



उत्तराखण्ड में राष्ट्रीय उच्चतर शिक्षा अभियान एवं उच्च शिक्षा

रुसा परियोजना निदेशालय, उत्तराखण्ड

- संरक्षक : श्री एस०रामास्वामी, मुख्य सचिव, उत्तराखण्ड शासन/उपाध्यक्ष, उत्तराखण्ड उच्च शिक्षा परिषद् व परियोजना निदेशक, 'रुसा'
- परामर्शक : डॉ० रंजीत कुमार सिन्हा, (तत्कालीन) अपर सचिव, उच्च शिक्षा एवं अपर परियोजना निदेशक, 'रुसा'
श्री नितिन सिंह भदौरिया, अपर सचिव, उच्च शिक्षा एवं अपर परियोजना निदेशक, 'रुसा'
- सम्पादक : डॉ० सतपाल सिंह साहनी, सहायक निदेशक, उच्च शिक्षा एवं संयुक्त परियोजना निदेशक/नोडल अधिकारी, 'रुसा'
- आभार : मानव संसाधन विकास मंत्रालय, भारत सरकार ;उच्च शिक्षा विभाग, उत्तराखण्ड शासन ; कार्यालय, मा० उच्च शिक्षा मंत्री, उत्तराखण्ड ; उच्च शिक्षा निदेशालय ; प्रदेश के विश्वविद्यालय व महाविद्यालय ; 'रुसा' रिसोर्स सेन्टर, नई दिल्ली।
- सहयोग : डॉ० बी०सी० मेलकानी, निदेशक, उच्च शिक्षा, उत्तराखण्ड; श्री लक्ष्मण सिंह, संयुक्त सचिव, उत्तराखण्ड शासन ; डॉ० वी०एन० शर्मा, सहायक निदेशक, उच्च शिक्षा ; डॉ० ए०के० तिवारी, सहप्राध्यापक वाणिज्य, रा० स्ना० महा० डाकपत्थर ; श्री सुनील कुमार रतूड़ी, वरिष्ठ वित्त अधिकारी, 'रुसा'; तथा 'रुसा' परियोजना निदेशालय के समस्त कर्मचारी।
- टकण : कु० स्वाती ढौड़ियाल

पत्रिका में प्रकाशित आँकड़े, अखिल भारतीय निकायों, विश्वविद्यालयों एवं महाविद्यालयों द्वारा उपलब्ध कराई गई सूचनाओं पर आधारित हैं।

शुभकामनाएँ

अनुक्रमणिका

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राष्ट्रीय उच्चतर शिक्षा अभियान

राष्ट्रीय उच्चतर शिक्षा अभियान (Rastriya Uchchatar Shiksha Abhiyan)

का परिचय

उच्च शिक्षा किसी भी क्षेत्र के सामाजिक, आर्थिक एवं सांस्कृतिक विकास का एक महत्वपूर्ण दर्पण है। मानवीय संसाधनों के सर्वांगीण विकास में उच्च शिक्षा की अहम भूमिका है। भारतीय उच्च शिक्षा व्यवस्था को अमेरिका व चीन के पश्चात् विश्व में तीसरी सबसे बड़ी व्यवस्था होने का गौरव प्राप्त है। स्वतंत्रता प्राप्ति के पश्चात् उच्च शिक्षा के विकास में अनेक कीर्तिमान स्थापित करने के बाद वर्तमान में यह एक बड़े बदलाव की ओर अग्रसर हो रही है। 6 से 14 वर्ष की आयु के बच्चों को शिक्षा के संवैधानिक अधिकार, युवा वर्ग की बढ़ती हुई जनसंख्या, शिक्षा के विस्तार व व्यवसायीकरण, प्रतिस्पर्धा तथा निजी क्षेत्र की बढ़ती हुई रुचि ने उच्च शिक्षा के सम्मुख अभूतपूर्व अवसर व चुनौतियाँ उत्पन्न कर दी हैं।

1947 में देश के कुल 20 विश्वविद्यालयों तथा 500 महाविद्यालयों में उच्च शिक्षा में लगभग 1 लाख विद्यार्थी पंजीकृत थे जिनकी संख्या वर्तमान में क्रमशः 760, 38498 तथा 3.42 करोड़ हो गई है। उच्च शिक्षा में नामांकित कुल विद्यार्थियों में से 80 प्रतिशत स्नातक स्तर पर अध्ययनरत हैं। अखिल भारतीय स्तर पर संकायवार दृष्टि से कला में 42 प्रतिशत, विज्ञान में 19 प्रतिशत, वाणिज्य व प्रबन्ध में 18 प्रतिशत, इंजीनियरिंग व टेक्नोलॉजी में 10 प्रतिशत तथा अन्य संकायों में 11 प्रतिशत विद्यार्थी पंजीकृत हैं। कुल पंजीकृत विद्यार्थियों में 79 प्रतिशत स्नातक स्तर, 14 प्रतिशत स्नातकोत्तर स्तर पर तथा 7 प्रतिशत डिप्लोमा स्तर पर पंजीकृत हैं। ए0आई0एस0एच0ई0 के अनुसार उच्च शिक्षा की राष्ट्रीय नामांकन दर 24.3 प्रतिशत है। उच्च शिक्षा में कुल नामांकित 3.42 करोड़ छात्र-छात्राओं में लगभग 3 करोड़ केवल राज्य विश्वविद्यालयों तथा महाविद्यालयों में पंजीकृत हैं।

राज्य विश्वविद्यालयों एवं महाविद्यालयों में उच्च शिक्षा में गुणवत्ता (Quality), न्यायता (Equity), तथा सुलभता (Accessibility) स्थापित करने हेतु मानव संसाधन विकास मंत्रालय, भारत सरकार द्वारा वर्ष 2013 में केन्द्रीय पुरोनिधानित योजना के अन्तर्गत राष्ट्रीय उच्चतर शिक्षा अभियान (RUSA) प्रारम्भ किया गया है। इस अभियान के अन्तर्गत राष्ट्र के 306 राज्य विश्वविद्यालयों तथा 8500 राजकीय व अनुदानित महाविद्यालयों को आच्छादित करने का लक्ष्य निर्धारित किया गया है। मानव संसाधन विकास मंत्रालय, भारत सरकार द्वारा वित्तीय वर्ष 2016-17 में 'रुसा' के लिए रु0 1300 करोड़ का बजट प्रावधान किया गया है।

राष्ट्रीय उच्चतर शिक्षा अभियान के उद्देश्य

- (i) उच्च शिक्षा की नामांकन दर में वृद्धि करना।
- (ii) राज्य उच्च शिक्षण संस्थानों में मानकों व नियमों के अनुरूप गुणवत्ता में सुधार करना।
- (iii) अकादमिक मूल्यांकन व प्रत्यायन को शिक्षण संस्थानों में आवश्यक रूप से अंगीकृत करना।

- (iv) राज्य स्तर पर उच्च शिक्षा के नियोजन व अनुश्रवण कार्य के लिए संस्थागत ढांचा निर्मित कर राज्य उच्च शिक्षा प्रणाली में अपेक्षित सुधार करना।
- (v) उच्च शिक्षा में प्रशासनिक, अकादमिक, सम्बद्धता एवं परीक्षा सुधारों के लिए कार्यवाही करना।
- (vi) विद्यमान संस्थानों में अतिरिक्त क्षमता का विकास तथा सुविधाविहीन या अल्पसुविधायुक्त क्षेत्रों में नवीन संस्थानों की स्थापना कर राज्य में उच्च शिक्षा के संस्थागत आधार का विस्तार करना।
- (vii) राज्य उच्च शिक्षा परिषद् की स्थापना हेतु मार्गदर्शन करना।
- (viii) उच्च शिक्षण संस्थानों में योग्य शिक्षकों की उपलब्धता सुनिश्चित कर क्षमता-विकास करना।
- (ix) शोध व नवाचार हेतु संस्थानों में उचित वातावरण का सृजन करना।
- (x) सरकार के कौशल विकास अभियान के प्रयास को एकीकृत करना।
- (xi) उच्च शिक्षा की सुलभता के लिए क्षेत्रीय असन्तुलन को दूर करना।
- (xii) सामाजिक रूप से वंचितों समूहों, अनुसूचित जाति/जनजाति, अल्पसंख्यकों, महिलाओं, द्विव्यागों को उच्च शिक्षा में समुचित अवसर प्रदान कर साम्य में सुधार करना।
- (xiii) उच्च शिक्षा में संरचनात्मक कमियों को अभिज्ञापित कर उसको दूर करने में राज्य सरकार को सहयोग प्रदान करना।
- (xiv) उच्च शिक्षा में गुणवत्ता, शोध व नवाचार के क्षेत्रों में राज्यों एवं संस्थानों में स्वस्थ प्रतिस्पर्धा को बढ़ावा देना।
- (xv) उच्च शिक्षा के विकास में शिक्षण संस्थानों एवं राज्य सरकारों की भूमिका को स्पष्टतया परिभाषित करना।

‘राष्ट्रीय उच्चतर शिक्षा अभियान’ की प्रमुख विशेषताएँ

1. ‘रुसा’ मिशन मोड में संचालित एक ऐसी योजना है जिसमें वित्तीय सहायता निर्धारित मानकों के आधार पर स्वीकृत की जाती है।
2. अनुदान प्राप्ति हेतु राज्य सरकार द्वारा अकादमिक, प्रशासनिक व शासकीय सुधारों को लागू करने की वचनबद्धता प्रदान की जानी आवश्यक है।
3. ‘रुसा’ में मानव संसाधन विकास मंत्रालय से विश्वविद्यालयों व महाविद्यालयों को अनुदान, राज्य सरकार/राज्य उच्च शिक्षा परिषद् के माध्यम से अवमुक्त किया जाता है।
4. ‘रुसा’ के अन्तर्गत प्रत्येक राज्य को उच्च शिक्षा की राज्य स्तरीय योजना के आधार पर अनुदान स्वीकृत किया जाता है।
5. ‘रुसा’ में राज्य स्तरीय योजना, प्रत्येक शिक्षण संस्थान द्वारा विभिन्न घटकों हेतु प्रस्तुत संस्थागत विकास योजना (Institutional Development Plan) के आधार पर तैयार की जाती है।
6. ‘रुसा’ में राज्य उच्च शिक्षा परिषद् द्वारा उच्च शिक्षा के विकास से सम्बन्धित अन्य कार्यों के साथ ही राज्य में नियोजन व अनुश्रवण का कार्य भी निष्पादित किये जाने की व्यवस्था है।

7. 'रुसा' योजना में केन्द्रांश एवं राज्यांश का अनुपात उत्तर पूर्वी राज्यों, सिक्किम, जम्मू कश्मीर, हिमाचल प्रदेश व उत्तराखण्ड के लिए 90:10 है तथा अन्य राज्यों व केन्द्रशासित प्रदेशों के लिए यह अनुपात 60:40 का है।
8. 'रुसा' में निजी क्षेत्र की सहभागिता प्राप्त करने के लिए राज्यों को स्वतन्त्रता प्रदान की गई है।
9. 'रुसा' के अन्तर्गत राज्य, अन्य सरकारी योजनाओं के माध्यम से अतिरिक्त संसाधनों के संग्रहण के लिए भी स्वतन्त्र हैं।
10. 'रुसा' में राज्यवार अनुमन्य अनुदान का निर्धारण सुसंगत आयु वर्ग की जनसंख्या, सकल नामांकन अनुपात, लिंग समता सूचकांक, उच्च शिक्षा पर राज्य का व्यय, संस्थान संघनता, शिक्षक-छात्र अनुपात, राज्य में उच्च शिक्षा की उपलब्धता, समता, गुणवत्ता व उत्कृष्टता की स्थिति इत्यादि घटकों के आधार पर किया जाता है।

'रुसा' योजना के लक्षित समूह (Target Group of 'RUSA' Scheme)

1. राजकीय विश्वविद्यालय व महाविद्यालय ।
2. सहायता प्राप्त महाविद्यालय भी, कुछ घटकों हेतु निर्धारित शर्तों के अन्तर्गत परियोजना अनुमोदन बोर्ड की संस्तुति के अनुसार 'रुसा' से सहायता हेतु अर्ह हैं।

'रुसा' योजना के घटक (Components of 'RUSA' Scheme)

'रुसा' योजना के अन्तर्गत निम्नलिखित घटकों के अन्तर्गत वित्तीय सहायता प्रदान करने का प्रावधान है :-

1. विद्यमान स्वायत्त महाविद्यालयों को उच्चीकृत कर विश्वविद्यालय के रूप में स्थापित करना।
2. निकटस्थित महाविद्यालयों के समूहों को विश्वविद्यालय के रूप में परिवर्तित करना।
3. विश्वविद्यालयों को संरचनात्मक अनुदान।
4. नये मॉडल महाविद्यालय स्थापित करना।
5. विद्यमान महाविद्यालयों को मॉडल महाविद्यालय के रूप में उच्चीकृत करना।
6. नये व्यवसायिक महाविद्यालय स्थापित करना।
7. महाविद्यालयों को संरचनात्मक अनुदान।
8. शोध, नवाचार व गुणवत्ता सुधार।
9. समता हेतु पहल।
10. फ़ैकल्टी भर्ती हेतु सहायता।
11. फ़ैकल्टी सुधार।
12. उच्च शिक्षा का व्यवसायीकरण।
13. शैक्षिक प्रशासकों की नेतृत्व क्षमता का विकास।
14. संस्थागत पुर्नसंरचना व सुधार।
15. क्षमता विकास, समंक संग्रहण एवं नियोजन।

16. प्रबन्ध सूचना प्रणाली।
17. पॉलिटैक्निक संस्थाओं को सहायता।
18. प्रबन्ध, पर्यवेक्षण, मूल्यांकन और शोध।

‘रुसा’ योजना का संस्थागत ढांचा (Institutional Structure of ‘RUSA’ Scheme)

मानव संसाधन विकास मंत्रालय, भारत सरकार द्वारा ‘रुसा’ का संस्थागत ढांचा निम्नवत् निर्धारित किया गया है :-

(अ) राष्ट्रीय स्तर

1. ‘रुसा’ अभियान प्राधिकरण (‘RUSA’ Mission Authority) :

राष्ट्रीय उच्चतर शिक्षा अभियान से सम्बन्धित समस्त नीतिगत विषयों पर निर्णय लेने के लिए निम्नानुसार ‘रुसा’ अभियान प्राधिकरण का गठन किया गया है :-

● मानव संसाधन विकास मंत्री, भारत सरकार	—	सभापति
● सचिव, उच्च शिक्षा विभाग, मानव संसाधन विकास मंत्रालय, भारत सरकार	—	उपसभापति
● अध्यक्ष, विश्वविद्यालय अनुदान आयोग	—	सह-उपसभापति
● नीति आयोग का सदस्य (उच्च शिक्षा का प्रभारी)	—	सदस्य
● अध्यक्ष, अखिल भारतीय तकनीकी शिक्षा परिषद्	—	सदस्य
● समस्त राज्यों के उच्च शिक्षा परिषद् के सभापति	—	सदस्य
● उच्च शिक्षा क्षेत्र के तीन विशेषज्ञ	—	सदस्य
● मानव संसाधन विकास मंत्रालय के वित्तीय सलाहकार	—	सदस्य
● अध्यक्ष, भारतीय चिकित्सा परिषद्	—	सदस्य
● अध्यक्ष, भारतीय विधि परिषद्	—	सदस्य
● सचिव, कृषि, भारत सरकार	—	सदस्य
● सचिव, संस्कृति, भारत सरकार	—	सदस्य
● सचिव, स्वास्थ्य, भारत सरकार	—	सदस्य
● सचिव, विज्ञान व प्रौद्योगिकी, भारत सरकार	—	सदस्य
● सचिव, खेल, भारत सरकार	—	सदस्य
● वित्त मंत्रालय का प्रतिनिधि	—	सदस्य
● संयुक्त सचिव, उच्च शिक्षा, मानव संसाधन विकास मंत्रालय, भारत सरकार	—	सदस्य सचिव

2. परियोजना अनुमोदन मण्डल (Project Approval Board)

‘रुसा’ के अन्तर्गत राज्यों द्वारा उपलब्ध कराई गई योजना में विभिन्न घटकों के लिए प्रस्तुत प्रस्तावों हेतु अनुदान स्वीकृत करने हेतु निम्नानुसार परियोजना अनुमोदन मण्डल का गठन किया गया है :-

- | | | |
|---|---|------------|
| ● सचिव (उच्च शिक्षा), मानव संसाधन विकास मंत्रालय, भारत सरकार | — | अध्यक्ष |
| ● अध्यक्ष, विश्वविद्यालय अनुदान आयोग | — | सह-अध्यक्ष |
| ● उपाध्यक्ष, विश्वविद्यालय अनुदान आयोग | — | सदस्य |
| ● अध्यक्ष, अखिल भारतीय तकनीकी शिक्षा परिषद् | — | सदस्य |
| ● सचिव, विश्वविद्यालय अनुदान आयोग | — | सदस्य |
| ● सम्बन्धित राज्य के उच्च शिक्षा परिषद् का सभापति | — | सदस्य |
| ● उच्च शिक्षा क्षेत्र से दो विषय विशेषज्ञ | — | सदस्य |
| ● मानव संसाधन विकास मंत्रालय, भारत सरकार के वित्तीय सलाहकार | — | सदस्य |
| ● सलाहकार (उच्च शिक्षा) नीति आयोग | — | सदस्य |
| ● संयुक्त सचिव, उच्च शिक्षा, मानव संसाधन विकास मंत्रालय, भारत सरकार | — | संयोजक |

3. विशिष्ट उद्देश्ययान (Special Purpose Vehicle)

‘रुसा’ अभियान प्राधिकरण, परियोजना अनुमोदन मण्डल व राष्ट्रीय परियोजना निदेशालय को तकनीकी सहयोग प्रदान करने के लिए निम्नानुसार विशिष्ट उद्देश्ययान (SPV) का गठन किया गया है :-

- | | | |
|--|---|----------------|
| 1. ख्याति प्राप्त शिक्षाविद(मा0सं0वि0मं0, भारत सरकार द्वारा नामित) | — | अध्यक्ष |
| 2. सचिव, उच्च शिक्षा, मा0सं0वि0मं0, भारत सरकार द्वारा नामित | — | सदस्य |
| 3. अध्यक्ष, विश्वविद्यालय अनुदान आयोग | — | सदस्य |
| 4. अध्यक्ष, अखिल भारतीय प्राविधिक शिक्षा परिषद् | — | सदस्य |
| 5. राष्ट्रीय मिशन निदेशक, ‘रुसा’ | — | प्रबन्ध निदेशक |
| 6. वित्त सलाहकार, उच्च शिक्षा विभाग, भारत सरकार | — | सदस्य |
| 7. तकनीकी सहयोग समूह (TSG) का मुख्य कार्यकारी अधिकारी | — | सदस्य |
| 8. उच्च शिक्षा के दो विशेषज्ञ | — | सदस्य |

4. तकनीकी सहयोग समूह (Technical Support Group) :

विशिष्ट उद्देश्ययान (SPV) के निदेशक मण्डल द्वारा नियुक्त मुख्य कार्यकारी अधिकारी, तकनीकी सहयोग समूह सचिवालय का प्रमुख होता है जिसमें सलाहकारों के माध्यम से निम्नलिखित कार्य सम्पादित किये जाते हैं :-

- निधियों के प्रवाह व सूचनाओं का अनुश्रवण करना।
- राज्यों के उच्च शिक्षा प्लान का मूल्यांकन करना व राज्य उच्च शिक्षा परिषदों से सहयोग लेना।
- प्रबन्ध सूचना प्रणाली (MIS) का नियोजन, समन्वयन, प्रकाशन व प्रबन्धन।
- प्रस्तावों का मूल्यांकन करना।
- 'रुसा' मिशन प्राधिकरण, परियोजना अनुमोदन मण्डल व राष्ट्रीय परियोजना निदेशालय को समस्त कार्यात्मक, तकनीकी व प्रबन्धकीय सहयोग प्रदान करना।
- यथोचित शर्तों पर योजनाओं के अनुश्रवण, संरचना, तकनीकी पहलुओं व अन्य उद्देश्यों हेतु सलाहकारों की नियुक्ति करना।

5. राष्ट्रीय परियोजना निदेशालय (National Project Directorate)

'रुसा' अभियान प्राधिकरण तथा परियोजना अनुमोदन मण्डल द्वारा लिए गये निर्णयों को क्रियान्वित करने के लिए संयुक्त सचिव (उच्च शिक्षा), मानव संसाधन विकास मंत्रालय, भारत सरकार/राष्ट्रीय मिशन निदेशक, 'रुसा' की अध्यक्षता में मानव संसाधन विकास मंत्रालय, भारत सरकार के उच्च शिक्षा विभाग में 'रुसा' का राष्ट्रीय परियोजना निदेशालय गठित किया गया है।

(ब) राज्य स्तर

प्रत्येक राज्य में 'रुसा' परियोजना की निगरानी का कार्य, राज्य उच्च शिक्षा परिषद् द्वारा किये जाने की व्यवस्था है। इस सम्बन्ध में परियोजना के संचालन के लिए परिषद् को राज्य परियोजना निदेशालय व तकनीकी समर्थन समूह (Technical Support Group) द्वारा सहयोग प्रदान किया जाता है।

1. राज्य उच्च शिक्षा परिषद् (State Higher Education Council)

राज्य उच्च शिक्षा परिषद्, राज्य स्तर पर उच्च शिक्षा के विकास व नियोजन की प्रमुख निकाय है। विभिन्न विश्वविद्यालयों व महाविद्यालयों को केन्द्र व राज्य से वित्त आपूर्ति हेतु समन्वय तथा राज्य स्तर पर उच्च शिक्षा के अनुश्रवण, गुणवत्ता नियन्त्रण एवं समन्वय हेतु राज्यों में निम्नानुसार उच्च शिक्षा परिषद् गठित किये जाने का प्रावधान है :-

- सभापति— प्राथमिकता से एक ख्यातिप्राप्त शिक्षाविद/लोक बुद्धिजीवी।
- उपसभापति— सभापति गैर अकादमिक होने की दशा में अनिवार्यतः एक लब्ध प्रतिष्ठित शैक्षिक प्रशासक अन्यथा की दशा में वह उद्योग जगत से कोई पेशेवर व्यक्ति हो सकता है।
- सदस्य सचिव— प्रोफेसर स्तर के समकक्ष एक ख्यातिप्राप्त शिक्षाविद—मुख्य कार्यकारी अधिकारी।
- राज्य परियोजना निदेशक।
- 10 से 15 सदस्य—कला, विज्ञान व तकनीकी, संस्कृति, लोक समाज, उद्योग जगत, कौशल शिक्षा व कौशल विकास क्षेत्रों से प्रतिनिधित्व करते हुए।
- राज्य विश्वविद्यालयों से तीन कुलपति व स्वायत्त/सम्बद्ध महाविद्यालय के दो प्राचार्य।
- मानव संसाधन विकास मंत्रालय, भारत सरकार द्वारा एक नामित व्यक्ति।

2. राज्य परियोजना निदेशालय (State Project Directorate)

राज्य परियोजना निदेशालय में राज्य परियोजना निदेशक व आवश्यकतानुसार कार्यालय स्टाफ नियुक्त करने की व्यवस्था है। राज्य परियोजना निदेशक, राज्य सरकार के कमिश्नर/सचिव से अनिम्न स्तर का अधिकारी होता है।

3. तकनीकी सहयोग समूह (Technical Support Group)

तकनीकी सहयोग समूह की संरचना व गठन राज्य सरकार के निर्णयानुसार किये जाने की व्यवस्था है।

(स) संस्थागत स्तर

संस्थागत स्तर पर 'रुसा' योजना का प्रबन्ध, निम्नानुसार संचालक मण्डल व परियोजना अनुश्रवण इकाई द्वारा किये जाने की व्यवस्था की गई है :—

संचालक मण्डल : संस्थागत स्तर पर संचालक मण्डल द्वारा परियोजना सम्बन्धी नीतिगत निर्णय लेने, अनुश्रवण करने, विभिन्न उपसमीतियों का गठन करने, फैकल्टी विकास सुनिश्चित करने, शैक्षणिक व गैर शैक्षणिक सुधारों को लागू करने, निधि का समुचित उपयोग व वित्तीय प्रबन्ध करने, रिपोर्ट व उपभोग प्रमाण पत्र के प्रस्तुतीकरण के साथ-साथ योजना के क्रियान्वयन में उत्पन्न बाधाओं को दूर करने का कार्य सम्पादित किया जाता है।

