



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

CENTRAL UNIVERSITY OF HIMACHAL PRADESH

**CENTRAL UNIVERSITY OF HIMACHAL PRADESH VICE CHANCELLOR
SECRETARIAT OFFICE NEAR HPCA STADIUM DHARAMSHALA
176215**

<https://www.cuhimachal.ac.in/index.php/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

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 with the assumption of charge by the first Vice Chancellor on 20th January 2010. The University is located in the laps of Dhauladhar range with two campuses in Dharamshala and Dehra. The University has been accredited with B++ grade during first cycle of NAAC assessment. Presently, 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 campus located in Dehra. The University has initiated the construction of its permanent campuses at Dehra and Dharamshala as the land has already been transferred in the name of the university. The university has consulted the well-known experts in the field of institutional development to develop its vision document for the next 30 years. The Vision Document and Strategic Plan of the university approved by the statutory authorities of the university, is available on the website of the university (www.cuhimachal.ac.in). In coming times, the university is looking for a state-of-the-art campus having 15 Schools of Study, 03 Colleges, 62 Departments and about 81 Centres (as per amended statute 40). The Central University of Himachal Pradesh has already implemented the National Education Policy-2020 engraving new thoughts and directions in higher education. The University is inculcating the culture of skill developments, learning from practical life situation, internships, and industry-based hands-on-training leading towards quality education to fulfill the vision of the University to make the university excellence in teaching, learning and research. The placements of students are being taken care of by the placement cell of the University by inviting industrialist and research organization for interaction with students and placement derives. The University is known for an impressive research output among the central Universities of India with an H-index of 38. The main goals of university is to sculpt talent and intellectual capital of young minds.

Vision

Motto of the University

The motto of the university is “????-????, ??????-???????” which means that one should make continuous and untiring efforts for progress and development. One should never stop in acquisition of wisdom and skills from any source and means in life.

Vision of the University

The Central University of Himachal Pradesh is established with a Vision to be recognized as a ‘Research University’ with a greater emphasis on creation of knowledge vis-à-vis revival of Indian Traditional Knowledge and Practices. The university aims to provide equitable and inclusive access to multidisciplinary higher education for all, focusing on quality, excellence and relevance. The university envisions its role in preparing future global citizens with determination and commitment for human values by ensuring fairness, transparency and accountability in its academic and administrative affairs.

Mission

Mission of the University

? To design curriculum at par with global standards both in terms of employability and human ethics.

? To promote constructive developments in different disciplines, industry academia linkages, development sectors and societal development.

? To undertake and promote various academic, co-curricular and community outreach activities for the development of intellect, wisdom, skills, social values and the ethical development of the students.

? To encourage the faculty and the students to carry high quality research in different academic disciplines emphasising on the indigenous knowledge of the country through a better understanding of the Indian Traditional Knowledge System.

To collaborate with various higher educational institutions (HEIs) at national and global level for promoting research and providing quality education while integrating the traditional and indigenous knowledge with modern technology through the use of innovative pedagogical strategies in terms of student participation in curriculum transaction process.

To plan, design and implement an inclusive and participatory mechanism in academic activities, admission, examination procedures and other administrative works where well-defined responsibilities are completed in a time-bound manner.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Practice-oriented Academic Program

The university has 11 schools of thought with 33 UG/ PG and diploma academic programs. It has a particular focus on the Choice Based Credit System from the beginning, with student engagements in interdepartmental skill and human-making courses and field-oriented practice for their holistic development since the university is located in the Himalayan region. Hence, its situatedness provides a beautiful natural lab for a number of academic programs that allow us to provide practice-oriented learning.

Implementation of national Education Policy -2020

The university has implemented the National Education Policy and the Multiple Entry and Multiple Exit (MEES) systems in the newly introduced UG/PG programs. Registration of the university with the Academic Bank of Credits (ABC) platform shall further substantiate this initiative.

Cutting-edge Research

The university is known for the best research in science departments and the faculty of sciences is one of the best amongst the newly opened central universities with H-index 38. The faculty publications suggest international exposure and collaboration with international and national labs for good research output.

Social Outreach and Civic Engagement

NSS, Youth Red Cross, Women Cell, Unnat Bharat Abhiyan Cell, Art Club, Zoology Club, MBA Club, Environment Club, and various other organs of the university are constantly engaged in the social outreach initiatives. The Social Work and Visual Art departments are promoting vocal for local by training the local people by developing local artifacts and marketing them in the local markets.

Student Support System

The university has established a robust student support system comprising Students' Council, Students Grievances Redressal Committee, Equal Opportunity Cell, Women Empowerment Cell, SC-ST Cell, Cell for the Persons with Disability, OBC Cell, Anti-Ragging Cell, Proctorial Board, Earn While You Learn Scheme, Merit cum Means Scholarship, Non-NET fellowship, UGC/CSIR-Junior Research Fellowship and various other scholarships of Centre/state governments.

Diversity

The university enjoys the presence of a diversity of students from Delhi, UP, Northeast region and South India regardless of its location in interior region of Himalaya. It cherishes and promotes socio-cultural and linguistic diversity on its campuses.

