of Colleges	Percent
Education	5	12.8
General	33	84.6
Medical Allied	1	2.6
Total	39	100.0

It has been observed that colleges offering Education (12.8) percent and general programs (84.6) percent like arts, commerce and science and Medical Allied have preferred to go for Accreditation. These types of colleges are under the category of accredited colleges in Uttarakhand. The numbers of colleges offering other professional programs; like law, management, engineering, medical or allied, are less as Accreditation is concerned.

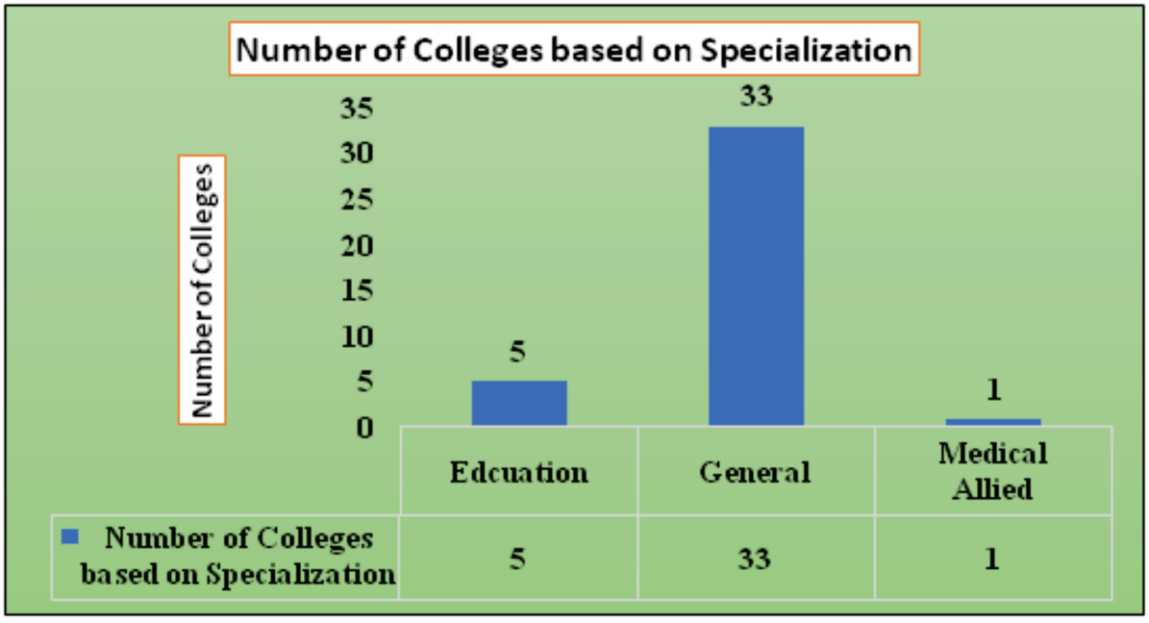


Fig. 4.6: Programmes of Colleges

4.3.6 Affiliating Universities of the Accredited Colleges

These 39 accredited colleges are affiliated to various Universities. Table 4.11 gives the number of colleges affiliated to the various affiliating Universities.

Table 4.11 Affiliating Universities of the Colleges

Sl. No.	Affiliating Universities name	Number of Colleges
1	G.B. Pant University	1
2	Hemwati Nandan Bahuguna Garhwal University	19
3	Kumaun University	16
4	Sri Dev Suman Uttarakhand Vishwavidyalay	2
5	Uttarakhand Technical University	1
Total		**39**

From the above table 4.11 one 19 colleges are affiliated in H.N.B. Garhwal (Central) University. 16 colleges are affiliated to Kumaun University. There is one college shown under Sl. No. 02, which is affiliated to two Universities Sri Dev Suman Uttarakhand Vishwavidyalaya and only one college is accredited Uttarakhand Technical University.

4.3.7 Accreditation Cycles of the Accredited Colleges

Table 4.12 gives the Accreditation cycle number of the 39 colleges.

Table 4.12 Accreditation Cycle of the Colleges

Cycle	Number of Colleges	Percent
1	17	43.6
2	17	43.6
3	5	12.8
Total	39	100.0

The table reflects that around 43.6 percent of the colleges are accredited under first cycle. 43.3 colleges, which are under cycle 2 and only 5 colleges under cycle 3, are accredited.

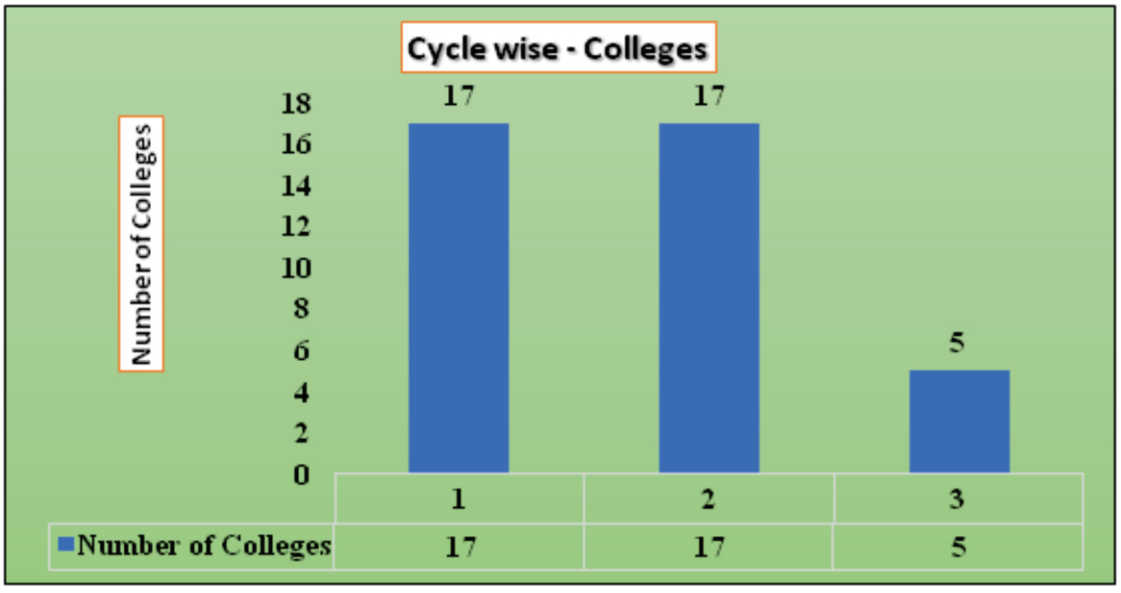


Fig. 4.7: Accreditation Cycle of the Colleges

4.3.8 CGPA Analysis Pattern of the Colleges

In this section, overall analyses have been carried out for the 39 colleges. All these 39 colleges have been accredited as per the CGPA system. CGPA pattern of the Colleges obtained by these 39 colleges are given in the following Table 4.13

Table 4.13 CGPA Pattern of the Colleges

CGPA Range	Number of Colleges	Percent
1.51 - 2.00	3	7.7
2.01 - 2.50	17	43.6
2.51 - 2.75	9	23.1
2.76 - 3.00	9	23.1
3.01 - 3.25	1	2.6
Total	**39**	**100.0**

The table reveals that 43 percent of the colleges have CGPA range2.01 to 2.50 and 23.1percent have CGPA range2.51 to 2.75. Remaining 7.7 percent colleges are having CGPA range 1.51 to 2.00, Only one college has CGPA range 3.01 to 3.25

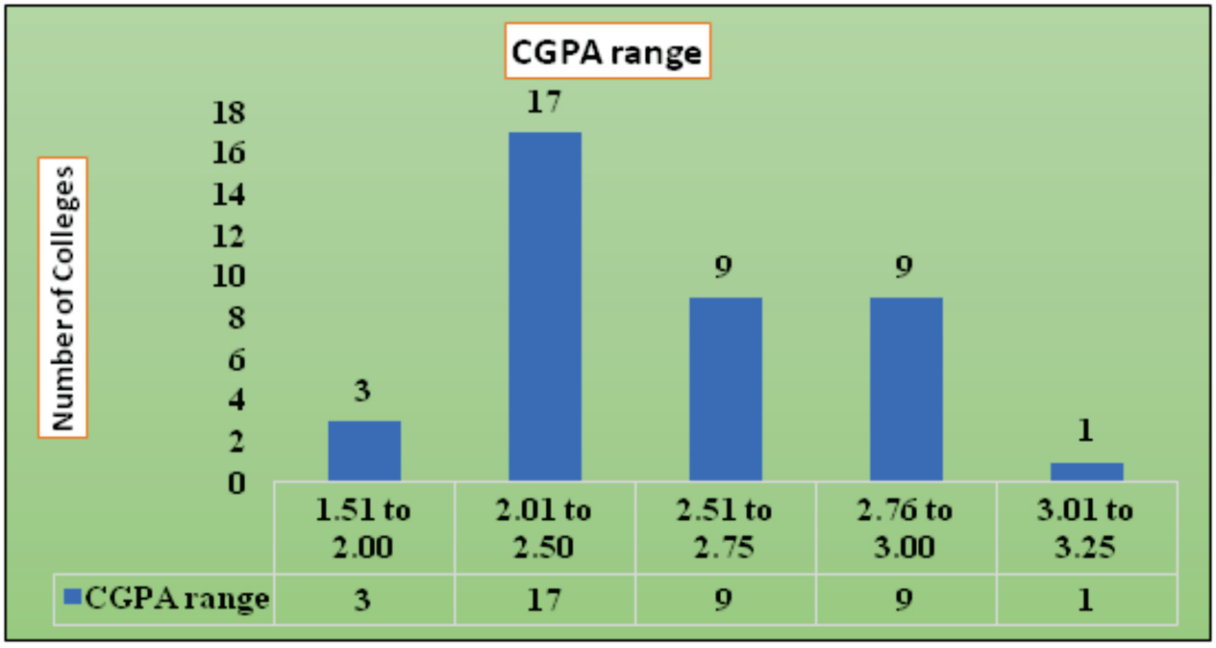


Fig. 4.8: CGPA pattern of the Colleges

4.3.9 Grade Point Averages of the Colleges

To understand the status of these colleges; Mean and Standard Deviation of all the 39 colleges have been obtained under all the seven criteria as presented in Table 4.14 below:

Table 4.14 Descriptive Statistics of Accredited Colleges

Criteria	Minimum	Maximum	Mean	Std. Deviation
Curricular Aspects	**1.00**	**3.20**	**2.22**	**0.53**
Teaching-Learning and Evaluation Curricular Aspects	**1.61**	**3.47**	**2.66**	**0.43**
Research, Consultancy and Extension	**1.21**	**3.00**	**2.12**	**0.52**
Infrastructure and Learning Resources	**1.45**	**3.30**	**2.44**	**0.52**
Student Support and Progression	**0.47**	**3.50**	**2.40**	**0.82**
Governance, Leadership and Management	**1.50**	**3.40**	**2.36**	**0.40**
Innovations and Best Practices	**0.60**	**3.70**	**2.34**	**0.63**
Overall CGPA	**1.67**	**3.04**	**2.43**	**0.36**

From the above table highest mean in Student Support Progression, (2.40) Teaching-Learning and Evaluation (2.66), Infrastructure and Learning Resources (2.44) and steady change mean in other criteria from Research, Consultancy and Extension (.52), Innovations and Best Practices (.63) Governance, Leadership and Management (.40), Curricular Aspects (.53).

4.4 Validity Location-wise number and percentage of colleges basing on their Accreditation status

From the below table Out of total 39 colleges, in this valid Accreditation status on the basis of location, 25 colleges are continuing their validity and 14 colleges are validity are expired. In this out of 39 accredited colleges, 25 continuing their validity, in this 6 are rural colleges, 13 urban colleges and 6 semi urban colleges and 14 colleges expired their validity in this 4 rural, 3 semi urban and 7 urbans.

Table 4.15 Location-wise number and percentage of colleges basing on their Accreditation status

Validity (Continuing / Expired)	Location			Total
	Rural	Semi-urban	Urban	
Continuing / Percent	6	6	13	25
	24.00	24.00	52.00	100.00
Expired/ Percent	4	3	7	14
	28.60	21.40	50.00	100.00
Total/ Percent	10	9	20	39
	25.60	23.10	51.30	100.00

4.4.1 Validity Source of funding, number and percentage of colleges based on their Accreditation status

From the below table Out of Total 39 colleges, in these 25 valid Accreditation statuses on the basis of sources of funding, 15 Government colleges are continuing their validity, 7 private and 3 are Grant-in-aid. 14 colleges their validity was expired. 07 are Government colleges, 6 private colleges and only one college are Grant-in-aid.

Table 4.16 Source of funding, number and percentage of colleges based on their Accreditation status

Validity (Continuing/ expired)	Source of funding (Govt / Grant-in-aid/Private)			Total
	Government	Grant-in-aid	Private	
Continuing percent	15	3	7	25
within Validity	60.0	12.0	28.0	100.0
Expired percent within	7	1	6	14
Validity	50.0	7.1	42.9	100.0
Total percent within	22	41	3	39
Validity	56.4	10.3	33.3	100.0

4.4.2 Validity Gender-wise number of colleges based on their Accreditation status

From the below table Out of Total 39 colleges, in these 25 valid Accreditation statuses based on gender status, 21 co-ed colleges and 4 all women colleges are continuing their validity. All these 14 are co-ed and none of them are all women colleges.

Table 4.17 Gender-wise number of colleges based on their Accreditation status

Validity (Continuing/ expired)	Gender (Co-ed/Women)		Total
	Co-ed	Women	
Continuing percent	21	4	25
within Validity	84.0	16.0	100.0
Expired percent within Validity	14	0	14
	100.0	0.0	100.0
Total percent within Validity	35	4	39
	89.7	10.3	100.0

4.4.3 Validity program level number of colleges based on their Accreditation status

From the below table Out of total 39 colleges, in these 25 colleges are valid Accreditation status on the basis of programme level, 24 PG and 1 UG level colleges are continuing their validity. 14 colleges have their validity expired program level, 11 PG & 3 UG colleges.

Table 4.18 Number of colleges based on their Accreditation status and program level

Validity (Continuing/expired)	Program level (Only UG/both PG Level/ only PG)		Total
	PG Level	UG Level	
Continuing percent	24	1	25
within Validity	96.0	4.0	100.0
Expired percent within Validity	11	3	14
	78.6	21.4	100.0
Total percent within Validity	35	4	39
	89.7	10.3	100.0

4.4.4 Number of colleges basing on their Accreditation status and specialization based

From the below table Out of Total 39 colleges, in this valid Accreditation status on the basis of Program based category, 24 are general colleges, 1 education college, and none of them are medical college. 14 colleges' have expired their validity. In this 9 are general colleges, 4 education colleges and one is medical college.

Table 4.19 Number of colleges based on their Accreditation status and specialization

Validity (Continuing / Expired)	Program based category (General/Education/law/ Management/Engineering/Medical/Medical allied)			Total
	Education	General	Medical Allied	
Continuing	1	24	0	25
within Validity	4.0	96.0	0.0	100.0
Expired	4	9	1	14
within Validity	28.6	64.3	7.1	100.0
Total	5	33	1	39
within Validity	12.8	84.6	2.6	100.0

4.4.5 Number of colleges based on their accreditation status under Affiliating University

From the below table Out of Total 39 colleges, in this valid Accreditation status based on of specialization 25 colleges are continuing their validity and 14 colleges have their validity expired. In these 11 colleges are affiliated to Central Universities, 12 colleges are affiliated to Kumaun University, 2 are in Sri Dev Suman Uttarakhand Vishwavidyalaya continuing their validity and 1 college is affiliated to Central Universities, 4 colleges are affiliated to Kumaun University and one is affiliated to G.B. Pant University validity expired.

