



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 2)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
Central University of Himachal Pradesh
U-0178**

**Dharamshala
Himachal pradesh
176215**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	Central University of Himachal Pradesh Dharamshala Himachal pradesh 176215	
2.Year of Establishment	2010	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	11	
Departments/Centres:	24	
Programmes/Course offered:	26	
Permanent Faculty Members:	175	
Permanent Support Staff:	73	
Students:	1560	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. High quality research and publication by the science departments 2. Focus on experiential learning 3. Strong social outreach programmes	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 03-07-2023 To : 05-07-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. ASHOK SINGH	Vice Chancellor,SANT GAHIRA GURU UNIVERSITY SARGUJA AMBIKAPUR
Member Co-ordinator:	DR. YUGINDRO SINGH KANGUJAM	Vice Chancellor(in-charge),Manipur University
Member:	DR. T.C. TARANATH	Vice Chancellor,Hassan University
Member:	DR. SYED ABDUL HAFIZ MOINUDDIN	Professor,Vidyasagar University
Member:	DR. ZAKKARIYA K A	Director,COCHIN UNIVERSITY OF SCIENCE AND TECHNOLOGY
NAAC Co - ordinator:	Dr. Jagannath Patil	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programmes offered by the Institution.
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The Central University of Himachal Pradesh has been established under the Central Universities Act 2009 (No. 25 of 2009) enacted by the Parliament. The University is funded and regulated by the University Grants Commission (UGC). The University became functional by the first Vice-Chancellor on 20th January 2010. Presently the university has 11 schools of study, 24 departments, eight Centres and offering 26 academic programmes including PhD programme. University has taken initiative to implement the NEP2020. The University has its science courses offered from Shahpur campus, management, education, languages, and media courses offered from campuses in Dharamshala itself, and courses in social sciences and humanities are offered from campuses located in Dehra. The university ensures high quality education by developing creative courses, curriculum and academic rigor in content formation, duly addressing local, regional, national and global needs. Syllabus revisions have been made at regular intervals with a great emphasis on quality teaching and research by producing competent, skilled, and sensitive human resources to meet new and emerging challenges of contemporary society. All the courses have a well-defined mechanism to meet the required objectives as laid down in consonance with the Course Outcomes (COs); Programme Specific Outcomes (PSOs), and Programme Outcomes (POs) to meet new challenges of employability and skill development. It has implemented NEP-2020 since 2022 with multiple exits & multiple entries and the Transfer of Academic Bank of Credits. The internships and field visits of different programs expose students to different industries, places/monuments of historical, cultural and tourist importance, and meet local artists and craftsmen. Field projects and internships encourage students to identify local issues and provide real-life solutions with field applications and commercial viability. The university caters to regional needs through various programs such as PG Diploma in Jammu & Kashmir Studies, PG Diploma in Tribal Studies, etc. It has implemented NEP-2020 since 2022 with multiple exits & multiple entries and the Transfer of Academic Bank of Credits. Regarding curriculum enrichment, the university has taken steps to enrich its curriculum by inclusion of Value-based courses like Gender sensitization, environment studies, professional ethics, human values, understanding *Harmony, etc.*

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools including online resources for effective teaching and learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QIM	IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents
2.6.2 QIM	Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The demand ratio of students has been overall satisfactory. Seats for enrollment of SC, ST, and OBC students are more or less fulfilled during the last 5 years (71.36%). The newly admitted students are sensitized about the course curriculum in the induction programs by concerned departments. For slow learners, special remedial classes are organised which help them to catch up with other students. Special classes are also conducted to prepare the students to qualify for competitive examinations. Advanced learners are encouraged to take up research projects and publish research papers. To enhance the learning experience and holistic development of the students, the University has adopted an interdisciplinary approach to its teaching-learning process. The main focus of the university is to integrate theoretical knowledge with practical training. Various efforts have been made both by the university and the department/centre to ensure student-centric learning and knowledge management by using ICT tools in the classroom, providing library facilities for self-learning, organizing seminars, workshops and also engaging students in live field projects, workshops, prototyping, case study, industry interface, etc. The university has filled up all teaching positions advertised in the first phase. And now in the process of filling up the remaining few vacant posts. The university mainly offers a PG program in 24 subjects and an undergraduate program in 02 subjects and five P.G. diplomas and research degree programs. The program-specific outcomes (PSOs), program outcomes (POs) and course outcomes (COs) are evaluated by the University regularly and the same is communicated in a formal discussion in the classrooms with the students.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.
3.4	Research Publications and Awards
3.5	Consultancy
3.5.1 QIM	Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.
3.7	Collaboration