Institutional Weakness

Space Constraints

The university has been operating from campuses at different locations. The space constraints hindered the progress of establishing high-end labs and attracting special grants from DST like FIST, UGC SAP etc.

The Locational Disadvantage

The Central University of Himachal Pradesh is located at diverse locations in Dharamshala and Dehra campuses which are far apart from each other. The sciences campus is located 30 km away from Dharamshala whereas Humanities departments are located at about 55 km from Dharamshala. This absence of daily connectivity further minimizes the possibility of interdisciplinary interaction amongst students.

Institutional Opportunity

The potential for tourism and natural hazard research is immense as the university is located in the Himalayan region. Rural Research being located in a rural area, the university faculty can undertake cutting-edge interdisciplinary research that advances understanding of rural societies, rural economies, rural sociology, and rural lifestyles. It has good potential for International Research and Collaboration as most international experts look for research in the Himalayan region related to climate changes, glaciology and natural hazards.

Potential for Grooming Young Sports Champions

Himachal Pradesh is known for good physical fitness, and most of the Army personnel are from Himachal state.

They are good climbers also. So to harness their physical fitness, it is essential to groom students in the field of cricket, athletics, kho-kho, etc. Since the students of Himachal are physically fit, good training can have a decisive impact on sports outcomes.

Gender Parity

Central University has more than 50% girl students enrolled every year. It has a woman-friendly environment.

Identifying New Areas of Teaching Learning and Research

This can be improved further if the girls' and boys' accommodation on the campus is increased, which is now possible with our own campuses under progress. Identifying new areas of teaching, learning and research will allow the students to pursue their research in diverse fields.

Institute Alumni Connect

The central University of Himachal Pradesh has just completed eleven years of its existence and produced few alumni who have made a name in national and international. The diverse alumni base is yet to be fully tapped for the benefit and progress of the university and students.

Endowment Fund

Most leading educational institutes in the world have a huge corpus and endowment fund that is utilized for academics, research and students' support. The university is moving ahead in developing endowment funds for their academics, research and students' support.

Institutional Challenge

Development of Own Campus of the University

The university campus at Dehra is under construction. Second the development and transfer of land at Dharamshala (Jadrangal) campus after due clearance from FCA is in process.

Attracting High Quality National and International Students

Similarly, with poor transport facilities and a lack of industries, research and development units in its neighbourhood, the university finds it difficult to attract high-quality national and international students who aspire to match global standards in research, entrepreneurship and innovation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

To realise its vision and mission, the university offers 33 academic programs (including Master, PhD, and diploma programs) in diverse fields of knowledge through eleven faculties and 24 departments, 05 PG diplomas viz. Journalism and mass communication, education, languages, management, MBA (Travel and Tourism), Natural Sciences, Fine Arts, Humanities, Social Sciences etc. The aim is to establish the university as a 'Research University with greater emphasis on the creation of knowledge vis-à-vis revival of Indian Traditional Knowledge and Practices. All these programs are engraved with dynamic and well-structured curricula inculcating the culture of human values, ethical values and personality development, gender equality, professional ethics, sensitisation towards environmental conservation and green and sustainable development among students and scholars. All programs are student-centric and learning outcome-based, incorporating contemporary knowledge addressing real-life problems and environmental issues. The university has articulated a well-structured policy for designing and developing curricula right from developing courses by a curriculum committee with experts from outside universities. Courses are evaluated by the Board of Studies with a focus on course outcomes, program-specific outcomes and, program outcomes and learning needs and then approved by School Board, Academic Council and Executive Council, keeping in view the faculties academics. Even the question papers of mid-term examination are being evaluated by members of Board of Studies to ensure the outcome of the courses. Choice Based Credit System is in place since its inception and further following the UGC order of 2015, the system has provided flexibility to students to pursue the courses of their specialized and elective courses choice in PG programs and UG programs besides core courses which are compulsory to all programs. Regular revision of the courses is being carried out on the basis of alumni and stakeholders' feedback, the demand of industry/research and technological advancement at national and international levels and are being implemented after due approval of the Board of Studies and Academic Council as per the UGC guidelines. To develop core values, graduate attitude and entrepreneurial skills, a number of programs offer such courses which provide students with comprehensive knowledge and develop their capacity for creativity and enterprise.

Teaching-learning and Evaluation

The majority of the students are from villages of Himachal Pradesh and across the country (like Uttar Pradesh, Bihar, Northeast region, Jammu and Kashmir). Since 2022, all the students have sought admission through all India Entrance examinations through CUET. The university stresses the holistic development of the students. It encourages interdisciplinary creativity and innovation in its teaching-learning processes that emphasize practice and problem-solved teaching associated with theoretical knowledge. In almost all the departments, diverse methods of teaching pedagogies and languages (Hindi and English) are used like field training in different practical courses by hands-on training on equipment's, laboratory-based learning, use of audio-visual and other ICT-enabled techniques, project/field-based training. The university has been focusing on student-centric education. It encourages students to have group discussions, quiz competitions, and give presentations during classroom teaching to train them in interactive learning. Each department also runs tutorials and remedial classes, which are reflected in their timetables. The organization of seminars and workshops is a regular feature of all the departments to provide additional knowledge of the subject through interactive learning by eminent scientists and professors. This allows the student to improve their academic caliber, understand various advancements in their field and open new opportunities for them in their future carrier development. The university has three libraries, one at each campus, with the central library at Dharamshala with the latest textbooks, e-journals and online digital material for easy any-time access. The university provides e-mail to all faculty, non-teaching employees, students and research scholars for conversation within the university. The university releases a regular academic calendar which is adhered to and followed by all the faculties. The