परियोजना अनुश्रवण इकाई : प्रत्येक शिक्षण संस्थान में संस्थाध्यक्ष की अध्यक्षता में अधिकारियों, शिक्षकों, तकनीकी व गैर तकनीकी स्टाफ व छात्र प्रतिनिधियों से युक्त एक परियोजना अनुश्रवण इकाई गठित किये जाने का प्रावधान है। यह इकाई, संस्थागत स्तर पर परियोजना के अनुश्रवण हेतु उत्तरदायी होती है। परियोजना अनुश्रवण इकाई द्वारा सामग्री, कार्य व सेवाओं की अधिप्राप्ति, वित्तीय प्रबन्ध, फैकल्टी व स्टाफ विकास, अनुश्रवण इत्यादि का कार्य किया जाता है।

29 राज्यों व 6 केन्द्रशासित प्रदेशों में रुसा परियोजना संचालित की जा रही है। सम्प्रति, भारत सरकार द्वारा 1571 शिक्षण संस्थाओं के रुसा के प्रस्तावों पर स्वीकृति प्रदान की गयी है। राष्ट्रीय उच्चतर शिक्षा अभियान प्रारम्भ होने से पूर्व मात्र नौ राज्यों में ही उच्च शिक्षा परिषदें स्थापित थी। इस अभियान के प्रारम्भ होने के बाद 22 अन्य राज्यों में भी राज्य उच्च शिक्षा परिषदें स्थापित की जा चुकी हैं। राष्ट्रीय उच्चतर शिक्षा अभियान प्रारम्भ होने के पश्चात् विगत दो वर्षों में शिक्षण संस्थाओं में संरचनात्मक व अन्य सुविधाओं में उल्लेखनीय विकास के साथ-साथ उच्च शिक्षा सुधार व 'नैक' प्रत्यायन के लिए विशेष प्रयास किये जा रहे हैं।

उत्तराखण्ड में राष्ट्रीय उच्चतर शिक्षा अभियान

उच्च शिक्षा के क्षेत्र में अविभाजित उत्तर प्रदेश में उत्तराखण्ड का गौरवशाली इतिहास रहा है। राज्य गठन के पश्चात् विगत 16 वर्षों में प्रदेश की उच्च शिक्षण संस्थाओं में उल्लेखनीय वृद्धि हुई है। वर्ष 2015 में प्रदेश में 1,90,755 विद्यार्थियों ने इण्टरमीडिएट स्तर की परीक्षा उत्तीर्ण की जिसमें से 1,26,974 विद्यार्थियों ने उच्च शिक्षा की विभिन्न शिक्षण संस्थाओं में प्रवेश लिया। प्रदेश के विश्वविद्यालयों द्वारा उपलब्ध कराई गई सूचना के आधार पर वर्ष 2014-15 में उत्तराखण्ड में उच्च शिक्षा में कुल 3,36,141 विद्यार्थी अध्ययनरत थे। अखिल भारतीय उच्च शिक्षा सर्वेक्षण (2014-15) के अनुसार प्रदेश में उच्च शिक्षा की नामांकन दर 33.9 प्रतिशत आगणित की गई है। प्रदेश के 56 प्रतिशत विश्वविद्यालय तथा 4 प्रतिशत महाविद्यालय यू0जी0सी0 अधिनियम 1956 की धारा 2(f)/3 से मान्यता प्राप्त हैं तथा 16 प्रतिशत विश्वविद्यालयों एवं 14 प्रतिशत महाविद्यालयों ने धारा 12(b) के अन्तर्गत मान्यता प्राप्त की है। 6 विश्वविद्यालयों, 16 राजकीय महाविद्यालयों, 5 अनुदानित महाविद्यालयों, 8 निजी महाविद्यालयों तथा 4 महाविद्यालयों के शिक्षण विभागों ने राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद् से प्रत्यायन भी कराया है।

उच्च शिक्षा के गुणवत्ता सर्वद्वन, सुलभता, साम्यता व सुधार के लिए प्रायोजित राष्ट्रीय उच्चतर शिक्षा अभियान के लिए डॉ0 इन्दिरा हृदयेश, मा0 उच्च शिक्षा मंत्री जी की अध्यक्षता में प्रदेश में राज्य उच्च शिक्षा परिषद् तथा श्री एस0 रामास्वामी, मुख्य सचिव, उत्तराखण्ड शासन की अध्यक्षता में परिषद् की कार्यकारिणी समिति एवं रुसा परियोजना निदेशालय का गठन किया गया है। प्रदेश में उच्च शिक्षा तथा रुसा के नियोजन एवं विकास के लिए मा0 उच्च शिक्षा मंत्री जी की अध्यक्षता में गठित उत्तराखण्ड राज्य उच्च शिक्षा परिषद् की दिनांक 24 मई 2014 तथा 23 दिसम्बर 2015 को आयोजित बैठकों में निम्नलिखित निर्णय लिये गये :-

1. राष्ट्रीय उच्चतर शिक्षा अभियान के अन्तर्गत राज्य योजना का अनुमोदन।
2. राज्य उच्च शिक्षा परिषद् का सोसाइटी रजिस्ट्रेशन अधिनियम के अन्तर्गत पंजीकरण करना।
3. 'रुसा' परियोजना निदेशालय का गठन करना।
4. 'रुसा' में परियोजना निदेशक को विभागाध्यक्ष नामित करना।
5. उच्च शिक्षा सुधारों के अन्तर्गत विभागीय मूल्यांकन व अनुश्रवण की व्यवस्था सुनिश्चित करना।
6. प्रदेश में उच्च शिक्षा के लिए एम0आई0एस0 विकसित करना।

7. महाविद्यालयों की सम्बद्धता के सम्बन्ध में प्रादेशिक स्तर पर एकरूप व्यवस्था लागू करना।
8. महाविद्यालयों को यू0जी0सी0 अधिनियम की धारा 2(f) व 12(B) से आच्छादित करना।
9. समस्त विश्वविद्यालयों, महाविद्यालयों व शिक्षण संस्थानों की सूचनाओं का ए0आई0एस0एच0ई0 पोर्टल में अपलोडिंग सुनिश्चित करना।
10. विश्वविद्यालयों एवं महाविद्यालयों का 'नैक' से प्रत्यायन करवाना।
11. उच्च शिक्षा में विद्यार्थियों की कौशल अविवृद्धि के लिए पाठ्यक्रमों का परिमार्जन करना।
12. प्रदेश में प्रौद्योगिकी समर्थित शिक्षा का संचालन।
13. प्रदेश में 'चायस बेस्ड क्रेडिट सिस्टम' के आधार पर सेमेस्टर पद्धति लागू करना।
14. विश्वविद्यालयों व महाविद्यालयों में संसाधनों के सृजन की संभावनाओं का अभिज्ञापन।
15. उच्च शिक्षा में प्रशासनिक सुधार के लिए उत्तराखण्ड विश्वविद्यालय अधिनियम की संरचना।
16. विश्वविद्यालयों एवं महाविद्यालयों में स्वस्थ शैक्षणिक वातावरण का सृजन।
17. उच्च शिक्षा परिषद् को संवैधानिक निकाय के रूप में स्थापित करना।

शासन द्वारा राष्ट्रीय उच्चतर शिक्षा अभियान में सहभागिता के लिए मानव संसाधन विकास मंत्रालय, भारत सरकार द्वारा निर्धारित पूर्व शर्तों के अनुपालन की सहमति दिनांक 25 नवम्बर 2013 को भारत सरकार को उपलब्ध कराई गयी तथा भारत सरकार द्वारा 'रुसा' की तैयारी व उच्च शिक्षा में सुधारों के लिए रु0 3.63 करोड़ के केन्द्रांश की प्रथम किस्त उपलब्ध कराई गई। भारत सरकार के निर्देशानुसार प्रदेश में राष्ट्रीय उच्चतर शिक्षा अभियान संचालित करने के लिए राज्य उच्च शिक्षा परिषद्, राज्य परियोजना निदेशालय तथा तकनीकी सहयोग समूह का गठन किया गया है। 'रुसा' के सम्बन्ध में प्रादेशिक स्तर पर कुल 27 बैठकों के आयोजन के साथ-साथ भारत सरकार द्वारा आयोजित 20 बैठकों व कार्यशालाओं इत्यादि में सहभागिता की गई है। राष्ट्रीय उच्चतर शिक्षा अभियान के अन्तर्गत उच्च शिक्षा विकास व सुधार के सम्बन्ध में राज्य उच्च शिक्षा परिषद् द्वारा महाविद्यालयों की सम्बद्धता व यू0जी0सी0 अधिनियम की धारा 12(B) से महाविद्यालयों के आच्छादन, उच्च शिक्षा से सम्बन्धित सूचनाओं के ए0आई0एस0एच0ई0 पोर्टल में अपलोडिंग, नैक प्रत्यायन, शुल्क पुनरीक्षण तथा विश्वविद्यालयों व महाविद्यालयों में स्वस्थ शैक्षणिक वातावरण के सृजन इत्यादि के सम्बन्ध में वांछित संस्तुतियाँ शासन को उपलब्ध कराई गई।

उपर्युक्त के अतिरिक्त, रुसा परियोजना निदेशालय द्वारा ई-लर्निंग, चायस बेस्ड क्रेडिट सिस्टम, एकेडमिक आडिट तथा उच्च शिक्षा में गुणवत्ता सर्वेक्षण के प्रस्तावों पर स्वीकृति के साथ-साथ उच्च शिक्षा में एम0आई0एस0 विकसित करने व राजकीय महाविद्यालयों को 'स्वान नेटवर्क' सुविधा उपलब्ध कराने के प्रस्ताव उच्चानुमोदन हेतु प्रस्तुत किये गये। मानव संसाधन विकास मंत्रालय के निर्देशानुसार नई उच्च शिक्षा नीति के सम्बन्ध में भी राज्य स्तरीय संस्तुतियाँ भारत सरकार को उपलब्ध कराई गई।

राष्ट्रीय उच्चतर शिक्षा अभियान के अन्तर्गत राज्य उच्च शिक्षा परिषद् द्वारा भारत सरकार को उपलब्ध कराई गई योजना के सापेक्ष मानव संसाधन विकास मंत्रालय, भारत सरकार ने दिनांक 5 दिसम्बर 2014 को आयोजित पी0ए0बी0 की चौथी बैठक में राज्य के रु0 159.95 करोड़ के 41 प्रस्तावों पर अनुमोदन प्रदान किया तथा मार्च 2014, जनवरी 2015, मार्च 2015 तथा सितम्बर 2015 में 'रुसा' के विभिन्न घटकों में 40 प्रस्तावों के लिए कुल रु0 13.10 करोड़ के केन्द्रांश की प्रथम किस्त तथा दिनांक 22 जून 2016 को रु0 56.69 करोड़ की द्वितीय किस्त उपलब्ध कराई गई। तदनुसार प्रदेश के विश्वविद्यालयों तथा महाविद्यालयों को स्वीकृत घटकों के अन्तर्गत राज्यांश को सम्मिलित करते हुए कुल रु0 70.58 करोड़ का अनुदान अवमुक्त किया गया है। रुसा से आच्छादित प्रदेश के 3 राज्य विश्वविद्यालयों, 36 राजकीय महाविद्यालयों तथा 1 मानव संसाधन विकास केन्द्र का पी0एफ0एम0एस0 में पंजीकरण कर दिया गया है तथा सभी संस्थागत नोडल अधिकारियों को पी0एफ0एम0एस0 का प्रशिक्षण भी प्रदान किया जा चुका है। पी0एफ0एम0एस0 लागू करने के सम्बन्ध में प्रदेश के रुसा परियोजना निदेशालय को राष्ट्र एवं राज्य स्तर पर अग्रणीय स्थान प्राप्त हुआ है। जियों टैगिंग के अन्तर्गत अधिकांश शिक्षण संस्थाओं द्वारा 'रुसा' के अन्तर्गत निर्माणाधीन कार्यों के फोटोग्राफ भुवन पोर्टल में अपलोड कर दिये गये हैं। आलोच्य वर्ष में राष्ट्रीय उच्चतर शिक्षा अभियान के अन्तर्गत प्रदेश में निर्माणाधीन कार्यों को पूर्ण करने के साथ-साथ 'रुसा' से आच्छादित विश्वविद्यालयों व महाविद्यालयों में संरचनात्मक सुविधाओं की व्यवस्था, 'रुसा' की वैबसाइट विकसित करने, ई-लर्निंग कार्यक्रम, चायस बेस्ड क्रेडिट सिस्टम, एकेडमिक आडिट, नैक प्रत्यायन तथा प्राचार्यों के नेतृत्व विकास पर आधारित कार्यशालाओं के आयोजन इत्यादि के सम्बन्ध में अपेक्षित कार्यवाही की जानी प्रस्तावित है।

‘रुसा’ के अन्तर्गत विश्वविद्यालयों तथा महाविद्यालयों को स्वीकृत अनुदान

राष्ट्रीय उच्चतर शिक्षा अभियान के अन्तर्गत उच्च शिक्षा विभाग द्वारा रु0 582.06 करोड़ के 120 प्रस्ताव भारत सरकार को उपलब्ध कराये गये। भारत सरकार द्वारा कोष तुल्यता सूत्र (Fund Equilisation Formula) के आधार पर प्रदेश के रु0 159.95 करोड़ के 41 प्रस्तावों पर अनुमोदन प्रदान किया गया तथा 40 प्रस्तावों के सम्बन्ध में रु0 69.79 का केन्द्रांश उपलब्ध कराया गया। भारत सरकार द्वारा उपलब्ध कराये गये केन्द्रांश व राज्यांश सहित विश्वविद्यालयों एवं महाविद्यालयों को निम्नानुसार रु0 70.58 करोड़ का अनुदान स्वीकृत किया गया :-

Statement of Grant Released (First Instalment) to Universities & Colleges in Uttarakhand under RUSA (2014-15 & 2015-16)

Title & Component No. of RUSA	University/College	Approved Physical Units	Total Approved Plan (Rs. in crore)	Central Share released (Rs.)	State Share released (Rs.)	Grant released (Rs.)
Infrastructure grants to Universities						
3	(i) Uttarakhand Sanskrit University, Haridwar	1	18.25	1,12,50,000	11,25,000	1,23,75,000
	(ii) Kumaun University, Nainital	1	13.31	1,12,50,000	12,50,000	1,25,00,000
	(iii) Doon University, Dehradun	1	20.00	1,12,50,000	12,50,000	1,25,00,000
	(iv) Shridev Suman Uttarakhand Univ. New Tehri	1	19.43	--	--	--
	Total	4	70.99	3,37,50,000	36,25,000	3,73,75,000
New Model College						
4	Govt Degree College Devidhura (Champawat)	1	10.29	1,05,81,000	11,76,000	1,17,57,000
Upgradation of Existing Degree College to Model College						
5	Govt. Degree College, Narayan Nagar (Pithoragarh)	1	3.22	33,61,200	3,36,120	36,97,320
	Govt. P.G. College, Uttarakashi	1	4.00	33,61,200	3,36,120	36,97,320

	University/College	Approved Physical Units	Total Approved Plan (Rs. in crore)	Central Share released (Rs.)	State Share released (Rs.)	Grant released (Rs.)
	Govt. P.G. College Gopeshwar (Chamoli)	1	3.50	33,61,200	3,36,120	36,97,320
	Govt. Degree College, Manila (Almora)	1	3.46	33,61,200	3,36,120	36,97,320
	Govt. P.G College Ramnagar (Nainital)	1	2.18	33,61,200	3,36,120	36,97,320
	Total	5	16.36	1,68,06,000	16,80,600	1,84,86,600
Infrastructure Grants to Non12(B) 30 Govt Degree Colleges						
7	Nainital					
1	Govt.Degree College Doshapani	1	1.99	22,44,000	2,24,000	24,68,000
2	Govt.Degree College Kotabagh	1	2.00	22,44,000	2,24,000	24,68,000
	Bageshwar					
3	Govt. Degree College Kapkot	1	2.00	22,44,000	2,24,000	24,68,000
4	Govt. Degree College Kanda	1	2.00	22,44,000	2,24,000	24,68,000
5	Govt. Degree College Garud	1	2.00	22,44,000	2,24,000	24,68,000
	Almora					
6	Govt. Degree College Chaukhutiya	1	2.00	22,44,000	2,49,000	24,93,000
7	Govt. Degree College Gurudabanj	1	1.99	22,44,000	2,24,000	24,68,000
8	Govt. Degree College Someshwar	1	1.98	22,44,000	2,24,000	24,68,000
9	Govt. Degree College Bhikiyisain	1	2.00	22,44,000	2,24,000	24,68,000
	Pithoragarh					
10	Govt. Degree College , Baluwakote	1	1.99	22,44,000	2,24,000	24,68,000
11	Govt. Degree College , Munsyari	1	1.99	22,44,000	2,24,000	24,68,000
12	Govt. Degree College Gangolihat	1	1.99	22,44,000	2,24,000	24,68,000
	Champawat					
13	Govt. Degree College Tanakpur	1	2.00	22,44,000	2,49,000	24,93,000
	U.S. Nagar					
14	Govt. Degree College Bajpur	1	2.00	22,44,000	2,24,000	24,68,000
	Pauri Garhwal					
15	Govt. Degree College Thalishain	1	2.00	22,44,000	2,24,000	24,68,000

Title & Component No. of RUSA	University/College	Approved Physical Units	Total Approved Plan (Rs. in crore)	Central Share released (Rs.)	State Share released (Rs.)	Grant released (Rs.)
16	Govt. Degree College Nainidanda	1	1.98	22,44,000	2,24,000	24,68,000
17	Govt. Degree College Satpuli	1	1.98	22,44,000	2,24,000	24,68,000
18	Govt. Degree College Rhiknikhal	1	2.00	22,44,000	2,24,000	24,68,000
19	Govt. Degree College Majra mahadev	1	2.00	22,44,000	2,24,000	24,68,000
	Chamoli					
20	Govt. Degree College Nagnath Pokri	1	1.99	22,44,000	2,24,000	24,68,000
21	Govt. Law College Gopeshwar	1	2.00	22,44,000	2,24,000	24,68,000
	Rudraprayag					
22	Govt. Degree College Rudraprayag	1	2.00	22,44,000	2,24,000	24,68,000
23	Govt. Degree College Guptkashi	1	2.00	22,44,000	2,24,000	24,68,000
	Uttarakashi					
24	Govt. Degree College Purola	1	1.99	22,44,000	2,24,000	24,68,000
25	Govt. Degree College Chionyalisaur	1	2.00	22,44,000	2,24,000	24,68,000
	New Tehri					
26	Govt. Degree College Nainbagh	1	1.99	22,44,000	2,49,000	24,93,000
27	Govt. Degree College Narendranagar	1	1.99	22,44,000	2,24,000	24,68,000
28	Govt. Degree College Thatyur	1	1.99	22,44,000	2,24,000	24,68,000
	Dehradun					
29	Govt. Degree College Chakrata	1	2.00	22,44,000	2,24,000	24,68,000
30	Govt. Degree College Tyuni	1	2.00	22,44,000	2,56,000	25,00,000
	Total	30	59.82	6,73,20,000	68,27,000	7,41,47,000
Faculty Improvement						
11	Human Resource Development Centre Kumaun University, Nainital	1	2.49	25,48,000	2,54,000	28,02,000
	Grand Total	41	159.95	13,10,05,000	1,35,62,600	14,45,67,600

Statement of Grant Released (Second Instalment) to Universities & Colleges in Uttarakhand under RUSA (2016-17)

Title & Component No. of RUSA	University/College	Central Share released (Rs.)	State Share released (Rs.)	Grant released (Rs.)
Infrastructure grants to Universities				
3	(i) Uttarakhand Sanskrit University, Haridwar	7,65,00,000	80,15,200	8,01,52,000
	(ii) Kumaun University, Nainital	5,42,25,000	37,17,000	3,77,10,000
	(iii) Doon University, Dehradun	8,43,75,000	80,12,800	8,01,28,000
	Total	21,51,00,000	1,97,45,000	19,79,90,000
New Model College				
4	Govt Degree College Devidhura (Champawat)	4,10,14,500	45,56,834	4,55,71,334
Upgradation of Existing Degree College to Model College				
5	Govt. Degree College, Narayan Nagar (Pithoragarh)	1,28,09,400	14,60,614	1,42,70,014
	Govt. P.G. College, Uttarakashi	1,63,19,400	18,50,614	1,81,70,014
	Govt. P.G. College Gopeshwar (Chamoli)	1,40,69,400	16,00,614	1,56,70,014
	Govt. Degree College, Manila (Almora)	1,38,89,400	15,80,614	1,54,70,014
	Govt. P.G College Ramnagar (Nainital)	81,29,400	9,40,614	90,70,014
	Total	6,52,17,000	74,33,070	7,26,50,070
Infrastructure Grants to Non12(B) 30 Govt Degree Colleges				
7	Nainital			
1	Govt.Degree College Doshapani	78,33,000	8,95,666	87,28,666
2	Govt.Degree College Kotabagh	78,78,000	9,00,666	87,78,666
	Bageshwar			
3	Govt. Degree College Kapkot	78,78,000	9,00,666	87,78,666
4	Govt. Degree College Kanda	78,78,000	9,00,666	87,78,666
5	Govt. Degree College Garud	78,78,000	--	--
	Almora			
6	Govt. Degree College Chaukhutiya	78,78,000	8,75,666	87,53,666
7	Govt. Degree College Gurudabanj	78,33,000	8,95,666	87,28,666
8	Govt. Degree College Someshwar	77,88,000	8,90,666	86,78,666
9	Govt. Degree College Bhikiyisain	78,78,000	9,00,666	87,78,666
	Pithoragarh			
10	Govt. Degree College , Baluwakote	78,33,000	8,95,666	87,28,666

Title & Component No. of RUSA	University/College	Central Share released (Rs.)	State Share released (Rs.)	Grant released (Rs.)
11	Govt. Degree College , Munsyari	78,33,000	8,95,666	87,28,666
12	Govt. Degree College Gangolihat	78,33,000	--	--
	Champawat			
13	Govt. Degree College Tanakpur	78,78,000	8,75,666	87,53,666
	U.S. Nagar			
14	Govt. Degree College Bajpur	78,78,000	9,00,666	87,78,666
	Pauri Garhwal			
15	Govt. Degree College Thalain	78,78,000	9,00,666	87,78,666
16	Govt. Degree College Nainidanda	77,88,000	8,90,666	86,78,666
17	Govt. Degree College Satpuli	77,88,000	6,50,300	65,03,000
18	Govt. Degree College Rhiknikhal	78,78,000	9,00,666	87,78,666
19	Govt. Degree College Majra mahadev	78,78,000	9,00,666	87,78,666
	Chamoli			
20	Govt. Degree College Nagnath Pokri	78,33,000	8,95,666	87,28,666
21	Govt. Law College Gopeshwar	78,78,000	9,00,666	87,78,666
	Rudraprayag			
22	Govt. Degree College Rudraprayag	78,78,000	--	--
23	Govt. Degree College Guptkashi	78,78,000	9,00,666	87,78,666
	Uttarakashi			
24	Govt. Degree College Purola	78,33,000	8,95,666	87,28,666
25	Govt. Degree College Chionyalisaur	78,78,000	9,00,666	87,78,666
	New Tehri			
26	Govt. Degree College Nainbagh	78,33,000	8,70,666	87,03,666
27	Govt. Degree College Narendranagar	78,33,000	8,95,666	87,28,666
28	Govt. Degree College Thatyur	78,33,000	8,95,666	87,28,666
	Dehradun			
29	Govt. Degree College Chakrata	78,78,000	9,00,666	87,78,666
30	Govt. Degree College Tyuni	78,78,000	8,68,666	87,46,666
	Total	23,56,20,000	2,38,95,616	23,39,91,316
Faculty Improvement 11	Human Resource Development Centre Kumaun University, Nainital	99,31,000	11,32,555	1,10,63,555
	Grand Total *	56,68,82,500	5,67,63,075	56,12,66,275

* upto October 2016

**Component wise Total Grant Released to Universities & Colleges in
Uttarakhand under RUSA**

Compon ent No.	Title of Component	Approved Physical Units	Total Approved Plan (Rs. in crore)	Central Share released (Rs.)	State Share released (Rs.)	Grant released (Rs.)
3	Infrastructure grants to Universities	4	70.99	24,88,50,000	2,33,70,000	23,53,65,000
4	New Model College	1	10.29	5,15,95,500	57,32,834	5,73,28,334
5	Upgradation of Existing Degree College to Model College	5	16.36	8,20,23,000	91,13,670	9,11,36,670
7	Infrastructure Grants to Non12(B) 30 Govt Degree Colleges	30	59.82	30,29,40,000	3,07,22,616	30,81,38,316
11	Faculty Improvement	1	2.49	1,24,79,000	13,86,555	1,38,65,555
	Grand Total *	41	159.95	69,78,87,500	7,03,25,675	70,58,33,875