Qualitative analysis of Criterion 3

The research activity of the university was started in 2011, thereafter the university has been increasing facility in different departments. University provides seed money to its faculty during the last 5 years. Faculty members have attained awards and recognitions at national level and international level, which include National Geoscience Award, Visitor's award for innovation, etc. Teachers with PhD are motivated to take up research scholars and receive research grants from various government agencies. During the last 5 years, the university has come forward in the area of research and specifically excelled in science domain with larger number of research publications, patents and increased 'H' factor (29 H-index at the time of SSR and which has now increased to 49). During the last 5 years, there are 464 enrolled in the intuitions as JRF, SRF, etc. University also providing different facilities to support research activities for both teachers and students. University library has subscribed many online research database and provided to students through campus wide wifi access. It is understood that 104 PhD awarded during the last 5 years and faculty members have published 987 research papers in the refereed journals, in addition to publication of many books and book chapters. Many researchers in the university are Inspire fellows, Kothari fellows, DST fellows, ICMR fellows and ICSSR fellows. University was able to secure 54 individual extramural research projects worth more than nine crores from DST, BRNS, MoES, ISRO, ICSSR, etc. during last five years. The university has been providing consultancy services to the state government in the field of natural hazards and had collected 34 lakhs consultancy fee during last five years. Some of the departments are publishing research journals including Scopus indexed journals and the university has an IPR cell to facilitate filing of patents.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)
4.1.3 QIM	Availability of general campus facilities and overall ambience
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS) and has digitisation facility
4.3	IT Infrastructure
4.3.2 QIM	Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The university is spreaded over in three campuses, Dharmashal, Dehra and Shahpur campuses with a built-up area of 1050 square meters of administrative building, 11336 square meters of built-up area in Shahpur and Dharmashal campus. In Dehra campus a built up are of 3295 square meters. There are 80 classrooms in total and seminar halls and multipurpose halls are also available. The science departments have state of art research facilities including some advanced research labs. LCD projectors are provided in class rooms. Central Library is an active partner with INFLIBNET and effectively utilize platforms like Shodganga, VIDWAN, etc. The main library is automated using LMS and RFID facilities. The library facilities are provided in all the three campuses and are in expansion mode. IT policy implemented to ensure legitimate and optimum use of its recourses. The university has established a system and procedure for maintaining and utilizing a physical academic and support system. The university has provided the sports facilities to the students. The sports facilities are being provided by the Director of Sports and the coordinator from each campus for intra and inter university games. The hostels are equipped with state of art Gymnasium facilities. The IT infrastructure comprises one GPBS with NKN expandable network connection and the campuses are Wi-Fi enabled.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of Student Council and its activities for institutional development and student welfare.
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Qualitative analysis of Criterion 5