students are regularly evaluated through an internal evaluation mode followed by a mid-term examination. The results of the mid-term examination allow the faculty to identify slow learners. Then these slow learners are trained through tutorial/remedial classes for better results in the final external examination. The university has a re-evaluation system to address their grievances in their evaluation. At the same time, the university has a committee to look into cases of unfair means.

Research, Innovations and Extension

The university has emerged as a research-intensive university with an h-index of 38 in the last ten years. It has well established laboratories, computational facilities, central instrumentation labs accessible to all departments and allied services. More than 650 publications (Scopus; Web of Sciences) in high impact factor journals and more than 200 books and book chapters from humanities and languages were published in the last five years. The university faculty is the recipient of two national awards conferred by President of India and one best teacher award by Ministry of Education. This fosters and facilitates quality research, thus allowing the publishing of their articles in Scopus journals. A number of students are Inspire Fellows, Kothari Fellows, DST fellows, ICMR, ICSSR, UGC JRF etc. More than 54 individual extramural research projects (from DST, MOES, BRNS, ISRO, ICSSR, etc.) in the last five years' worth of nine crores are in progress, and more than two crores are underway. The university has also been active in providing consultancy services to the state government in the field of Natural Hazards and has collected 34 lakhs in the last five years. The department of Life Sciences publishes "The Journal of Himalayan Life Sciences" annually, and its first edition was released in 2021. Some Departments/Centres have initiated e-journals/e-magazines/e-newsletters to encourage research activities on campus. It has an Incubation Centre to encourage entrepreneurship and employment. The university has established an Intellectual Property Rights Cell, and patent-like funding provisions help file patents. The universities also have the provision for supporting our faculty in attending national and international workshops and organising in-house conferences, workshops, and training programs. The departments of Social Work and humanities focus on social outreach for community development in the vicinity and neighbouring places, providing training to the commuters on social skill, marketing skills and also helping them in preparing local materials, using the slogan 'Vocal for Local' and upgrading the livelihood of these locals from five villages adopted by the university. They are empowering local women, providing health services to the neighbourhood and child care training, especially for unique children's needs and social acceptance.

Infrastructure and Learning Resources

All the campuses are neat and clean and have a green environment with perfect lawns at Shahpur, Dharamshala and Dehra campus. The university is spread over three places at the Dharamshala campus and two at the Dehra campus, with a built-up area of 1050 sqm of the administrative building and 11336 sqm of all three campuses in the Dharamshala and Shahpur area. The Dehra campus has a built-up area of 3295 sqm. There are 80 classrooms and seminar halls on all the campuses. The seminar halls at each campus have the facility to accommodate 200 students and an auditorium with 600 seats. The Sciences departments have state-of-the-art laboratories. The campuses have disabled-friendly washrooms (Shahpur), ramps, tactile paving, and lift (Dehra campus) elevators. The university has 01 Boys, 02 Girls' hostels for students. It has nurses to provide medical first aid with ambulance facilities. The university has playgrounds at all the campuses with the Sports Complex of Sports Authority of India, adjacent to the campus at Dharamshala for athletics, hockey, football games etc. The university has libraries at all campuses to cater to the needs of the departments located on those campuses, with the Central Library at Dharamshala. The libraries have 37000 print books; over 2.5 lakhs e-books; 100 rare

books; Panjabi and Himachali books collections. The library extensively subscribes to e-resources; ebooks; e-journals; other academic materials for Sciences, Social Sciences, and Arts-Humanities; few select databases are subscribed by the university through e-Sodhganga; e-Shodhsindhu; library management system on the cloud, the intelligent library system has been introduced in the library, digitally ID card generation facility and EBSCO mobile application for digital library resources. The library is also introducing a single window surf solution and RFID application, and ISO-9001:2015 is in progress. Provision of remote access to databases and antiplagiarism software and the plagiarism software key has been provided to each faculty and scholar. IT infrastructure comprises 1 GBPS with NKN, expandable network connections, LAN of 200 nodes and Wi-Fi enabled campus, which is the backbone for ICT-enabled education. Students/faculty/staff are equipped with E-mail accounts Microsoft Office and other valuable software.

Student Support and Progression

Dean Students' Welfare's office and mentors of each department provide support to all students in terms of academic guidance and progression to higher studies and careers. The university website is equipped with all possible support in administration; departments; offices; admissions; programs with outcomes; examinations, and infrastructures. Regular notifications are being published and displayed on the website as well as on each departmental notice board. At the outset of each academic session, orientation programs are arranged to acquaint new students with information on students' code of conduct, anti-ragging rules, and gender sensitisation, followed by departmental level orientation where students are interacting with the faculty and know about curricular/co-curricular activities and career opportunities and e-resources. Besides classroom interactions, tutorials, remedial classes, term papers, field studies/projects, workshops, seminars and internships are integral components of curricula. ICT infrastructure, e-mail IDs with Microsoft and Office and other valuable tools are provided.