Table 4.20 Number of colleges based on their Accreditation status under Affiliating University

Validity (Continuing/ expired)	Affiliating University Name					Total
	G.B. Pant University	Hemwati Nandan Bahuguna Garhwal University	Kumaun University	Sri Dev Suman Uttarakhand Vishwavidyalaya	Uttarakhand Technical University	
Continuing Count	0	11	12	2	0	25
% within Validity	0.0	44.0	48.0	8.0	0.0	100.0
Expired Count	1	8	4	0	1	14
% within Validity	7.1	57.1	28.6	0.0	7.1	100.0
Total Count	1	19	16	2	1	39
% within Validity	2.6	48.7	41.0	5.1	2.6	100.0

4.5 Impact of various Sources of funding to the Colleges on scoring pattern of overall CGPA and Criterion-wise GPA

A statistical test has been done to verify the impact of various Sources of funding to the Colleges on scoring pattern of overall CGPA and Criterion-wise GPA.The null hypothesis is framed as "there is no significant impact of sources of funding to colleges on scoring pattern of overall CGPA and Criterion-wise GPA". Chi-Square test is done between various categories of sources of funding to colleges and scoring pattern of overall CGPA and Criterion-wise GPA.

Table 4.21 CGPA-wise analysis based on the source of funding

Source of funding (Govt / Grant-in-aid /Private	Range of Overall CGPA					Total
	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	
Government	2	8	8	4	0	22
Grant-in-aid	1	3	0	0	0	4
Private	0	6	1	5	1	13
Total	**31**	**7**	**9**	**9**	**1**	**39**

Table 4.22 CGPA chi-square test based on the source of funding

Pearson Chi-Square	df	p-value
12.226	8	0.141

It can be concluded from the above chi-square test that the source of funding of college have not the significant impact on the scoring on CGPA range.

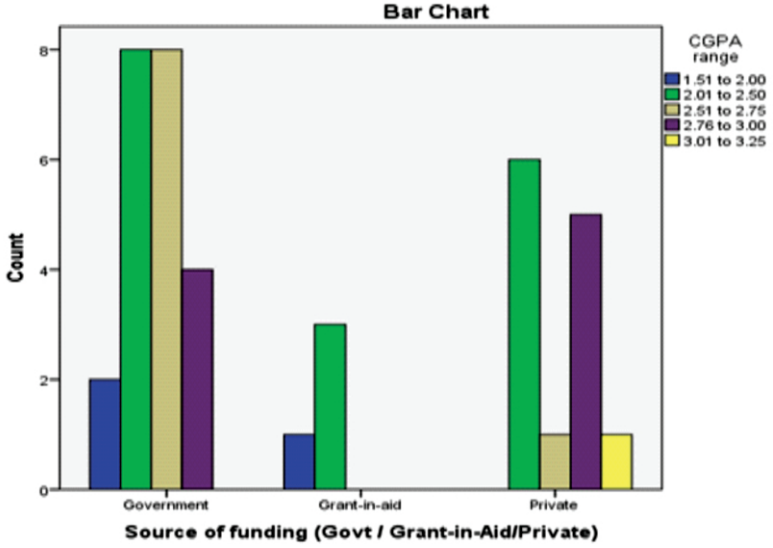


Fig. 4.9: CGPA-wise analysis based on the source of funding

Table 4.23 Criterion - 1 Range of CGPA

Source of funding (Govt / Grant-in-aid/ Private)	Criterion - 1 Range of CGPA						Total
	0 to 1.50	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	
Government	4	5	8	0	3	2	22
Grant-in-aid	0	1	2	0	1	0	4
Private	0	3	6	3	0	1	13
Total	**4**	**9**	**16**	**3**	**4**	**3**	**39**

Table 4.24 Chi-square test Criteia - 1

Pearson Chi-Square	df	p-value
12.167	10	0.274

As the p-value is greater than 0.05, it can be concluded from the above chi-square test that the source of funding does not have significant impact on the scoring pattern in Criterion – 1.

Bar Chart

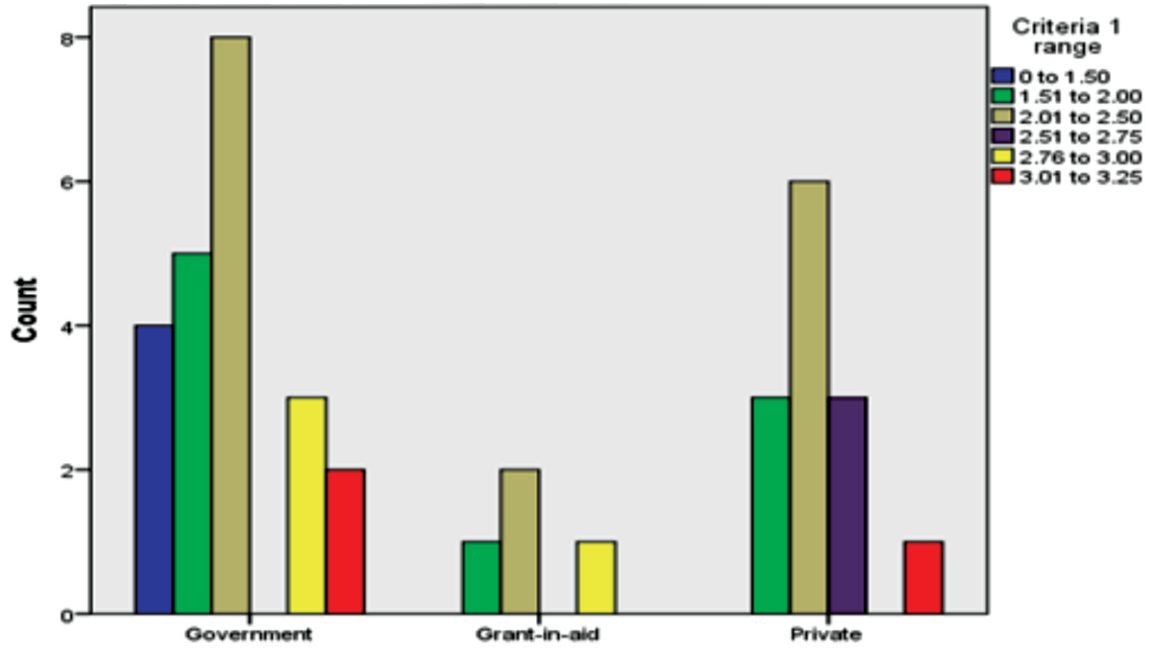


Fig. 4.10: Source of funding (Govt/Grant-in-aid/private) Criteria - 1

Table 4.25 Criterion - 2 Range of CGPA

Source of funding (Govt / Grant-in-aid/ Private)	Criterion - 2 Range of CGPA						Total
	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	3.26 to 3.50	
Government	1	7	3	5	4	2	22
Grant-in-aid	1	1	0	2	0	0	4
Private	0	5	2	5	1	0	13
Total	**2**	**13**	**5**	**12**	**5**	**2**	**39**

Table 4.26 Chi-square test of Criteria - 2

Pearson Chi-Square	df	p-value
8.565	10	0.574

It can be concluded from the above chi-square test that the source of fund of college does not have significant impact on the scoring in Criterion 2.

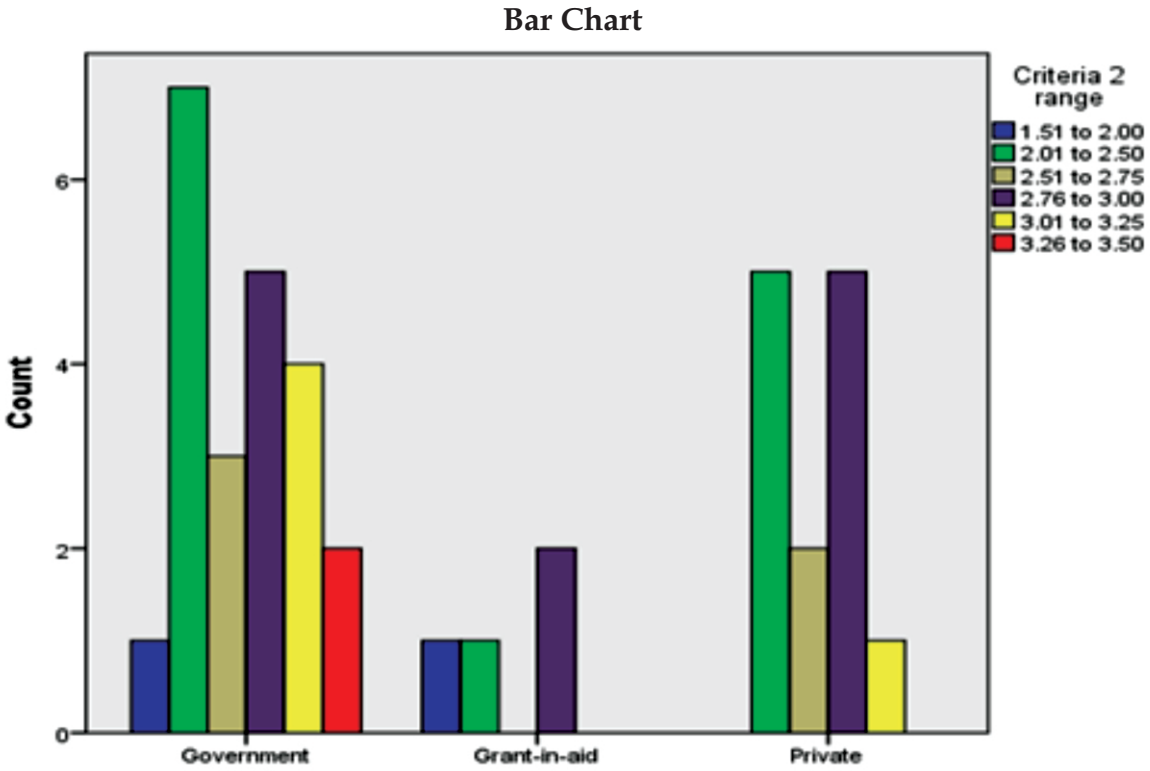


Fig. 4.11: Source of funding (Govt/Grant-in-aid/private) Criteria - 2

Table 4.27 Criterion - 3 Range of CGPA

Source of funding (Govt / Grant-in-aid/ Private)	Criterion - 3 Range of CGPA					Total
	0 to 1.50	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	
Government	4	4	11	2	1	22
Grant-in-aid	1	2	1	0	0	4
Private	0	4	3	2	4	13
Total	5	10	15	4	5	39

Table 4.28 Chi-square test of Criteria - 3 Range of CGPA

Pearson Chi-Square	df	p-value
11.636	8	0.168

It can be concluded from the above chi-square test that the source of fund of college does not have significant impact on the scoring in Criterion 3.

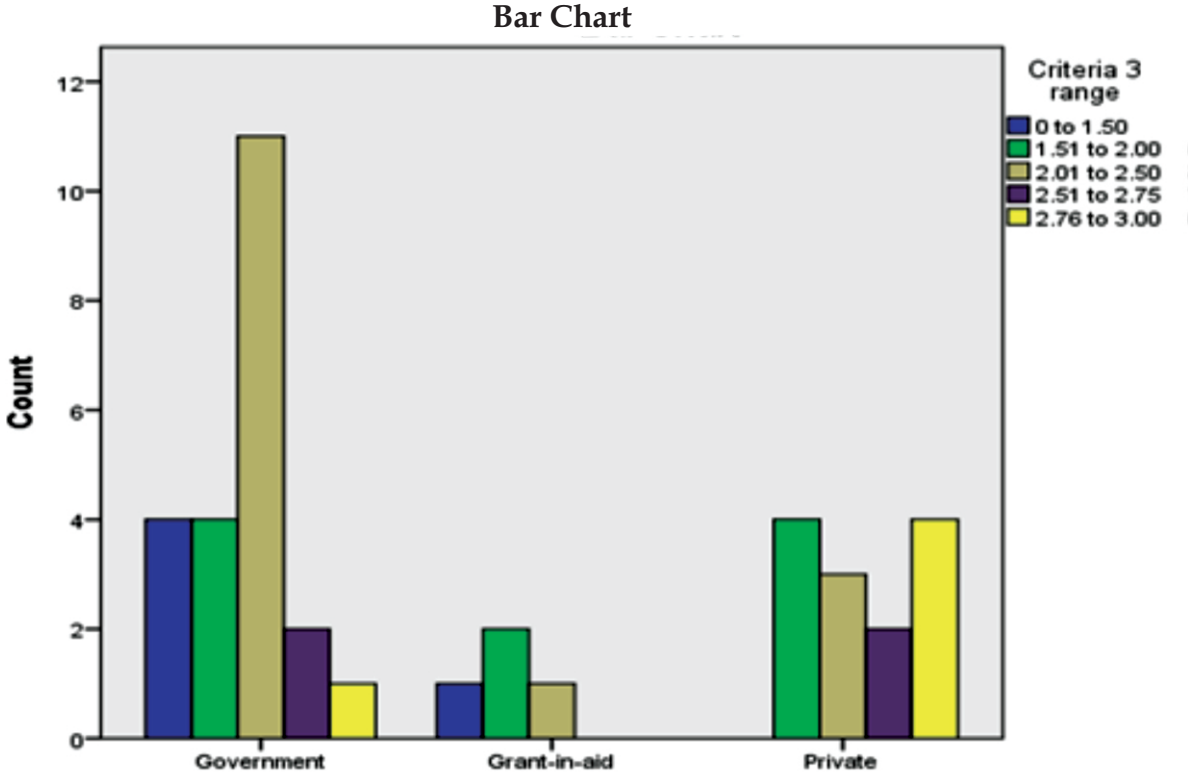


Fig. 4.12: Source of funding (Govt/Grant-in-aid/private) Criteria - 3

Table 4.29 Criterion - 4 Range of CGPA

Source of funding (Govt / Grant-in-aid/ Private)	Criterion - 4 Range of CGPA							Total
	0 to 1.50	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	3.26 to 3.50	
Government	1	4	10	1	5	0	1	22
Grant-in-aid	0	2	1	0	1	0	0	4
Private	0	4	2	0	3	2	2	13
Total	**1**	**10**	**13**	**1**	**9**	**2**	**3**	**39**

Table 4.30 Chi-square test Criteria - 4

Pearson Chi-Square	df	p-value
10.990	12	0.530

It can be concluded from the above chi-square test that the source of fund of college does not have significant impact on the scoring in Criterion 4.