* upto October 2016

‘रुसा’ के अन्तर्गत विश्वविद्यालयों एवं महाविद्यालयों में प्रस्तावित कार्यों के लिए स्वीकृत व अवमुक्त अनुदान का विवरण

(धनराशि लाख रुपये में)

क्र. सं.	विश्वविद्यालय / महाविद्यालय का नाम	कार्यदायी संस्था	डी0पी0आर0 में प्रस्तावित धनराशि				भारत सरकार द्वारा स्वीकृत धनराशि	शासन द्वारा स्वीकृत धनराशि	शासन द्वारा अवमुक्त अनुदान (प्रथम+ द्वितीय किस्त)
			नये निर्माण	पुनरुद्धार/ उच्चीकरण	अन्य सुविधाएँ	कुल योग			
(अ)	घटक संख्या 3								
	विश्वविद्यालय को संरचनात्मक अनुदान								
1	कुमाऊँ विश्वविद्यालय, नैनीताल	उ0प्र0 राजकीय निर्माण निगम, हल्द्वानी							
	1	To start M.Sc and Ph.D courses in Cancer Biology	96.26	83.82	68.10	248.18			
	2	Examination Reforms	--	--	60.00	60.00			
	3	Establishment of office of the Controller of Examination	111.78	127.56	98.62	337.96			
	4	Laboratory of Alternative Practical and Protocols in Zoology	90.54	98.44	67.23	256.21			
	5	Up-gradation of computer centre	38.90	32.90	28.20	100.00			
	6	Establishmentof Bioinformatics centre at Almora campus	41.56	63.90	38.13	143.59			
	7	Establishment of Master's Course in Museology	38.07	70.69	37.41	146.17			
	8	Shifting from Annual system pattern to semester & credit system	--	--	83.00	83.00			
		Total	417.11	477.31	480.69	1375.11	1331.00	982.79 (352.88+149.22+480.69)	(125+377.1) = 502.1

क्र. सं.	विश्वविद्यालय / महाविद्यालय का नाम	कार्यदायी संस्था	डी0पी0आर0 में प्रस्तावित धनराशि				भारत सरकार द्वारा स्वीकृत धनराशि	शासन द्वारा स्वीकृत धनराशि	शासन द्वारा अवमुक्त अनुदान (प्रथम+ द्वितीय किस्त)
			नये निर्माण	पुनरुद्धार / उच्चीकरण	अन्य सुविधाएँ	कुल योग			
2	दून विश्वविद्यालय, देहरादून	उ0प्र0 राजकीय निर्माण निगम, देहरादून	700.00 (Composite Laboratory Building)	68.00 (Acad. Bldg) 12.00 (Adm. Bldg.) 136.00 (Campusdev.*) 30.00 (Hostel) 55.5 (Library Reno.) 64.50 (Classroom) 25.00 (Canteen) 269.00 (Laboratory) 40.00 (Playground) <u>700.00</u>	465.00 (Computer Equipments) <u>135.00</u> (Books) <u>600.00</u>	2000.00	2000.00	1526.28 (926.28+00+600.00)	(125+801.28) =926.28
3	उत्तराखण्ड संस्कृत विश्वविद्यालय, हरिद्वार	उ0प्र0 राजकीय निर्माण निगम, हरिद्वार	337.54(Yogic Science lab) 383.82 (Hostel for Ph.D Students) <u>721.36</u>	424.71 (Upgradation of Library) 194.17(Upgradation of Acad. Block by construction of conference hall) <u>618.88</u>	347.50 (Sports) 100.00(Computers) 50.00 (Books & Journals) <u>50.00</u> (Furniture) <u>547.50</u>	1887.74	1825.00	1472.77 (337.40+587.87+547.50)	(123.75+801.52) = 925.27

क्र. सं.	विश्वविद्यालय / महाविद्यालय का नाम	कार्यदायी संस्था	शिक्षण संस्थान द्वारा प्रस्तावित धनराशि		भारत सरकार द्वारा स्वीकृत धनराशि	शासन द्वारा स्वीकृत धनराशि	शासन द्वारा अवमुक्त अनुदान (प्रथम+ द्वितीय किस्त)
			नये निर्माण व सुविधाएँ	कुल योग			
(ब)	घटक संख्या 4						
	नये माडल कालेज (सामान्य)						
4	रा0 महावि0 देवीधुरा (चम्पावत)	उ0प्र0 राजकीय निर्माण निगम लि0, हल्द्वानी			1029.00	1029.00	(117.57 + 455.71) = 573.28
	1	Classroom	147.98	147.98			
	2	Administrative Building	135.64	135.64			
	3	Library Building	80.23	80.23			
	4	Computer Centre	29.84	29.84			
	5	Laboratory	83.40	83.40			
	6	Boys Hostel	210.44	210.44			
	7	Toilet (Male)	18.91	18.91			
	8	Toilet (Female)	13.45	13.45			
	9	External Water Supply	26.58	26.58			
	10	Site development	172.79	172.79			
	11	Furniture	83.81	83.81			
	12	External Electrifications	58.25	58.25			
	13	UPCL Connection Charges	5.00	5.00			
		Total	1066.32	1066.32			

क्र. सं.	विश्वविद्यालय / महाविद्यालय का नाम	कार्यदायी संस्था	डी0पी0आर0 में प्रस्तावित धनराशि				भारत सरकार द्वारा स्वीकृत धनराशि	शासन द्वारा स्वीकृत धनराशि	शासन द्वारा अवमुक्त अनुदान (प्रथम+ द्वितीय किस्त)
			नये निर्माण	पुर्नरुद्धार/ उच्चीकरण	अन्य सुविधाएँ	कुल योग			
(स)	घटक संख्या 5								
	वर्तमान कालेज का मॉडल कालेज के रूप में उच्चीकरण								
5	रा0 महावि0, नारायणनगर (पिथौरागढ़)	उ0प्र0 राजकीय निर्माण निगम लि0, हल्द्वानी	112.73 (Multi Purpose Hall & Library Block)	112.73 (Renovation of Acd Bldg, Toilets etc.)	48.26 (Sports) 25.42 (Computer) 12.38 (Books & E Resources) 10.54 (Other Items) 96.60	322.06	322.00	317.87 (112.73+108.54+96.60)	(36.97 +142.70) =179.67
6	रा0 स्नात0 महावि0, उत्तरकाशी	ग्रामीण अभियंत्रण सेवा विभाग, उत्तरकाशी	140.00 (Classrooms& Labs)	140.00 (Renovation of Hostel, Audotorium Library, Lab, Campus Beautification , Playground & Toilet Repair)	47.90 (Sports) 45.14 (Computers) 26.96 (Books, Journals and E- Resources) 120.00	400.00	400.00	303.30 (140.00+140 . +23.30)	(36.97+ 181.70) =218.67
7	रा0 स्नात0 महावि0 गोपेश्वर (चमोली)	उ0प्र0 राजकीय निर्माण निगम लि0, इंजी कालेज, पौड़ी	122.50 (Common Rooms & Computer Centre)	122.50 (Renovation of Hostel & Toilets)	13.97 (Sports items) 55.38 (Computer) 26.10 (Books Journals) 9.55 (E-resources) 105.00	350.00	350.00	349.66 (122.50+122.16+105.00)	(36.97+156.70) = 193.67

क्र. सं.	विश्वविद्यालय / महाविद्यालय का नाम	कार्यदायी संस्था	डी0पी0आर0 में प्रस्तावित धनराशि				भारत सरकार द्वारा स्वीकृत धनराशि	शासन द्वारा स्वीकृत धनराशि	शासन द्वारा अवमुक्त अनुदान (प्रथम+ द्वितीय किस्त)
			नये निर्माण	पुनरुद्धार / उच्चीकरण	अन्य सुविधाएँ	कुल योग			
8	रा0 महावि0, मानिला (अल्मोड़ा)	उत्तराखण्ड राज्य अवस्थापना विकास निगम लि0, हल्द्वानी	121.00 (Conference Hall)	121.10 (Renovation of Acd. & Adm. Bldg, generator, toilets, network, Campus development*, Upscaling of Comp Centre)	20.00 (Sports items) 43.80 (Computers) 40.00 (Books) 103.80	345.90	346.00	327.88(108.83+115.25+103.80)	(36.97+154.70) =191.67
9	रा0 स्नात0 महाविद्यालय, रामनगर	नेशनल प्रोजेक्ट कन्स्ट्रक्शन कारपोरेशन लि0	74.97 (Library & Block)	70.81 (Campus Development*, Toilets, Boundary wall, etc.)	65.40 (Computers, Books, Journals, E-resources)	211.18	218.00	201.15(69.62+66.13+65.40)	(36.97+90.70) =127.67
(द)	घटक संख्या 7 (महाविद्यालयों को संरचनात्मक अनुदान)								
	नैनीताल								
10	रा0 महावि0, दोषापानी, चौखुटा	उत्तराखण्ड राज्य अवस्थापना विकास निगम लि0, हल्द्वानी	13.00 (Toilet) 33.96 (Comp. Centre) 22.66 (Canteen) 69.62	44.48(Campus dev.*) 17.89 (Library Reno.& Upgradation/ Digitisation) 7.28 (Upscaling of Comp. Centre) 69.65	15.00 (Sports) 37.00 (Computers) 7.70 (Books/ Journals/ E-resources) 59.70	198.97	199.00	185.71 (57.40+68.61+59.70)	(24.68+87.29) =111.97
11	रा0 महावि0, कोटाबाग	नेशनल प्रोजेक्ट कन्स्ट्रक्शन कारपोरेशन लि0	68.45 (Toilet, Computer Centre, Classroom & Common Room)	70.97 (Campus development *, U.G.T. Rainwater Harvesting,Electric& Solar energy)	9.95 (Sports Items) 33.55 (Computers) 16.50 (Books) 60.00	199.42	200.00	193.18(65.88+67.30+60.00)	(24.68+87.79) =112.46

क्र. सं.	विश्वविद्यालय / महाविद्यालय का नाम	कार्यदायी संस्था	डी0पी0आर0 में प्रस्तावित धनराशि				भारत सरकार द्वारा स्वीकृत धनराशि	शासन द्वारा स्वीकृत धनराशि	शासन द्वारा अवमुक्त अनुदान (प्रथम+द्वितीय किस्त)
			नये निर्माण	पुनरुद्धार/ उच्चीकरण	अन्य सुविधाएँ	कुल योग			
	बागेश्वर								
12	रा0 महावि0 गरुड़	उ0प्र0रा0 निर्माण निगम	69.64 (Principal Faculty & Class room , Toilets & Lab)	69.64 (Civil & Electrical work in old Constructed Building)	59.70 (Computer Gymnasium, Sports Equipments)	198.98	200.00	198.46 (69.46+69.37+59.63)	(24.68 +00) = 24.68
13	रा0 महावि0, कपकोट	नेशनल प्रोजेक्ट कन्स्ट्रक्शन कारपोरेशन लि0	65.30 (Administrative Hall)	69.43 (Renovation of Generator Room Generator, Boundary wall,Rain water Harvesting Approach Road)	4.52 (Sports Item) 32.78 (Computer) 22.70 (Books) 60.00	194.73	200.00	187.70 (61.75+65.95+60.00)	(24.68 +87.79) =112.47
14	रा0 महावि0, काण्डा	उ0प्र0 राज्य अवस्थापना विकास निगम लि0, हल्द्वानी	72.62 (Common Room & Computer Lab)	69.60 (Water Supply)	10.46 (SportItems) 22.06 (Computer) 27.48 (Books) 60.00	202.22	200.00	188.02(66.03+61.97+60.02)	(24.68 +87.79) =112.47
	अल्मोड़ा								
15	रा0 महावि0 चौखुटिया	उ0प्र0 राजकीय निर्माण निगम लि0, देहरादून	74.83 (Geo. Laboratory & Computer Centre)	70.71 (Campus Development*)	62.19 (Sports Facility, Computers, Generator, Books, Journals, E resources, Photocopier, Purifier & Wifi)	207.73	200.00	196.62(67.12+67.31+62.19)	(24.93+ 87.54) =112.47

क्र. सं.	विश्वविद्यालय / महाविद्यालय का नाम	कार्यदायी संस्था	डी0पी0आर0 में प्रस्तावित धनराशि				भारत सरकार द्वारा स्वीकृत धनराशि	शासन द्वारा स्वीकृत धनराशि	शासन द्वारा अवमुक्त अनुदान(प्रथम + द्वितीय किस्त)
			नये निर्माण	पुनरुद्धार / उच्चीकरण	अन्य सुविधाएँ	कुल योग			
16	रा0 महावि0, सोमेश्वर	उत्तराखण्ड राज्य अवस्थापना विकास निगम लि0, परियोजना इकाई, हल्द्वानी	69.30 (Science Laboratory)	37.35(Renov. Bldg) 8.40 (Generator) 12.00 (Digitization) 1.25 (EPR) 4.80 (Book Self) 2.50 (LCD) 3.00 (WiFi) 69.30	14.50 (Sports) 31.90 (Computer) 3.00 (Equipment) 10.00 (Books) 59.40	198.00	198.00	159.54 (66.70+33.44+59.40)	(24.68+86.79) =111.47
17	रा0 महावि0, गरुडाबांज	उ0प्र0 राजकीय निर्माण निगम लि0, अल्मोड़ा	70.01 (Classrooms , Computer Centre & Toilets)	6.59 (Renovation) 28.24 (Retaining Wall) 35.07 (Boundary Wall) 69.90	12.00 (Sports Items) 13.00 (Computer) 5.00 (Books) 5.00 (Bookself) 13.00 (Library & E resources) 48.00	187.91	199.00	186.36(69.84+68.52+48.00)	(24.68+87.29) =111.97
18	रा0 महावि0, भिक्यासैण	नेशनल प्रोजेक्ट कन्स्ट्रक्शन कारपरेशन लि0	83.13 (Common Rooms, Classrooms & Computer Centre)	72.33 (Campus development *)	10.00 (Sports Items) 30.00 (Computer) 20.00 (Books) 60.00	215.46	200.00	185.11 (58.67+66.44+60.00)	(24.68+86.79) =111.47

क्र. सं.	विश्वविद्यालय / महाविद्यालय का नाम	कार्यदायी संस्था	डी0पी0आर0 में प्रस्तावित धनराशि				भारत सरकार द्वारा स्वीकृत धनराशि	शासन द्वारा स्वीकृत धनराशि	शासन द्वारा अवमुक्त अनुदान (प्रथम+ द्वितीय किस्त)
			नये निर्माण	पुनरुद्धार / उच्चीकरण	अन्य सुविधाएँ	कुल योग			
	पिथौरागढ़								
19	रा0 महावि0, गंगोलीहाट	उ0प्र0 राज्य अवस्थापना विकास निगम लि0, हल्द्वानी	68.91 (Common Room)	60.60 (Campus Dev.*) 9.28 (Computer Centre) 69.88	16.68 (Sports) 23.8 Computer etc.) 19.77 (Books) 60.27	199.06	199.00	189.13 (63.32+65.60+60.21)	24.68+00 = 24.68
20	रा0 महावि0, बलूवाकोट, धारचूला	उ0प्र0 राजकीय निर्माण निगम लि0, पिथौरागढ़	69.65 (Classrooms, Toilets, Lab)	69.65 (Renovation of Existing Block)	59.70 (Sports Computer, Gym)	199.00	199.00	198.27 (69.65+68.92+59.70)	(24.68+87.29) =111.97
21	रा0 महावि0, मुन्स्यारी	नेशनल प्रोजेक्ट कन्स्ट्रक्शन कारपोरेशन लि0	64.48 (Toilet, Computer Centre, Classroom, Canteen)	67.87 (Library Rack / Bookself, Hostel, Residential & Equipments)	60.64 (Sports Book)	192.99	199.00	176.89 (56.16+60.09+60.64)	(24.68+87.29)=111.97
22	रा0 महावि0 टनकपुर	उ0प्र0रा0 निर्माण निगम	69.66 (Classrooms including T.E Classrooms)	69.64 (Campus Dev*, Library Renovation, Class rooms, Auditorium, Computer Centre)	59.70 (Sports/ Gym, Computer, Laptop, Books & Equipments)	199.00	200.00	197.35 (68.99+60.20+68.16)	(24.93+87.54) =112.47
	उधमसिंह नगर								
23	रा0 महावि0, बाजपुर	नेशनल प्रोजेक्ट कन्स्ट्रक्शन कारपोरेशन लि0	68.00 (P.G. Block)	69.75 (Campus Dev*, Toilet, Library, Classroom & Laboratory)	10.00 (Sports) 10.00 (Computers) 40.00 (Books) 60.00	197.75	200.00	192.83 (63.08+69.75+60.00)	(24.68+87.79)=112.47

क्र. सं.	विश्वविद्यालय / महाविद्यालय का नाम	कार्यदायी संस्था	डी0पी0आर0 में प्रस्तावित धनराशि				भारत सरकार द्वारा स्वीकृत धनराशि	शासन द्वारा स्वीकृत धनराशि	शासन द्वारा अवमुक्त अनुदान (प्रथम+ द्वितीय किस्त)
			नये निर्माण	पुनरुद्धार / उच्चीकरण	अन्य सुविधाएँ	कुल योग			
	चमोली								
24	रा0 महावि0, नागनाथ पोखरी	उ0प्र0 राज्य अवस्थापना विकास निगम लि0, देहरादून	9.54 (Toilet) 60.11 (Laboratory & Computer Centre) <u>69.65</u>	41.18 (Campus Dev.) 14.47 (Library) 10.00 (LCD & Comp. Furniture) 4.00 (Lab. Equip) <u>69.65</u>	9.00 (Sports) 20.00 (Computers) 30.70 (Books) <u>59.70</u>	199.00	199.00	176.72 (88.55+37.47+50.70)	(24.68+87.29) =111.97
25	रा0 विधि महावि0, गोपेश्वर	उ0प्र0 राजकीय निर्माण निगम लि0, श्रीनगर गढ़वाल	70.00 (Classroom & Common room)	70.00 (Renovation & Maintenance Work)	34.03 (Sports) 20.97 (Comp.) 5.00 (Book Journal) <u>60.00</u>	200.00	200.00	233.53(81.14+78.60+73.79)	(24.68+87.79) =112.47
	उत्तरकाशी								
26	रा0 महावि0, चिन्यालीसौंड	उ0प्र0राजकीय निर्माण निगम लि0, टिहरी	69.85 (Computer Centre Lab)	69.70 (Campus Development*, Renovation of Library, Lab & Toilets & Repairs)	23.00 (Sports) 23.53 (Comp.) 14.00 (Books) <u>60.53</u>	200.08	200.00	196.94(68.94+67.47+60.53)	(24.68+87.79) =112.47
27	रा0 महावि0, पुरौला	नेशनल प्रोजेक्ट कन्स्ट्रक्शन कारपरेशन लि0	64.91 (Comp. Centre & Common Room)	67.83 (Flooring, Tiling of labs & repair)	14.50 (Computer) 15.50 (Lab Equip.) 10.00 (Books & dig.) 20.64 (Furniture) <u>60.64</u>	193.38	199.00	173.44(51.79+61.01+60.64)	(24.68+87.29)=111.97

क्र. सं.	विश्वविद्यालय / महाविद्यालय का नाम	कार्यदायी संस्था	डी0पी0आर0 में प्रस्तावित धनराशि				भारत सरकार द्वारा स्वीकृत धनराशि	शासन द्वारा स्वीकृत धनराशि	शासन द्वारा अवमुक्त अनुदान (प्रथम+ द्वितीय किस्त)
			नये निर्माण	पुनरुद्धार / उच्चीकरण	अन्य सुविधाएँ	कुल योग			
	नई टिहरी								
28	रा0 महावि0, नरेन्द्रनगर	उ0प्र0राजकीय निर्माण निगम लि0, नई टिहरी	69.92 (Computer Centre)	69.62 (Campus Development *)	11.46 (Sports) 23.00 (Comp.) 25.00 (Books) 59.46	199.00	199.00	196.80 (68.43+68.91+59.46)	(24.68+87.29)=111.97
29	रा0 महावि0, थत्यूड	उ0प्र0 राजकीय निर्माण निगम लि0, पौड़ी	69.60 (Comp. Centre)	69.13 (Campus development *)	5.00 (Sports Gym.) 2.00 (Table Tennis) 30.00 (Computer) 22.00 (Books) 60.00	198.73	199.00	188.42 (64.50+63.92+60.00)	(24.68+87.29)=111.97
30	रा0 महावि0 नैनबाग	उत्तराखण्ड राज्य अवस्थापना विकास निगम लि0, देहरादून	74.72 (Toilets, Lab, Reading rooms, Classroom, Common rooms)	73.93 (Campus development *)	23.86 (Sports) 24.26 (Comp.) 7.55 (Books) 55.67	204.32	199.00	202.92 (74.11+73.14+55.67)	(24.93+87.04)=111.97
	देहरादून								
31	रा0 महावि0, चकराता	उत्तराखण्ड पेयजल संसाधन वि0 एवं निगम लि0 नि0	71.97 (Comp. Centre & Classroom)	70.04 (Ren. of Acad. Bldg, Adm. Bldg, Library, Classroom, Comp. Centre & Campus dev.*	61.92 (Sports Items, Computers, Books)	203.94	200.00	202.91 (71.00+70.02+61.89)	(24.68+87.79)=112.47
32	रा0 महावि0, त्यूनी	नवम् वृत्त लोक निर्माण विभाग, दे0	72.76 (Comp. Centre & Classroom)	68.95 (Renovation)	60.28 (Sports Equip & Books)	201.99	200.00	201.99 (72.76+68.95+60.28)	(25.00+87.47)=112.47

क्र. सं.	विश्वविद्यालय / महाविद्यालय का नाम	कार्यदायी संस्था	डी0पी0आर0 में प्रस्तावित धनराशि				भारत सरकार द्वारा स्वीकृत धनराशि	शासन द्वारा स्वीकृत धनराशि	शासन द्वारा अवमुक्त अनुदान (प्रथम+द्वितीय किस्त)
			नये निर्माण	पुनरुद्धार / उच्चीकरण	अन्य सुविधाएँ	कुल योग			
	पौड़ी								
33	रा0 महावि0, रिखणीखाल	नेशनल प्रोजेक्ट कन्स्ट्रक्शन कारपोरेशन लि0	71.25 (Laboratory)	72.58 (Ren. & Campus development*)	4.52 (Sports) 32.78 (Computers) 22.70 (Books & Journals) <u>60.00</u>	203.83	200.00	198.04(69.21+68.83+60.00)	(24.68+87.79) =112.47
34	रा0 महावि0, नैनीडांडा	उ0प्र0 राजकीय निर्माण निगम लि0, पौड़ी गढवाल	69.54 (Hostel, Lab, Common Room, Computer centre , canteen, classroom)	69.45 (Renovation of Bldg, Toilet, Campus development *)	2.00 (Sports) 8.00(Computers) 10.00 (Books) 5.00 (Projector) 15.00 (Furniture) 5.00 (VSAT) 5.00 (Generator) 3.00 (Almirah) <u>5.00</u> (Electric Equip) <u>58.00</u>	196.99	198.00	192.07(67.99+68.08+56.00)	(24.68+86.79) =112.47
35	रा0 महा0 सतपुली	उ0प्र0 राजकीय निर्माण निगम	69.33 (Classroom & Toilets)	20.38 (Repairs & Renovation)	14.0 (Sports) 25.00 (Computesr) 20.40 (Books, <u>Journals</u> , E resources) <u>59.40</u>	149.11	198.00	149.11(69.33+20.38+59.40)	(24.68+65.03) = 89.71

क्र. सं.	विश्वविद्यालय / महाविद्यालय का नाम	कार्यदायी संस्था	डी0पी0आर0 में प्रस्तावित धनराशि				भारत सरकार द्वारा स्वीकृत धनराशि	शासन द्वारा स्वीकृत धनराशि	शासन द्वारा अवमुक्त अनुदान (प्रथम+ द्वितीय किस्त)
			नये निर्माण	पुनरुद्धार / उच्चीकरण	अन्य सुविधाएँ	कुल योग			
36	रा0 महावि0, थलीसैण	नेशनल प्रोजेक्ट कन्स्ट्रक्शन कारपोरेशन लि0	70.00 (Laboratory Common Room)	70.00 (Campus development)	4.52 (Sports) 22.70(Books & Journals) <u>32.78</u> (Computers) <u>60.00</u>	200.00	200.00	200.26 (70.26+70.00)	(24.68+87.79) =112.47
37	रा0 महावि0, मजरा महादेव	नेशनल प्रोजेक्ट कन्स्ट्रक्शन कारपोरेशन लि0	70.00 (Adm Bldg & Campus dev.)	59.30 (Retaning Wall, Approach Road & Drains)	32.78(Computers) 22.70 (Books) <u>4.52</u> (Sports) <u>60.00</u>	189.30	200.00	174.97(69.43+45.54+60.00)	(24.68+87.79) =112.47
	रुद्रप्रयाग								
38	रा0 महावि0 गुप्तकाशी	उ0प्र0 राजकीय निर्माण निगम लि0, इंजी कालेज इकाई-पौड़ी गढवाल	69.84 (Toilet& Classroom)	17.43 (Campus dev* & renovation)	20.00 (Sports) 30.00 (Computers) <u>10.00</u> (Books) <u>60.00</u>	147.27	200.00	146.84(69.84+17.00+60.00)	(24.68+87.79) =112.47
39	रा0 महावि0 रुद्रप्रयाग	नेशनल प्रोजेक्ट कन्स्ट्रक्शन कारपोरेशन लि0	68.88 (Classroom)	63.11 (Campus development*& Renovation Upgradation of Library)	10.00(Sports) 30.00 (Computers) <u>20.00</u> (Books) <u>60.00</u>	191.99	200.00	184.56(63.21+61.35+60.00)	(24.68+00) = 24.68

क्र. सं.	विश्वविद्यालय / महाविद्यालय का नाम	कार्यदायी संस्था	डी0पी0आर0 में प्रस्तावित धनराशि				भारत सरकार द्वारा स्वीकृत धनराशि	शासन द्वारा स्वीकृत धनराशि	शासन द्वारा अवमुक्त अनुदान (प्रथम+ द्वितीय किस्त)
			नये निर्माण	पुनरुद्धार / उच्चीकरण	अन्य सुविधाएँ	कुल योग			
40	एकेडमिक स्टाफ कालेज, कुमाऊँ विश्व, नैनीताल	भारत सरकार द्वारा निर्माण कार्य हेतु स्वीकृति प्रदान न किये जाने के कारण कार्यदायी संस्था नामित नहीं की गई है	—	—	249.16	249.16	249.00	249.16	(28.02+110.63) =138.65
	1	Programmes	—	—	74.37	74.37			
	2	Books/Journals/E-resources Purchase of new books / subscription of new journals	—	—	70.00	70.00			
	3	Library Digitization	—	—	5.00	5.00			
	4	Computer Lab	—	—	22.69	22.69			
	5	Peripherals for computers lab	—	—	15.89	15.89			
	6	Server	—	—	2.95	2.95			
	7	WiFi enabled campus	—	—	10.00	10.00			
	8	Electronic Lectern	—	—	3.73	3.73			
	9	Visual Presenter	—	—	0.75	0.75			
	10	Multimedia Projectors			1.72	1.72			
	11	Interactive Board	—	—	0.90	0.90			
	12	Portable interactive pad with display	—	—	4.28	4.28			
	13	Movies& Digital Cameras	—	—	1.50	1.50			
	14	Sound system	—	—	1.20	1.20			

	15	R.O. Water System	–	–	2.97	2.97			
	16	Generator 25 KV	–	–	5.98	5.98			
	17	Hard Disk	–	–	0.50	0.50			
	18	Heaters	–	–	1.05	1.05			
	19	Colour photostate machine work centre with full service maintenance agreement for 5 years	–	–	23.00	23.00			
	20	LED Display Panael	–	–	0.68	0.68			
		Total	–		249.16	249.16			
	Grand Total		5581.81	4342.75	4153.05	14077.62	140.54	12414.55	7097.39

* Items of Campus development : Beautification, Amenties, water supply, Drainage, Water Harvesting, Alternate Energy Sources, Playground facilities etc.