The Office of Dean Students' Welfare also provides guidance and support and frequently conducts counselling sessions for students from marginalised, economically weaker backgrounds. Each department disburses university free ships to 20% meritorious and economically weaker students; the Incubation Cell and IIC Council Cell support innovative ideas. The university supports students for regional and sports/cultural events and conferences/innovative exhibitions. The Proctor's office issues students IDs/ bus/train passes to students. Sports facilities are being provided by the Director of Sports and the coordinator from each campus for intra-university games. The hostels are equipped with a state-of-the-art gymnasium. University Complaints Committee (UCC) responds to complaints of sexual harassment according to relevant acts. There exists an Online Student Grievance Redressal System, a student feedback system, and anti-ragging and anti-discriminatory. Subject associations and university NSS/NCC devise various academic and cultural activities. University Placement Cells and department-specific cells assist students in career identification/employment. The university offers opportunities for academic progression from elementary schooling to doctorate studies.

Governance, Leadership and Management

The administrative set up of Central University of Himachal Pradesh is decentralized; and has participative management embedded at each and every level of the functioning of the university. With statutory bodies and officers having defined roles and responsibilities towards effective management and administration of the University, the Hon'ble Vice Chancellor is the Executive Head of the university. Statutory officers such as Registrar, Finance Officer, Controller of Examinations, Librarian and various academic bodies, Deans and Board members manage all affairs effectively besides contributing towards the execution of academic and

research activities. Deans of the Schools and Heads of Departments perform their duties under the active guidance of the Vice Chancellor. Standing Committee on Academic matters and admissions, Dean Academics, Director Research and Head of the Departments contribute significantly in the planning and execution of academic/research priorities as envisioned by the university. Board of Studies, School Boards, Academic Council and the Executive Council contribute significantly to academic and research planning. The composition of all the statutory committees reflects the participation and representation of various stakeholders for effective and efficient administration at all levels, including external experts and students' representation. This stand is reflected in the provision of students' representatives in the Academic Council, Proctorial Board, Students' Grievances Redressal Committee, Hostel Committees, Library Advisory Committee, Internal Complaints Committee, Cell for the Differently-abled, and many others. Similarly, the University Court, Executive Council, Academic Council and the Standing Committees on academic matters and admissions have representation from diverse sections of the university. At the university level, the faculty is actively involved in planning, decision-making and monitoring through committees/bodies, grievance redressal committees, etc. Students' involvement is ensured through their contribution in managing the admission process (through EWL), organization of various activities, seminars, panel discussions etc. For bottom-up planning, each department is asked annually for their demands in terms of the financial requirement for the purchase of equipment, books, holding seminars, visits outside the campus for attending seminars etc., The purchase of standard articles is centralised in nature. Decisions related to the appointment of faculty --like an adjunct, guests, and visiting -- are made at the School level.

Institutional Values and Best Practices

The Central University of Himachal Pradesh maintains a culture of innovations in its academic and administrative endeavors. To ensure the quality of academic and administrative working, the university has inculcated a culture of best practices like adopting advanced teaching-learning pedagogy and latest research. The university has implemented the National Education Policy 2020 with 50% practice and 50 theories, Multiple Exits and Multiple Entry and Academic Bank of Credits. Emphasis on interdisciplinary and applied research and due to the locale of the university more emphasis is on natural hazard, travel, tourism, social awareness and community outreach program. Most of the teaching is focused on practice and experimental learning to provide in-depth knowledge to students in the subject. The faculty is encouraged to apply for more extramural funding and grants from different funding agencies. Internal and external Academic and Administrative Audits of departments have also been performed. The Incubation Cell and Innovation Cell have been established for entrepreneurship. Some of the best administrative practices include implementation of e-governance, utilization of renewable energy, gender parity, communal harmony, national integrity Clean and Green India drive and environmental care. Birth anniversary celebrations of national leaders and national heroes are being regularly held. Regular oath taking ceremonies on national values are being organized.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	Central University of Himachal Pradesh
Address	Central University of Himachal Pradesh Vice Chancellor Secretariat Office Near HPCA Stadium Dharamshala
City	Dharamshala
State	Himachal pradesh
Pin	176215
Website	https://www.cuhimachal.ac.in/index.php/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Sat Prakash Bansal	01892-229330	9816041389	01892-229331	vc@hpcu.ac.in
IQAC / CIQA coordinator	Ambrish Kumar Mahajan	01892-229310	9418648086	01892-229310	iqac@hpcu.ac.in

Nature of University	
Nature of University	Central University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	20-01-2010
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	20-01-2010	View Document
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Central University of Himachal Pradesh Vice Chancellor Secretariat Office Near HPCA Stadium Dharamshala	Hill	0.432	1050	administration		
<i>PG centre</i>	<i>Central University Of Himachal Pradesh</i>	<i>Hill</i>	<i>4.0525</i>	<i>11336</i>	<i>Education, MBA, MBA (TT), Hindi, Sanskrit, DDU, JMC, New Media, J</i>	<i>20-01-2010</i>	<i>23-04-2010</i>