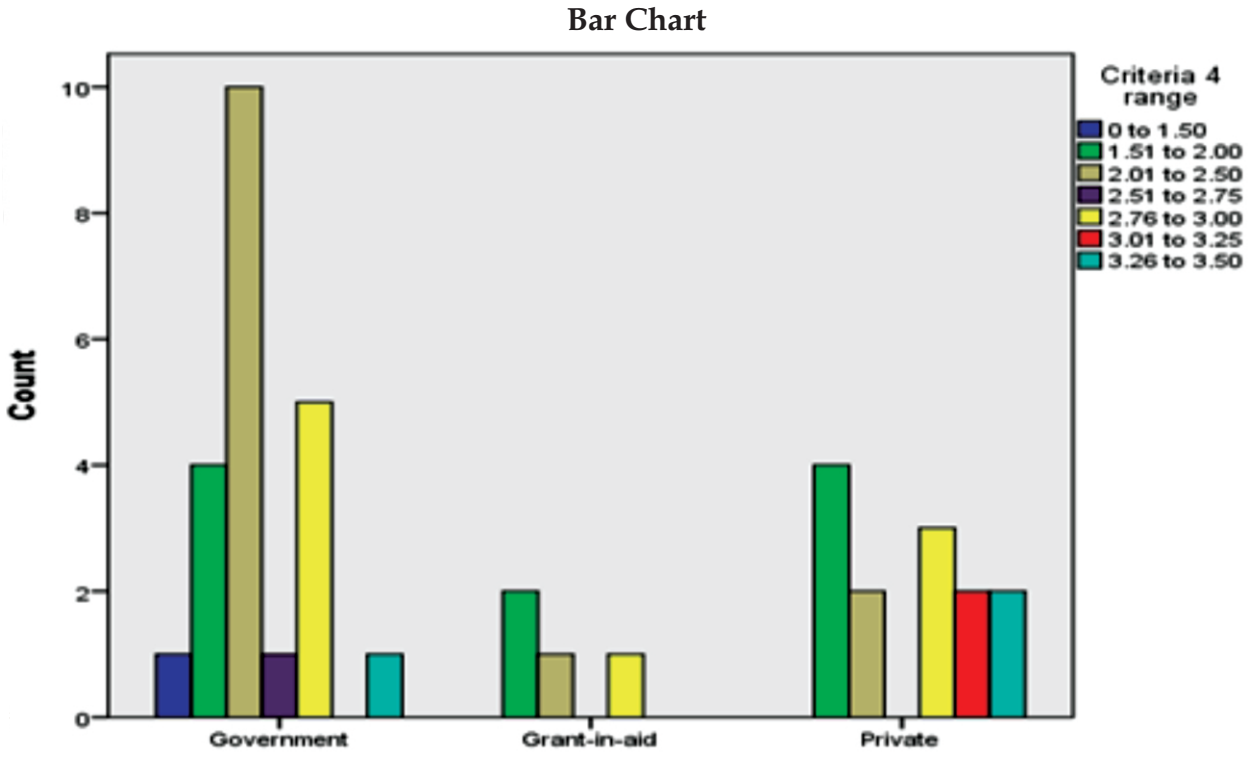


Fig. 4.13: Source of funding (Govt/Grant-in-aid/private) Criteria - 4

Table 4.31 Criterion - 5 Range of CGPA

Source of funding (Govt / Grant-in-aid/ Private)	Criterion - 5 Range of CGPA						Total
	0 to 1.15	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.26 to 3.50	
Government	4	4	2	3	8	1	22
Grant-in-aid	2	0	1	0	1	0	4
Private	0	2	2	2	4	3	13
Total	**6**	**6**	**5**	**5**	**13**	**4**	**39**

Table 4.32 Chi-square test Criteria - 5

Pearson Chi-Square	df	p-value
10.676	10	0.383

It can be concluded from the above chi-square test that the source of fund of college have not significant impact on the scoring in Criterion 5.

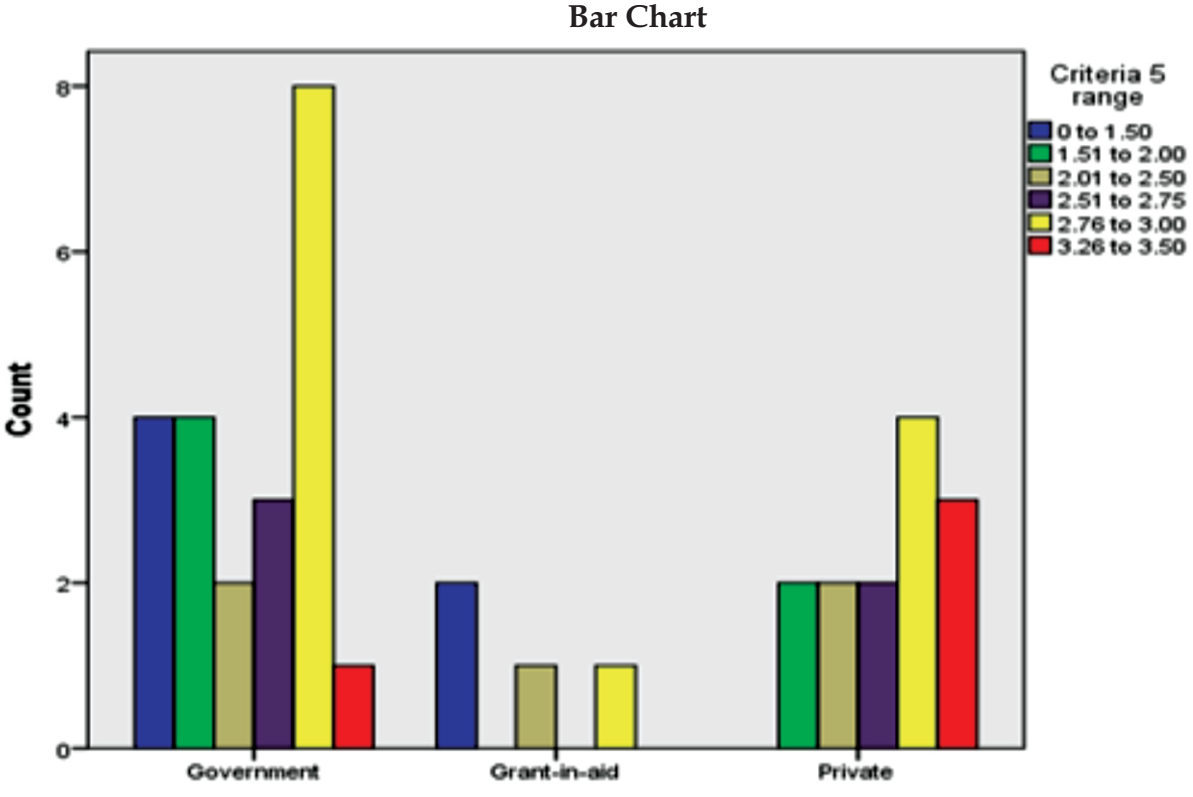


Fig. 4.14: Source of funding (Govt/Grant-in-aid/private) Criteria - 5

Table 4.33 Criterion - 6 Range of CGPA

Source of funding (Govt / Grant-in-aid/ Private)	Criterion - 6 Range of CGPA							Total
	0 to 1.50	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	3.26 to 3.50	
Government	1	3	13	4	0	0	1	22
Grant-in-aid	0	1	1	1	0	1	0	4
Private	0	2	7	1	2	0	1	13
Total	**1**	**6**	**21**	**6**	**2**	**1**	**2**	**39**

Table 4.34 Criteria - 6

Pearson Chi-Square	df	p-value
15.776	12	0.2017

It can be concluded from the above chi-square test that the location of college does not have significant impact on the scoring in Criterion 6.

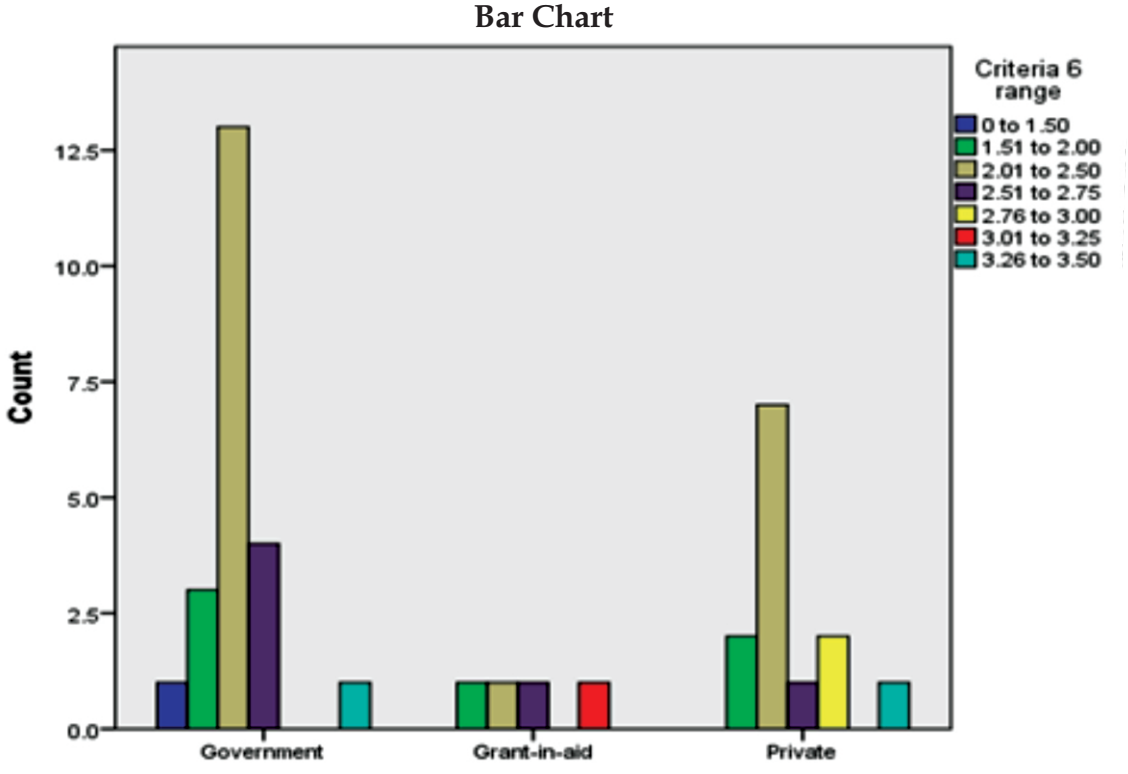


Fig. 4.15: Source of funding (Govt/Grant-in-aid/private) Criteria - 6

Table 4.35 Criterion – 7 Range of CGPA

Source of funding (Govt / Grant-in-aid/ Private)	Criterion - 7 Range of CGPA								Total
	0 to 1.50	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	3.26 to 3.50	3.51 to 4.00	
Government	2	2	10	3	1	1	1	2	22
Grant-in-aid	0	0	3	0	1	0	0	0	4
Private	1	5	2	1	4	0	0	0	13
Total	**3**	**7**	**15**	**4**	**6**	**1**	**1**	**2**	**39**

Table 4.36 Chi-square test Criteria - 7

Pearson Chi-Square	df	p-value
16.309	14	0.294

It can be concluded from the above chi-square test that the location of college does not have significant impact on the scoring in Criterion 7.

Bar Chart

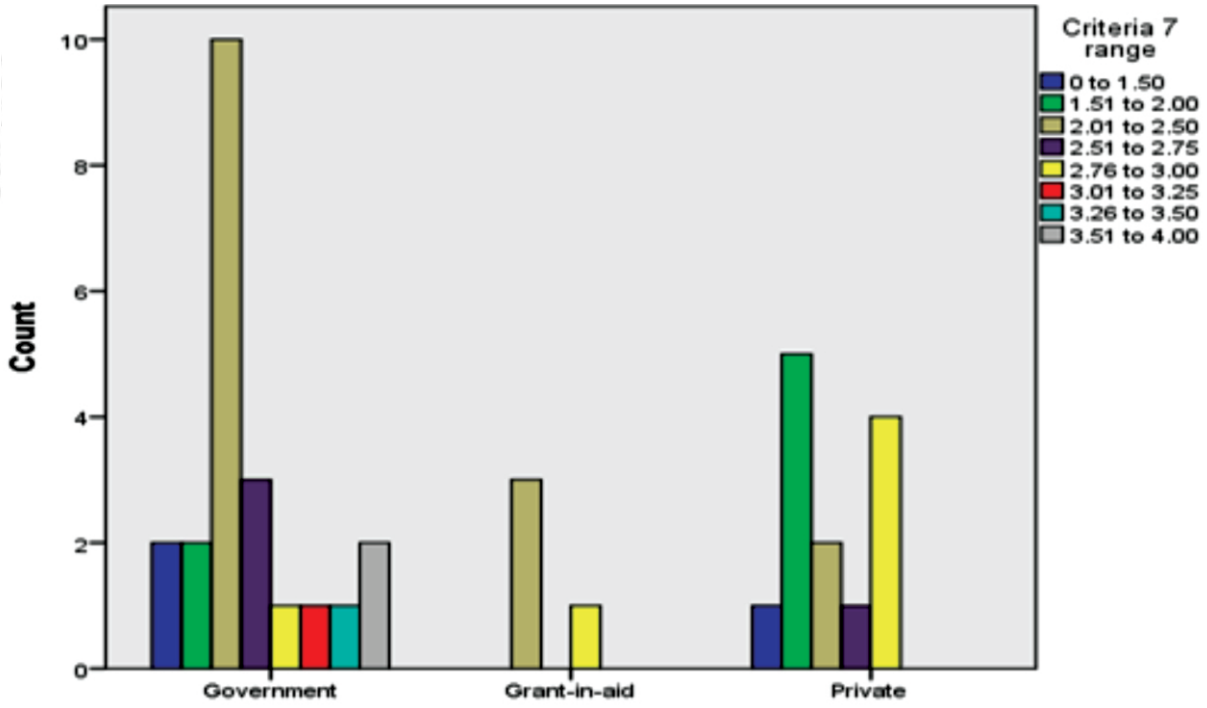


Fig. 4.16: Source of funding (Govt/Grant-in-aid/private) Criteria - 7

4.6 Impact of various locations of colleges on the scoring pattern of overall CGPA and Criterion-wise GPA

A statistical test has been done to verify the Impact of various locations of Colleges on scoring pattern of overall CGPA and Criterion wise GPA. The null hypothesis is framed as "there is no significant impact of locations of Colleges on scoring pattern of overall CGPA and Criterion wise GPA". Chi-Square test is done between various categories of locations of Colleges and scoring pattern of overall CGPA and Criterion-wise GPA.

Table 4.37 CGPA-wise analysis on the basis of Location

Location	Range of overall CGPA					Total
	0 to 1.50	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	
Rural	1	6	3	0	0	10
Semi-urban	1	3	4	1	0	9
Urban	1	8	2	8	1	20
Total	3	17	9	9	1	39

Table 4.38 Chi-square test CGPA wise analysis on the basis of Location

Pearson Chi-Square	df	p-value
11.057	8	0.198

It can be concluded from the above chi-square test that the on the basis of Location of college does not have significant impact on the CGPA wise analysis.