An office of the Dean, Students' Welfare working in the university to take care of the students' affairs. The institution also provides freeships and scholarships to the students. Induction programmes are organised at the university level, at the beginning of every academic session to acquaint students with code of conduct, anti-ragging rules and gender sensitisation. Apart from this department level orientation programmes are conducted to familiarise students with the curricular and co-curricular activities, career opportunities and e-resources. The students also benefited from it from government and non-government agencies. The university has taken initiative for students for appearing in competitive examinations. It has introduced a number of capacity development and skill enhancement activities for improving students' capacity. The student mentor-mentee system is very actively in place. Teachers are conducting remedial coaching to slow learners and encouraging fast learners with additional projects and guidance for their career progression. The mechanisms for handling students' grievances including sexual harassment and ragging cases are in place. It has also provided information regarding the average percentage of students qualifying for state/national and international level exams like IIT/ CLAT etc. The number of students opt for higher studies and placements are equally good. The students are taking active parts in sports, cultural activities in inter-university, state/ national/international events and received 48 awards. The university has a student council that constitutes elected members from each department having a strength of 30 students and one student/scholar from each department since 2012-2013 in accordance with the provision of Act S.5 (xix) and based on the recommendation of Lyngdoh Committee 2006. The students have been given participation in academic decision making by including their representatives in academic statutory bodies. The university website is designed in such a way to support all students with all relevant information with respect to administration, departments, offices, admissions, programmes, examination and infrastructure. The university support students for regional sports, cultural activities and exhibitions.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.
6.1.2 QIM	The effective leadership is reflected in various institutional practices such as decentralization and participative management.
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic plan is effectively deployed.
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.4 QIM	Institution conducts internal and external financial audits regularly
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.
6.5.3 QIM	Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Qualitative analysis of Criterion 6

The university has a motto: "neti neti, charaivetii charaiveti". The mission of the university is to be recognized as a "research university". At the university level, the faculties were involved in decision-making, planning, and monitoring through several committees and bodies. Several institutional practices like the academic council, proctorial board, student grievance redressal committee, hostel committee, library committee, and cell for the differently abled have helped the students practice participative management. The university has a well-articulated strategic perspective. Apart from the regular administrative structure and procedure, each campus is provided with a director to coordinate the administrative requirements of the respective campuses. Each department is asked to provide their requirements and need for fund at the beginning of each year and the financial planning of the university is done accordingly. The university has encouraged its faculties and provided financial assistance to them in the form of conference and research grants (seed fund). The university has been regularly conducting Professional development and administrative training programmes for its teachers and staff. The university provides basic medical facilities to the students and staff in campus. The university has instituted a state welfare fund and a vice chancellor relief fund for supporting staff and students in needy situations. The main sources of funding are the government of India and fees collected from the students. However, no grants have been received from non-governmental bodies, individuals, or philanthropists during the last five years. It is observed that the IQAC of the university has been playing a very vibrant role in bringing quality delivery of academic programmes and maintaining good standards in staff administration. University is in the process of implementing the software application 'Samarth' provided by

the Central Government for enhancing the e-governance of the university.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The university has framed Ordinance 21 for the constitution of the SPARSH committee organized several activities to spread awareness and prevent sexual harassment in a free environment. It has zero tolerance for sexual harassment. The university promoted every conversational measure, like solar energy and biogas plants, wheeling to the grid, etc. The university has measurements for solid waste, liquid waste, biomedical waste, an electronic wastewater recycling system, and hazardous chemical and radioactive waste management. The university encouraged water conservation facilities through rainwater harvesting, borewell construction, tank construction, wastewater recycling, etc. The university promotes a green campus through the use of battery-operated vehicles, bicycles, restricted entry for automobiles, no plastic use, and friendly pathways. The university conducts green audits, energy audits, environmental audits, etc. The university taken their best efforts to provide a friendly environment for Divyangjan students within the constraints. The university inculcates several activities and promotes harmony and moral and spiritual values among students. The NSS unit, along with other organisations like the Red Cross Society, the National Institute of Social Defence, etc., conducts activities and lectures like Universal Brotherhood, the Youth Parliamentarian Programme, yoga, etc. The university organised various activities like workshops on domestic violence, programmes on female feticide, etc. The university celebrates different national and international commemorative days and festivals like Environmental Day, Teachers' Day, International Yoga Day, Gandhi Jayanti Day, Republic Day,

Independence Day, etc. The institution has a prescribed code of conduct for students, teachers, administrators, and other staff and conducts periodic programmes.