					<i>K Studies, Panjabi, Center of Tribal Studies, Chemistr y, Physics and Astro nomical Sciences, Environm ental Sciences, Maths, Lib Sci., MCA, Botany, Zoology, CBB, library, Yoga</i>		
<i>Satellite Campus</i>	<i>Central Universi ty Of Hi machal Pradesh</i>	<i>Hill</i>	<i>0.675</i>	<i>3295</i>	<i>History, Pol Science, Social Works, Sociology , BFA, Hindu Studies, Visual Arts, Eco nomics,</i>	<i>20-01-2010</i>	<i>23-04-2010</i>

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: No
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Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	32				61				127			
Recruited	19	0	0	19	20	3	0	23	82	27	0	109
Yet to Recruit	13				38				18			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				128
Recruited	62	12	0	74
Yet to Recruit				54
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				8
Recruited	5	1	0	6
Yet to Recruit				2
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	19	0	0	20	3	0	72	23	0	137
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	8	4	0	12
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Center for Tribal Studies	Tribal Chair	University Grant Commission

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	68	21	0	0	89
	Female	78	28	0	0	106
	Others	0	0	0	0	0
PG	Male	467	192	0	0	659
	Female	539	144	0	0	683
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	14	1	0	0	15
	Female	7	1	0	0	8
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	59	20	0	0	79
	Female	58	9	0	0	67
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B++	2.78	peer team report.pdf
Cycle 2	Accreditation	A+	3.42	

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Centre For Bharatiya Panth Matt Sampraday And Semitic Religions	View Document
Centre For Computational Biology And Bioinformatics	View Document
Centre For Deen Dayal Upadhyay Studies	View Document
Centre For Jammu And Kashmir Studies	View Document
Centre For Research	View Document
Centre For Yoga Studies	View Document
Chair For Tribal Studies	View Document
Department Of Animal Sciences	View Document
Department Of Chemistry And Chemical Science	View Document
Department Of Computer Science And Informatics	View Document
Department Of Economics	View Document
Department Of Education	View Document
Department Of English	View Document

Department Of Environmental Sciences	View Document
Department Of Himachal Pradesh Kendriya Vishwavidyalya Business School	View Document
Department Of Hindi	View Document
Department Of History	View Document
Department Of Journalism And Mass Communication	View Document
Department Of Library And Information Science	View Document
Department Of Mathematics	View Document
Department Of New Media	View Document
Department Of Physics And Astronomical Science	View Document
Department Of Plant Sciences	View Document
Department Of Political Science	View Document
Department Of Punjabi And Dogri	View Document
Department Of Sanskrit Pali And Prakrit	View Document
Department Of Social Work	View Document
Department Of Sociology And Social Anthropology	View Document
Department Of Tourism And Travel Management	View Document
Department Of Visual Arts	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The University has implemented National Education Policy-2020 in letter and spirit with implementation of multiple entry and multiple exits, offering interdisciplinary courses (IDC) by each department and each student has to take 02 credit IDC course and the students have to study for 04 credits (02 each in the first two semesters). Interdisciplinary courses from other departments may be selected from within or outside of the school. Many departments offer multi-disciplinary courses for this range of University-Wide courses which are mandatory for the requisite number of credits. The university is planning to transform itself into a holistic multidisciplinary</p>
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	<p>institution. The university is planning to engage in multidisciplinary research endeavors in future. These courses also provide community engagement and service for the learners. The university has developed various strategies to integrate arts with STEM (Science, Technology, Engineering and Mathematics).</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Almost ninety-five present students have already registered with the Academic Bank of credits at respective UG and PG levels, the University has made it mandatory and compulsory for every student to register with the ABC, and soon it will achieve the cent-percent registration. The University is planning to jointly provide degrees with foreign universities for credit transfer. The university has also become a partner of university consortium where all universities of Himachal Pradesh are joining hands for such endeavor. The university has already planned to enable students to open their accounts for credit transfer. This will provide multiple options for entering and leaving the course. The credit will be transferred to every learner enrolled in the accounts. The university is planning to open these accounts as soon as possible.</p>
<p>3. Skill development:</p>	<p>The university offers Skill and Vocationally related courses at semester and programme. The emphasis on research-related skills evolved in the 3rd / 4th semester at the PG level and the 5th/6th semester at the UG level. Some departments offer skill development courses at the University-wide level too. Skill and vocational courses are offered through offline and online modes. We have associated with National Skill Development Corporation to facilitate these courses and create a unified platform for learners and their certification. The engagements had been to engage the services of experts to provide skills through workshops. We are planning to maintain high standards for skill training. Number of departments have already been running number of skill-based courses as part of their curriculum.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Every programme and course have been re-aligned to the lines of the Indian knowledge system. Most of the courses have specific one unit (02 credit) to the Indian perspective in that discipline. The Indian Knowledge System as a course is offered at the Department and University level too to help the</p>