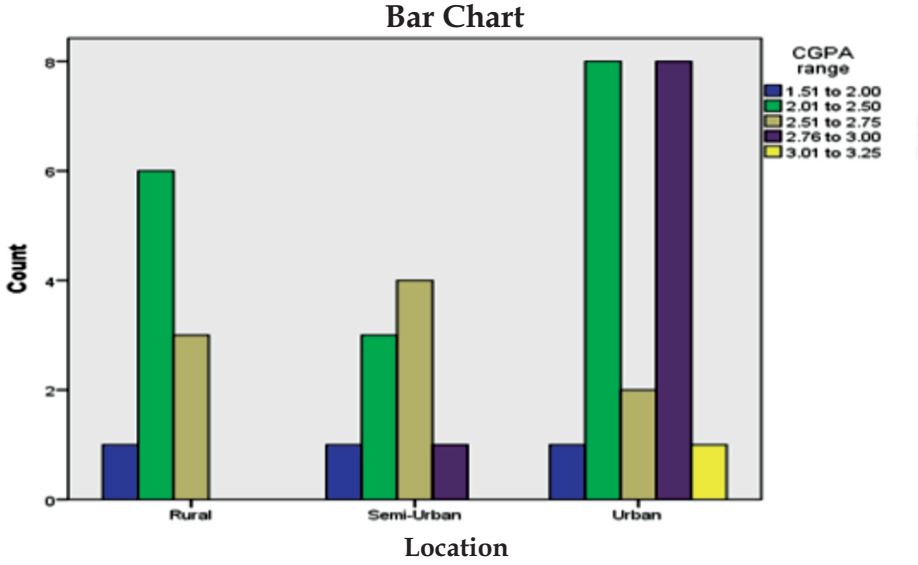


Fig. 4.17: CGPA-wise analysis on the basis of Location

Table 4.39 Criterion - 1 Range of CGPA

Location	Criterion - 1 Range of CGPA						Total
	0 to 1.50	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	
Rural	2	2	3	1	1	1	10
Semi-urban	0	5	2	1	1	0	9
Urban	2	2	11	1	2	2	20
Total	4	9	16	3	4	3	39

Table 4.40 Chi-square test Criteria - 1 wise analysis on the basis of Location and CGPA Range

Pearson Chi-Square	df	p-value
10.814	10	0.372

It can be concluded from the above chi-square test that the location of college does not have significant impact on the scoring in Criterion 1.

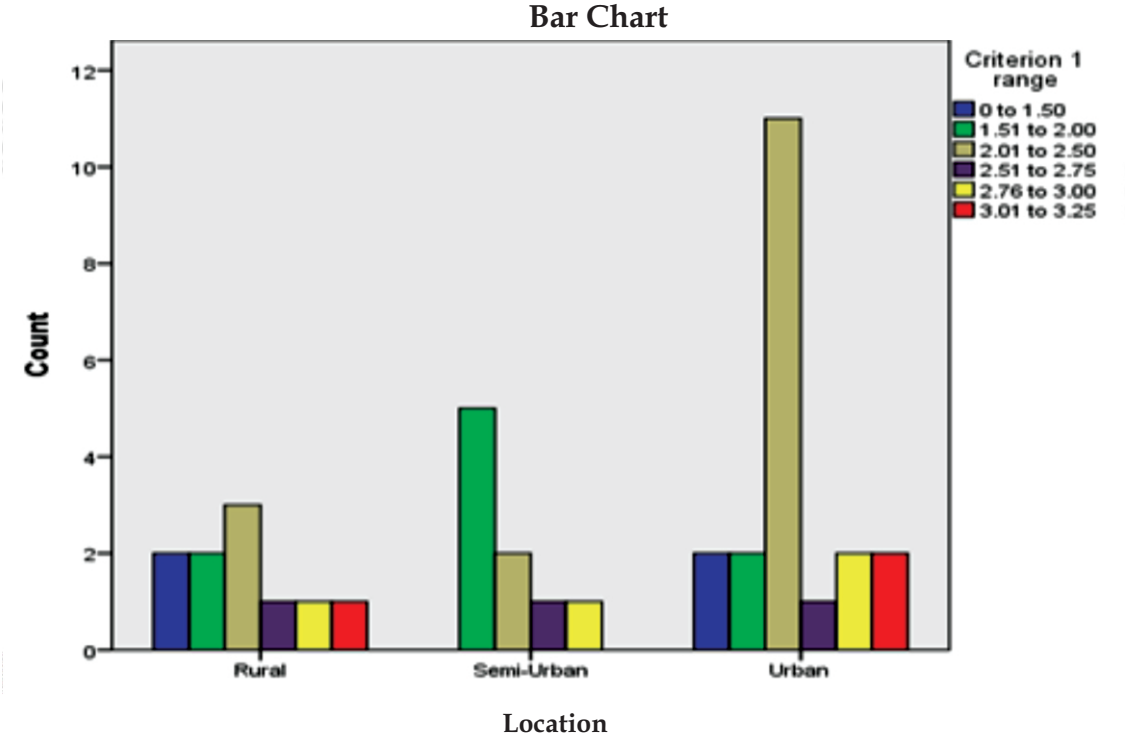


Fig. 4.18: Analysis on the basis of Location and CGPA Range Criteria - 1

Table 4.41 Criterion - 2 Range of CGPA

Location	Criterion - 2 Range of CGPA						Total
	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	3.26 to 3.50	
Rural	0	6	2	2	0	0	10
Semi-urban	1	2	2	3	1	0	9
Urban	1	5	1	7	4	2	20
Total	2	13	5	12	5	2	39

Table 4.42 Chi-square test Criteria - 2 on the basis of Location and CGPA Range

Pearson Chi-Square	df	p-value
10.521	10	0.396

It can be concluded from the above chi-square test that the location of college does not have significant impact on the scoring in Criterion 2.

Bar Chart

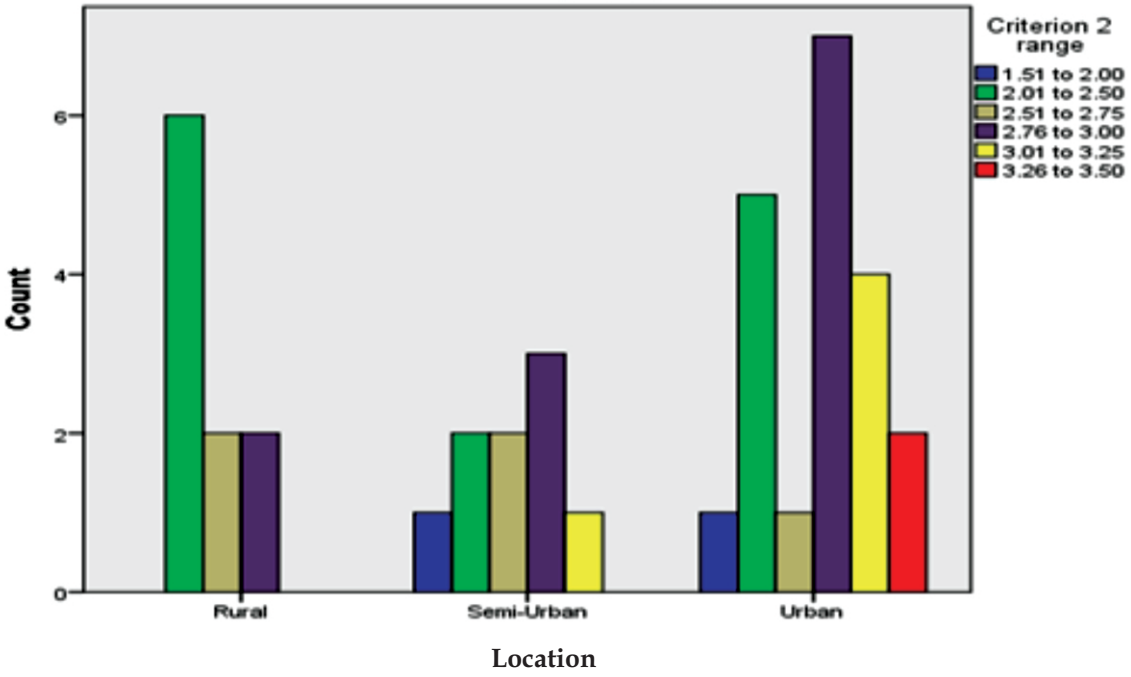


Fig. 4.19: The basis of Location and CGPA Range Criteria - 2

Table 4.43 Criterion - 3 Range of CGPA

Location	Criterion - 3 Range of CGPA					Total
	0 to 1.50	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	
Rural	2	3	2	3	0	10
Semi-urban	0	4	5	0	0	9
Urban	3	3	8	1	5	20
Total	5	10	15	4	5	39

Table 4.44 Chi-square test Criteria - 3 on the basis of Location and CGPA range

Pearson Chi-Square	df	p-value
15.423	8	0.051

It can be concluded from the above chi-square test that the location of college slightly not significant / moderately not significant impact on the scoring in Criterion 3.

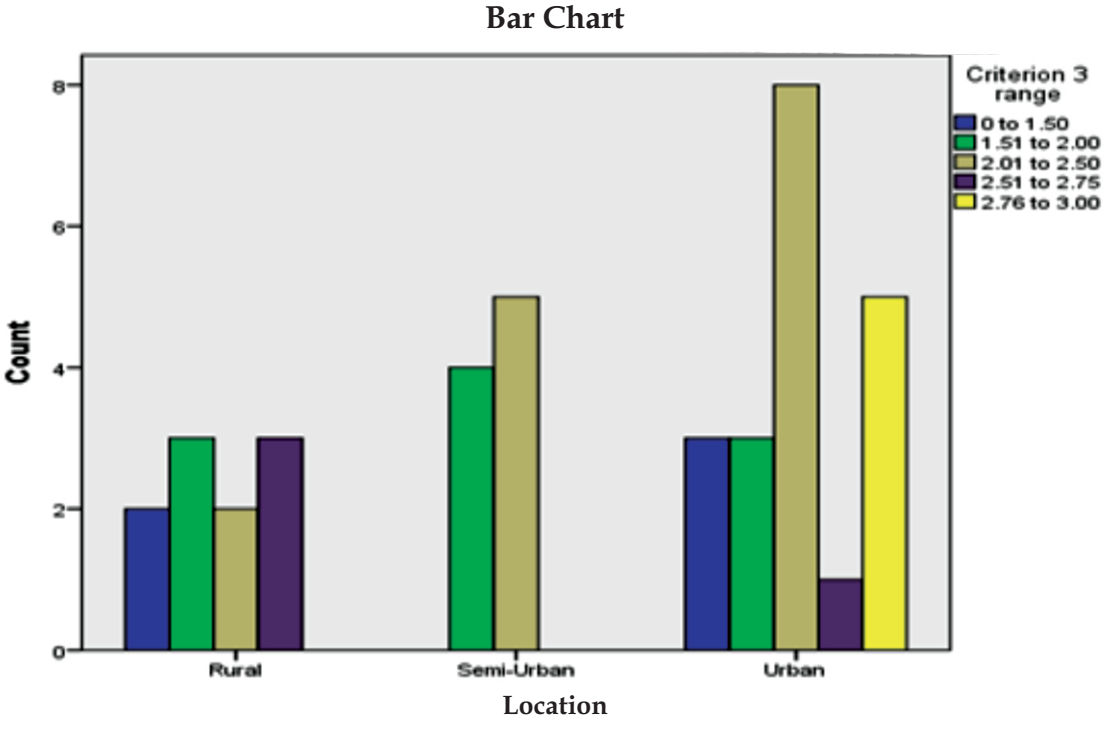


Fig. 4.20: Analysis on the basis of Location and CGPARange Criteria - 3

Table 4.45 Criterion - 4 Range of CGPA

Source of funding (Govt / Grant-in-aid/ Private)	Criterion - 4 Range of CGPA							Total
	0 to 1.50	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	3.26 to 3.50	
Rural	1	2	3	0	4	0	0	10
Semi-urban	0	3	4	0	1	0	1	9
Urban	0	5	6	1	4	2	2	20
Total	1	10	13	1	9	2	3	39

Table 4.46 Chi-square test, Criteria - 4 on the basis of Location and CGPA range

Pearson Chi-Square	df	p-value
9.444	12	0.665

It can be concluded from the above chi-square test that the location of college does not have significant impact on the scoring in Criterion 4.

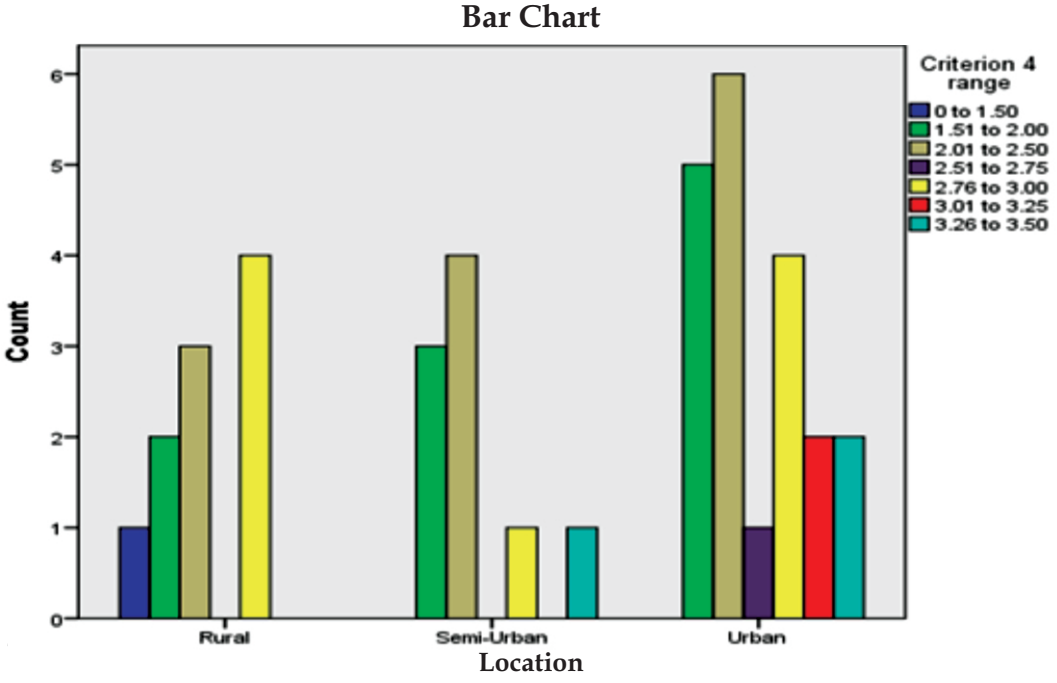


Fig. 4.21: Analysis on the basis of Location and Scoring range Criteria - 4

Table 4.47 Criterion - 5 Range of CGPA

Location	Criterion - 5 Range of CGPA						Total
	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	3.26 to 3.50	
Rural	2	2	2	2	2	0	10
Semi-urban	0	2	2	0	4	1	9
Urban	4	2	1	3	7	3	20
Total	6	6	5	5	13	4	39

Table 4.48 Chi-square test Criteria - 5 on the basis of Location and CGPA Range

Pearson Chi-Square	df	p-value
8.55	10	0.575

It can be concluded from the above chi-square test that the location of college does not have significant impact on the scoring in Criterion 5.