Chronological Development of Rastriya Uchchatar Shiksha Abhiyan in Uttarakhand

Sr. No.	Functions/Activities	Date
1	Submission of Commitment to fulfill the Pre-Requisites as required by MHRD under RUSA.	25.11. 2013
2	Meeting for preliminary preparation of RUSA in the State.	28.11.2013
3	Nomination of Nodal Officer, RUSA	6.12.2013
4	Formation of Technical Support Group (TSG) of RUSA.	6 .12.2013
5	Meetings of State Universities, Government & Aided Colleges for preparation of RUSA.	10.12.2013 & 12.12.2013
6	Participation in the meeting organized by MHRD , New Delhi for preparation of RUSA .	19 & 20.11.2013
7	Nomination of State Project Director & Additional Project Director of RUSA in Uttarakhand.	20.12.2013
8	Participation in the meeting of RUSA Mission Authority organized by MHRD, New Delhi.	8.1.2014.
9	Meeting of Technical Support Group.	16.1.2014
10	Meeting of Working Group of RUSA.	17.1.2014
11	Review of RUSA Proposals submitted by Universities & Colleges.	20.1.2014
12	Constitution of Search & Selection Committee for SHEC.	23.1.2014.
13	Meeting of Search & Selection Committee of SHEC.	10.2.2014.
14	Formation of State Higher Education Council.	28.2.2014
15	Sanction of first instalment of Preparatory Grant by MHRD, New Delhi.	10.3.2014
16	Participation in the P.A.B. meeting of RUSA held in New Delhi.	12.3.2014.
17	Meeting of Vice-Chancellors, Directors & T.S.G.	25.3.2014
18	Sanction of MMER Grant by MHRD.	31.3.2014.
19	Participation in the MIS training organized by RRC, New Delhi.	17.4.2014
20	Participation in the meeting organized by World Bank in New Delhi for preparation of State Plan of RUSA.	20 & 21.4.2014
21	Examination of RUSA Proposals of Universities & Colleges.	1.5.14 to 3.5.14
22	Preparation of State Plan of RUSA .	22.5.14 to 15.6.14
23	Review of RUSA Proposals by T.S.G.	27.5.14
24	First meeting of Uttarakhand State Higher Education Council.	28.5.14

Sr. No.	Functions/Activities	Date
25	Submission of State Plan of RUSA to MHRD.	16.6.2014
26	Participation in the meeting to identify EBD of India.	22.7.2014
27	Review of State Plan by Rusa Resource Centre,(RRC) New Delhi.	6 to 7.7.2014
28	Registration of Uttarakhand State Higher Education Council under Society Registration Act.	30.9.2014
29	Approval of State Plan by MHRD, New Delhi.	5.12. 2014
30	Instructions to Universities to take required action for STBS Training of NMEICT.	15.1.2015
31	Sanction of first instalment of Central Share of Component-3 by MHRD.	6.1.2015
32	Sanction of first instalment of Central Share of Component-7 MHRD.	13.3.2015.
33	Delegation of administrative and financial powers of HOD to Project Director, RUSA	20.3.2015
34	Sanction of sixteen posts for Project Directorate RUSA.	20.3.2015
35	First Instalment of grant has been released to Uttarakhand Sanskrit University, Haridwar under component-3	31.3.2015
36	Provision of Rs. 107 Crore for RUSA for 2015-16 in the State Budget.	1.4.2015
37	Meeting of the Executive Committee of SHEC	4.4.2015
38	Mandatory NAAC Accreditation of higher education institutions in Uttarakhand	29.4.2015
39	Nomination of Executive Agencies for construction under RUSA.	4.6.2015
40	Formation of Technical Support Group (Revised)	4.6.2015
41	Submission of Revised DPRs of components 4, 5 & 11 to M.H.R.D, New Delhi.	23.6.2015
42	Presentation of DPRs before SHEC.	30.6.2015.
43	Participation in Northern Regional Conference of RUSA held in Chandigarh.	17.7.2015
44	Submission of 24 DPRs for sanction of grant to the Department of Higher Education, Uttarakhand.	1.8.2015.
45	Constitution of Advisory and Reforms Committees in Higher Education in Uttarakhand.	12.8.2015 .
46	Participation in 63 rd CABE meeting organized by MHRD, New Delhi.	19.8.2015.
47	Meetings of Higher Education Advisory Committee & Reforms Committee	21.8.2015
48	Solicitation to Universities & Directorate of Higher Education for suggestion for New Education Policy	28.8.2015

Sr. No.	Functions/Activities	Date
49	Shifting of the office of Project Directorate of 'RUSA'	1.9.2015.
50	Submission of 8 DPRs for sanction of grant to the Department of Higher Education, Uttarakhand	4.9.2015.
51	Participation in the Review Meeting of RUSA held in Lucknow.	14.9.2015
52	Solicitation to Gram Pradhans of Uttarakhand for Suggestions for NEP.	19.9.2015
53	Sanction of first instalment of grant under Component 4,5 and 11 by MHRD.	28.9.2015.
54	Review of the Reform Proposals in Higher Education in the State.	16.10.2015
55	Participation in the Review Meeting of RUSA organized by MHRD through Video Conferencing.	17.10.2015.
56	Visit of the Consultant of RRC, New Delhi.	19 to 21.10. 2015.
57	Directions for NAAC accreditation and uploading the data in the AISHE portal to Directorate of Higher Education.	19.10.2015
58	Meeting for formulating State Recommendations for NEP.	30.10.2015.
59	Release of the first instalment of grant to Universities & Colleges under component 3, 4, 5, 7 & 11 .	19.11.2015 1.12.2015 22.1.2016 2.2.2016
60	Presentation of Research Proposals under component (8) of RUSA before Expert Committee of MHRD in New Delhi.	21.11.2015
61	Participation in 9 th PAB meeting of RUSA through Video Conferencing.	1.12.2015.
62	Submission of State recommendations for NEP to MHRD.	2.12.2015
63	Directions to Universities for uploading information in AISHE portal.	11.12.2015
64	Second meeting of the Executive Committee of SHEC .	19.12.2015
65	Second meeting of the SHEC.	23.12.2015.
66	Participation in the Review Meeting of RUSA organized by MHRD in New Delhi.	29.1.2016
67	Instructions to Universities & Directorate of Higher Education to organize workshops for NAAC accreditation.	29.2.2016
68	Participation in Higher Education Leadership Forum cum Experience Sharing organized by MHRD in Bangalore.	23 & 24.2.2016

Sr. No.	Functions/Activities	Date
69	Instructions to all educational institutions covered under RUSA for uploading photographs of activities/works in the Bhuwan Portal.	26.3.2016
70	Instruction for NAAC accreditation of 57 Govt. Colleges of Uttarakhand.	31.3.2016
71	Participation in HELA Programme organized by TISS in Mumbai under auspicious of MHRD.	11& 12.4.2016
72	Inspections of activities & works performed under RUSA of ten educational institutions	11,18,20,22,25,26,27,28, April & 5 th May 2016
73	Instructions for NAAC accreditation of State Universities	22.4.2016
74	Review meeting of executive agencies of RUSA	8.2.2016, 2.3.2016, 22.4.2016 , 9.5.2016 & 8.7.2016
75	Participation in review meeting organized by MHRD in New Delhi.	17.5.2016
76	Instructions for NAAC accreditation of Govt. Colleges	26.5.2016
77	Instructions to all educational intitutions covered under RUSA for audit of accounts	26.5.2016
78	Participation in PFMS training organized by MHRD in New Delhi	30.5.2016, 25.7.2016 & 26.7.2016
79	Registration of SHEC and educational institutions covered under RUSA in PFMS Portal	4.6.2016
80	Review Meeting of E-Learning Programme	13.6.2016
81	Review Meeting of Pending Matters	14.6.2016
82	Training Programme for E-Learning (Garhwal Region)	17.6.2016
83	Sanction of Second Instalment of Central Share under Component No. 3,4,5,7 & 11 by MHRD	22.6.2016
84	Submission of proposal to the State government for release of second instalment of grant	1.8.2016
85	Instructions to all educational institutions covered under RUSA for PFMS Registration	3.8.2016
86	Nomination of Administrator & Approval Officer for P.F.M.S	11.8.2016
87	P.F.M.S Training Workshop for Nodal Officer of RUSA	2.9.2016 & 3.9.2016
88	Sanction of Second Instalment of RUSA to Universities & Colleges	5.9.2016
89	Submissin of Utilization Certificate of Preparatory Grant to MHRD	14.10.2016
90	Training Programme for E-Learning (Kumaun Region)	24.10.2016
91	Participation in 64 th CABE meeting organized by MHRD, New Delhi	25.10.2016
92	Review Meeting of Executive Agencies of construction under RUSA	2.11.2016

राष्ट्रीय उच्चतर शिक्षा अभियान से सम्बन्धित शासन तथा 'रुसा' परियोजना निदेशालय के
अधिकारियों का कार्यकाल

क्र० सं०	अधिकारी का नाम	पदनाम	कार्यावधि
1	श्री एस० रामास्वामी	(i) मुख्य सचिव, उत्तराखण्ड शासन व परियोजना निदेशक, 'रुसा'	19.11.16 से अद्यावधि
		(ii) अपर मुख्य सचिव, उच्च शिक्षा व परियोजना निदेशक, 'रुसा'	4.7.15 से 18.11.16
2	श्रीमती राधिका झा	प्रभारी सचिव, उच्च शिक्षा व परियोजना निदेशक, 'रुसा'	20.1.15 से 2.7.15
3	श्री आर०के० सुधांशु	सचिव, उच्च शिक्षा व परियोजना निदेशक, 'रुसा'	6.12.14 से 20.1.15
4	श्रीमती मनीषा पंवार	प्रमुख सचिव, उच्च शिक्षा व परियोजना निदेशक, 'रुसा'	3.10.13 से 7.10.14
5	श्री एम०सी० जोशी	सचिव, उच्च शिक्षा	17.11.15 से 12.5.16
6	श्री नितिन सिंह भदौरिया	अपर सचिव, उच्च शिक्षा व अपर परियोजना निदेशक, 'रुसा'	4.11.16 से अद्यावधि
7	श्री बी०एस० मनराल	अपर सचिव, उच्च शिक्षा व अपर परियोजना निदेशक, 'रुसा'	20.10.16 से 3.11.16
8	डॉ० रंजीत कुमार सिन्हा	अपर सचिव, उच्च शिक्षा व अपर परियोजना निदेशक, 'रुसा'	2.6.16 से 18.10.16
9	श्री विनय शंकर पाण्डे	अपर सचिव, उच्च शिक्षा व अपर परियोजना निदेशक, 'रुसा'	14.4.16 से 26.5.16
10	श्री श्रीधर बाबू अद्दांकी	अपर सचिव, उच्च शिक्षा व अपर परियोजना निदेशक, 'रुसा'	20.2.15 से 13.4.16
11	श्री अशोक कुमार	अपर सचिव, उच्च शिक्षा व अपर परियोजना निदेशक, 'रुसा'	2.9.14 से 16.1.15
12	श्रीमती राधिका झा	अपर सचिव, उच्च शिक्षा व अपर परियोजना निदेशक, 'रुसा'	3.5.13 से 8.7.14
13	श्री लक्ष्मण सिंह	संयुक्त सचिव, उच्च शिक्षा	25.11.13 से अद्यावधि
14	डॉ० सतपाल सिंह साहनी	सहायक निदेशक, उच्च शिक्षा व संयुक्त परियोजना निदेशक/नोडल अधिकारी, 'रुसा'	6.12.13 से अद्यावधि
15	श्री अनिल पाण्डे	अनुसचिव, उच्च शिक्षा	25.11.13 से अद्यावधि
16	श्री जी०एस० रावत	अनुभाग अधिकारी, उच्च शिक्षा	1.4.16 से 7.7.2016
17	श्री प्रीतम सिंह	अनुभाग अधिकारी, उच्च शिक्षा	25.11.13 से 31.3.16 व 8.7.2016 से अद्यावधि

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‘रुसा’ से आच्छादित विश्वविद्यालय तथा महाविद्यालय

क्रम सं०	विश्वविद्यालय / महाविद्यालय का नाम	कुलपति / प्राचार्य का नाम तथा मोबाइल नं०	नोडल अधिकारी का नाम तथा मोबाइल नं०	ई-मेल
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31	रा० महावि०, चिन्मालीसौंड	डॉ० के०एल० मालगुड़ी (अतिरिक्त प्रभार) 9410146927	डॉ० विक्रम पवार 9410797437	klmalguri10@gmail.com drvikramsinghpanwar@yahoo. co.in
32	रा० स्नात० महावि०, उत्तरकाशी	प्र० के०एल० मालगुड़ी 9410146927	डॉ० आर०पी० सिंह 9412409442	klmalguri10@gmail.com singhrrampal@gmail.com
	नई टिहरी			
33	रा० महावि०, नरेन्द्रनगर	डा० जी०एस० रजवार 9412324599	डॉ० संजय सिंह 9411359525	rajwars@hotmail.com sanjay.mahar80@gmail.com
34	रा० महावि०, थत्यूड	डॉ० के०एल० बिष्ट 9997007704	डॉ० वन्दना गौड़ 9897903697	drklbisht@gmail.com vandanagaur97@yahoo.com
35	रा० महावि०, नैनबाग	डा० अर्चना गौतम 9412029615	जुनीश कुमार 9897128264	principalgdcnainbagh2001@g mail.com junishkumar12@gmail.com
	देहरादून			
36	रा० महावि०, चकराता	डॉ० सोहन लाल भट्ट 9412937650	डॉ० अरविंद वर्मा 9411296948	drsohanlalbhatt@gmail.com vermaarvindr19@gmail.com
37	रा० महावि०, त्यूनी	डॉ० सोहन लाल भट्ट (अतिरिक्त प्रभार) 9412937650	डॉ० राजेश कुमार 9889963285	drsohanlalbhatt@gmail.com rajeshbhuhis@gmail.com
38	दून विश्वविद्यालय, देहरादून	प्र० वी०के० जैन 8755244111	डॉ० विपिन सैनी 9897958508	doonvc@gmail.com vipinkumar20@gmail.com
39	उत्तराखण्ड संस्कृत विश्वविद्यालय, हरिद्वार	प्र० पीयूष कांत द्वीक्षित 9719004452	डॉ० ज्ञानेन्द्र गौतम 9639685645	vc@usv.ac.in gyanenderk78@gmail.com
40	मानव संसाधन विकास केन्द्र, कु० वि० नैनीताल	प्र० नागेश्वर राव (अतिरिक्त प्रभार) 9582326657	प्र० रीतेश साह 9412086515	vc@kunainital.ac.in reeteshsah@gmail.com

‘रुसा’ परियोजनान्तर्गत कार्यदायी संस्थाओं का विवरण

क्रम सं०	कार्यदायी संस्था का नाम	इकाई	महाविद्यालयों/ विश्वविद्यालयों के नाम	परियोजना प्रबन्धक का नाम	फोन न०	ई-मेल
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	उ०प्र० राज० निर्माण निगम लि०	हल्द्वानी	रा० महा० देवीधुरा व कुमाऊँ विश्वविद्यालय, नैनीताल	श्री सी०के० सकलानी	9412034100 05946:255736	uprnnmc@rediffmail.com
		रुद्रपुर (उ०सि०नगर)	रा० महा० टनकपुर,	मनेन्द्र सिंह	9897832206	uprnnusnagar@gmail.com
		पिथौरागढ़	रा० महा० नारायण नगर, बलूवकोट	मनेन्द्र सिंह	9897832206	uprnnpth60@gmail.com
		पौड़ी	रा० महा० नैनीडांडा, रा० महा० गुप्तकाशी, रा० महा० गोपेश्वर, रा० महा० थत्तूड, रा० महा० सतपुली	राजीव कुमार	9412079057	nnbarthwal@gmail.com
		टिहरी	रा० महा० नरेन्द्रनगर, व रा० महा० चिन्यालीसौड	दीप चंद पंत	8126061380	uprnnnewtehri@yahoo.in
		श्रीनगर	रा० विधि महाविद्यालय गोपेश्वर	अरविन्द तिवारी	9412079296	uprnnsrinagarunit2@gmail.com
		अल्मोड़ा	रा० महा० चौखुटिया, रा० महा० गरुडाबांज व रा० महा० गरुड़	विवेक अरोरा	9012597939	uprnnalm1@gmail.com
		हरिद्वार	उत्तराखण्ड संस्कृत विश्वविद्यालय हरिद्वार	पी०के० अरोरा	9927613306	haridwarunit11@gmail.com
		देहरादून	दून विश्वविद्यालय, देहरादून	पी०के० शर्मा	8755978300 0135-2532560	uprnnddn@gmail.com
2	ग्रामीण अभियंत्रण सेवा विभाग	उत्तरकाशी	रा० महा० उत्तरकाशी	विभु विश्वमित्र रावत	9412998190	resdivuki@gmail.com
3	नेशनल प्रोजेक्ट कन्स्ट्रक्शन कारपोरेशन	देहरादून	रा० महा० रामनगर, रा० महा० बाजपुर, रा० महा० कोटाबाग, रिखणीखाल, रा० महा० मजरा महादेव, रा० महा० थलीसैंण, कपकोट, रा० महा० भिकियासैंण, रा० महा० मुन्स्यारी, रा० महा० रुद्रप्रयाग, रा० महा० पुरौला	एस०के० शर्मा	9412984152	npccnwz@gmail.com

क्रम सं०	कार्यदायी संस्था का नाम	इकाई	महाविद्यालयों / विश्वविद्यालयों के नाम	परियोजना प्रबन्धक का नाम	फोन न०	ई-मेल
4	उ०प्र० अवस्थापना विकास निगम लि०, देहरादून	देहरादून	रा० महा० काण्डा, गंगोलीहाट, रा० महा० नागनाथ पोखरी	मुलायम सिंह तोमर	9997186071	dehradunoffc_ups_knn@rediffmail.com
5	उत्तराखण्ड राज्य अवस्थापना विकास निगम लि०	हल्द्वानी	रा० महा० मानिला, रा० महा० दोषापानी, रा० महा० सोमेश्वर	संजय कुमार जैन	9456590713 05946:220331	pmusidchaldwani@gmail.com
		देहरादून	रा० महा० नैनबाग	विकास चन्द्र बर्थवाल	9456590707	usidcl@gmail.com
6	उत्तराखण्ड पेयजल संसाधन विकास एवं नियोजन निगम लि०	विकासनगर	रा० महा० चकराता	के०के० तनेजा	9411112305	pchakrata@gmail.com
7	राज्य लोक निर्माण विभाग	चकराता	रा० महा० त्यूनी	रजनीश कुमार	7830291398	eeepwdchakratanl0@rediffmail.com

खण्ड-2

उच्च शिक्षा

Higher Education (India and Uttarakhand) 2014-15

Higher Education is being defined as the education, which is obtained after completing 12 years of schooling or equivalent and is of the duration of at least nine months (full time) or after completing 10 years of schooling, and is of the duration of at least 3 years. The education may be of the nature of General, Vocational, Professional or Technical education*. The status of Higher Education in India and Uttarakhand is as follows:

		India	Uttarakhand
1	Number of Universities	760	25
2	Number of Central Universities	44	1
3	Number of State Public Universities	329	10
4	Number of State Private Universities	182	11
5	Number of Deemed Universities	122	3
6	Number of Colleges	38,498	429
7	Population (18-23 Age group)	14.10 Crore	12.26 Lakh
8	Total Enrolment	3.42 Crore	4.16 Lakhs
9	Gross Enrolment Ratio (GER)	24.3	33.9
10	GER of Male	25.3	34.9
11	GER of Female	23.2	32.8
12	GER of SC	19.1	21.4
13	GER of ST	13.7	41.2
14	College Density (Number of colleges per lakh eligible population (18-23 years))	27	35
15	Gender Parity Index	0.92	0.94
16	Number of Total Pass Out Students	88,28,545	1,08,708

Source : [All India Survey on Higher Education (2014-15) : M.H.R.D., Department of Higher Education, Government of India]*

Note : Total Number of Universities/University Level Institutions were 847 in the country as on 31st March 2016 as per records of University Grants Commission (UGC).