	<p>learners to develop constitutional, humanistic, ethical and universal human values of truth. The paper on the Indian Knowledge system is offered at PhD level across the departments of the University. The Indian Languages, Indian ancient traditional knowledge, Indian arts and Indian culture has been specifically focused on in these courses. The institution plans to organize workshops at regular intervals about the Indian Knowledge System.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Every course content carries a mapping pertaining to Course Outcomes (CO) and Programme Outcomes (PO) which sees the feasibility, implementation and outcome of the objectives envisaged while the preparation of the course and programme. We have already started to redesign the curriculum from pre-existing conventional curriculum to make it more focused and goal oriented and to promote high order thinking skills among the learners. Every pedagogical approach is focused on goals. The institution organizes workshops to acquaint faculty for outcome-based education.</p>
<p>6. Distance education/online education:</p>	<p>The University has made it mandatory that the ten percent of the syllabus must be taught online for which expert selection/ initiation is the responsibility of the respective teacher. To cater the need of online courses, the University has provided tablets to each department at HOS level and professor so that the requirement of online teaching can be achieved by each department especially where mathematical relation, diagrams and some empirical relationships are needed to be drawn or derived. The university does not offer any programme through online mode but in immediate future there will be different distance education programmes accessible to the learners. The university is in communication with other agencies of online education like SWAYAM etc. The university has floated number of valued added certificate or diploma courses from these years in dual mode (online and offline teaching). The university will also provide online vocational courses. The university is already in collaboration with other national institutions. Teachers used pre-recorded video lectures and flipped classroom approaches to create atmosphere for online learning at every department.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The University has electoral Literacy club to engage students for sensitization on the electoral rights and process of registration and voting. The University has nominated three teachers as coordinators for each campus and the student's coordinator one for each campus. The main idea of having this club is to generate awareness among students on the electoral process, provoking them to think and ask questions related to electoral methods, and strengthening the culture of electoral participation among youth and future voters including the nearby communities.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the Dean student's welfare office issued such a notification way back, considering the Vidhan Sabha election in the state to make students aware of the electoral process.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Department of Political Science offers a "Leadership Skills" course to first-year postgraduate students. The course's primary goal is to give students who are interested in a career in politics the fundamental leadership qualities they need. The fundamental organizational principles of political institutions, from the Gram Sabha to Parliament, are covered in this course. The course prepares the students for fundamental leadership skills. They are given instructions on how to bring up concerns in the legislature, create detailed project reports for development initiatives. Students must attend the proceedings of Gram Sabha, Block/Zila Panchayats, and the state legislative assembly to understand how they work. Aside from that, students from the Department visit the local Gram Panchayats on a regular basis to raise awareness about the government's various policies and programmes. Even meetings with local Sarpanchs/Pradhans were scheduled to teach them about their rights and to provide them with advice on how to bring their local issues to the attention of the district administration or the state government.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in</p>	<p>In September 2022, our staff and students went to the Sanout Gram Sabha meeting, and following the meeting, they advised local citizens to register for the voter list, if they had not already done so. They paid special attention to young people who have recently</p>

<p>electoral processes, etc.</p>	<p>turned 18 and are now eligible to vote. During the recent state legislative Assembly elections in 2022, students from the department launched a 100% voting awareness campaign. During this campaign, our students visited voters in the local town and adjacent villages and encouraged them to vote 100%. The Department's students conducted a post-poll study of the Himachal Pradesh Assembly Elections in December 2022. The goal of this study was to identify the major predictors of voting behaviour in the state. For this study, our 40 students collected data from the state's different assembly constituencies. The Centre for the Study of Developing Societies (CSDS), New Delhi provided technical and financial support for this study. The "Hindu" Newspaper subsequently reported the study's conclusions. The link of the published report is: https://www.thehindu.com/elections/himachal-pradesh-assembly/himachal-pradesh-assembly-elections-2022-csds-lokniti-post-election-survey/article66249448.ece</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The efforts of the ELC club in association with state election commission members allow us to register all students from the University campus and nearby college.</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
34	33	30	26	26
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 24

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1560	1448	1344	1273	1205
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
549	601	547	542	435
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the University examination year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2939	2634	2453	2295	2141
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during the last 5 years**

2021-22	2020-21	2019-20	2018-19	2017-18
125	45	250	377	394

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
972	794	658	633	585
File Description		Document		
Institutional data in prescribed format		View Document		

3.2**Number of full time teachers year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
151	126	130	75	74
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
220	220	205	188	188
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
9380	8417	8140	9728	9642
File Description		Document		
Institutional data in prescribed format		View Document		

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
635	603	565	412	412
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 36****4.4****Total number of computers in the campus for academic purpose****Response: 420**

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
1711.10	872.32	922.75	926.31	767.09

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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.