Bar Chart

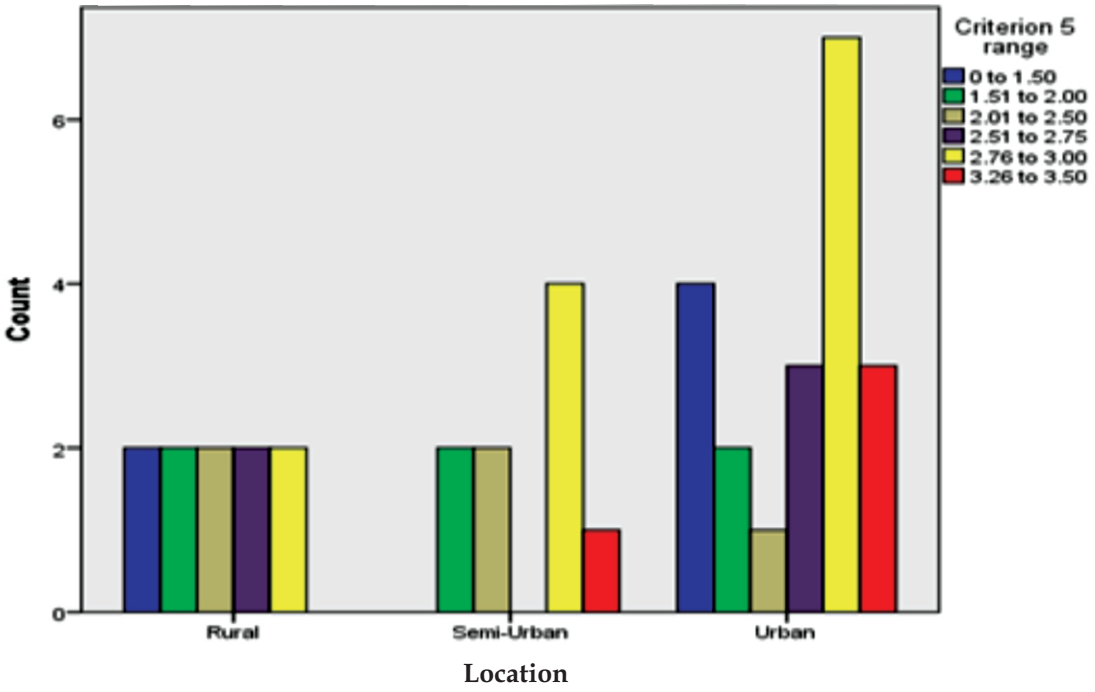


Fig. 4.22: Analysis on the basis of Location and CGPA Range Criteria - 5

Table 4.49 Criterion - 6 Range of CGPA

Source of funding (Govt / Grant-in-aid/ Private)	Criterion - 6 Range of CGPA							Total
	0 to 1.50	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	3.26 to 3.50	
Rural	0	2	6	1	0	0	1	10
Semi-urban	0	1	6	1	1	0	0	9
Urban	1	3	9	4	1	1	1	20
Total	1	6	21	6	2	1	2	39

Table 4.50 Chi-square test Criteria - 6 on the basis of Location and CGPA Range

Pearson Chi-Square	df	p-value
5.422	12	0.942

It can be concluded from the above chi-square test that the location of college does not have significant impact on the scoring in Criterion 6.

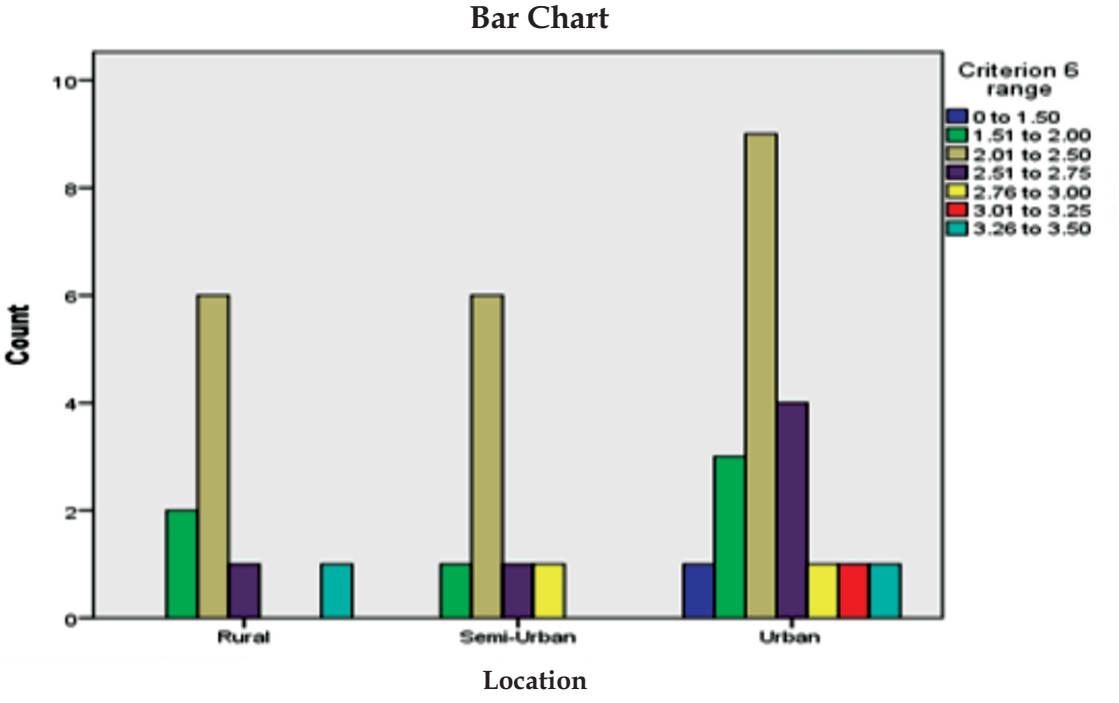


Fig. 4.23: Analysis on the basis of Location and CGPA Range Criteria - 6

Table 4.51 Criterion - 7 Range of CGPA

Source of funding (Govt / Grant-in-aid/ Private)	Criterion - 7 Range of CGPA								Total
	0 to 1.50	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	3.26 to 3.50	3.51 to 4.00	
Rural	1	2	4	2	1	0	0	0	10
Semi-urban	1	1	4	1	1	1	0	0	9
Urban	1	4	7	1	4	0	1	2	20
Total	**3**	**7**	**15**	**4**	**6**	**1**	**1**	**2**	**39**

Table 4.52 Criteria - 7 on the basis of Location and CGPA Range

Pearson Chi-Square	df	p-value
9.078	14	0.826

It can be concluded from the above chi-square test that the location of college does not have significant impact on the scoring in Criterion 7.

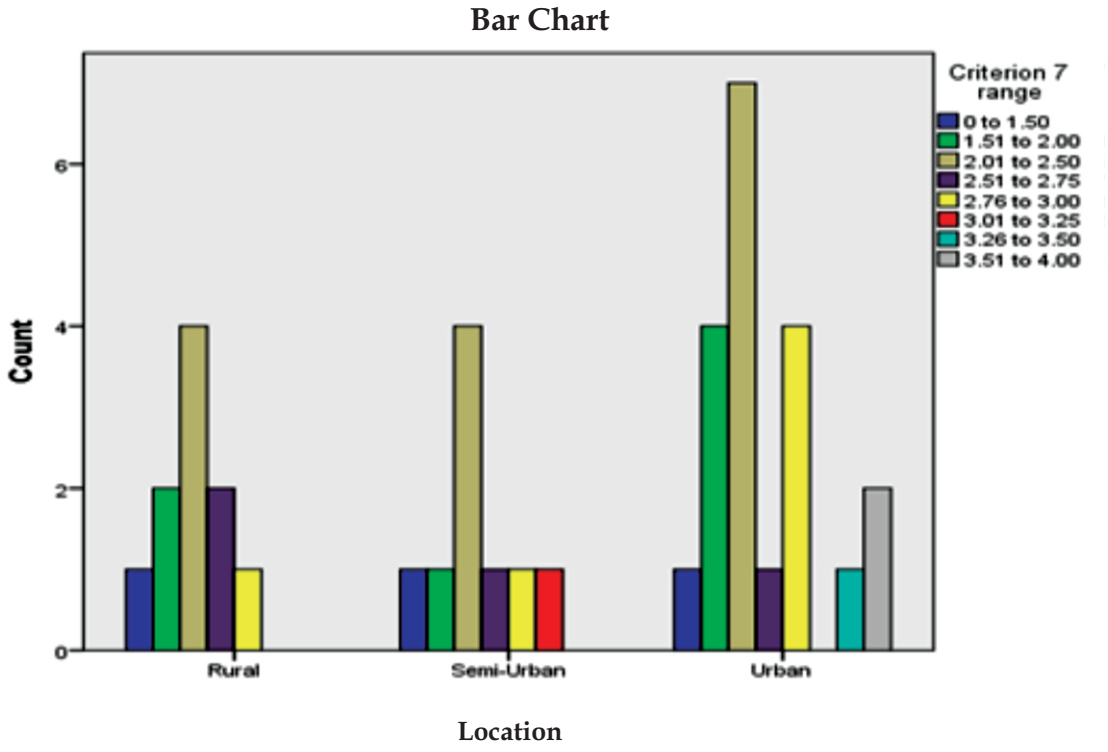


Fig. 4.24: Analysis on the basis of Location and CGPA Range Criteria - 7

4.7 Analysis of Colleges Based on the Location and Sources of Fund

To understand the number of colleges based on the sources of funding in Government, grant-in-aid and private are situated in rural, urban and semi-urban location.

Table 4.53 Analysis of Colleges based on the Location and Sources of Funding

Source of funding (Govt / Grant-in-aid/Private)	Location			Total
	Rural	Semi-urban	Urban	
Government	7	4	11	**22**
Grant-in-aid	0	1	3	**4**
Private	3	4	6	**13**
Total	**10**	**9**	**20**	**39**

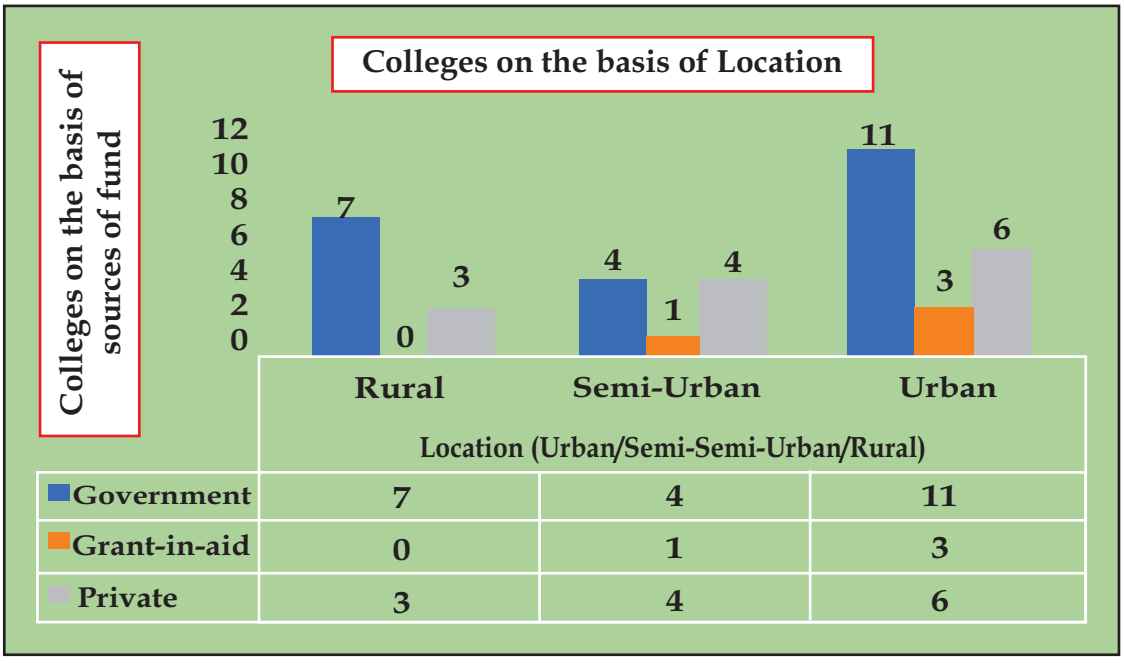


Fig. 4.25: Analysis of Colleges on the basis of Location and sources of fund

In above table out of total 39 colleges there are total 10 rural colleges in this 07 colleges are Government colleges, 3 privates. There are total 20 urban colleges in this highest number 11 Government College, 6 private colleges and 3 colleges are grant-in-aid. 9 semi-urban colleges in these 4 colleges are Government and private and one college is grant-in-aid.

4.8 Analysis of Grade point of Colleges based on the Gender

Analysis - grade point and gender-wise analysis for co-education and women colleges.

Table 4.54 Analysis of Grade point of Colleges on the basis of Gender

Gender (Co-ed/ Women) * CGPA range Cross tabulation	CGPA Range					Total
	1.51 to 2.00	2.01 to 2.50	2.51 to 2.75	2.76 to 3.00	3.01 to 3.25	
Co-ed	3	16	8	7	1	**35**
Women	0	1	1	2	0	**4**
Total	**3**	**17**	**9**	**9**	**1**	**39**

Table 4.55 Chi-square Test Analysis of Grade point of colleges on the basis Gender

Pearson Chi-Square	df	p-value
2.218	4	0.696

Chi-Square test of the colleges on the basis Gender does not have significant impact / significant influence on the GCPA.

Chapter – 5

Study of Qualitative Aspects of Peer Team Reports of Accredited Institutions

In the previous chapter, quantitative analysis of CGPA of the institutes of Uttarakhand is done in a detailed manner. In the present chapter qualitative analysis of Peer Team reports of accredited institutes is attempted to supplement the earlier chapter and to identify common patterns that show up repeatedly under the seven identified criteria. Along with Peer Team Observations, the Criterion-wise recommendations for Universities/colleges are also included.

There are 36 Universities and University level Institutions and more than 395 colleges (as per AISHE 2019-20 data) in the state which includes both accredited and non-accredited Institutions. In the state 8 Universities and 55 Colleges have been accredited, out of which only 7 Universities and 25 Colleges have valid Accreditation.

5.1 Criterion-wise Observation of Peer Team Report for Universities

5.1.1 Criterion I: Curricular Aspects

- The curricula in most of the Universities are in value based and job oriented academic programs and tune with its vision and mission. Guidelines of monitoring bodies are followed in developing and revising curriculum wherever applicable. Curriculum designed and developed with emphasis on balancing the theoretical and practical knowledge and to build professional skills for students. The strategic planning for the growth and development of the University and expertise is not much visible in curriculum design and development process. Very few courses are skill-based and job-oriented in nature.
- Universities have an extensive variety of program options, offering different degrees and diplomas. Semester system is followed and efforts are made to introduce CBCS with only limited choices has been initiated in certain courses. No overseas programs, add-on courses have been introduced. The credit accumulation and transfer facility mechanism

for horizontal and vertical credit transfer is yet to be developed specially in non-professional and non-technical programs in most of the Universities.

- A few values added and need based courses introduced and limited evidence of consultation process with stake holders to evolve curricula to suit national and global relevance Curriculum impact evaluation is not visible and no significant revision is made to accommodate developing needs.
- Feedback at the end of every semester is obtained from the students. Feedback from peers, outside experts, alumni and employers are collected informally during their visits and interactions. There is no structured system of feedback in most of the Universities from either internal or external stakeholders for enriching curricula. No formal or institutional set up for receiving, analysing and recommending improvements in most of the Universities.