उत्तराखण्ड में उच्च शिक्षा—चुनौतियाँ व प्राथमिकताएँ

डॉ० सतपाल सिंह साहनी,
सहायक निदेशक, उच्च शिक्षा व
संयुक्त परियोजना निदेशक/नोडल अधिकारी, 'रुसा'

एक तरफ, उच्च शिक्षा में प्रवेश की भारी माँग है, वहीं दूसरी तरफ, शिक्षित बेरोजगारों की संख्या चिंतनीय दर से बढ़ रही है। इससे प्रमाणित होता है कि हमारी शिक्षा व्यवस्था, रोजगार की आवश्यकताओं को पूर्ण करने में सफल नहीं रही है। अव्यवस्थित विकास के परिणामस्वरूप उच्च शिक्षा की गुणवत्ता भी प्रभावित हुई है। ज्ञान आयोग द्वारा भी उच्च शिक्षा में सुधार के लिए एक स्वतन्त्र नियामक प्राधिकरण स्थापित करने की संस्तुति की गई है। भारत सरकार द्वारा भी नई उच्च शिक्षा नीति की संरचना की जा रही है। सम्प्रति, उत्तराखण्ड में उच्च शिक्षा के सम्मुख निम्नलिखित चुनौतियाँ विद्यमान हैं :-

1. राजकीय विश्वविद्यालयों एवं महाविद्यालयों में वांछित संरचनात्मक आवश्यकताओं (भूमि, भवन व अन्य सुविधाओं इत्यादि) की पूर्ति सुनिश्चित करना।
2. राजकीय विश्वविद्यालयों एवं महाविद्यालयों में शिक्षकों तथा शिक्षणेत्तर कर्मचारियों के रिक्त पदों पर नियुक्तियाँ करना।
3. उच्च शिक्षा के क्षेत्र में सम्बद्धता, अकादमिक, प्रशासनिक व परीक्षा सुधारों पर कार्यवाही करना।
4. उच्च शिक्षा के प्रशासनिक तंत्र को सुदृढ़ करना।
5. राजकीय व निजी विश्वविद्यालयों तथा महाविद्यालयों में प्रभावी अनुश्रवण व्यवस्था सुनिश्चित करना।
6. चॉयस बेस्ड क्रेडिट सिस्टम तथा सेमेस्टर सिस्टम के साथ-साथ स्किल बेस्ड पाठ्यक्रमों का संचालन करना।
7. राजकीय महाविद्यालयों को विश्वविद्यालय अनुदान आयोग अधिनियम की धारा 12(B) से आच्छादित करना।
8. विश्वविद्यालयों, महाविद्यालयों तथा विभागों का 'नैक' से प्रत्यायन कराना।
9. उच्च शिक्षण संस्थाओं में उच्च कोटि के पठन-पाठन, शोध व शिक्षणेत्तर गतिविधियों द्वारा गुणवत्ता संवर्द्धन व स्वस्थ शैक्षणिक वातावरण का सृजन करना।
10. उच्च शिक्षा के विकास हेतु वांछित वित्तीय संसाधनों की व्यवस्था करना।
11. प्रौद्योगिकी समर्थित शिक्षा के माध्यम से महाविद्यालयों में उच्च शिक्षा की सुविधा उपलब्ध कराना।

12. कार्य संस्कृति में 'Sincerity' विकसित करना।
13. उच्च शिक्षा की विभिन्न शाखाओं (सामान्य शिक्षा, तकनीकी शिक्षा, चिकित्सा शिक्षा, कृषि शिक्षा एवं आयुष इत्यादि), शोध व वैज्ञानिक एजेंसियों तथा औद्योगिक इकाईयों के मध्य प्रभावी समन्वय व सहयोग स्थापित करना।

प्राथमिकताएँ

उच्च शिक्षा की चुनौतियों का सामना करने के लिए राष्ट्रीय ज्ञान आयोग द्वारा की गई संस्तुति के आधार पर ही भारत सरकार द्वारा वर्ष 2013 से राष्ट्रीय उच्चतर शिक्षा अभियान (रुसा) प्रायोजित किया गया है जिसमें गुणवत्ता, सुशासन, सुलभता तथा साम्य स्थापित कर उच्च शिक्षा के विकास का लक्ष्य निर्धारित किया गया है। तदनुसार उत्तराखण्ड में भी उच्च शिक्षा के विकास के लिए इन्हीं प्राथमिकताओं के अनुसार कार्ययोजना बनाई जानी आवश्यक प्रतीत होती है।

(1) गुणवत्ता (Quality) :

अप्रासंगिक पाठ्यक्रम, अव्यवहारिक नीतियों, कुप्रबन्ध, अनावश्यक हस्तक्षेप, समर्पण भावना के अभाव, उत्तरदायित्वहीनता, सीमित संसाधन तथा मापदण्डों की अनदेखी इत्यादि के कारण उच्च शिक्षा की गुणवत्ता पर प्रभाव पड़ रहा है। एक सर्वेक्षण के अनुसार भारतवर्ष में 75 से 90 प्रतिशत स्नातकों में नौकरी पाने की योग्यता नहीं है। गुणवत्ता संवर्द्धन के लिए संस्थान, प्राध्यापक तथा विद्यार्थी तीनों स्तरों पर मानकों का निर्धारण किया जाना आवश्यक है। 'नैक' द्वारा उच्च शिक्षण संस्थानों की गुणवत्ता (i) पाठ्यक्रम, (ii) शिक्षण व मूल्यांकन, (iii) मूलभूत ढाँचा व सीखने की सुविधाएँ, (iv) छात्र सुविधाएँ, (v) प्रबन्ध व नेतृत्व विकास, (vi) शोध व सलाहकारी सेवाएँ तथा (vii) शिक्षण/शोध में नई तकनीकों के विकास के आधार पर निर्धारित की जाती है। संस्थाओं के गुणवत्ता परीक्षण में 'अकादमिक अंकेक्षण (Academic Auditing)' की भी अहम भूमिका है। उच्च शिक्षा की गुणवत्ता, प्राध्यापकों के कार्य निष्पादन, विद्यार्थियों द्वारा अर्जित किये गये ज्ञान एवं उनके आधार पर प्राप्त रोजगार तथा नवीन ज्ञान/शोध में उनके योगदान के मापदण्ड के आधार पर मूल्यांकित की जा सकती है। विद्यार्थी की गुणवत्ता के लिए उससे अपेक्षित ज्ञान के स्तर को निर्धारित किया जाना आवश्यक है। उच्च शिक्षा के क्षेत्र में विकसित राष्ट्रों में विद्यार्थियों की गुणवत्ता निम्नलिखित मानकों पर मूल्यांकित की जाती है :- (i) ज्ञान, (ii) व्यवहारिक कौशल, (iii) सामाजिक दायित्वों का निर्वहन, (iv) संवहन, नेतृत्व एवं समूह भावना, (v) सकारात्मक सोच, (vi) सीखने की कला, (vii) मानवीय मूल्यों के प्रति सम्मान तथा (viii) प्रबन्धकीय क्षमता व उद्यमशीलता। वर्तमान प्रतिस्पर्धी युग में प्रत्येक स्नातक से विषय ज्ञान के अतिरिक्त विशिष्ट कौशल, भाषा, आई.टी., उद्यमिता, प्रबन्धन, सुशासन, नागरिकता, संप्रेषण, पर्यावरण, जन स्वास्थ्य जैसे विषयों की जानकारी होनी भी अपेक्षित प्रतीत हो रही है। दुर्भाग्य से उत्तराखण्ड में

उच्च शिक्षा के लिए उच्चकोटि के अवसरों की अनुपलब्धता के कारण प्रदेश के विद्यार्थी अन्य राज्यों तथा विदेशों में पलायन करने के लिए बाध्य होते हैं। अतः गुणवत्ता संवर्द्धन हेतु निम्नलिखित बिन्दुओं पर व्यवहारिक कार्य योजना बनाकर उसका सार्थक क्रियान्वयन किया जाना आवश्यक है :—

- (i) उच्च शिक्षा सुधार : सम्बद्धता, अकादमिक व परीक्षा सुधार। अकादमिक सुधारों के अन्तर्गत प्रवेश प्रक्रिया, पाठ्यक्रम निर्धारण, शिक्षण प्रशिक्षण की पद्धति, कौशल विकास, उत्कृष्टता केन्द्रों की स्थापना, इत्यादि बिन्दुओं पर निर्णय लिये जाने अपेक्षित हैं।
- (ii) स्टाफ व संरचनात्मक सुविधाओं की व्यवस्था।
- (iii) वित्तीय संसाधनों की व्यवस्था व उसके उपयोग में मितव्ययता।
- (iv) मूल्यांकन, मान्यता व प्रत्यायन।
- (v) शोध व अनुसंधान में योगदान तथा अन्य संस्थाओं से समन्वय व सहयोग।
- (vi) स्वस्थ शैक्षणिक वातावरण का सृजन।

(2) सुशासन (Good Governance)

संख्यात्मक दृष्टि से विकसित होने के बावजूद गुणात्मक दृष्टि से उच्च शिक्षा के पिछड़ेपन का प्रमुख कारण उसका कुप्रबन्ध व दशकों पुरानी पारम्परिक पद्धतियों द्वारा संचालन किया जाना है (The System of Higher Education is over regulated but under governed.) उच्च शिक्षा में गुणवत्ता तथा संख्या में संतुलन बनाये रखने के लिए नवीन प्रौद्योगिकी का उपयोग करना अपरिहार्य है। विद्यार्थियों को उपयोगी ज्ञानार्जन, उच्चकोटि के शोध तथा संस्थाओं का कुशल प्रबन्ध संचालन, आधुनिक तकनीकी के बिना किया जाना असम्भव है। भारतवर्ष ने रेलवे, बैंकिंग इत्यादि अनेक क्षेत्रों में आधुनिक तकनीकी का उपयोग कर अभूतपूर्व प्रगति की है। अखिल भारतीय स्तर पर नियन्त्रित करने के लिए अनेक नियामक संस्थाओं होने के बावजूद उच्च शिक्षण संस्थाओं में निर्धारित मानकों का अनुपालन सुनिश्चित किया जाना, उच्च शिक्षा के लिए एक चुनौती बना हुआ है। अतः आधुनिक परिप्रेक्ष्य में उच्च शिक्षा से सम्बन्धित अधिनियमों व नियमों का परीक्षण किया जाना भी वांछित है। छात्र-छात्राओं के प्रवेश, कक्षाओं के संचालन तथा परीक्षा आयोजन व मूल्यांकन तथा संस्था के संचालन इत्यादि सभी क्षेत्रों में नवीन प्रौद्योगिकी का प्रयोग किया जाना नितांत आवश्यक है। पारदर्शी, मितव्ययी तथा उत्तरदायी प्रबन्ध संचालन के लिए आधुनिक प्रौद्योगिकी एक वरदान है। ई-पहल के अन्तर्गत ई-रिसोर्सिंग का अधिकाधिक उपयोग, बेवसाइटों का निर्माण, ई-गवर्नेन्स, नेट-कनेक्टिविटी, डिजिटलईजेशन, ई-बुक, ई-लर्निंग, आई.सी.टी, इन्टरनेट सुविधाओं, लैपटॉप, वीडियो कान्फ्रेंस व क्लासेज तथा आनलाईन सुविधाओं इत्यादि

माध्यमों से उच्च शिक्षा में क्रान्तिकारी परिवर्तन लाने हेतु निम्नलिखित बिन्दुओं पर नियोजन एवं निर्णयों के क्रियान्वयन की आवश्यकता है :-

- (i) विश्वविद्यालयों, उच्च शिक्षा निदेशालय तथा शिक्षण संस्थाओं के प्रबन्ध-संचालन में ई-गवर्नेन्स/एम0आई0एस0 तथा शिक्षण सुविधाओं को ऑन लाईन करना।
- (ii) प्रवेश, पठन-पाठन, परीक्षा व शोध में आधुनिक प्रौद्योगिकी का उपयोग।
- (iii) उच्च शिक्षा की प्रशासनिक व्यवस्था को सुदृढ़ करना।
- (iv) उच्च शिक्षा से सम्बन्धित अधिनियमों व नियमों का परीक्षण।
- (v) प्रभावी पर्यवेक्षण व नियन्त्रण की व्यवस्था।

(3) सुलभता (Accessibility)

उत्तराखण्ड का उच्च शिक्षा में नामांकन अनुपात राष्ट्रीय स्तर से अधिक है यद्यपि पर्वतीय क्षेत्रों में उच्च कोटि की तकनीकी व व्यवसायिक शिक्षण सुविधाओं के अभाव के कारण विद्यार्थियों को मैदानी क्षेत्रों व अन्य राज्यों में पलायन करना पड़ता है। उच्च शिक्षा को सर्वसुलभ कराने में दूरस्थ शिक्षण तथा ओ.ई.आर. (Open Educational Resources) जिसमें शिक्षण, शोध तथा पढ़ाई की समस्त सामग्री को निःशुल्क ओपन डोमेन में रख दिया जाता है, का उपयोग अत्यन्त महत्वपूर्ण है। उच्च शिक्षा की सुलभता सुनिश्चित करने हेतु यह भी ध्यान में रखना होगा कि विद्यार्थी को न केवल उच्च शिक्षा उपलब्ध हो वरन् यह शिक्षा उसकी योग्यता व रुचि के अनुरूप उपयोगी भी हो। उच्च शिक्षा की सुलभता के सन्दर्भ में निम्नलिखित बिन्दुओं पर नियोजन व क्रियान्वयन आवश्यक है :

- (i) उच्च शिक्षा में नामांकन के क्षेत्रीय वितरण का विश्लेषण तथा असेवित क्षेत्रों में उच्च शिक्षा उपलब्ध कराना।
- (ii) संस्थागत नामांकन का अध्ययन स्तर, पाठ्यक्रम, लिंग व जातिगत आधार पर विश्लेषण।
- (iii) विद्यार्थियों को उनकी योग्यता व रुचि के अनुसार उच्च शिक्षा की उपलब्धता।
- (iv) दूरस्थ शिक्षण व्यवस्था का मूल्यांकन।
- (v) उच्च शिक्षा को सर्वसुलभ करने हेतु आधुनिक प्रौद्योगिकी का योगदान।

(4) समता (Equity)

राष्ट्रीय ज्ञान आयोग द्वारा समाज के सभी वर्गों को उच्च शिक्षा के समान अवसर उपलब्ध कराने को भी प्राथमिकताओं में सम्मिलित किया गया है। निःसन्देह समाज के वंचित व निर्धन वर्ग के विद्यार्थियों के लिए उच्च कोटि की तकनीकी व व्यवसायिक उच्च शिक्षा प्राप्त करना एक दिवास्वप्न के समान हो गया है। समता के सम्बन्ध में निम्नलिखित बिन्दु विचारणीय हैं :-

- (i) मेधावी व निर्धन छात्र-छात्राओं को प्रोत्साहन।
- (ii) दिव्यांग श्रेणी के विद्यार्थियों को उच्च शिक्षा की सुविधाएँ उपलब्ध कराना।
- (iii) जरूरतमंद विद्यार्थियों के लिए रेमिडियल क्लासेज का आयोजन।
- (iv) प्रतियोगी परीक्षाओं की तैयारी हेतु निर्धन छात्र-छात्राओं के लिए अनुशिक्षण (Coaching) की व्यवस्था।
- (v) उच्च शिक्षा में अनुसूचित जाति व जनजाति वर्ग के प्राध्यापकों के लिए आरक्षित रिक्त पदों पर नियुक्तियाँ।

State level Recommendations for New Education Policy

Higher education is undergoing tremendous changes in the turbulent environment of present day world with new challenges and liberalization process on the one hand and increasing awareness and aspiration of the society for higher education, putting heavy pressure on available infrastructure on the other. In this changed scenario, in order to make the higher education system as a powerful tool to build a Knowledge Based Society (KBS) as envisaged in the vision of India to become a developed country by 2020, higher education institutions have multiple roles to play such as:-

- Creating new knowledge.
- Acquiring new capabilities.
- Producing an intelligent human resource pool through teaching, research and extension of activities.

As per document of Rashtriya Uchchatar Shiksha Abhiyan (RUSA), ILO has predicted that by 2020, India will have 116 million workers in the age bracket of 20 to 24 years, as compared to China's 94 million and average age in India by the year 2020 will be 29 years as against 40 years in USA. This trend is very significant on the ground that what matters is not the size of the population, but its age structure. It would be a lost opportunity if we don't take advantage of this dividend. Herein lies significance of higher education. We must strive to prepare an educated and productive workplace through a concerted effort to improve the quality and relevance of higher education.

As per directions of MHRD, following recommendations are proposed for New Education Policy under the themes of Higher Education for New Education Policy on the basis of consultative process undertaken in the State of Uttarakhand.

I. Governance reforms for quality

Regulatory bodies have miserably failed to discharge their responsibility towards the maintenance of standards of higher education. As per study of NAAC, the quality of higher education in 68% of Universities and 90% of Colleges are of below standard. There is urgent need to devise mechanism of accountability of

institutions and teachers in higher education. Needless to say that once the autonomy is ensured to Vice-Chancellors and Principals, they would be accountable to achieve the set goals. It is imperative that e-governance and MIS is implemented at all levels for speedy, transparent, efficient and responsive governance. There is a pressing need to ensure coherence in the rules formulated by the statutory bodies, the UGC and individual Universities. Administrative mechanism can be strengthened by hiring the services of experts especially in legal, administrative, managerial and other affairs of Universities and Directorate of Higher Education. There is a need for amendments in University Act keeping in view of present day requirements.

A separate selection body should be established for selection of teachers in colleges. Non-performing teachers should be counseled first, transferred periodically and may be removed if they don't improve their performance. A pool of eminent academicians/administrators/intellectuals with proven leadership quality should be created for selection of Vice-Chancellors in the Universities. There is a need to review and revise the recommendations of Lyngdoh Committee for election of student unions. Colleges should be permitted to start classes only after fulfilling the norms of affiliation. Disclosure Standards for higher education institutions including transparency in accounting and 'Students Right to Know' need to be introduced. There should be faculty assessment by Head of Department and Principal coupled with evaluation by outgoing students through a structured/Open ended questionnaire on a 5 point rating scale of a componential parameters of teachers- social authority, subject-authority, professional authority and charismatic authority.

II. Ranking of institutions and accreditations

Unfortunately none of Indian Universities could find a place in the top 200 Universities of the world. Even the top ranking institutions of India appear low in the global rankings. Although accreditation has been made mandatory for all institutions, a large number of State level institutions have not basic infrastructure for the same.

Lack of infrastructure is a stumbling block for new colleges for quality assurance. Colleges are required to undertake NAAC accreditation but they neither have the necessary resources and facilities nor they fulfill IEQA requirements. Separate zones and Standards should be created on the basis of area, development and available facilities for accreditation process. States should be allowed to prescribe norms for ranking of institutions and only highly ranked institutions should be promoted by granting them autonomous status. Accreditation of programmes should be done after accreditation of institutions and process of accreditation should be simplified.

III. Improving the quality of regulation

All regulations pertaining to higher education must be revisited, examined and reformulated to remove anomalies and ambiguities with regard to offering of programmes and recruitment of teaching and non-teaching staff. There is a need of strict implementation of the provisions of all Acts and Statutes in true sense and spirit. Reorganization of Regulatory Authorities is must for improving the quality of regulation. There should be change in the composition of governing bodies such as having representative from industry, alumni and civil society. Role of regulatory authorities should also be clearly demarcated for transparency and smooth functioning of institutions. District level development councils can be set up for planning, monitoring, coordination etc. in the States and regional offices should be set up of national regulatory bodies of higher education for speedy disposal of matters. A mechanism should be developed for continuous quality improvement (CQI) into a regulatory format. Measures to improve transparency and accountability along with administrative simplification and other tools to reduce regulatory compliance burdens can also be taken into account.

IV. Pace setting roles of central institutions

All the Central Universities, IITs, NIITs and ISERs get very generous funding from the Central Government. It is expected of them to lead by example by producing quality graduates in terms of their employability within the country and abroad. In addition, their research output should be of high quality as reflected in terms of new knowledge generation and citations of their work by scientists and academicians particularly from advance countries. The Central Government should also consider ranking through accreditation in respect of not only Central Universities but also IITs, NIITs and ISERs. Their funding should also be linked with their ranking.

Central Universities may be given specified targets to be achieved within the framework of national priorities of research and teaching. There is an urgent need of coordination and cooperation among different Central institutions of research and State Universities.

V. Improving State Public Universities

If we believe that the destiny of India is to be shaped in our class rooms as not a mere rhetoric, then the role of teacher as an independent variable becomes of one who plans, organises, leads and controls teaching through content and strategy of presentation.

In this context, it is suggested that:-

- i. Steps should be taken to enhance harmonious relationship among teachers, students, community and management and to improve subject knowledge teaching attributes.
- ii. College level week long orientation should be conducted for teachers to learn latest pedagogical teaching technology including audio-visual aids and teaching mechanics.
- iii. They should be encouraged to discuss their various problems openly that are affecting their performance in negative sense to find amicable and viable resolution.
- iv. Teacher must be given confidential feedback about their teaching effectiveness on the basis of an institutionalized evaluation model mechanism.

State Universities and colleges can function better only with financial and administrative autonomy as it can enhance performance of the student, output of teachers and community through internal institutionalization of quality improving agreements and practices. Since the government is not fully committed to the progressive public spending on higher education, hence it becomes necessary that fees be reasonably increased with the waiver for needy students to generate additional resources. Different fee structure for those subjects/courses which have a higher potential for employment could be another good practice.

The ways of increasing revenue of Universities and Colleges is edified on the optimum use of the campus facilities. Good institutions take care that their facilities are not underused. Comfortable shifts are one way. Supplementary programs are another way, specially those that are also available to the regular students and designated to impart them training in market oriented skills. A third way is by sharing with sister organizations and agencies. More enterprising way for Universities and Colleges would be to throw open their portals on Sundays and holidays to training institutes to run their courses. Non university and competitive examination and tests too can be hold, along with renting out their auditorium to allied and companionable agencies. Apart from this, consultancy by the faculty member can also be given to external institutions.

VI. Integrating skill development in higher education

After the study of skill gap analysis, skill development courses should be introduced at the secondary level and should be carried out upto graduation level in order to develop employability skills among youth to help students to face the competitive employment market after successful completion of their study.

Skill based courses should be made a part of regular courses. Besides the prescribed curriculum, the short term courses- ATP (Affordable Training for Proficiency) could be offered so that students can develop their communicative, vocational and computer skills. These courses could be organised charging fee on the basis of no profit and no loss. Feedback of the students should be obtained every year and necessary changes be incorporated in the future. The whole module should be devised and operationalised on the pattern of "Earn and Learn Scheme". These courses should allowed flexibility of time and pace pursuing them at any stage all through their UG and PG degree program.

The Vocational Courses e.g. tourism, food preservation, aquaculture, social forestry, functional English , soft-skill, computing, floriculture, horticulture, hotel management, accounting, insurance, interior designing, textile designing, cooking, acting, journalism , knitting, dancing, poultry and dairy farming etc. can be run in idle hours through PPP mode by using already available infrastructure and facilities in the institutions. These courses should be technologically enabled.

VII. Promoting open and distance learning and online courses

To augment face to face classroom teaching, online courses from reputed institutions and other organisations must be integral part of the teaching-learning process. In this respect, MOOC and other such facility should be made use of by all institutions of higher education. The faculty members of each institution should be asked to prepare contents for online courses which could be offered to the students. For this, every institution should have a centre for Educational Technology, the funding for establishing such a centre should be made available by the Central Government.

VIII. Opportunities for technology enabled learning

E-learning and E-governance are essential to meet the growing demand of higher education on the one hand and to face the challenges of the economy on the other. It requires to equip with all ICT facilities to higher educational institutions for Technology Enabled Learning (TEL). Special Package should be provided by the Centre to State Governments for the same. A well-defined time bound strategy and planning is necessary to avail the benefits of ICT. Progressive use of ICT can make a definite change in the access and quality of higher education especially in remote and hilly areas in a cost effective way. The effective use of new technologies holds great potential in improving teaching-learning outcomes, research and institutional performance.

All institutions should be linked with internet facility including WiFi, e-library and social networking. Training of teachers are also required before launching TEL.

IX. Addressing regional disparity

A detailed survey should be conducted before establishment of a college keeping in view of the available resources, intake and requirements etc. Regional disparities in higher education may be reduced by opening new model colleges under RUSA with relaxation in conditions. Special incentives should be provided for remote areas .Strengthening the existing colleges and polytechnic is the better option for removal of backwardness.

X. Bridging gender and social gaps

Poverty, lack of incentive, distance from colleges and lack of transportation/hostel facilities are the main causes of less enrollment of disadvantaged groups. Their enrollment can be increased by eliminating these deficiencies. Social and gender gaps can be bridged by providing hostels, transport facilities, connectivity, training, preferential treatment of girls in such schemes. Women empowerment can be incentivized by providing safe and secure environment within and outside the institutional campus. Special campaign for admission can also increase GER in deprived sections of society.

Though several scholarships are available to students from socially challenged sections, the financial supports often don't match their needs. Students not covered by statutory provisions for support find it most difficult to continue their studies.

Egalitarian and altruistic values could be imparted through institutionalized internal curricular practices such as celebration of Women's Day, promotion of gender sensitization and social peaceful coexistence through workshops, arranging lectures and cultural events like dramas and exhibitions. This envisages matching experiential cognition with focused problems such dowry, sex-exploitation and social differences etc. A unitary approach towards an appraisal human rights issues by social intervention should be the part of cognitive conceptualization of the students. Community based role model can also be selected for bridging social and gender gaps.

XI. Linking higher education to society

While pursuing their education, student's involvement through community service could contribute in the process of social upliftment of the masses. Thereby, forging social bonding and developing leadership qualities among students themselves. The students can contribute by spreading awareness among community regarding sanitation, population control and creating awareness against superstitions, female feticide and other social evils, e.g., gambling, alcoholic drinking and smoking. In normal life, they can contribute by campaigning against orthodoxy, gender discrimination, illiteracy and caste/creed differences. During natural disaster, they can render their services to the affected areas.