Response:

The Central University of Himachal Pradesh has adopted the best national/international practices to become a world-class teaching-cum-research university. It has fostered collaborative partnerships with institutions of excellence nationally and internationally. The global developmental needs are catered to through either a dedicated course or a module in courses in every program. The students are further prepared to become global citizens by interacting with people of international repute through guest lectures and workshops. The University ensures high-quality education by developing creative courses, curriculum, and academic rigour in content formation, duly addressing local, regional, national and global needs. The aim is to shape ideas and foster innovation; it continues to serve the nation through quality teaching and research by producing competent, skilled and sensitive human resources to meet new and emerging challenges of contemporary society. It offers highly acclaimed academic programmes with well-structured curricula incorporating existing knowledge and interdisciplinary learning with a thrust on finding solutions to real-life problems in line with NEP 2020. All academic industries and global benchmarks are also considered for analysing real-life situations focusing on skill requirements/employability and entrepreneurship. 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. The curriculum of each subject is designed as per CBCS systems. Timely revision of syllabi and introduction of new courses enables the University to remain in sync with local to global course content and curriculum trends. Through programs like MFA (Kangra Painting and Sculpture), Social Works etc. it caters to local needs. The university has linkages with a number of NGOs and has adopted 10 villages for carrying out its extension activities. 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. All the programs of the University have national relevance through content and delivery. It strictly complies with and adheres to national and international policies. It has implemented NEP-2020 since 2022 with multiple exits & multiple entry and the Transfer of Academic Bank of Credits. The university is registered with NAD and ILMS. It runs courses in yoga & meditation, Skill Development and human-making courses and has a Centre too on Indian Knowledge System as recommended under NEP-2020 called Bhartiya Panth and Matt Sampraday & Semitic Religions.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2

Percentage of Programmes where syllabus revision was carried out during the last five years.

Response:

1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 31

1.1.2.2 Number of all Programmes offered by the institution during the last five years.

Response: 34

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Link for additional information	View Document

1.1.3

Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response:

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
875	769	640	619	580

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response:

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 795

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 3642

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document

1.2.2

Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response:

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 34

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

The Central University of Himachal Pradesh strongly believes in inculcation of human and social values, professional ethics, gender equality, professional ethics, promotion of environmental conservation and sustainable development. It endeavors to meet the new and emerging challenges of an ever-changing society, economy and polity by nurturing engaged citizens, scholars and professionals of high caliber, who are willing and able to participate in developing and offering sustainable solutions to a broad range of issues. Upholding the commitment of the University to provide gender neutral environment, a Women Empowerment Cell is functioning in the University to empower the female students and staff members and enlighten them with their rights and duties. In addition, the University has introduced some courses related to feminist issues in various UG and PG programmes of Study *Gender Studies, Social Structure & Institutions, Feminist Theories, Gender and Development, Gendering History in India, Gender Sensitization, Gender and Health, and Gender and Religion*, etc. The University has engaged students in mandatory courses like *Human Values & Professional Ethics, Human Making, and Universal Human Values: Understanding Harmony, Understanding Tourism Ethics, Values and Ethics in Business, Biosafety, Bioethics & Biodiversity, Ethics and CSR*, etc. The University also focuses on the inculcation of human values among the students through courses such as *Indian Knowledge System, Value Based Education, Value and Peace Education, Eminent Ancient and Medieval Philosophers and Yogis of India, Principle Upanishads, Gita and Yogavashishtha*, etc. The department of Sanskrit offers many courses based on human values. Such courses have been introduced to inculcate values, ethics and socially responsible qualities in the students. In order to sensitize students about the environment and sustainability issues, the department of environmental sciences have interdisciplinary course for all departments for environmental sensitization. Workshops and seminars on various aspects of environment sustainability are organized periodically. A compulsory core course on *Environment Studies* is included in all UG programmes. Earth Day and Water Day, are celebrated annually in which students participate actively. University has started PG and research programmes in Environment Sciences with a focus on environment. It also has a well-developed nursery maintained by the department of Environmental Sciences. The university has introduced many new programmes offering certificate and certain Value Added diploma courses. The Department of Physics and Material Sciences is offering courses on *Physics Astronomical Science, Computer (Python) Programming in Astrophysical Data Sciences, Artificial Intelligence Machine learning and Data Mining* by Bio-informatics and Computer Sciences departments. The Animal Sciences department offers entrepreneur rich course like, *Bee keeping and Silk Worm*

Production, Aquaculture, Integrated Pest Management in Agriculture and Plant Sciences department offers courses on *Mushroom Cultivation* considering local needs. As the hilly region of the State is prone to natural hazards, the Department of Environmental Sciences focuses on understanding natural hazards, climate changes and culture of Three-R. “Vocal for Local” motto is sincerely followed in research ventures in the University. The Fine Arts Department provides students an opportunity to flourish as artists and create meaningful connections with our community.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document

1.3.2

Number of value-added courses for imparting transferable and life skills offered during last five years.

Response:

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 193

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3

Average Percentage of students enrolled in the courses under 1.3.2 above.