Best Practices

Two best practices followed by the university are follows:

1. Emphasize on social outreach programmes
2. Focus on student centric Participative Learning

The University is giving a lot of priority for social outreach activities by way of regular organization of community outreach activities and extension programmes through adoption of villages and various community sites: For this purpose, the university has identified few areas for upliftment of local people through Unnat Bharat Abhiyan, Swachhhta Abhiyaan and support provided to self-help groups, women groups (Mahila Mandals), youth clubs, farmers groups etc. The impact of these initiatives are far reaching and capable of empowering a large number of people belonging to rural and tribal villages in terms of knowledge enhancement and skill development.

Secondly, the institution is very unique in terms of its focus on student centric learning and creating a learning environment for students. Continuous and Optimal Use of Student-centric and Participative Learning Approach followed in the university is commendable. The university has optimized the use of experiential learning, participatory learning, experiment-based learning and problem solving methods during teaching-learning process by way of incorporating various students engaging methods in the curriculum and course delivery, which had contributed significantly to overall and harmonious personality development of students.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

Overall Analysis

Strength:

1. Large number of newly recruited highly qualified young faculty members
2. Quality student progression
3. High quality research track record by science departments
4. Focus in experiential learning and fielded oriented academic activities
5. Strong social outreach activities
6. Implemented NEP2020
7. Diversity among students and Faculty

Weaknesses:

1. Yet to establish the permanent campus to come out of space constraints
2. E-governance system is not comprehensive
3. Locational disadvantage due to distribution of campuses at distant places, leading to lack of interdepartmental interaction and collaboration among students.

Opportunities:

1. Immense potential to transform as a center of excellence in Science
2. Potential for tourism and natural hazard research is immense as the university is in the Himalayan region
3. Good potential for international research collaboration as most international experts look for research in Himalayan region related to climate change, global warming, and glaciation, etc.
4. Presence of the nearby international stadium and sports activities gives opportunity to develop academic programmes in the area of sports and sports management.
5. Enormous potential for social outreach activities due to locational advantage.

Challenges:

1. Development of own campus with full-fledged facilities within a year or two
2. Attracting international students and faculty
3. Attracting industry collaboration

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Utmost priority must be given to complete the construction of the new campuses and steps to be taken to shift departments to the permanent campuses from the transient campuses at the earliest.
- Steps are to be taken for filling all vacant teaching and non-teaching posts immediately, which is in process.
- The university has to upgrade their e-governance system to make it as a comprehensive governing system with respect to administration, finance, admission, examination, etc.
- The university should initiate earnest efforts to formally register alumni association and to utilize the alumni resources for the development of infrastructure and corporate mentoring of students.
- The number of smart classrooms to be increased in all departments and it is recommended to improve the basic medical facilities in the university by way of establishing a well-equipped health centre in collaboration with some good local specialty hospitals.
- Faculty members are to be encouraged for undertaking large consultancy works.
- To effectively support the research scholars and students, the university library has to upgrade both the number and title of books.
- University should establish a professionally managed centralized placement cell to enrich the existing placement activities of the university
- Being a research intensive university with multiple science departments, university need to take steps to establish a state of art centralized instrumentation centre in the university to cater the requirements of all science departments.
- Functioning of Parent Teachers association need to be strengthened.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. ASHOK SINGH	Chairperson	
2	DR. YUGINDRO SINGH KANGUJAM	Member Co-ordinator	
3	DR. T.C. TARANATH	Member	
4	DR. SYED ABDUL HAFIZ MOINUDDIN	Member	
5	DR. ZAKKARIYA K A	Member	
6	Dr. Jagannath Patil	NAAC Co - ordinator	

Place

Date