There are many areas of community needs where students could prove to be harbinger of change. Women education and awareness campaigning of health and sanitation, drug abuses are a few to mention. The college could adopt nearby village/locality. Students from different streams and subjects could be encouraged to study the problems, which appeal to them and their attempt to find necessary solutions. Students may be awarded extra marks for their social service. After being employed, the students can contribute through Alumni Association in lending there support to any enterprise of the college for the required resources in generous way. The participation in one of the extra-curricular activity, viz, NSS, NCC, Scouts/Rover/Ranger/Sports etc. Should be made compulsory for integrating education to society.

XII. Developing the best teachers

After joining the teaching profession, teachers need to be inducted towards research and teaching in an effective way. The process of enhancing their Knowledge and content, pedagogy and the technology especially the knowledge of ICT is essential and need to continue as an integral part of the capacity development of teachers.

Pedagogy is by far the most indispensable factor in the success of an educational effort. Now-a-days students demand proactive teacher as a facilitator/motivator for the beneficial grooming of the learners. Rationale of imagination and resourcefulness of this contemporary learner-teacher partnership mandatorily needs institutionalization of an effective mechanism for the recruitment of qualified faculty which is possible at best only through central appointment mechanism such as UPSC/State Higher Education Commission. Moreover, since teaching is an open, participatory, dialogical engagement that requires progressive step-up evolution both in classroom teaching and academic research, the teacher should have ample of opportunities for continues academic training and professional development periodically.

Teaching profession must be made attractive by permanent appointments, incentives for good work, training and retraining. Contract teachers should be replaced by permanent teachers and the tenure of orientation programme should be reduced in order to conduct more number of orientation programmes.

XIII. Sustaining student support system

The student support system should provide financial assistance to the needy students. Every institution should have a corpus which could be used among other things for supporting the students. Scholarship should be sanctioned on the criteria of parental income, performance and eligibility test. A need based scholarship depending upon the course fee be linked upto earning of Rs. 2 to 2.5 lakh per family. There should be different slabs of income for sanction of educational loan. The attendance and activities of students should be monitored through tools of modern technology. The system of Back/Improvement examination should be banned in order to complete 180 days teaching in a year. With minor modifications in Lyngdoh committee recommendations, the election of office bearers of students union may be held on the lines of 'House of Representatives' instead of holding open election where students vote directly for the office bearer. In the proposed system of election, each class elects its class representative in the first stage. In the second stage, class representatives elect college/faculty representative and finally, college/faculty representatives elect office bearers of the union. This system may help in averting large gatherings, processions, slogan shouting, defacing of walls of buildings with posters bills etc.

XIV. Promote cultural integration through language

Under the proposed choice based credit system, there is a provision for teaching either English or any modern Indian language. The Institution of higher learning must adopt three language formula requiring every student to be proficient in English and either Hindi or a regional language or both. A generic course may also be desirable covering cultural aspects of the region in which the institution of higher education is located.

Cultural integration is a form of cultural exchange in which one group assumes the beliefs, practices & rituals of another group without sacrificing the characteristics of its own culture. We need to locate language education programme in a multilingual perspective. Languages are repositories of rich cultural traditions and knowledge systems. Every effort needs to be made to resuscitate and rejuvenate them. Translation of literatures of different cultures and societies in the country

would be a useful tool for cultural interaction and national unity. There is a desperate need to forge linkages between education, culture and language in order to promote research in cultural diversity of the respective region. A compulsory foundation course on National Integration and Health should be introduced to ensure tolerance towards 'others.'

XV. Meaningful partnership with the private sector

Private Sector growth in higher education should be facilitated and innovative PPP models should be explored and developed. PPP model in higher education should be developed on attractive terms and conditions safeguarding the interests of students and institutions. Industrial partners can be invited to colleges to train the students for their requirements. All profit making private sector entities may mandatorily be asked to assist the educational institutions of their choice by a certain percentage of CSR funds for which incentives could be provided them under relevant tax provisions.

XVI. Financing higher education

Public funding has its own limitations and constraints in a diverse and vast nation leading to resources being spread thinly. If the objective of massive expansion in enrolment with equity is to be fulfilled, the future of financing education cannot be merely an extension of the present but has to be shaped by new realities. The innovative ways of financing higher education are labs and research facilities, library and books, sports infrastructure, outreach programs and service activities, fee subsidies and scholarships. Apart from all these, computerization and cost reduction, collaboration between institutions and sharing of resources etc. can be tried to resolve issues of financing higher education. Tuition Fee should be increased by Rs 500 per month for all general courses running in Government and Aided educational institutions.

State Universities and their affiliated colleges that account for more than 90% of the enrollment suffer from severe fund constraints and poor governance leading to poor quality. Almost all the States are spending less than 2% of their GDP in higher education. As per expectations of GoI, States are willing to raise expenditure on higher education up to 2% of GDP, but they are not in a position to fulfill the expectation due to resource crunch. Higher Education, being in concurrent list, require direct help of Central Government to meet the challenges of the future.

XVII. Internationalization of higher education

Globalization has resulted in greater cross border higher education. It may be good to adopt a selective purposive approach by identifying a few high quality select institutions abroad and invite them to come to India, to share teaching and research with Indian students and faculty. The Indian institutions may be provided additional required support in this regard to facilitate, inter alia, students also need to be supported with additional resources to have good residential facilities for foreign students. Education services come under GATS and administered by WTO. GATS aim at progressively and systematically promote freer trade in service by removing many of the existing barriers. Therefore, India should make use of this opportunity to sell education abroad as much as inviting foreign providers to India. It should try to acquire greater global competence while pushing its expertise in given areas like yoga, spirituality etc. We should encourage foreign education providers by way of facilitating transfer of credits, simplification visa rules for easy mobile of professionals, bringing in appropriate partnership and tie-ups etc. India can also export educational services through TEL and distance learning, exchange programme and twinning arrangements, set up overseas campuses and franchising as well as workout visit alignment abroad.

XVIII. Engagement with industry to link education to employability

India represents a typical case of oversupply of higher education graduates on the one hand and non-availability of prospective employees in the production sector. Employability of the graduates is often quoted as one of the biggest challenges the country faces today. The huge gap between the supply of educated and also employable human resources and its demand by labor market in the country is indeed a warning signal. This gap is almost 50% for most of the high growth technology sectors in the country. Industry academia linkages are essential to meet both the ends of increasing employability quotient as well as research needs. Institutions of higher education link with industry to change study programmes and improve employability of its graduates by setting the curriculum to the requirement of the industry. This can be done by inviting industry representation in the academic bodies of Universities.

XIX Promoting research and innovation

The progress of the nation depends on its sustained growth of education and research in science and technology. The process of scientific attitude and creative thinking should begin from the earliest stage of education. Indian Universities are more teaching centered. There is need for teachers and students to

perform more and more research work and of better quality. The UGC schemes of assisting teachers, research workers, and laboratory technicians inadequate and needs to be up-scaled and re-strategized. At the institutional level, there is need to link teaching with research. The government needs to invest in faculty development and provide incentives for research, promote collaborative efforts between institutions of research. The research cells headed by a qualified staff member should be set up in the colleges. It should execute the task of educating students and staff about research and its role in education. Small projects can be undertaken as pilot study by involving students and teacher alike. Good research projects should, then be recognized and suitably rewarded. Workshops and special sessions on research methodology should be organized for students and teachers. It can also be made part of the curriculum for students.

XX New Knowledge

The knowledge economy is concerned with the creation and dissemination of knowledge and its use for economic growth and improved standard of living. It is for this reason that educated youth in the age group of 18-24 years is an important index of knowledge economy for reaping the benefits of knowledge. Emerging global market has enabled easier access to expertise, skills and knowledge embedded in professionals, on the one hand and produced threats of growing brain drain and loss of advanced human capital on the other. The Universities should empower and encourage the faculty to engage in research activities in cutting edge thrust areas for science and technology but at the same time let them have the freedom and autonomy to persue research in the chosen area of interest. Any development of new process/product or development of a new theatrical framework or insight into some phenomenon in physical/natural science should be suitably rewarded by the Government.

Benefits and Drawbacks of Choice Based Credit System

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SUMMARY

Higher education system in India is full of various kinds of intricacies. All systems of education has its benefits and drawbacks. However, attempts have been made by policy makers to reduce the complexities of education systems. Various policy making commissions and trials were made to improve and remove the drawbacks of education system in India especially for ensuring quality and uniformity. Idea of Internal Quality assurance cell has not only been explored but also implemented at national level. For uniformity in Education System, especially at Under-Graduate level, Choice-Based Credit System has been imposed by University Grants Commission in India. But the nature of Indian education system is much diverse and encompasses various problems in implementing the uniform system of evaluation. Present education system in India has three tiers i.e. primary, secondary and Higher. The last sector of education system has inherent importance in the process of developing nation. Major experiments and innovations done by policy makers have direct bearing on the quality of higher education. Quality is the major concern of the present higher education system that could be judged and assessed only by the universally acclaimed system of evaluation and possible through the CBCS. Present paper highlighting the benefits and drawbacks of Choice-Based Credit System implemented by UGC.

1. Introduction

Ministry of Human Resource Development (HRD), Government of India, has already been taken initiative for making ground to the formulation of New Education Policy. The logic behind it to bring out reforms in Indian Education System as well as to ensure the quality of Indian higher education and make it as par the world level. University Grant Commission is sole responsible in making progress to develop the National Education Policy. Execution of policy and promotion of higher education comes under the responsibilities of University Grant Commission. Time to time, several initiatives are taken by UGC in order to bring academic efficiency,

excellence, ensuring equity, landing the norms for recruitment of teachers and administrators at different levels of relevant posts in Higher Education. But the important and recognisable one is the innovation, reformation and improvement in curriculum, pedagogy of teaching and learning, examination and evaluation system. Undoubtedly, education plays very important role in the process of nation building. Among all the sectors of education, higher education is considered as the backbone of the nation. As, all the sorts of discoveries and innovations took place within the premises of higher education. At present, research activities got much attention that is why it has become necessary to reform the higher education system and put it on the path of academic efficiency, efficacy and excellence.

In India, Higher education is imparted largely through Universities and Colleges. Majority of universities and colleges, particularly central universities, have adapted semester system to make higher education more compatible. However, present Indian education system producing graduates who are lacking in knowledge, skills, values, confidence and academic efficiency as a whole. The current pathetic conditions of Indian higher education system calls the necessary reformation and transformation of higher education system by introducing and devising innovations, and also by developing learner centre approach as well as globally claimed evaluation system. Most of the Indian Universities and Colleges have been following marks or percentage based evaluation system, which is acting as a barrier for students' mobility and not letting them to move from institutions to another one to pursue the desired subjects or courses. This calls that there should be a flexible system of education so that students could pursue different nature of professional and non-professional courses according to their choice and desired. That why, after a prolonged debate among the educationists and experts of concerned fields, University Grant Commission (UGC) has made it mandatory to be implemented choice based credit system(CBCS) in all the undergraduate (UG) and postgraduate (PG) courses under the XI plan of Higher Education. (Kelkar, A.S & Ravishankar, L. 2014) revealed in their study that many universities/autonomous institutions have already implemented the same, Mumbai University made it compulsory in 2011. By 2013, the entire UG and PG programmes became credit-based. The main objectives of introducing such programmes by UGC are: Need for reforms in higher education; enhanced learning opportunities; ability to match learners' scholastic needs and aspirations; interuniversity transferability of learners; improvement in quality of education and excellence; greater flexibility to complete the course; standardization and comparability of educational programmes across the country.

Undoubtedly, CBCS has added a new vista in the existing system of higher education. It provides full opportunity to the learners to pursue courses as per their choice. It is a system of evaluation which offers maximum opportunities and avenues to the learners to learn core subjects with the provision of additional soft courses for the holistic their development. It will prove as an instrument to bridge

the gap between the two students of various courses as it has a provision of offering core subjects with the addition of different soft courses. It means students have an opportunity to pursue core subjects as well as soft courses of other department simultaneously. CBCS gives emphasis on the continuous and comprehensive evaluation. It gives 40% weightage to the internal assessment and remaining 60% to the final exam. Internal evaluation consists of one test for 20 marks, one assignment for 10 marks and 10 marks: 5 marks for the active participation in the class and 5 marks for over all conduct of the learners during class hours.

The efficiency of CBCS can be understood by findings of (Kelkar, A.S & Ravishankar, L. 2014) who have conducted a research that revealed, 42% of the teachers agreed that the objective of CBCS was achieved, 39% felt that they were not met and 18% were uncertain. In response to the question whether CBCS emphasizes on only teaching or evaluation, or both, the feedback was mixed – majority (62.5%) felt that the emphasis is on evaluation only, while 20% felt that the emphasis was on teaching only and 15% felt that both teaching and evaluation were given equal weightage in the CBCS system. (Roy, Khanam & Trribeni (2013) found in their study that science background students and boys are having higher level of positive attitude towards CBCS in comparison to Arts and Girls students. However, there are certain issues which have to be addressed through the merit and demerit of CBCS. These are as follows-

1.1 Pros of Choice-Based Credit System

Following points can be said the pros or advantage of credit based choice system.

- It can be seen as a major shift from the teacher centre to learner centre education.
- Learners can offer as many credit as they can cope up the pressure of the examination.
- It permits learners to choose soft courses of different interdisciplinary and intra disciplinary subjects with the core subjects.
- It is also helpful to the learners to choose courses and papers as per their choice and interest.
- It promotes mobility of learners from one institution to another one.
- It would take education system as par the global standard.
- It also helps to the learners to pursue their courses at different times.
- It helps learners to realize their potentials through the flexibility in offering courses.
- It has broadened the base of education system.

- All round development of learners or multi facets personality of learners can be promoted. Through it.
- It is also helpful in employment, as knowledge of different soft courses may helpful for that.
- Stress and anxiety of learners can be reduced through it.
- Work efficiency can be enhanced.
- Development of professional skills can be possible.
- Helpful in ensuring the uniformity in education system in terms of evaluation and assessment.
- It puts emphasis on seminar presentation, assignment, discussion, project etc. based teaching.
- It stressed on exercising maximum use of ICT in class room teaching.
- It gives importance to the internal assessment too.
- Slow learners can get advantage from it, as it has the flexibility in choosing credits at one time.
- Equality among the learners can be ensured through it, as it has the grading system.
- Globally acclaimed education system can be maintained through it, as it has the provision of offering different courses at the same time.
- Learners could pace their learning or course as per their habit and ability.
- It is also helpful in building favourable learning environment, as everyone is supposed to take part in learning process as per their ability and competency.
- Cooperation and healthy work temperament can be ensured and developed among the learners.
- Habits of work commitment of learners can be strengthened.

1.1.1 Cons of Choice-Based Credit System

- In spite having advantages, following could be the disadvantages of Choice-Based Credit System.
- It would be to-gh to measure or calculate the exact marks.
- Work load of teachers would be increased a lot.
- Regular teaching would be affected.
- Mobility or transferring of students from one institution to another one would be problematic.
- Maintaining compatibility among main subject's papers and soft papers would be challenging one.

- Offering more than one programme of different nature simultaneously would be challenging one.
- Extra burden would be experienced by the institution as CBCS has the flexibility in taking or choosing credits.
- Mastery over concerned subject would be hampered.
- Problems of indiscipline would be happened as full liberty or choices of students are given maximum importance.
- Different nature and standard of institution will forced problem in maintain the equality in terms of mobility of students as everyone would desire to move from sub standard institution or university to standard one.
- It may pose problems in maintaining the cumulative record of every student.
- Seriousness of students will go away from the examination as much weightage is given to continuous or internal assessment and evaluation.
- Most of the time will have to be consumed for setting papers for different type of examinations.
- It will call to increase the infrastructure to house or accommodate the students.
- Equalisation of performance through it may discourage the gifted and talented students.
- Research work and innovation would get hampered, as most of the time teachers have to be involved in setting papers and making arrangement for the examinations.
- Chance of subjectivity would be maximum, as internal evaluation has 40 % weightage.

1.1.2 Suggestions/Opinions

Following points could be considered as the suggestions/opinions regarding the CBCS.

- Undoubtedly, CBCS is students' friendly but things are yet to be needed to justify the efficacy of it. Class room teaching should be given importance.
- Seminars, Conferences and debate should be organised to discuss its merits and demerits in detail.
- Professional training should be given to the teachers to handle it effectively.
- Provision of both Percentage and grading system should be maintained.
- Its adaptation should be optional or choice based rather than mandatory.

- All the P.G college of India should also be brought under the CBCS, as they also catering the responsibility of Higher Education on a large scale.
- Equalization in standard of education system should be maintained so that mobility of students could be checked.
- Selection of papers and choosing credits should be governed by the concerned department/ institution.
- To make it more effective, guidance and counselling services should be arranged for the teachers and students while choosing soft core papers.
- Care should be taken about the gap between Central and state Universities in regard to quality of education as well as the availability of infrastructure at point.

1.1.3 Conclusion

Indian education system is expected to go under reformatory process. Keeping it in mind, UGC has sought the feedback from the experts in relation to the formulation of New Education Policy. However, UGC has confirmed compulsory that CBCS to be implemented across the National level. Undoubtedly, it would cast positive effect on the higher education system. But, India is a giant country in terms of education system which is consisted of primary, secondary and tertiary education, i.e. higher education. The last one is considered more complex because it houses different nature of courses and streams. Therefore, maintaining harmony, among all the courses and streams, is a tough task. However, it has been assumed that implementation of CBCS would have been succeeded in equalising the higher education system through the uniform evaluation system. Flexibility in choosing credits, opting different soft course, mobility of students and common syllabi are the major features of CBCS. But the existing variability and differences between Central University, State University and Colleges in terms of efficient teachers, academic environment, infrastructure etc would pose problem in the success of it. Therefore, it should be better for educationists and policy makers to go with the having open debates, seminars and conferences as well as go through the basic nuances of CBCS and its implications to the broader perspectives.

1.5. Acknowledgement

The present article is written on the basis of personal experiences and observations. Therefore, it is not necessary to be agreed with the authors' opinions being discussed in the paper. To have more clarity over the effectiveness of CBCS, empirical and data base study should be carried out in the different situations.

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Building a Sustainable Industry-Institution Linkages in Higher Education

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Introduction

Academia occupies a primary role in growth of national economy as it is the supplier of competent manpower for industry, services and other sectors of economy. The economy itself is a consumer of the competent and qualified graduates of the education system. It requires wide range of manpower to manage its sectors such as agriculture, industry, trade, commerce, services, general administration etc. The manpower requirements of the economy, as a whole, have a considerable influence on different branches of education, courses and course contents, instructional objectives, teaching methods, examination and evaluation system. A perfect harmony between the manpower requirement and the course content, facilitates the preparation of right manpower for right jobs, Hence, the academia should provide what the market wants and not what they know. The educational institutions and industry have unique intellectual and real life endowments which can be exchanged for mutual benefits. There is a need to establish a common platform to come-closer, make known to each other, their expectation and share their expertise and experience in solving their problems. In view of the inter-dependence between the institutions and the industry, both have to come together and deliberate over the following issues:

- ❖ What type of human resources is required by the industry?
- ❖ What does the industry expect from the graduates of the institutions?
- ❖ Is the curriculum designed according to the needs of the industry?

- ❖ Do the institutions undertake research studies on issues which are directly related to the growth of Industry?.
- ❖ Is the industry willing to share its physical, financial and intellectual resources with the institutions?

Approaches to Building Academia-Industry Relationship:

(1) Feedback Regarding on-the-job Performance of Graduates-

The successful graduates from various institutions join the industry in different functional areas in different capacities. Their performance on job reflects upon the effectiveness of the education programmes. Therefore, the academia should ensure that their graduates fulfill and meet the expectation of their employers. This is possible only if there is a continuous appraisal and scrutiny of their performance by the industry which is further required to transmit information to the institutions so that the later can assess the effectiveness of its courses.

(2) Specification of future Manpower Requirements-

In order to produce right number of employable graduates, the institutions should know the manpower needs of industrial organizations required currently and in the future. Once they came to know the manpower requirements, a successful customization of education is possible to support the needs of the industry. So, an effective interaction enables the institutions to prepare a reasonable and intelligent computation of required manpower for the future as desired by the industry.

(3) Participation of Industry in Designing, Developing and Implementing the Relevant Curriculum-

The course contents, instruction methodology and evaluation system should facilitate the learner to equip him with necessary skills as required by the industry. For this purpose, the executives of the industry should be involved in academic bodies. The relationship building would be fruitful only when the industry also joins its hand with the institutions in designing a suitable curriculum.

(4) Intellectual Resource Sharing-

The theoretical strength of the institutions and the practical experience of the industry will be synergized when they join hands for the purpose of intellectual resource sharing. Following areas may be included for this purpose:-

(i) Institution faculty – Industrial Expertise Exchange

The insights, experiences and information from the industry can be incorporated better if practitioners are involved in teaching and research activities in the universities. Faculty members can also be sent to the industry for having firsthand experience and exposure and also imparting training to the employees while working on the job.

(ii) Faculty consultancy

University may develop different type of arrangements for providing consultancy to industry. At the institution level, it may have Memorandum of Understanding (MOU) with the industrial organizations. At the same time, faculty members may be motivated to take up consultancy to industry by charging some fee. This will enhance their income and improved their competence as well. Students will get better learning based on first hand experiences flowing from the analytical and conceptually sound minds of teachers.

(iii) Research & Development

It is another area where University and industry may involve and inter-act each other. Industry can ask institution to undertake an identified research project. At the same time, business schools may also involve in their own research activities where they can seek industry's cooperation in providing the required primary data and information. These projects can also be financially supported by industry.

(5) Training Programmes for Executives and Non-Executives of Industry

Executive Development Programmes (EDPs) may be conducted by University/college for executives and non-executives as well as technical staff of industry. They should conduct EDPs that are result oriented by drawing participants from various industries. This type of programme is generally suitable for a group of industries.

(6) On the job Training

In some subjects like Engineering, Computer Applications, Management, Tourism and Hospital Management, Pharmaceuticals etc., students can

be sent to industry for having hands on experience. This is one of the main areas where institution and industry needs to collaborate effectively so that students can be equipped with more confidence and experience during the course of study and ultimately getting better placed.

(7) Developing of Case Studies

Development of the Case Studies is one of the part of management faculty job. Writing a case requires cooperation from the industry or organization in the form of sharing their experiences with the case writer and providing the required secondary data. Here business school can involve the company executives as co-author in the case study writing.

(8) Campus Recruitment and Placement-

Placement of students is the ultimate goal of any institution and it decides the quality of student and education provided by the institution. Quality education is possible only when industry interacts in terms of giving helping hand in development of curriculum and syllabi, identifying the lacunas in the curriculum and syllabi, giving suggestions to provide an additional knowledge and skill beyond the university curriculum and syllabi and feedback on students. Sometimes, organizations may tie up with institutions and ask them to provide the specified knowledge to graduates so that placements to students of that institution can be offered.

(9) Industrial Visits-

‘Learn while observe’ – it can be less costly but more effective method of acquiring firsthand experience of practice for the graduates. To many learners, observation and interaction methods are effective ways of learning. Industrial exposure or visits should be made compulsory for all the students even though they are pursuing their studies in humanities and social sciences.

(10) Holding Joint Workshops /Conferences/ Seminars-

Interaction through workshops or conferences or seminars on mutually useful themes/topics is one of the most effective media for interaction with industry. Success of such interaction depends on the theme selected, the way it is planned, targeted, organized. The gains from such programmes should be shared between industry and institution. It also emerges as a platform for effective advertising for the products of industry.

(11) Financial support-

The industry is benefited from the institutions in the form of getting the skilled manpower as well as new and innovative ideas for their organizations. Industry may reciprocate by making voluntary contributions out of the profits to the institutions. Such funding in India should be encouraged by extending the benefits of tax exemptions to such contributions made by the industry. Besides, the industry can set up '**Industry Research Chairs**' in the institutions which would benefit the academicians as well as the industrialists.

(12) Setting Up University-Research Parks.-

A University Research Park is a cluster of technology based organizations that are located on or near a University Campus in order to be benefited from the University Knowledge base and on-going research activities. The University Research Park promotes the University's R&D activities as well as local economic development. *IIT Madras Research Park (IITMRP)* is a classical example of it.