5.1.2 Criterion II: Teaching-Learning and Evaluation

- Admissions are transparent and based on admission tests and interviews conducted by the University all over the country and widely publicized done through tests/counselling but in some cases, it is merit based also. In many programs in State and State-private Universities the demand ratio is low. Some Universities have a wide geographical coverage including the students from other countries.
- There is a rural and urban mix of students. Orientation programs are offered to freshers and academically week students. Some Universities offer remedial classes for SC/ST candidates and students of minority categories. Yet a structured mechanism to address slow learners and promote advance learners needs to be developed in all Universities. No formal mechanism for identification of slow and advanced learners.
- Student-centric methods of teaching-learning such as seminars, assignments, group discussions, project work and educational tours form an integral part of pedagogy. Universities bring out academic calendar before the commencement of semester/ academic year. Teaching-learning methods are traditional and there is a limited use of ICT enabled teaching-learning tools. Only in few programs, class room teaching is supplemented by interactive learning through projects, assignments, seminars, case studies and group discussions. However, in technical and professional programs the elements of seminar and project are quite visible.

- Most of the faculty members in Universities hold a Ph.D degree except a few (at Assistant Professor level) who are either postgraduate or M. Phil. Degree holders. However, the number of faculties with Ph.D degree is very low in state-private Universities. Faculties attend refresher/ orientation and faculty development programs, seminar, workshops and conferences. Member of Faculty have also got National and International recognitions and are engaged in the organization of academic and professional bodies. Inadequate faculty strength is felt in all Universities. A few teachers have visited other Universities and institutions in India and abroad under MoUs and academic exchange programme and fellowships. A structured mechanism to evaluate faculty performance needs to be developed, including a formal student's feedback system.
- The Universities have transparent and established examination and evaluation system. There is a centralized evaluation centre in most of the Universities. The results are declared within stipulated time.
- Outcome based performance evaluation is yet to be structured but in all Universities a formal mechanism for determining the learning outcome need to be developed also, there is a need for value addition to existing programs and entrepreneur development programs.

5.1.3 Criterion III: Research, Innovations and Extension

- A Research Degree, Research Committee or Advisory Committee is in place in all Universities. Faculty members are involved in research work. Some Universities support faculty members for attending conferences also. In many Universities most of the research activity is confined to students (especially their Ph.D thesis work and Research Projects). No assigned budget and seed money for research budgetary allocation as research fund is not there in all Universities. Research grants by some University limited only to consumables, equipment, books and journals. An intensive initiative at the end of the University to promote research is not visible. Universities research culture needs to be strengthened in a few Departments.
- Many Departments in the Universities have research funding from UGC, CSIR, DST, UPCST, ICMR etc., but there is still a potential for extramural funding, Alumni and Industry sponsorship is yet to be tapped. A formal effort to resource mobilization of funds from external agencies is not visible.
- Many Universities have established a Centre for Excellence. The existing facilities in many Universities are inadequate to support the research. There is no central

instrumental facility available in the Universities. Limited e-resources are available for research.

- Faculty member in the University publish research papers in National and International journals, books and monographs. Some Universities also publish journals. The number of publications is not consistent with the number of faculty in the University. The quality of publication needs to be improved as there is a huge difference in the quality of papers among Universities and also within Universities. Many faculty members have research awards in their names and are also on the editorial boards of journals. Faculty needs to be motivated for obtaining more awards and recognitions.
- A few departments in some Universities offer consultancy services and a good revenue has been generated. But this is missing in most of the Universities. A policy document for consultancy is yet to be prepared in many Universities. In Universities, some departments have formal industry academia links.
- In all Universities, extension activities are carried out through NCC/NSS to benefit the local community. Many Universities connect with the community on occasions of various National celebrations. Universities need to formulate an Institutional Social Responsibility policy with budgetary provisions. There is plenty of scope to collaborate with National and International agencies in order to reach and empower the society.
- Universities have MoUs and linkage with Indian and foreign organizations and institutions. Academia and research have benefited through such agreements. But in many Universities, there are no significant collaborations with external agencies and other Universities. The internal collaboration among the departments in the Universities are missing.

5.1.4 Criterion IV: Infrastructure and Learning Resources

- The Universities have well spread campuses with adequate academic and administrative infrastructure, Gymnasium, yoga centre sports facilities, campus hostel with mess, health centres, dispensary, canteen, guest house. Many Universities have scope for further expansion.
- The Universities have well stocked central libraries with a good number of volumes of journals and periodicals with INFLIBNET support. A good number of journals are subscribed to but still there is a need to strengthen the library. Many Universities have rich Departmental libraries also. All Universities have not yet digitalized the libraries.

The libraries are managed in Universities by Committees constituted for the purpose. In many Universities there is a budget allocation for library development which is not adequate. The electronic journal subscriptions need to be increased to provide academic and research support to students and faculty.

- Majority of the University campuses have LAN and internet facilities. Some of the campuses are partially Wi-Fi enabled. The examination system in most of the Universities is computerized. Some of the Universities have also started online admission and counselling system. The Universities have yet to come out with clear IT policy.
- The campuses are maintained by maintenance department or engineering or works unit of the University which has adequate man power. There is budgetary provision of the upkeep and maintenance of the campus. The maintenance of equipment's is usually through AMC. Some Universities have eco-friendly campuses and also have developed systems for waste management and water harvesting. In some Universities, several laboratories and other support facilities require constant upkeep, maintenance and renovation.

5.1.5 Criterion V: Student Support and Progression

- There is informal students' mentoring in all Universities but this system is not well structured. The Anti-Ragging, Students' Grievances and Women cells are in place in all Universities. The University's information is published in admission brochures and also on University websites. The counselling and employment cells are structured only in those Universities offering technical and professional degrees and in most of the Universities these cells are to be structured and strengthened. In Universities there are a large number of students enrolled in Ph.D program without fellowship. The students from economically weaker section and Minority/SC/ST categories are provided Government scholarships in many programs of the Universities. The skill and personality development programs for students are missing in many Universities. Some Universities need to focus on passing-out students should be encouraged for higher studies further.
- Students actively participate in extracurricular and sports activities. The students' communities and clubs are active in many Universities and organize events frequently. There are also Universities without student's forums. The students' participation in University's affairs is not visible in majority of the Universities.

5.1.6 Criterion VI: Governance, Leadership and Management

- The Vision and Mission statements of the Universities and goals are in tune with the objectives and the needs of the society. The effective leadership in Governance is visible in all Universities. In many Universities' faculty participation is also visible in decision making with respect to academic issues but academic leadership at faculty level further needs to be strengthened. Universities have sufficient number of committees in place to plan and review the working and interaction with the IQAC on its recommendations has led to realization of some of the vision statements.
- All Universities have functional statuary bodies like BoS, Academic Councils, Planning Board, Finance Committee, and so on. Only some Universities have well defined organizational structure. The quality policy and strategic plan to achieve the vision and mission in the statement is not present in most of the Universities. A feedback system in place involving various stakeholders is needed in most of the Universities. They have yet to develop and implement complete ERP solutions for effective e-governance.
- Faculty members are granted leave to attend orientation/ refresher courses and capacity building programs. However, Universities do not provide support for attending such programs, conferences, seminar and workshops. There is no provision of sabbatical leave in most of the Universities.
- Universities prepare annual budget every year. Resource mobilization is usually through fee, Government grants, research projects and self-finance courses. The Universities with large number of affiliating colleges have surplus adequate funds for development. But this is not the case with other Universities. Internal and external audits are conducted regularly. The financial management in Universities is computerized.
- Universities have IQAC as per the guidelines of NAAC but IQAC in many Universities need focus. An effective quality enhancement effort with participation from all stakeholders is not visible in all Universities. Some Universities are conducting academic and administrative audits but the system needs to be more structured and a track up action based on the analysis of audit report is needed. Some of the Universities is ISO – certified.

5.1.7 Criterion VII: Institutional Values and Best Practices

- Some Universities have taken initiatives to maintain eco-friendly campuses, develop e-waste management systems, water harvesting and green audits. NSS units in some

Universities have been engaged in creating environmental awareness in local community. Some Universities has certified the campus as green Campus by the State Government.

- Some Universities have established Incubation and Start-up Centres. In some University's examination answer-books of high scorers are made available in the library. Some Universities have established multidisciplinary research centres with active participation of regular faculty members of the University. Many Universities have registered patents on the technology developed in the campus.
- In most of the Universities the examination system are fully automated and an online-admission process are being introduced. Many Universities have also taken initiative to reach the community to spread awareness on various issues of social and National Importance. Some Universities established Museum of Himalayan Archaeology, Ethnology Cultural Heritage.

5.2 Criterion-wise Observation of Peer Team Members for Colleges

5.2.1 Criterion I: Curricular Aspects

- Colleges follow the curriculum designed by the affiliating Universities. Few teachers are members of the respective Board of Studies. Academic committee ensures implementation of curriculum.
- CBCS/Twinning program/Credit Transfer/Accumulation/multidisciplinary facilities are not readily visible as the colleges follow the rules and norms set by the affiliating Universities. All such systems need to be developed to expand the scope of academic flexibility.
- In some of the colleges an informal system of curriculum feedback exists. An effective feedback from all stake-holders needs to be in place and feedback obtained need to be analysed.
- Updating of curricular are carried out by the affiliating University from time to time.
- In some of the colleges the value-added programmes are conducted for holistic development of students.

5.2.2 Criterion II: Teaching-Learning and Evaluation

- The colleges have a transparent admission process as per Government and University norms. Most of the colleges have a prospectus and publicize the admission in regional dailies and on their website.

- Student-teacher ratio needs improvement. Several permanent posts are yet to be filled. However, teachers are encouraged to undergo faculty improvement programmes and to participate in seminars/conferences to improve quality.
- Colleges caters to diverse groups, SC/ST/OBC, etc and they need appropriate strategies to address the diverse needs of learners. All colleges do not conduct remedial classes and do not have a systematic mechanism to cater the needs of slow and advance learners is not visible. Strategies for slow and fast learners are yet to be adopted in a systematic way.
- Examinations are conducted and controlled by affiliating University. System for monitoring student's progress and mechanism for redressal of grievances regarding evaluation is yet to be strengthened. Overall pass percentage at the University examinations is good. Placement cell needs to be effective.

5.2.3 Criterion III: Research, Innovations and Extension

- Efforts are needed for resource mobilization for research. No budget is earmarked for research in colleges. Physical infrastructural facilities for research may be strengthened. Seed money may be provided for research.
- In some of the colleges Research Committee are in place. In general, research culture among faculty needs to be promoted. A college are recognized as Research Centre by affiliating university.
- Some faculty members have publications, including books and book chapters.
- Colleges should explore consultancy prospects. A few colleges offer an informal consultancy services and these are offered free of cost.
- Extension and outreach activities are done through NSS and various clubs. Some women-empowerment activity is carried with state support in girls colleges.
- Effective academic collaboration with other institutions of Higher Education and industries is not visible in colleges.

5.2.4 Criterion IV: Infrastructure and Learning Resources

- The automation of library in most of the colleges is partial and it needs to be fully automated.
- Infrastructural facilities, like classrooms, labs, seminar halls, auditorium, common room, botanical garden, exist.

- Infrastructural facilities for co-curricular and extracurricular activities are inadequate in many colleges. In many colleges' laboratories are not upgraded. Sufficient fund is not available for maintenance and upkeep of the available facilities. However, many colleges have separate staff for maintenance work.
- Students' hostel or faculty/ staff quarters exist in very few colleges.
- ICT services need to be augmented. National Knowledge network connectivity may be established.
- In some colleges the infrastructural faculties are made available for outside agencies during the holidays and the revenue thus generated is used for the maintenance of the infrastructure.

5.2.5 Criterion V: Student Support and Progression

- Deserving students from low income groups are provided scholarships under Government schemes. Merit scholarships and awards are there in few colleges.
- No formal system to monitor the Students progression in place. In some colleges the progression is monitored in an informal manner.
- Facilities such as in-campus hostel, canteen, gymnasium, transportation and health services are available only in few colleges.
- Dropout rate in most of the colleges is low except in first year of the course.
- Training, placement, counselling, cell and incubation or start-up centres exist only in a very few colleges.
- Community services are performed through NSS in many colleges. But some colleges reach the community through other self-developed and Government schemes also.
- Students participate in NSS and extra-curricular and sports activities in most of the colleges and win prizes. Some colleges also have formed student forums to prove opportunity for student's participation in extracurricular and other outside class room activities.

5.2.6 Criterion VI: Governance, Leadership and Management

- Clearly defined vision with focus on ethical and moral values exist in almost all colleges and the goals and objectives of the college are in tune with the national policy for Higher Education.

- The colleges have own management. Decentralization of academic and administrative work is seen in almost all colleges.
- Financial resources are drawn mainly from students' fees, grants from state government, UGC and management whereas in self-finances colleges the main source of revenue is tuition fee.
- Faculty is encouraged for FDP/FIP programmes. Participation in seminars and conferences has to be further encouraged.

5.2.7 Criterion VII: Institutional Values and Best Practices

- Many colleges have eco-friendly green campuses with herbal gardens. Solar panels and rain water harvesting are also established in some colleges.
- Some colleges offer value-added education and also reach the community through many programs including some programs in association with NGOs and other organizations.
- A few colleges also impart various life skills and progression through various workshops and demonstration in programs like jewellery making, clay modelling, tie and dye, candle making, envelope making and decoration, mirror frosting, glass painting, fabric painting, civil defence.

Chapter – 6

Findings and Recommendations

On the basis of the status of the accredited institutions given in previous chapters, analysis of both Quantitative aspects and Qualitative aspects by Peer Teams of variety of Universities and Colleges in, Uttarakhand. The findings are based on the analyses of 39 colleges and 8 Universities of Uttarakhand.

6.1 Universities

- Out of these 08 accredited Universities, 07 are having valid Accreditation and 1 is not having valid Accreditation. All these 08 Universities are accredited in the CGPA system in the latest cycle.
- Out of the total number of 36 Universities in Uttarakhand, only 8 Universities are accredited (22 percent) and 28 Universities are not accredited (78 percent) in the state.
- Majority of Institutions in Uttarakhand including Universities and colleges both scores 2.01 to 2.50 CGPA range, (36) percent.
- Majority of Universities approx, 50 percent are scored CGPA range 3.01 to 3.25.
- Overall, around 22 percent of the Universities of the State are accredited. Ratio of accredited Central and Deemed Universities is 100 and 66.6 percent respectively. However, Accreditation ratio of the State Private Universities is the lowest followed by the Accreditation ratio of the State Universities.
- These 08 Universities have obtained grades from C to A. None of them have obtained A+ or A++ grades.
- It is observed from the above table that on an average, performance of Deemed Universities is comparatively better than Central, Private and State Universities in overall CGPA. The average performance of Central Universities is more in Criteria 1, 2 and 6. Similarly, the average performance of Deemed Universities is high in Criteria 3, 4, 5 and 7. The average of overall CGPA of Deemed Universities is 3.49 and the average of overall CGPA of State Universities is 2.89.