Indian Experience-

There have been efforts made by the institutions and universities in India in building relationship with the industry. Leading management and engineering institutes like IIMs, IITs, XLRI, IIFT, IGNOU, Central Research Institutes, Agricultural Universities and many other leading Universities in the country have established linkages in different forms with the industries. The case of **Indian School of Business (ISB) Hyderabad** is exemplary among the various cases of academia-Industry relationship building in India. The ISB is born out of partnership between eminent business leaders, entrepreneurs and international institutes. The prominent business barons that are in Governing Council of ISB are Anil Ambani (Reliance India Ltd.), Rahul Bajaj (Bajaj Auto Ltd.), Manvender banga (HLL), Anand Mahindra (M&M), Adi Godrej (The Godrej Group), N. Narayanmurthy (INFOSYS Ltd) and Deepak Parikh (HDFC) etc. These Indian business leaders and leaders from Global companies together are involved in developing MBA programme's curriculum with the assistance from the top ranked international B-schools such as Kellogg School of Management, University of Pennsylvania (USA), and the London Business School. The professors from these schools are on the teaching board of ISB. The school engages the business leaders and entrepreneurs throughout the academic year to give students a practitioners' perspective. These leaders also talk to students about their personal experiences, challenges they have faced using real life situations drawn

from their organizations, industries and markets. The Corporate-Academia Partnership of ISB can be considered as a highest ideal for other institutions/universities in India.

Conclusion:-

The institution and industry possess inherent strengths of their own and are mutually complementary to each other and are compelled to maintain a symbiotic relationship. Reengineering the prevailing educational processes, government policies and the approach of industry to collaborate with institutions can intensify academia-industry interaction. It is only when faculty, students, curricula and research are all aligned with industry then a healthy interaction and the synergy between academia and industry can take place. It is also desirable to bring about compatibility between industrial policy and education policy. Effective consideration of the aforesaid ideas will go a long way in promoting the relationship and interaction between the institution and the industry. Knowing each others' expectations and limitations will help to identify and strengthen the areas of common interest between institutions and the industry.

Statutory & Regulatory Bodies of Higher Education

Sr.No.	Statutory & Regulatory Bodies	Website
1	University Grant Commission, New Delhi	www.ugc.ac.in
2	All India Council for Technical Education, New Delhi	www.aicte.ernet.in www.ncte-india.org
3	Medical Council of India, New Delhi	www.mciindia.org
4	Indian Council of Medical Research, New Delhi	www.icmr.nic.in
5	Dental Council of India, New Delhi	www.dciindia.org.in
6	National Assessment and Accreditation Council, Bangalore	www.naac.gov.in
7	Indian Nursing Council, New Delhi	www.indiannursingcouncil.org
8	Central Council of Indian Medicine, New Delhi	www.ccimindia.org
9	National Council of Teacher Education, New Delhi	www.ncte-india.org
10	Paramedical Council of India, Punjab	www.paramedicalcouncilofindia.org
11	Central Council for Homoeopathy, New Delhi	www.cchindia.com
12	Rehabilitation Council of India, New Delhi	www.rehabcouncil.nic.in
13	Pharmacy Council of India, New Delhi	www.pci.nic.in
14	Veterinary Council of India, New Delhi	www.vci.nic.in
15	Indian Council of Agricultural Research, New Delhi	www.icar.org.in
16	Council of Scientific & Industrial Research, New Delhi	www.csir.res.in
17	National Council for Education, Research and Training	www.ncert.nic.in
18	Council of Architecture, New Delhi	www.coa.gov.in
19	Indian Council of Social Science Research,	www.icssr.org

	New Delhi	
20	Indian Council of Philosophical Research, New Delhi	www.icpr.nic.in
21	Bar Council of India, New Delhi	www.barcouncilofindia.org
22	Association of Indian Universities, New Delhi	www.aivweb.org
23	National University of Education Planning and Administration, New Delhi	www.nuepa.org
24	National Board of Accreditation, New Delhi	www.nbaind.org
25	National Council for Rural Institutes, Hyderabad	www.ncri.in
26	Indian Council of Historical Research, New Delhi	www.ichr.ac.in
27	Indian Institute of Advanced Study, Himachal Pradesh	www.iias.org
28	National Council of Hotel Management & Catering Technology , UP	www.nchm.nic.in
29	Indian Council of Arbitration, New Delhi	www.icaindia.co.in
30	Indian Council of World Affairs, New Delhi	www.icwa.in

Schemes of University Grants Commission (UGC)

Schemes meant exclusively for Universities:

- General Development Assistance to Central, State and Deemed to be Universities (include 16 merged schemes)
- Operation Faculty Recharge : Initiative for Augmenting the Research and Teaching Resources of Universities
- Enhancing Faculty Resources of Universities-ENCORE
- Establishment of Chairs in Universities
- University-Industry Inter Linkage Centres in Universities
- Setting up Centres for Preservation and Promotion of Endangered Languages in Central Universities
- Funding Support to State Universities for Study and Research in Indigenous and Endangered Languages of India
- Human Resource Development Centres (HRDCs) and Regional Centre of Capacity Building (RCCB) (Previously Academic Staff Colleges (ASCs))
- Special Assistance Programme
- Centres with Potential for Excellence in Particular Area
- Area Study Centres in Universities
- Universities with Potential for Excellence
- Internal Quality Assurance Cell- IQAC
- Promotion of Sports in Universities
- Construction of Women's Hostels in Universities
- Centres for Study of Social Exclusion and Inclusion in Universities
- Establishment of Centre for Fostering Social Responsibility and Communities Engagement in University
- Establishment/Upgradation of Hindi Department
- UGC Chairs in Universities

- Joint Appointment of Faculty
- Providing Free Educational for Sports Medal Winner/ Participants of National/International Events
- Distance Education

Schemes meant exclusively for Colleges

- Development Grant to Colleges
- Construction of Women's Hostels in Colleges
- Establishment of New Model Degree College in Educationally Backward Districts with Low GER
- Faculty Development Programme for Colleges
- Organizing Conference/Workshops/Seminars in Colleges
- Autonomous Colleges
- Colleges with Potential for Excellence
- Promotion of Sports in Colleges

Schemes meant for both Universities and Colleges

- Development of Women's Studies in Indian Universities and Colleges
- Safety of Students on and off Campuses of Higher Educational Institutions
- Establishment of Special Cells for SCs & STs in Universities/Deemed to be Universities and Grant-in aid Institutions & IUCs receiving Central Assistance
- Career Oriented Courses in Universities and Colleges
- E-Content Development
- Epoch Making Social Thinkers of India
- Granting Special Heritage Status to Universities and Colleges
- Development of Sports Infrastructure and Equipment in Universities and Colleges
- Community Colleges in Universities and Colleges
- Introduction of Bachelor of Vocational (B.Voc) Programme in Universities and Colleges under the National Skill Qualification Framework (NSQF)
- Deen Dayal Upadhyay Centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (KAUSHAL) in Universities and Colleges (Deen Dayal Upadhyay Kaushal Kendras)(2014-2017)
- Free Educational for Sports Medal Winner/Participants of National/ International Events

Important Central Organisations in Uttarakhand

- Anthropological Survey of India (Dehradun)
- Archeological Survey of India(Dehradun)
- Aryabhatta Research Institute of Observational Sciences (Nainital)
- Botanical Survey of India (Dehradun)
- Bharat Heavy Electrical Limited (BEL) (Haridwar)
- Central Institute of Medicinal and Aromatic Plants (Bageshwar)
- Central Building Research Institute of India (Haridwar)
- Central Institute of Temperate Horticulture (CITH) (Almora)
- Central Silk Board (Dehradun)
- Central Soil & Water Conservation Research and Training Institute(Dehradun)
- Central Water Commission (Dehradun)
- Defense Agriculture Research Institute (Pithoragarh)
- Department of Earthquake Engineering (Haridwar)
- Forensic Laboratory(Dehradun)
- Forest Research Institute (Dehradun)
- Indira Gandhi Forest National Academy (Dehradun)
- Indian Institute of Remote Sensing (Dehradun)
- Indian Bureau of Mines (Dehradun)
- Indian Council of Forest and Education(Dehradun)
- Indian Institute of Petroleum (Dehradun)
- Indian Vertenariy Research Institute (Nainital)
- Instrument Research and Development Establishment(Dehradun)
- Irrigation Research Institute (IRI) (Haridwar)
- National Bureau of Plant Genetic Resources (NBPGR) (Nainital)
- National Horticulture Board (Dehradun)
- National; Institute of Hydrography (Dehradun)
- National Institute of Visually Handicapped(Dehradun)
- National Research Centre on Cold Water Fisheries (Nainital)

- Nehru Institute of Mountaineering (Uttarkashi)
- Oil & Natural Gas Co-operation Ltd. (ONGC) (Dehradun)
- Opto Electronics Factory(Dehradun) (Dehradun)
- Ordinance Factory (Dehradun)
- Survey Of India(Dehradun)
- Wadia Institute of Himalayan Geology(Dehradun)
- Water Resource Development Training Centre (WRDTC) (Haridwar)
- Wildlife Institute of India(Dehradun)
- The Energy and Resource Institute (TERI) (Nainital)
- Zoological Survey of India(Dehradun)

Universities & Colleges in Uttarakhand (2014-15)

<u>Total Number Of Universities</u>	25
▪ <u>Central University</u>	01
▪ HNB Garhwal University, Srinagar.	
▪ <u>State Universities</u>	10
▪ Under Department of Higher Education	04
• Kumaun University, Nainital.	
• Uttarakhand Open University, Haldwani.	
• Doon University, Dehradun.	
• Shridev Suman Uttarakhand University, Tehri.	
▪ Under Department of Technical Education	01
• Uttarakhand Technical University, Dehradun.	
▪ Under Department of Agriculture Education	02
• G.B Pant University of Agriculture & Technology, Pantnagar.	
• Uttarakhand University of Horticulture & Forestry, Bharsar, Pauri Garhwal.	
▪ Under Department of Sanskrit Education	01
• Uttarakhand Sanskrit University, Haridwar.	
▪ Under Department of Ayush Education	01
• Uttarakhand Ayurved University, Dehradun	
▪ Under Department of Medical Education	01
• H.N.B. Medical Education University, Dehradun	
▪ <u>Deemed Universities</u>	03
• Gurukul Kangri University, Haridwar.	
• Forest Research Institute, Dehradun.	
• Graphic Era University, Dehradun.	
▪ <u>Private Universities</u>	11
• Dev Sanskriti University, Haridwar.	

- University of Petroleum and Energy Studies, Dehradun.
- Himgiri Zee University, Dehradun.
- ICFAI University, Dehradun.
- Patanjali University, Haridwar.
- Graphic Era Hill University, Dehradun.
- D.I.T. University, Dehradun.
- I.M.S. University, Dehradun.
- Swami Ram Himalayan University, Doiwala, Dehradun.
- Uttaranchal University, Dehradun.
- Motherhood University, Roorkee.

Note : Acts have been passed for the establishment of Uttarakhand National Law University & Almora Residential University.

CONSTITUENT AND AFFILITATED COLLEGES & INSTITUTIONS IN
UTTARAKHAND (AN INTERIM LIST) (2014-15)
DISTRICT : DEHRADUN

Sr. No.	Name of College/Institute
1	Academy of Management Studies, Premnagar
2	Advance Institute of Science & Technology, Dehradun
3	Alpine Institute of Management & Technology, Premnagar
4	Alpine Institute of Paramedical Science, Premnagar
5	Baba Farid Institute of Technology, Suddowala
6	Beehive College of Advance Studies, Selaqui
7	Beehive College of Engineering & Technology, Selaqui
8	BFIT Institute of Science & Research, Suddowala
9	BFIT Technical Campus, Suddowala
10	Baba Farid Group of Institute of Science & Research, Suddowala
11	Combined (P.G.) Institute of Biomedical Science & Research, Kuanwala
12	DAV (PG) College, Dehradun
13	DAAS College, Dehradun
14	DBS (PG) College, Dehradun
15	D.D. Institute of Advance Studies, Garhi Cantt,
16	Dev Bhoomi Institute of Pharmacy & Research, Manduwala.
17	Dev Bhoomi Institute of Technology, Manduwala
18	Dev Bhoomi Institute of Technology & Engg., Manduwala
19	Dolphin Institute of Biomedical Natural Science, Suddowala
20	Doon (P.G) College of Agricultural & Allied Science
21	Doon (P.G)Paramedical College & Hospital, Chakrata Road
22	Doon (P.G) College of Agricultural Science & Technology, Selaqui
23	Doon Valley College of Education, Premnagar

24	Doon Business School, Selaqui
25	Doon Ghati College of Professional Education, Doiwala
26	Doon Institute of Education, Rishikesh
27	Doon Institute of Management & Research, Rishikesh
28	Doon Institute of Engineering and Technology, Rishikesh
29	Dronacharya Institute of Teachers Education, Vikasnagar
30	Drona College of Management & Technical Education, Subhash Road
31	Dronacharya College of Technology, Dehradun
32	Dronasthali Aarsh Kanya Gurukul Mahavidyala, Dehradun
33	DWT (PG) College, Dehradun
34	G.R.D. Institute of Management & Technology, Rajpur Road
35	G.R.D. Girls Degree College, Niranjanpur
36	G.R.D. (P.G.) IMT, Rajpur Road
37	Govt. Institute of Hotel Mangemnet, Patelnagar
38	Govt Degree college Tyuni
39	Govt Degree college Raipur
40	Gyani Inder Singh Institute of Professional Studies, Mussoorie Diversion Road
41	Himalayan Ayurvedic Medical College and Hospital Jeewanwala, Dehradun
42	Himalayan Institute of Pharmacy & Research Jhakan/Premnagar
43	Himalayan Institute of Technology, Nehru Colony
44	Institute of Media Management & Technology, Rajpur Road
45	Institute of Technology & Management, Chakrata Road,
46	Institute of Co-operative Management, Rajpur Road
47	J.B. Institute of Technology, Chakrata road
48	Kukreja Institute of Teachers Education, Ajabpur Khurd
49	Kukreja Inst. of Hotel Management & Catering Technology, Ajabpur Khurd
50	Libra College of Law, Selaqui
51	Maya Institute of Technology and Management, Selaqui
52	Mahadevi Institute of Technology, 10 New Road

53	Maya College of Agriculture & Technology, Selaqui
54	Minerva Institute of Management & Technology, Suddowala.
55	MKP (PG)College, Dehradun .
56	MPG College, Mussoorie
57	Modern Institute of Technology, Rishikesh
58	Mussoorie Management Institute, Mussoorie
59	Mussoorie Institute of Education, Mussoorie
60	Munishwar Vedang Mahavidyala, Rishikesh
61	NIVH, Rajpur road
62	Narayan Swami Uttarakhand College of Education, Dehradun
63	Nalanda College of Education, Haridwar Road
64	Navchetna College of Teachers Education, Manduwala
65	Nimbus Academy of Management Jhajhara
66	N.W.T. College, Rajpur Road
67	Omkaranand Institute of Management & Technology, Rishikesh
68	Pandit L.M.S. Govt P.G. college, Rishikesh
69	Param Himalaya Homopethic Medical College, Dehradun
70	Pestal Weed College of Information Technology, Mussorie
71	Petrician College of Education, Rajpur Road
72	Sai Insitute of Para-medical & Allied Sciences, Rajpur road
73	Sardar Bhagwan Singh (PG) Institute of Bio-Medical Sciences & Research, Balawala
74	Seema Dental College & Hospital Rishikesh
75	Sheetal vedic Sansthan Ranipokri, Dehradun
76	Shahid Durgamal Govt P.G. College Doiwala
77	Shri Gulab Singh Govt Degree college Chakrata
78	S.G.R.R. College of Nursing, Patelnagar
79	S.G.R.R. Institute of Technology & Science, Patelnagar,
80	S.G.R.R. Academy of Pharmaceutical Sciences, Patelnagar
81	S.G.R.R. Institute of Medical & health Sciences, Patelnagar

82	Shakuntla Devi Institute of Teachers Education, Bypass Road
83	Sheetal College of Biomedical Science, Dandi
84	Shri Guru Ram Rai P.G. College, Dehradun
85	Siddharth College of Science & Management, I.T. Park
86	Shreedev Bhoomi Institute of Education Science & Technology, Paundha
87	S.B. College of Education, Vikasnagar
88	S.G.R.R. Institute of Management, Patelnagar
89	Shivalik College of Engineering, Sherpur
90	Shri Jairam Sanskrit Mahavidyala Rishikesh
91	Shri Darshan Mahavidyala Muni k reti
92	Shri Punjab Sindh Chetra Sadhu Mahavidyala, Rishikesh
93	Shri 108 Kalikamliwale Ramnath Ji Chatrhitkarni Sanskrit Sanskrit Pathsala, Rishikesh
94	Shri Gururam rai Lakshman Mahavidyala, Jhandachowk
95	Shri Shivnath Sanskrit Mahavidyala Dalanwala Dehradun
96	Shri Sanatan Dharm Sanskrit Mahavidyala Landore , Mussorree
97	Shrimad Dayanand Arsh Jyotirmath Gurukul arya purma Dehradun
98	Siddhartha Institute of Pharmacy, Danda
99	Trinity College of Education, Selaqui
100	Tula's Institute, Selaqui
101	Uttaranchal Ayurvedic College, Rajpur Road
102	Uttaranchal College of Science & Technology, Shashtradhara Road
103	Uttaranchal College of Technology & Biomedical Science, Saharanpur Road
104	Uttaranchal Dental, Medical & Research Institute, Majri Grant
105	Uttaranchal College of Education, Sewala Khurd
106	V.S.K.C. Govt P.G. College Dakpathar
107	Women Institute of Technology Dehradun (constituent college)

DISTRICT : HARIDWAR

Sr. No.	Name of College/Institute
1	Arihant College of Education, Roorkee
2	Aroma College, Roorkee,
3	Arihant Degree College, Shantarpur
4	Ashadei Degree College, Haridwar
5	B.S.M. Bed. College, Roorkee
6	B.S.M. Law College, Roorkee
7	Babu Ram Degree College, Roorkee
8	Bishamber Sahay B.Ed. Institute, Roorkee
9	Bishamber Sahay B.PEd. Institute, Roorkee
10	Bishamber Sahay Degree College, Roorkee
11	Bishamber Sahay Law Institute, Roorkee
12	BSM College of Engineering, Roorkee
13	Bishambhar Sahay Institute of Technology, Roorkee
14	B.R.D. College of Management & Sciences, Roorkee
15	Bishamber Sahay P.G. Institute, Roorkee
16	Bishamber Sahay Management Institute, Roorkee
17	College of Education, Shanti Ashram Roorkee
18	Chaudhri Bharat Singh, D.A.V.College , Jhabreda
19	Charat Niketan V.B.Girls Degree College, Jhabrada
20	Chinmay Degree College, Haridwar
21	City Degree College of Management & Technology, Gurukul Narsan
22	College of Engineering, Roorkee
23	COER School of Management, Roorkee
24	Chamal Lal Mahavidhyalaya, Manglore
25	Dr. Sushila Tiwari College of dvanced Studis, Roorkee
26	Ferupur Degree College, Laksar
27	Gurukul Mahavidhayala, Jwalapur
28	Garg Degree College, Laksar

29	Green-way Institute of Managenent Studies, Roorkee
30	Govt Degree college Laksar
31	Govt Degree college Manglore
32	Govt Degree college Margubpur
33	Govt Degree college Chudiyala
34	Govt Girls Degree college Khanpur
35	Haridwar Education College, Krishna Nehar
36	Himalayan College & Himalayan Charitable Trust, Roorkee
37	Himalayan Doon Academy, Bhagwanpur,
38	Himgiri Educational Institute, Roorkee
39	Hariom Saraswarti Degree College, Dhaunori
40	Harsh Vidhya Mandir College of Education, Laksar
41	Harsh Vidhya Mandir, (P.G.) College, Rayasi
42	Institute of Progressive Studies & Development, Roorkee
43	Institute of Technology (Co-ed College) Kishanpur
44	Institute of Management Studies, Roorkee
45	Kunti Naman Institute of Pharmacy, Technology & Science, Haridwar
46	Krishna Institute of Technology, Laksar
47	KLDAV (PG) College, Roorkee
48	Mahila Mahavidyala Satikund Haridwar
49	M.S. Garg. B.Ed. College, Laksar
50	Motherhood Institute of Management & Technology, Roorkee
51	Methodist Girls Degree College, Roorkee
52	Om Bio-Sciences & Pharma College, Roorkee
53	Om Bio-Sciences & Management College, Roorkee
54	Patanjali Bhartiya Ayurvigan Anusandhan Haridwar
55	Pandit Purnanad Tiwari Law College, Haridwar
56	Phonics Group of Institutions, Roorkee
57	Phonics School of eng & business administration

58	PRC (PG) Mahavidyala , Haridwar
59	Quadra Roorkee
60	Quantum School of Business, Roorkee
61	Quantum School of Technology, Roorkee
62	Quantum School of Graduate Studies, Roorkee
63	R.C.Peas College & Allied Sciences Roorkee
64	Roorkee Adventist College, Roorkee
65	Roorkee Degree College, Dhanauri
66	Ramanand Institute of Pharmacy & Management, Roorkee
67	Roorkee Institute of Medical Science, Gurukul Narsan
68	Roorkee College of Engineering, Roorkee
69	Roorkee College of Management & Computer Applications, Roorkee
70	Roorkee College of Pharmacy, Roorkee
71	Roorkee Institute of Technology, Roorkee
72	RMPG College, Narsen Roorkee
73	Rishikul Vishvidyala Parisar, Haridwar
74	RIMS College, Roorkee
75	Roobraj Institute of Advance Studies, Haridwar
76	Samrat Prithviraj C.M. Rohalaki , Kishanpur
77	Sanskriti Institute of Advance Studies, Roorkee
78	Shristi Institute of Education, Roorkee
79	Shri Bhagwandas Adarsh Sanskrit Mahavidyala, Haridwar
80	Shri Rishikul Vidyapeeth Bhramcharya, Haridwar
81	Shri Rishi Sanskrit Mahavidyala Nirdhan Niketan, Haridwar
82	Shri Gurukul Mahavidyala Jwalapur Haridwar
83	Shri Jaibharat Sadhu Sanskrit Mahavidhyala, Haridwar
84	Shri Jagdev Singh Sanskrit Mahavidyala, Saptrishi
85	Shri Ramanuj Shri Vaishnav Sanskrit Mahavidyala, Haridwar
86	Shri Jagatguru Shrichand Sanskrit Mahavidyala

87	Shri Udasin Sanskrit Mahavidyala, Haridwar
88	Shri Garibdasi Sadhu Sanskrit Mahavidyala, Jagjitpur, Haridwar
89	Shri Nirmal Sanskrit Mahavidyala, Kankhal Haridwar
90	Shri Bharmachari Ramkrishna Sanskrit Mahavidyala paliwal dharmshala, Haridwar
91	Shri Gurumandlashram Sanskrit Mahavidyala Haridwar
92	Sita Devi Memorial Institute of Education & Technology Jwalapur
93	SDPC GPG College, Roorkee
94	SMJN (PG) College Haridwar
95	Susana Methodist Girls BEd. College, Roorkee
96	Swami Vivekanand College of Education, Haridwar
97	Smt. Tarawati Institute of Bio-medical & Applied Sciences, Roorkee
98	Swami Darshananad Institute of Management & Technology, Jwalapur
99	Vyapaar Mandal Kanya Degree College, Manglore
100	Vidhya Vikasini College of Management Gurukul Narsan
101	Wali G.V. Sansthan, Manglore

DISTRICT : U.S.NAGAR

Sr. No.	Name of College/Institute
1	Alchemist College of Education, Khatima
2	B.S.B. Kanya Mahavidyala, Jaspur
3	Bajaj College of Management and Technology, Gadarpur
4	Chandola Homopatheic Medical College & Hospital, Rudrapur
5	Chandrawati Tiwari Kanya Mahavidyala, Kashipur
6	Chankya Law College, Rudrapur
7	College of Agriculture (constituent college)
8	College of Agribusiness Management (constituent college)
9	College of Home Science (constituent college)
10	College of Fisheries (constituent college)

11	College of Technology (constituent college)
12	College of Basic Science & Humanities (constituent college)
13	College of PGS (constituent college)
14	College of Veterinary Science (constituent college)
15	Dev Bhoomi College of Education for Women, Rudrapur
16	Dr. Sushila Tiwari Mahavidyalya, Sitarganj
17	Drona B.Ed. College, Gadarpur
18	Drona B.Ed. College For Women, Gadarpur
19	DPS College of Education
20	Dev Bhoomi College of Education, Rudrapur
21	Devsathali Vidyapeeth College of Pharmacy, Rudrapur
22	Ganna Krishak Kanya Mahavidyalaya, Kichcha.
23	Global Institute of Pharmaceutical Education & Research, Kashipur
24	Govt Degree college Bajpur
25	Govt Degree college Sitarganj
26	H.N.B Govt P.G. college, Khatima
27	Hardev Singh Isamarak College, Jaspur
28	Institute of Management Technology, Kashipur,
29	Kashipur College of Education, Rudrapur
30	LBSS College of Education, Jaspur
31	Laxmi College of Education, Bajpur
32	Mayank College of Education, Bajpur
33	Purnagiri College of Education, Khatima
34	P.D.G. College of Education, Bajpur
35	R.H Govt P.G. college, Kashipur
36	RLS Memorial Degree College, Jaspur
37	S.B.S Govt P.G. college, Rudrapur
38	Saraswati Institute of Management & Technology, Rudrapur