6.2 Colleges

- Regarding the colleges, out of 55 colleges, 39 colleges have been accredited in the CGPA system in their latest cycle of Accreditation and the remaining are accredited in the earlier system. Out of these 39 colleges, 25 colleges are having valid Accreditation and the remaining 14 colleges are not having the valid Accreditation.
- It can be observed that 51 percent of the accredited colleges are in urban areas. 25 percent are in rural areas and 23 percent are in semi-urban areas.
- It can also be observed that more than half of the colleges, which have gone for Accreditation, are Government colleges, Percentage of grant-in-aid colleges is 10.3 percent and the private colleges is around 33.3 percent.
- Around 89.7 percent of the accredited colleges are co-education colleges, while around 10.3 percent are women colleges.
- It has been observed that around 89.7 percent of the accredited colleges are offering postgraduate programmes, while around 10.3 percent colleges are offering undergraduate programmes.
- It has been observed that colleges offering Education 12.8 percent and general programmes 84.6 percent.
- Around 43.6 percent of the colleges are accredited under first cycle, 43.3 colleges, which are under cycle 2 and only 5 colleges under cycle 3, are accredited.
- Out of 39 accredited colleges, 25 colleges continuing their validity, in this 6 colleges are rural, 13 urban colleges and 6 semi urban colleges. 14 colleges expired their validity in this 4 rural, 3 semi urban and 7 urban colleges.
- On the basis of sources of funding, 15 Government colleges, 7 Private colleges and 3 Grant-in-aid colleges are continuing their validity. 14 colleges are not having valid Accreditation in this 7 colleges are Government, 6 colleges are private and only one college is grant-in-aid.
- Based on gender status, 21 colleges are co-education and 4 colleges are women colleges, having their validity. 14 colleges are not having valid Accreditation and also all 14 colleges are women colleges.
- Out of 25 valid accredited colleges, 24 colleges are PG college and 1 is UG college. 14 college are not having the valid Accreditation in this 11 colleges are PG and 3 colleges are UG.

- On the basis of Program based category, out of 25 valid accredited colleges, 24 are general colleges, 1 education college, and none of them are medical college. 14 colleges' have expired their validity in this 9 are general colleges, 4 education colleges, and one is medical college.
- Statistically, there is no significant impact of Source of funding of colleges on the Scoring pattern in overall CGPA and scoring in all individual Criteria. In other words, whether the institution is Government college or Grant-in-aid college or Private college, all colleges are performing almost similar in all Criteria and overall CGPA.
- Statistically, there is no significant impact of location of colleges on the Scoring pattern in overall CGPA and scoring in Criterion 1, Criterion 2, Criterion 4, Criterion 5. Criterion 6, Criterion 7. However, there is slightly significant impact of location of colleges on the Scoring patter in Criterion 3, whether the institution is located in rural or semi urban or urban areas.
- Majority of colleges around 44 percent are scored CGPA range 2.01 to 2.50 out of total accredited colleges.
- Majority of Government colleges around 72 percent scored CGPA range 2.01 to 2.50 & 2.51 to 2.75 in compared to Grant-in-aid and Private.
- Majority of Co-education colleges around 46 percent scored CGPA range 2.01 to 2.50 in compared to all Women colleges.

6.3 Criterion-wise Recommendation/ Action Plan for Universities

6.3.1 Criterion I: Curricular Aspects

- Streamlining of curriculum revision as per the needs of the community /industry should be put in place in consultation with experts from industry and other stakeholders.
- Steps to be taken to fill up all the existing vacancies of teaching, administrative and technical positions in all campuses.
- Universities should introduce innovative and need based programs such as that in Agriculture Science, Biotechnology, Nanotechnology, Biochemistry, Natural Resource Management, Computational Biology and in other developing areas across the disciplines. Introduce new programs which may enhance the skills and create employability.

- Experiential learning through field work, role play and project work should be mandatory components of the pedagogy and curriculum. CBCS should be applied in all Universities with a wide range of options of open electives from diverse areas of study along with the option for horizontal and vertical transfer of credit.
- A formal mechanism for consultation with stake holders to evolve curricula of National and Global relevance should be in place in all Universities.
- All Universities need to put in place a structured system of feedback from all stakeholders for enriching curricula of all academic program.

6.3.2 Criterion II: Teaching-Learning and Evaluation

- Admission process in many Universities needs to be more streamlined and transparent specially that in state-private Universities. A suitable strategy needs to be developed to attract the students from other states.
- A structured mechanism to address slow learners and promote advanced learners needs to be developed in all Universities. Moreover, a formal and well-defined mentoring system should be in place.
- More classes should be converted into smart class rooms. Teaching-learning process needs to be more interactive with the use of ICT enabled tools.
- Continuous evaluation of students' progression needs to be made an integral part of the semester system.
- An effective mechanism for academic and administrative audit needs to be advanced and implemented in all Universities.

6.3.3 Criterion III: Research, Innovations and Extension

- Universities need to encourage research by instituting fellowships and providing adequate funding from its own resources. Universities also need to identify drive areas for research, provide support and work towards establishing advanced centres of research.
- Interdisciplinary research to be promoted in all departments. An interdepartmental linkage needs to be established in all Universities.
- Full-fledged counselling and placement cell to be developed for the students
- Universities should develop a comprehensive research policy and provide necessary financial support, equipment and other facilities to promote high impact research.

- Existing financial resources need to be utilized and efforts should be made to mobilize other resources to support University research and other activities.
- Universities need to encourage Departments to initiate efforts for obtaining UGC-SAP, DRS and DST-FIST etc.
- Universities should strengthen its research component and improve quantity and the quality of publications and dissertations.
- The extension activities need not be confined to the NSS volunteers, rather teachers and students may be encouraged at the institution level to participate in socially relevant projects.
- University industry interface, linkage and collaborations need to be strengthened.

6.3.4 Criterion IV: Infrastructure and Learning Resources

- Universities should utilize available financial resources for various academic reforms, promotion of research, modernizing / maintenance of infrastructure. Laboratories need to be equipped and upgraded. Some Departments in universities need to be provided more space for academic activities.
- Steps to be taken for full automation of libraries and modernization of laboratories in a few Universities. More number of latest reference books, multiple copies of text books and periodicals need to be added to the central library. Libraries need to subscribe to sufficient number of online journals to support the research activities.
- An ERP system needs to be put in place for effective documentation and effective governance.
- In order to promote the use of ICT enabled learning tools and for optimal use of online resources the numbers of terminals in every department and especially in libraries need to be enhanced with internet facilities.
- Laboratory facilities/equipment needs augmentation and proper maintenance.

6.3.5 Criterion V: Student Support and Progression

- An effective mentoring system should be in place in all Universities. Student personnel services such as counselling, remedial coaching, grievance redressal, placement, mentoring etc. need to be strengthened.

- The Universities need to formalize and activate/establish training, placement Cell and Alumni Association. Personality development, soft skill and communication skill development courses should be provided to students to enhance their competencies and employability.
- Universities should develop a structured mechanism to monitor the students' progressions.
- Students should be encouraged to participate in University outreach programs. Students' participation in games and sports, cultural activities and extension activities need to be enhanced.

6.3.6 Criterion VI: Governance, Leadership and Management

- There is a need to decentralize academic activities and provide more autonomy to Departments and Centres in the Universities.
- Universities should create a perspective plan for the future with a road map and strategies for development.
- Continuous professional development of the faculty should be promoted in a very structured manner.
- Universities should take necessary steps to address the aspirations of teaching and non-teaching staff.
- Optimal use of available funds with well-structured financial management system should be in place.

6.3.7 Criterion VII: Institutional Values and Best Practices

- Students from weaker section of the society should be provided different assistance.
- A structured mechanism should be developed for the internal quality assurance.
- e-governance should be initiated to bring in transparency and efficiency.
- University should deploy appropriate technology to tap the potential of Natural and renewable energy resources. Universities should also explore opportunities for rain-water harvesting.
- The Universities should engage with community through an effective Institutional Social Responsibility programs.

6.4 Criterion-wise Critical Issues and Action Points / Recommendations of Peer Team

6.4.1 Criterion I: Curricular Aspects

- Many colleges need to start new UG/PG programs to cater to the needs of local population.
- All colleges should introduce new certificate/diploma and other short-term course that can create employability.
- Colleges should put their best efforts to provide soft and communication development training to students and inculcate high values among them.

6.4.2 Criterion II: Teaching-Learning and Evaluation

- The admission process in colleges including that in self-financed colleges should be more streamlines and transparent.
- Effort needs to be made for creating e-learning facilities and making students and Teachers to effectively utilize ICT.
- Effective use of ICT gadgets in teaching, learning, evaluation and administration.
- Additional thrust should be given colleges in faculty development activities, particularly in the latest pedagogy and e-content preparation.
- Periodic tests and in-house examinations should be conducted at college level as part of continuous internal assessments.
- The analysis of feedback data should be done and the outcome should be used to enhance the quality of teaching-learning process.
- All vacant teaching/non-teaching positions must be filled with permanent faculty.
- A student's attendance monitoring system should be developed and a good teacher-student coordination should be established.

6.4.3 Criterion III: Research, Innovations and Extension

- Efforts should be made to promote Research culture by the effective utilization of the services of the qualified faculty and mobilizing the resources.
- Faculty members should be encouraged to apply for research grants and also to start interdisciplinary research activities.

- Colleges should promote MOU's with Indian/foreign institutions, research laboratories, industries and NGOs for teaching, research and extension activities.
- Efforts should be better carried by the faculty to establish linkages with research institutions and industries.
- Colleges should explore the potentials and utilize their intellectual resources to start consultancy services to benefit faculty and students.

6.4.4 Criterion IV: Infrastructure and Learning Resources

- Academic and administrative infrastructure needs to be upgraded according to the changing needs.
- Adequate facilities for the effective use of e-resources and for the use of ICT enabled teaching-learning process should be made available.
- Libraries need to be completely automated and enriched to strengthen the teaching, learning and research in the campus.
- The colleges should have a computer centre facility and internet connectivity in the campus should be improved.
- Some of the colleges in urban area catering the need to improve/develop the in-campus hostel facilities for boys and girls.

6.4.5 Criterion V: Student Support and Progression

- Efforts should be made through innovative/orientation programs to change the mind-set of students towards innovation and creativity while sustaining the efforts towards self-reliance and good citizenship.
- Vocational/Job-oriented/Skill-development/Communication courses should be introduced. A language lab in the colleges is also desirable.
- Placements, Counselling and Career Guidance cells should be in place in all colleges and its functioning needs to be strengthened.
- A well-structured mechanism needs to be in place in all colleges to record the progression students.

6.4.6 Criterion VI: Governance, Leadership and Management

- Academic and administrative audit should be conducted periodically involving external members.

- Alumni Association in many colleges is yet to be formed.
- College leadership should take necessary initiatives to generate resources to provide/upgrade the required facilities for students and faculty in the campus.
- Leadership of some colleges may take an initiative to gain the status of autonomous college.
- Colleges should identify their areas of excellence, regional needs and scopes to do the perspective planning.
- IQACs to be made effective as per the UGC/NAAC guidelines and ensure their proactive functioning.

6.4.7 Criterion VII: Institutional Values and Best Practices

- Colleges may promote cultural, literary and scientific activities and involve more students in meaningful theme oriented extracurricular activities by forming forum in college as well as department level.
- Colleges may introduce need based short term career oriented and skill-based programmes along with the existing courses.
- Community oriented need-based outreach programmes and social action programmes with extension activities in association with NGOs and other local bodies may be started.

Chapter – 7

The Way forward and Suggestion to Higher Education Institution of Uttarakhand

There are 36 Universities in Uttarakhand (As per UGC/AISHE), out of which a total of 08 Universities had gone for Accreditation. Therefore 08 Universities have been considered for the purposes of this analysis. In Uttarakhand, there are more than 395 colleges. However, only 55 colleges have gone for the Accreditation in the State. Therefore only 39 colleges have been considered for the purposes of this analysis.

As per the analysis and findings made with respect to Higher Education Institutions in Uttarakhand, the way forward is suggested to the state Government and Higher Education institutions of the state.

1. Innovative and relevant curricula should be designed to serve different segments of the job market or provide avenues for self-employment.
2. Emphasis must also be given to the expansion of skill-based programmes in order to make our youth employable in the job market.
3. Assessment and Accreditation in the Higher Education, through transparent and informal external review process, are the effective means of quality assurance in Higher Education to provide a common frame of references for students and others to obtain credible information on academic quality across institutions thereby assisting student mobility across institutions, domestic as well as International.
4. The quality of Higher Education is responsible for developing human resources.
5. The findings and status of the HEIs of Uttarakhand would encourage the academic community to comprehend and work collectively towards quality assurance.
6. There are several categories of Higher Education Institutions depending on source of funding and management criteria, including Centrally Funded University, State Funded Universities, Deemed Universities, Open University and Self-financed Universities/ Institutions.

7. Institutions have to improve the Quality Culture internally basing on the information provided as Institution's performance in various aspects mentioned in their Assessment Outcome Document along with the peer team reports.

8. Institutions are continuously reviewing and seeking of inputs/suggestions for comprehensive interventions and encouraged to get valid Accreditation by NAAC to ensure the Quality culture in the institution.

9. State Government may encourage the Universities and Colleges under their purview to apply for NAAC Accreditation to planning of practical and feasible strategies to improve quality improvement measures.

10. Conduct regular mentoring and hand holding workshops. Such sessions can be implemented through online FAQs and through social media portals.

11. With the inclusion of Student Satisfaction Survey in NAAC Assessment process, which is a key indicator too, Institutions need to encourage students and create awareness on extensive use of technology, email usage, e-learning etc.

12. It is suggested that HEIs with relatively better performance, especially those with A grade (as per NAAC accreditation) be felicitated accordingly.

13. During Accreditation emphasis may also be given to the colleges which are located at remote and geographically disadvantageous place in criteria C-1, C-4 and C-3 where, there is hardly any chances for research activity and if needed these colleges may be evaluated on the basis of their outreach and community development programme.

14. Criteria wise analysis/suggestion report of an accredited Universities/colleges may be made and also inform to the stakeholder for improvement.

15. In this report it may be stated that in Uttarakhand a large number of students enrolled in 250 self-financed colleges affiliated to the four different state Universities and are not inclined for Accreditation. The concern university need to take appropriate majors for these colleges within a time period; otherwise steps for deaffiliation are initiated.

Annexure - I

List of Universities in Uttarakhand

Central University		
Sl. No.	**University**	**Place**
1	H.N.B. Garhwal University	Srinagar
State Universities		
2	G.B. Pant University of Agriculture and Technology	Pantnagar
3	Kumaun University (three campuses)	Nainital, Almora & Bhimtal
4	Uttarakhand Sanskrit University	Haridwar
5	Doon University	Dehradun
6	Uttarakhand Open University	Haldwani
7	Uttarakhand Technical University	Dehradun
8	Uttarakhand Ayurveda University	Dehradun
9	Uttarakhand University of Horticulture and Forestry (two campuses)	Bharsar (Pauri) and Ranichauri (Tehri)
10	Sri Dev Suman Uttarakhand University	Badhshahithaul (Tehri)
11	H.N.B. Uttarakhand Medical Education University	Dehradun
12	Uttarakhand Aawasiya Vishwavidyalaya	Almora
State Private Universities		
13	Bhagwant Global University	Kotdwar
14	Dev Sanakrit Vishwavidyalaya	Haridwar
15	DIT University	Dehradun
16	Graphic Era Hill University	Bhimtal & Dehradun
17	Himalayan Garhwal University	Pokhara
18	Himgiri Zee University	Dehradun

19	IMS Unison University	Dehradun
20	Motherhood University	Roorkee
21	Quantum University	Roorkee
22	Ras Bihari Bose Subharti University	Dehradun
23	Sardar Bhagwan Singh University	Balawala Dehradun
24	Shri Guru Ram Rai University	Dehradun
25	Swami Rama Himalayan University	Dehradun
26	The ICFAI University	Dehradun
27	University of Patanjali	Haridwar
28	University of Petroleum and Energy Studies	Dehradun
29	Uttaranchal University	Dehradun
Deemed Universities		
30	Forest Research Institute	Dehradun
31	Gurukula Kangri Vishwavidyalaya	Haridwar
32	Graphic Era University	Dehradun
Institutes of National Importance		
33	Indian Institute of Technology Roorkee	Roorkee
34	National Institute of Technology Uttarakhand	Srinagar
35	Indian Institute of Management Kashipur	Kashipur
36	All India Institute of Medical Sciences Rishikesh	Rishikesh

Annexure - II

List of Universities for Analysis Purpose

Sl. No.	Name of the University
1	Graphic Era University, Clement Town, Uttarakhand
2	Gurukula Kangri Vishwavidyalaya, Haridwar, Uttarakhand
3	Hemvati Nandan Bahuguna Garhwal University, Srinagar, (Garhwal), Pauri – 246174
4	Kumaun University, Sleepy Hollow, Nainital - Kaladungi Rd, Ayarpatta, Nainital - 263001, Uttarakhand
5	Dev Sanskriti Vishwavidya, Shantikunj, Haridwar – 249411
6	University of Petroleum and Energy Studies, Energy Acres, Po Bidholi Via Prem Nagar, Dehradun
7	Doon University, Dehradun P.O. Ajabpur, Mothrowala Road, Kedarpur
8	Uttarakhand Sanskrit University, Haridwar

Annexure - III

List of of Colleges Accredited in Uttarakhand

Sl. No.	Name of the College/Location	Accredited Status	EC Date	Cycles
1	A. P. B. Government Post Graduate College Agastyamuni, Rudraprayag-246421	B	05-01-2013	Cycle 1
2	B. S. M. P. G. College, Roorkee-247667	B	15-06-2009	Cycle 1
3	Chinmaya Degree College BHEL, Ranipur, Haridwar-249403	B	03-05-2004	Cycle 1
		B	14-09-2015	Cycle 2
4	College of Basic Sciences and Humanities Distt. Udham Singh Nagar, Pantnagar-263145	B	29-01-2009	Cycle 1
5	D. A. V. (P.G.) College Karanpur, Dehradun-248001	B+	04-11-2004	Cycle 1
6	D. A. V. (P.G.) College Department of Education, Dehradun-248001	C+	04-11-2004	Cycle 1
7	Dayanand Brijendra Swaroop (P.G.) College P. B. No. 283, Dehra Dun-248001	B+	04-11-2004	Cycle 1
8	Dayanand Women's Training College -No. 6, Nehru Road, Dehradun-248001	B+	16-09-2004	Cycle 1
9	Department of Education Modern Institute of Technology, Dhalwala, Rishikesh-249201	B	31-12-2009	Cycle 1
10	Department of Education Sitadevi Memorial Institute of Education and Technology EID-GAH Road, Jwalapur, Hardwar-249407	B	27-03-2011	Cycle 1
11	Department of Teacher Education Dr. P.D.B. Himalayan Government Post Graduate College, Degree College Road, Kotdwar-Dist. Pauri Garhwal-246149	B	01-05-2015	Cycle 1
12	Department of Teacher Education Pestle Weed College of Information Technology Technological Park, Oak Hill Estate, Mussoorie Diversion Road, Dehra Dun-248009	B	16-09-2011	Cycle 1

13	Department of Teacher Education Saraswati Institute of Management and Technology 12 k.m. on NH 74, Rudrapur-Gadarpur Road P. O. Premnagar, Via Gadarpur, Rudrapur-263153	B	01-05-2015	Cycle 1
14	Department of Teacher Education Government P.G. College, Dist. Chamoli, Gopeshwar-246401	B	16-09-2011	Cycle 1
15	Department of Teacher Education Moti Ram Babu Ram Government P.G. College Bhotia Paraw, Nainital Road, Haldwani-263146	B+	16-09-2004	Cycle 1
		B	08-07-2013	Cycle 2
16	Dolphin (P. G.) Institute of Bio-Medical and Natural Sciences, Manduwala, Near to Suddhowala, Chakrata Road, Dehradun-248007	B	16-09-2011	Cycle 1
17	Dr. P. D. B. Himalayan Government Post Graduate College, Dist. Pauri Garhwal, Kotdwar-246149	C++	03-05-2004	Cycle 1
18	Dr. P.D.B. Himalayan Government Post Graduate College, Degree College Road, Kotdwar, Dist. Pauri Garhwal-246149	B	01-05-2015	Cycle 1
19	Droan B. Ed. College, Khanpur Purab, Dineshpur Road, Rudrapur-263153	B	05-01-2013	Cycle 1
20	Gaurav Bharati Shiksha Sansthan Sardar Bhagwan Singh Post Graduate Institute of Biomedical Sciences and Research, Balawala, Dehradun-248161	B	16-09-2011	Cycle 1
21	Government Degree College Pauri Garhwal, Jaiharikhal-246139	C++	16-09-2004	Cycle 1
		B	19-01-2016	Cycle 2
22	Government Degree College Manila-263667	B	08-01-2011	Cycle 1
		B	28-03-2017	Cycle 2
23	Government Degree College Syalde, Bhikiyasen-263653	B	08-01-2011	Cycle 1
		B	28-03-2017	Cycle 2

24	Government P. G. College Tehri-Garhwal, Tehri-249001	B	05-01-2013	Cycle 1
25	Government Post Graduate College Narayan Nagar, Didihat-262550	B+	30-10-2017	Cycle 1
26	Government Post Graduate College	B	29-01-2009	Cycle 1
	Post Dwarahat-263653	B	15-11-2015	Cycle 2
27	Government Post Graduate College	B++	31-03-2007	Cycle 1
	Gopeshwar-246401	A	19-02-2016	Cycle 2
28	Government Post Graduate College	B	16-09-2004	Cycle 1
	Ranikhet-263647	B	05-01-2013	Cycle 2
29	Government Post Graduate College Dist. Pithoragarh, Berinag-262531	B++	16-09-2004	Cycle 1
30	Government Post Graduate College Pithoragarh-262502	B++	16-09-2004	Cycle 1
31	Government Post Graduate College (Department of Education) Pithoragarh-262502	C+	16-09-2004	Cycle 1
32	H.N.B. Government Post Graduate College	C+	03-05-2004	Cycle 1
	Khatima-262308	C	08-07-2013	Cycle 2
33	Indira Priyadarshini Government Girls P. G. College of Commerce Nawabi Road, Haldwani-263141	B B++	08-01-2011 30-10-2017	Cycle 1 Cycle 2
34	Kanahiya Lal D. A. V. P.G. College P. B. No. 59, Janapad-Haridwar-Roorkee-247667	B	04-11-2004	Cycle 1
35	Kanahiya Lal D. A. V. P.G. College Department of Education, P. B. No. 59, Janapad-Haridwar, Roorkee-247667	B+	04-11-2004	Cycle 1
36	Kumaon Kesari Pt. Badridutt Pandey	C+	10-02-2007	Cycle 1
	Government P.G. College, Pindari Road, Kathayatbara, Begeshwar-263642	B	08-07-2013	Cycle 2
37	Mahadevi Kanya Pathshala (P.G.) College No. 10, New Road, Dehradun-248001	B+	16-09-2004	Cycle 1
38	Mahila Vidyalaya Degree College Satikund, Kankhal, Haridwar-249408	B	02-05-2017	Cycle 1

39	Modern Institute of Technology Dhalwala, Rishikesh-249202	B++	05-11-2016	Cycle 1
40	Moti Ram Babu Ram Government P.G. College Bhotia Paraw, Nainital Road, Haldwani-263146	B+	16-09-2004	Cycle 1
		B	08-07-2013	Cycle 2
41	P.N.G. Government Post Graduate College Ramnagar, Ramnagar-244715	B+	03-05-2004	Cycle 1
		B	03-03-2015	Cycle 2
42	Patrician College of Education 12 Rajpur Road, Dehradun	B	05-05-2014	Cycle 1
43	Pt. L.M.S. Government Post Graduate College (Autonomous), Rishikesh-249201	A	16-09-2004	Cycle 1
		B	21-02-2014	Cycle 2
44	R.C.U Govt. P.G College Vishwanath Mandir Marg, Uttarkashi-249193	B++	16-09-2004	Cycle 1
		B	30-11-2011	Cycle 2
		B+	30-11-2018	Cycle 3
45	Radhey Hari Government P.G. College Bajpur Road, Udam Singh Nagar, Kashipur-244713	C++	03-05-2004	Cycle 1
		B	08-07-2013	Cycle 2
46	Raja Mahendra Pratap P. G. College Gurukul Narsan, Hardwar-246776	C	08-01-2011	Cycle 1
47	S. M. J. N. College, Hardwar-249401	B	03-05-2004	Cycle 1
48	S. P. Memorial B. Ed. College Bhagtyana, Dist. Pauri Garhwal, Srinagar-246174	B	27-03-2011	Cycle 1
49	S. V. Government P. G. College Lohaghat, Lohaghat-262524	C++	16-09-2004	Cycle 1
		B+	30-10-2017	Cycle 2
50	Sardar Bhagat Singh Government Post Graduate College, Rudrapur-263153	B	03-05-2004	Cycle 1
		B	01-05-2015	Cycle 2
51	Shri Guru Ram Rai (P.G.) College Pathri Bagh, Dehradun-248001	B	04-09-2010	Cycle 1
		A	29-03-2016	Cycle 2
52	SOS J. N. Kaul Institute of Education SOS Campus, Tallital, Bhimtal, Nainital-263136	B	11-07-2016	Cycle 1

53	Sri Sanatan Dharam Prakash Chand Kanya Snatkottar Mahavidyalaya, Opp. Nehru Stadium, Vidyapuri Road, Roorkee-247667	B	19-01-2016	Cycle 1
54	Uttaranchal College of Education Sewla Khurd, Saharanpur Road, Dehradun-248001	B	23-03-2013	Cycle 1
55	Veer Shaheed Kesari Chand Rajkiya Snatkottar Mahavidyalaya Dakpathar (Vikasnagar), Dehradun-248125	B++	02-05-2017	Cycle 1

Annexure - IV

List of of Abbreviations

Sl. No.	Abbreviations	
1	AICTE	All India Council for Technical Education
2	AYUSH	Ayurveda, Homeopathy, Unani, Siddha and Yoga & Naturopathy
3	ACSCU-AAI	Association of Christian Schools, Colleges and Universities Accrediting Association Inc
4	AIU	Association of Indian Universities
5	AQAR	Annual Quality Assurance Reports
6	A&A	Assessment and Accreditation
7	APQN	Asia Pacific Quality Network
8	BCI	Bar Council of India
9	BMO	BMO (Business Membership Organization
10	CSIR	Council of Scientific and Industrial Research
11	CGPA	Cumulative Grade Point Average
12	CHEA	Council for Higher Education Accreditation
13	GGP	Guidelines for Good Practices
14	CHEA	Council for Higher Education Accreditation
15	CIQG	CHEA International Quality Group
16	CB	Certification Bodies
17	COA	Council of Architecture
18	CCIM	Central Council for Indian Medicine
19	CCRYN	Central Council for Research in Yoga and Naturopathy
20	CCH	Central Council of Homeopathy
21	DIET	District Institute of Educational and Training
22	DCI	Dental Council of India
23	DEAC	Distance Education Accrediting Commission
24	DoE	Department of Education
25	DVV	Data Validation and Verification
26	DHSP	Dental Health Care Service providers

27	EIA	Environment Impact Assessment
28	EnMS	Energy Management Systems
29	EMS	Environmental Management Systems
30	FAAP	Federation of Accrediting Agencies of the Philippines
31	FSMS	Food Safety Management Systems
32	FEED	Formal Education Excellence Division
33	GATE	Graduate Aptitude Test in Engineering
34	GPAs	Grade Point Averages
35	HLC	Higher Learning Commission
36	IUCN	International Union for Conservation of Nature
37	IITs	Indian Institute of Technology
38	INC	Indian Nursing Council
39	IGNOU	Indira Gandhi National Open University
40	IISc.	Indian Institute of Science
41	IB	Inspection Bodies
42	ISMS	Information Security Management Systems
43	ITSMS	Information Technology Service Management Systems
44	ITI	Industrial Training Institute
45	IECT	Information, Electronics & Communications Technology
46	INQAAHE	International Network for Quality Assurance Agencies in Higher Education
47	IAF	International Accreditation Forum
48	IIQA	Institutional Information for Quality Assessment
49	INQAAHE	International Network for Quality Assurance Agencies in Higher Education
50	ICMR	Indian Council of Medical Research
51	INC	Indian Nursing Council
52	MSME	Micro Small and Medium Enterprises
53	Mo E&IT	Ministry of Electronics & Information Technology
54	MIS	Medical Imaging Services
55	MCI	Medical Council of India

56	MHRD	Ministry of Human Resource Development
57	NCTE	National Council for Teacher Education
58	NAAC	National Assessment and Accreditation Council
59	NBA	National Board of Accreditation
60	NIRF	National Institutional Ranking Framework
61	NABCB	National Agricultural Education Accreditation Board
62	NAEAB	National Agricultural Education Accreditation Board
63	NABL	National Accreditation Board for testing & calibration Laboratories
64	NABH	National Accreditation Board for Hospitals and healthcare providers
65	NABET	National Accreditation Board for Education & Training
66	NIELIT	National Institute of Electronics & Information Technology
67	NCQA	National Committee for Quality Assurance
68	NEASC	New England Association of Schools and Colleges
69	NWCCU	Northwest Commission on Colleges and Universities
70	NET	National Eligibility Test
71	NCC	National Cadet Corps
72	NSS	National Service Schem
73	OST	Oral Substitution Therapy
74	OHSMS	Occupational Health & Safety Management Systems
75	PTR	Peer Team Reports
76	PACUCOA	Philippines Accrediting Association of schools, Colleges and Universities' Commission of Accreditation
77	PHC/CHC	Primary & Community Health Centres
78	PCI	Pharmacy Council of India
79	QIF	Quality Indicator Framework
80	QA	Quality Assurance
81	QAA	Quality Assurance Agency for Higher Education
82	QMS	Quality Management Systems
83	Q.M	Quantitative Metrics
84	RCI	Rehabilitation Council of India

85	RTSMS	Road Traffic Safety Management Systems
86	RAF	Revised Accreditation Framework
87	SSS	Student Satisfaction Survey
88	SSR	Self –Study Reports
89	SHCO	Small Health Care Organization
90	UGC	University Grants Commission

Annexure - V

List of Experts

Internal Expert

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External Experts			
1.	**Prof. MSM Rawat** (Former Vice-Chancellor HNB Garhwal University Srinagar Garhwal) Adviser Higher Education Government of Uttarakhand	2.	**Dr. Anand Singh Uniyal** Deputy Director Directorate of Higher Education Uttarakhand
3.	**Dr. Pachauri J P** Professor of Sociology HNB Garhwal University Srinagar Garhwal	4.	**Prof. Durgesh Pant** Director, USERC Open University Haldwani, Uttarakhand
5.	**Prof. Surekha Dangwal** Vice-Chancellor Doon University Dehradun Uttarakhand	6.	**Dr. CD. Suntha** Principal Government PG College Pithoragarh, Uttarakhand

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