39	Satyendra guria law College, Kashipur
40	Satyendra Chandra guria institute of management& technology, Kashipur
41	Shahid Capt. D.K. Khola College of Education, Gadarpur
42	Sri Gurunanak Degree College, Rudrapur
43	Sri Guruunanak Pvt PG college, Nanakmatta
44	Sri.Keshav Surya Mukhi College of Education,Rudrapur
45	Sri Ram Institute of Management & Technolog, Kashipur
46	Sri Sai Sikshan Sansthan, Jaspur
47	Sri Sanatan Dharma PG girls College, Rudrapur
48	Shri Sanatan Satsang Sanskrit Mahavidyala Kashipur
49	Surajmal Agrawal Pvt. Kanya Mahavidyalaya, Kichcha
50	S.D. College of Education, Bajpur
51	Surajmal Laxmi Devi Sawarthia Educational Trust, Siroli, Kichacha, US. Nagar
52	Surajmal Agarwal Co-ed College of Management, U.S. Nagar
53	Unity Law College, Kashipur

DISTRICT : PAURI

Sr. No.	Name of College/Institute
1	Chandravati Tiwari Law Colleg, Kotdwar
2	Dr. B. Gopal Reddi Campus, Pauri
3	Dr. PDB Himalayan Govt P.G. college, Kotdwar
4	Devi Sampada Sanskrit Mahavidyala, Parmarth Niketan
5	G.B. Pant Eng. College Ghudauri (Autonomous college)
6	Govt Degree college Vedikhal
7	Govt P.G. College Jairikhal
8	Govt Degree college Chauubatakhil
9	Govt Degree college Thalishain
10	Govt Degree college Nainidanda

11	Govt Degree college Satpuli
12	Govt Degree college Rhiknikhal
13	Govt Degree college Majra mahadev
14	Govt Degree college Kotdwar Bhawar
15	Govt Degree college Pokra
16	Institute of Hotel Management Studies, Balbhadrapur
17	Malini Valley College of Education
18	Mahayogi Guru Gorakhnath College
19	Rath Mahavidhyalay, Paithani
20	S.P. Memorial B.Ed. College, Srinagar
21	S.P. Memorial College of Advance Studies, Srinagar
22	Swami Ram Institute of Education, Satpuli
23	Shri Ragunath Kriti Adarsh Sanskrit Mahavidyala, Devprayag, Pauri
24	Shri Jaidayal Sanskrit Mahavidyala Golabajar, Srinagar
25	Shri Jwalpadevi Adarsh Sanskrit Mahavidyala Pauri
26	Vedic Ashram Grukul Mahavidyala, Kanwashram, Kotdwar

DISTRICT : UTTARKASHI

Sr. No.	Name of College/Institute
1	R.U. Govt P.G. college, Uttarakashi
2	Govt Degree college Badkot
3	Govt Degree college Purolla
4	Govt Degree college Chinyalisaur
5	Govt Degree college Bharmakhal
6	Smt. Manjira Devi & Samiti, Dhanuri
7	Shri Vishwanath Sanskrit Mahavidyala, Uttarkashi

DISTRICT : CHAMPAWAT

Sr. No.	Name of College/Institute
1	Devbhumi College of Education, Banbasa
2	Barahi Devi Sanskrit Mahavidyala Devidhura
3	Govt Degree college Champawat
4	Govt Degree college Tanakpur
5	Govt Degree college Devidhura
6	Govt Degree college Banbasa
7	Ma Purnagiri College of Education, Barakot
8	S.V. Govt P.G. college, Lohaghat

DISTRICT : ALMORA

Sr. No.	Name of College/Institute
1	BT Kumaun Inst. of Technology, Almora
2	Govt. Institute of Hotel Mangament, Almora
3	Govt Degree college Chaukhutiya
4	Govt Degree college Gurudabanj
5	Govt Degree college Someshwar
6	Govt Degree college Bhikiyisain
7	Govt Degree college Bhatrojkhan
8	Govt Degree college Tallasalt
9	Govt Degree college Masi
10	Govt Degree college Lamgada
11	Govt Degree college Shitlakhet
12	Govt P.G. college, Dwarahat
13	Govt P.G. college Manila
14	Govt P.G. college, Ranikhet
15	Govt P.G. college Syalde
16	Salt Institute of Technology & Management Salt

17	SSJ Campus Almora (constituent college)
18	S.R.S.D.Govt Degree college Jainti

DISTRICT : NAINITAL

Sr. No.	Name of College/Institute
1	Amarpali Institute of Management & Computer Application, Haldwani
2	Amrapali Institute OF Technology & Science, Haldwani
3	Amrapali Institute of Hotel Management, Haldwani
4	Birla Institute of Applied Science, Bhimtal,
5	DSB Campus , Nainital (constituent college)
6	Govt. Degree college Kotabagh
7	Govt. Degree college Betalghat
8	I.P. Govt . Girls P.G. College Haldwani
9	Inspiration College of Teachers Education Kathgodam
10	Jai Arihent College of Teachers Education Haldwani
11	J.N. Kaul Institute of Education, Bhimtal
12	Jai Arihant Academic Institute Halduchour, Haldwani
13	Mariyam Institute of Higher Studies & Allied Courses, Haldwani
14	M.I.E.T. Lamachaur , Haldwani
15	M.B. Govt P.G. college Haldwani
16	P.N.G. Govt P.G. college Ramnagar
17	P.P.T. Govt Degree college, Dosapani
18	Pal College of Technology and Management, Haldwani
19	Presentation College of Teachers Education, Kathgodam
20	Renassa College of Hotel Management, Ramnagar
21	Swami Vivekanand College of Manag. and Tech, Golapar, Haldwani
22	Shri Mahadev Giri Sanskrit Mahavidyala, Haldwani
23	Shri Sanatan Dharm Sanskrit Mahavidyala, Railway bazar , haldwani

24	Trinity Institute of Professional Studies, Haldwani
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DISTRICT : BAGESHWAR

Sr. No.	Name of College/Institute
1	Govt. Degree college Kapkot
2	Govt. Degree college Kanda
3	Govt. Degree college Garud
4	Govt. Degree college Durg Nakuri
5	K.K.P.B.P. Govt. P.G. college, Bageshwar
6	Shri Narayan Sanskrit Mahavidyala , Kamedhi devi, Bageshwar

DISTRICT : PITHORAGARH

Sr. No.	Name of College/Institute
1	LSM Govt P.G. college, Pithoragarh
2	Govt P.G. college, Berinag
3	Govt P.G. college, Narayannagar
4	Govt Degree college , Baluwakote
5	Govt Degree college , Munsyari
6	Govt Degree college Gangolihat
7	Govt Degree college Muvani
8	Govt Degree college Ganai Gangoli
9	Seemant Inst. of Tech. , Pithoragarh (constituent college)

DISTRICT : CHAMOLI

Sr. No.	Name of College/Institute
1	Dr. S.N. Govt P.G. college Karanprayag
2	Govt P.G. college, Gopeshwar

3	Govt P.G. college Joshimath
4	Govt Degree college Talwari
5	Govt Degree college Gairsain
6	Govt Law college Gopeshwar
7	Govt Degree college Ghat
8	Govt Degree college Nandasain
9	H.K.C.B. Govt P.G college Nagnath Pokri
10	Sanskrit Jyotisi Mahavidyala, Satiyana P.O thalawand Chamoli
11	Shri Badrinath Ved-Vedang Sanskrit mahavidyala, Joshimath
12	Shri 1008 Swami Sacchinand Saraswati Sanskrit Mahavidyala, Mandal Chamoli
13	Shri Badrish Kriti Sanskrit Vidyapeeth Dimmer Simli

DISTRICT : RUDRAPRAYAG

Sr. No.	Name of College/Institute
1	Govt Degree college Jakholi
2	Govt Degree college Rudraprayag
3	S.A.P.B. Govt P.G. college, Agustmuni
4	S.G.M. Govt Degree college Guptkashi
5	Shri Kedarnath Sanatan Dharm upadi Sanskrit Mahavidyala, Lamgodi, Rudrprayag
6	Shri Kedarnath Adarsh Sanskrit Mahavidyala, Lamgodi, Rudrprayag
7	Shri 108 Swami Sachinanda Ved Bhawan Sanskrit Mahavidyala Rudraprayag
8	Shri Sanatan Dharm Sanskrit Mahavidyala, Maykoti, Rudrprayag
9	Shri Saraswati Sanskrit Mahavidyala, Vasukedar

DISTRICT : TEHRI

Sr. No.	Name of College/Institute
1	Bal Ganga Mahavidyala Sendul Kemar, Tehri

2	Balika Sanskrit Mahavidyala Sendul Kemar Tehri
3	DAAS College of Management & Technology, Tehri
4	F.S.B. Govt Degree college Lambgaon
5	Govt P.G. college New Tehri
6	Govt Degree college, Agrora
7	Govt Degree college Chandrabadni
8	Govt Degree college Nainbagh
9	Govt Degree college Paukhal
10	Govt Degree college Narendranagar
11	Govt Degree college Thatyur
12	Govt Degree college Pokhri patti kwili
13	Govt Degree college Pawki Devi
14	O.S. Govt Degree college Devprayag
15	SRT Campus , Tehri
16	Shri Badrinath Rajkiya Sanskrit Mahavidyala, New Tehri
17	Shri Jwalamuki Sanskrit Mahavidyala Tehri
18	Rajkiya Sanskrit Mahavidyala, Chamba
19	THDC Institute of Hydro Power Eng. & Techn. Tehri

Enrolment in Higher Education (2014-15)

Sr. No.	Universities	Coverage under section 2(f)/12(B)/ 3 of U.G.C. Act	Student in campus & constituent colleges	Students in Colleges/ centres	Enrolled Students		
					Boys	Girls	Total
(A)	Central University						
1	H.N.B.G.U. University, Srinagar	2(f)/12(B)	10539	102370	49970	62939	112909
(B)	State University						
2	G.B.Pant A &P University, Pantnagar	2(f)/12(B)	4604	--	2575	2029	4604
3	Kumaun University , Nainital	2(f)/12(B)	10062	66672	29393	47341	76734
4	Doon University , Dehradun	2(f)/12(B)	931	--	402	529	931
5	Uttarakhand Sanskrit University, Haridwar	2(f)	338	3813	3402	749	4151
6	Uttarakhand Technical University, Dehradun	2(f)	3578	23761	19072	8267	27339
7	Shridev Suman Uttarakhand University, New Tehri	2(f)	--	8327	4926	3401	8327
8	Uttarakhand University of Horticulture & Forestry , Pauri	--	335	--	186	149	335
9	Uttarakhand Ayurved University, Dehradun	2(f)	110	170	159	121	280
10	Uttarakhand Open University, Haldwani (Nainital)	2(f)	--	22228	10991	11237	22228
11	H.N.B. Medical Education University, Dehradun	--	--	--	--	--	--

(C)	Deemed Universities						
12	Gurukul kangri University, Haridwar	3	4728	--	3844	884	4728
13	F.R.I. Dehradun	2(f)	255	--	170	85	255
14	Graphic Era University, Dehradun	3	5306	--	3866	1440	5306
(D)	Private Universities						
15	Dev Sanskrit University, Haridwar	2(f)	1019	--	400	619	1019
16	University of Petroleum & Energy Studies, Dehradun	2(f)	8552	--	6973	1579	8552
17	ICFAI, University , Dehradun	2(f)	3701	--	2069	1632	3701
18	Himgiri Zee University, Dehradun	2(f)	642	--	469	173	642
19	Patanjali University, Haridwar	2(f)	355	--	200	155	355
20	Graphic Era Hill University, Dehradun & Bhimtal	--	4855	--	3519	1336	4855
21	D.I.T. University, Dehradun	--	1705	--	1313	392	1705
22	I.M.S. Unison, University, Dehradun	--	1583	--	766	817	1583
23	Swami Ram Himalayan University, Doiwala, Dehradun	2(f)	1821	--	839	982	1821
24	Uttaranchal University, Dehradun	--	2958	--	2058	900	2958
25	Motherhood University, Roorkee	--	--	--	--	--	--
(E)	Institute of National Importance , Polytechnics & Others						
26	I.G.N.O.U.	2(f)	--	5997	3872	2125	5997
27	Institutes of National Importance (I.I.T, I.I.M, N.I.T.)	N.A	9075	--	7600	1475	9075
28	Polytechnics	N.A	--	25751	20905	4846	25751
	Total		77,052	2,59,089	1,79,939	1,56,202	3,36,141

NAAC Accredited Institutions in Uttarakhand

Name of Institutions	Validity Date of Accreditation	Grade
Universities		
Dev Sanskriti Vishwavidyalaya, Haridwar	13/09/2020	'B'
Graphic Era University, Dehradun	15/11/2020	'A'
Gurukula Kangri Vishwavidyalaya P.O. Gurukula Kangri, Haridwar	15/11/2020	'A'
Hemwati Nandan Bahuguna Garhwal University	28/03/2021	'A'
Kumaun University, Nainital,	18/02/2021	'A'
University of Petroleum & Energy Studies, Dehradun	24/10/2018	'B'
Government Colleges		
Government Post Graduate College Agastyamuni	04/01/2018	'B'
Government P.G. College Kotdwar	30/4/2020	'B'
Government P.G. College Haldwani	7/7/2018	'B'
Government Degree College Jairikhal	18/1/2021	'B'
Government P.G. College Tehri	4/1/2018	'B'
Government P.G. College Dwarahat	14/11/2020	'B'
Government P.G. College Gopeshwar	18/02/2021	'A'
Government P.G. College Ranikhet	4/1/2018	'B'
Government P.G. College Khatima	7/7/2018	'C'
Government P.G. College Bageshwar	7/7/2018	'B'
Government P.G. College Ramnagar	2/3/2020	'B'
Government P.G. College Rishikesh	20/2/2019	'B'
Government P.G. College Uttarkashi	29/11/2016	'B'
Government P.G. College Kashipur	7/7/2018	'B'
Government P.G. College Rudrapur	30/4/2020	'B'
Government P.G. College Talwari	20/2/2019	'B'
Aided Colleges		
Chinmaya Degree College, Haridwar	13/9/2020	'B'
M.K.P. (P.G.) College, Dehradun	2/3/2020	'B'
S.G.R.R. P.G, Dehradun	28/3/2021	'A'
SDPC Roorkee, Haridwar	18/1/2020	'B'
D.B.S. P.G. College, Dehradun	20/2/2019	'B'
Departments		
Department of Teacher Education, Pestle Wood College of I.T, Dehradun	15/9/2016	'B'
Department of Teacher Education, Govt. P.G. College Kotdwar	30/4/2020	'B'
Department of Teacher Education, Shriram Institute of Management & Technology, Kashipur	24/10/2018	'B'

Department of Teacher Education, Govt. P.G. College Haldwani	7/7/2018	‘B’
Private Institutes		
Dolphin (P.G.) Institute of Biomedical and Natural Sciences, Dehradun	15/9/2016	‘B’
Drona B.Ed College, Rudrapur	4/1/2018	‘B’
S.B.S. P.G. Institute of Biomedical and Research, Dehradun	15/9/2016	‘B’
Patrician College of Education, Dehradun	4/5/2019	‘B’
Uttaranchal College of Education, Dehradun	22/3/2018	‘B’
Kukreja Institute of Teacher Education, Dehradun	23/9/2019	‘A’
Nalanda College of Education, Dehradun	24/10/2018	‘B’
J.N. Kaul Institute of Education, Nainital	10/7/2021	‘B’

प्रदेश के विश्वविद्यालयों के कुलपति व कुलसचिव के दूरभाष व ई-मेल

क्र.सं.	विश्वविद्यालय का नाम	कुलपति / कुलसचिव का नाम	दूरभाष कुलपति / कुलसचिव	मोबाइल न० (कुलपति / कुलसचिव)	ई-मेल
(i)	केन्द्रीय विश्वविद्यालय				
1	हे०न०ब० गढ़वाल (केन्द्रीय) विश्वविद्यालय, श्रीनगर	प्रो० जवाहर लाल कौल डॉ० ए०के० झा	01346-252183 01346-252143	9412079544 9412079545	registrar.hnbgu@gmail.com deputyregistrar.hnbgu@gmail.com
(ii)	राज्य विश्वविद्यालय				
2	कुमाऊँ विश्वविद्यालय, नैनीताल	प्रो० नागेश्वर राव (अतिरिक्त प्रभार) प्रो० डी०सी० पाण्डे	05942-235068 05942-232262	9582326657 9412361958	vc@kunainital.ac.in dcpandey1ntl@rediffmail.com
3	उत्तराखण्ड मुक्त विश्वविद्यालय हल्द्वानी (नैनीताल)	प्रो० नागेश्वर राव प्रो० आर०सी० मिश्र	05946-263014 05946-286000	9582326657 9412034574	vc@uou.ac.in registrar@uou.ac.in
4	दून विश्वविद्यालय, देहरादून	प्रो० वी०के०जैन डा० बृज मोहन हरबोला	0135-2533114 0135-2533136	8755244111 9760696555 9412965477	doonvc@gmail.com registraroon@gmail.com ardoouniversity@gmail.com
5	उत्तराखण्ड संस्कृत विश्वविद्यालय, हरिद्वार	प्रो० पीयूष कांत दीक्षित श्री जी०के० अवस्थी	01334-259110 9627340003	9810061951 9412998994	vc@usvv.ac.in registrar@usvv.ac.in gkawasthi1@gmail.com
6	उत्तराखण्ड तकनीकी विश्वविद्यालय, देहरादून	प्रो० पी०के० गर्ग श्री एस०पी०एस० रावत (प्रभारी)	0135-2770128 0135-2770126	9412999237 9412054249	vcutu2005@gmail.com vc@uktech.ac.in utu.registrar@gmail.com registrar@uktech.ac.in
7	गो०ब०प०कृ०प्रौ० विश्वविद्यालय, पंतनगर (उधम सिंह नगर)	डॉ० जे० कुमार डॉ० एस०एन० मूर्ति	05944-233333 05944-233640	7500241401 7500241459	vc@gbpuat.ac.in vcgbpuat@gmail.com registrar_pantversity@rediffmail.com
8	श्रीदेव सुमन, उत्तराखण्ड विश्वविद्यालय, टिहरी	डॉ० यू.एस.रावत डॉ० सुरेन्द्र सिंह रावत	01376-254140 01376-254142	9411335555 9412921347	drudairawat@gmail.com sdsuv123@gmail.com registrarsdsuu@gmail.com
9	उत्तराखण्ड औद्यानिकी एवं वानिकी विश्वविद्यालय, भरसार (पौड़ी)	प्रो० मैथ्यू प्रसाद डॉ० एम०एस० मंद्रवाल	01348-226059 01348-226071	8476008777 9412965477	vc27uuhfm@gmail.com registraruuhf@gmail.com

10	उत्तराखण्ड आयुर्वेद विश्वविद्यालय, हरावाला देहरादून	प्रो० सत्येन्द्र प्रसाद मिश्रा डॉ० मृत्युञ्जय कुमार मिश्रा	0135-2733236 0135-2685124	9458190696 9412052888	vc@uau.ac.in registrar@uau.ac.in mmishra1995@gmail.com
11	उत्तराखण्ड चिकित्सा विश्वविद्यालय,	प्रो० सौदान सिंह डॉ० आशुतोष सयाना	0135-2723321 0135-2723322	9871610158 9837192200	vc@hnbumu.ac.in registrar@hnbumu.ac.in
12	अल्मोड़ा आवासीय विश्वविद्यालय	डॉ० एच०एस० धामी	—	9411101144	drhsdhami@gmail.com
(iii)	डीम्ड विश्वविद्यालय				
13	गुरुकुल काँगड़ी विश्वविद्यालय, हरिद्वार	प्रो० सुरेन्द्र कुमार प्रो० विनोद कुमार	01334-249004 01334-249012	7351733111 —	vcoffice@gkv.ac.in registrargkv@yahoo.co.in
14	एफ०आर०आई०, देहरादून	डॉ० सविता श्री संदीप कुजुर	0135-2755277 0135-2751826	— 9412050276	dir_fri@icfre.org registrarfri@icfre.org tripathiak@icfre.org
15	ग्राफिक एरा विश्वविद्यालय, देहरादून	डा० वी.के. तिवारी श्री सतीश चन्द्र शर्मा	0135-2642727 0135-3291534	9897277180 8755480086	vicechancellor@geu.ac.in registrar@geu.ac.in registrar.geu@rediffmail.com
(iv)	निजी विश्वविद्यालय				
16	देव संस्कृति विश्वविद्यालय, हरिद्वार	प्रो० शरद पारधी श्री संदीप कुमार	01334-260723 01334-261367	9258356666 9258369628 9258269607	vc@dsvv.ac.in registrar@dsvv.ac.in
17	यूनिवर्सिटी ऑफ पेट्रोलियम एण्ड एर्जी स्टडीज, पो.ओ. बिधौली, देहरादून	डा० श्रीहरि होनवाड श्री अभय शर्मा	0135-2102549 0135-2776201	9811075417 9810834504	srihari@ddn.upes.ac.in abhay @ upes. ac.in
18	हिमगिरी जी विश्वविद्यालय, देहरादून	डॉ० रविन्द्र भारद्वाज डॉ० विपलव किशोर पाण्डे	0135-2110005 0135-2102676	7055465666 7060732110	ravindra.bhardwaj@hzu.edu.in Viplaw.pandey@hzu.edu.in himgirizeeuniversity@gmail.com
19	ईक्फाई विश्वविद्यालय, देहरादून	डॉ० रमेश लालवानी प्रो० पी.के. दास	0135-3003018 0135-3003009	— 9568007858	vc@iudehradun.edu.in registrar@iudehradun.edu.in
20	पंतजलि विश्वविद्यालय, हरिद्वार	आचार्य बाल कृष्ण डा० जवाहर ठाकुर	01334-240008 01334-242526	9412070885 9557691234	acharyaji@divyayoga.com jawaharthakur1@gmail.com uopyp2009@gmail.com

21	ग्राफिक एरा पर्वतीय विश्वविद्यालय, देहरादून	डा० सजय जसोला श्री डी.पी.थपलियाल	0135-2645566 0135-2645843	8979044410 9897865322	vcgehu@gmail.com ugehu.dehradun@gmail.com
22	डी०आई०टी विश्वविद्यालय, देहरादून	डॉ० के०के० राणा डॉ० टी०के० घोसल	0135: 3000308 0135: 3000351	750058677 7500210444	dit@dituniversity.edu.in vicechancellor@dituniversity.edu.in registrar@dituniversity.edu.in
23	आई०एम०एस०यूनिसेन विश्वविद्यालय, देहरादून	डा० आर०के० पाण्डे श्री बी०बी० पंत	0135: 300600, 3000728, 3000750	9756400030 9756400031	vc@iuu.ac registrar@iuu.ac
24	उत्तरांचल विश्वविद्यालय, देहरादून	डॉ० एस०सी० जोशी श्री एस०सी० शर्मा	0135 : 2770309 0135 : 2770310	9557020086 7351811777	vc@uttaranchaluniversity.ac.in registrar@uttaranchaluniversity.ac.i n
25	स्वामी राम हिमालयन विश्वविद्यालय, देहरादून	डॉ० विजय धस्माना श्री नलिन भटनागर	0135 : 2471613 0135 : 2471600	7534010111 7534010112	vc@srhu.edu.in reg@srhu.edu.in mkdubey@srhu.edu.in
26	मदरहुड विश्वविद्यालय, रुड़की	डॉ० नरेन्द्र शर्मा डॉ० पी०के० भारद्वाज (कार्यवाहक)		7060800160 7060800158	info@motherhooduniversity.edu.in
(v)	राष्ट्रीय महत्व के संस्थान				
27	आई.आई.एम. बाजपुर, काशीपुर	निदेशक, डॉ० गौतम सिन्हा कै० एम०सी० जोशी	05947-262175 05947-262820	9412091922 8449717100	director@iimkashipur.ac.in maheshjoshi@iimkashipur.ac.in
28	राष्ट्रीय प्रौद्योगिकी संस्थान, श्रीनगर	प्रो० एच०टी० थरोत कर्नल सुखपाल सिंह	01346-251105	9412079333 9557750889	htthorat@yahoo.com col.spsinghkp@gmail.com nituttarakhand@gmail.com
29	भारतीय प्रौद्योगिकी संस्थान, रुड़की	निदेशक, प्रदीप्त बनर्जी कुलसचिव प्रशांत गर्ग	01332-285500 01332-285311	— —	director.iitrke@gmail.com regis@iitr.ac.in