Response:

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
1560	1448	745	540	1205

1.3.4

Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response:

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 656

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

1.4 Feedback System**1.4.1**

Structured feedback for design and review of syllabus – semester-wise / year-wise is received from

1) Students, 2) Teachers, 3) Employers,

4) Alumni

Response:

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2

Feedback processes of the institution may be classified as follows:

Response:

File Description	Document
URL for feedback report	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Demand Ratio (Average of last five years)

Response:

2.1.1.1 Number of seats available year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1144	1093	1023	810	810

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

2.1.2

Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years

(Excluding Supernumerary Seats)

Response:

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
440	376	378	318	334

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The Central University of Himachal Pradesh's strive to educate a privileged student with a diverse background with limited resources of education in the State has obligated us to make provisions to devise graded student assessments and adopt remedial courses for assisting students in every department/centre. The University ordinance has made it mandatory for continuous internal evaluation of students, comprising written tests, assignments, presentations, seminars, tutorials, mid-term papers etc., giving autonomy to the departments/centres to provide options for aiding weak students. To identify the slow and advanced learners in the respective Programmes of Studies, the periodic performance of every student is evaluated by analysing the students' learning capabilities in the classroom, viz. attention, tests, presentations, assignments, tutorials, out-of-class interactions; and in similar other curricular and co-curricular activities. After that, need-based specific teaching-learning methodologies; and Individual-centric Approaches are implemented by respective teachers in the concerned programme of studies. Some departments/centres have consultation hours (non-credited) as part of the regular timetable to consult with teachers.

The following methods are adopted to assess the learning level of students:

1. The newly admitted students are sensitised about the course curriculum in the induction programmes by respective departments and the Dean of Students' welfare.
2. For slow learners, special remedial classes are organised throughout the semester, in addition to tutorials and counselling, which help them to catch up with others. They are urged to participate in various curricular and co-curricular forums like seminars, conferences, and lectures, as well as other literary events, cultural events, and various club activities in art, dance, theatre, music, and other domains performing arts organised from time to time.
3. Special classes are conducted to prepare the students to qualify for competitive examinations like Civil Services, SET/NET/JRF/GATE/TOFEL/GRE, etc. The University has set up Dr Bhimrao Ambedkar Center for Excellence (DACE) to cater to the demands of both slow and advanced learners for preparation for various competitive examinations conducted by the Government of India.
4. If needed, explanation and discussion are imparted to slow learners in their mother tongue. Further, extension/ expert lectures and capability enhancement programs are organised at the department/centre/ university level for the students' motivation, personality development, leadership training, and confidence-building.
5. Advanced learners are encouraged to take up research projects and publish research papers through the unique 'Research Promotion Scheme'. They are encouraged to present their ideas and findings at regional, national and international conferences and workshops.
6. Looking at most students from rural areas, a language laboratory is put in place to improve their linguistic aspects.
7. Students are also provided with an option of online feedback about curriculum and teacher

evaluation so that suitable improvements can be made; their suggestions are discussed in the departmental meeting and implemented during the board of studies

8. Employability Assessment of the advanced learners is taken up through professional agencies and different personality development programmes.
9. The achievements of the Slow and Advanced Learners are facilitated in various celebratory functions organised by the departments and the University.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response:

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

To enhance the learning experience and holistic development of the students, the University has adopted an interdisciplinary approach to its teaching-learning process. The focus of the teaching-learning process in the University is to integrate theoretical knowledge with practical training. To achieve these objectives and facilitate interactive learning, diverse pedagogical methods such as activity-based learning, use of adaptive language, case studies-based teaching, skill enhancement workshops, laboratory-based learning, internships and presentations, use of audio-visuals and other ICT-based methods are used in making teaching-learning interesting. Under participative learning, extensive use of group discussion, open dialogue with teachers, and team assignments are used extensively.

The students of the University learn through *Experiential Learning* methods like live field projects, workshops, simulations, prototyping, global immersions, case studies, seminars, industry interface, guest lectures and mentoring etc. Visits to industrial plants during summer placements give them a chance to learn through the practical knowledge base. They are exposed to Software training, software-based education under the development of ICT methodologies in Multimedia laboratories, etc. Campaign

designing, heritage walks, art exhibitions, live demonstrations in science subjects, leadership development programme, youth leadership training programmes, personality development workshops, live demonstrations of stock markets, and newsletter designing methods have been used to provide experiential learning to the students. The department of Computational Biology and Bioinformatics has computer-aided teaching learning and every student and scholar is aided with a workstation to run a computation program related to genomic sequencing drug designing, etc. Provision is made to regularly update UG/PG and Research labs to provide the latest experimental setup to the students to improve their experimental skills and learning. Central Instrumentation Facility, a well-equipped laboratory with advanced equipment related to physical, chemical and biosciences and Environmental Sciences to facilitate all science students for hands-on learning. There are courses with emphasis on field studies/fieldwork that enables students to apply theoretical knowledge. In courses of fine arts and mass communication/journalism, students articulate their views through videography, posters, cartoons, photographs and multimedia presentations. OER and MOOCs courses are extensively used by the faculty to enhance the learning experience of the students. Besides, subject-specific WhatsApp groups, students' groups, and mentoring groups have been formed to ensure easy access to faculty. Departmental societies and subject-specific clubs have been formed which organize various academic and extension activities on a routine basis that offers experiential learning platforms to the students.

In **Participative Learning**, students are required to give Individual and group presentations in the classrooms. They are involved in ongoing research projects. Besides dissertations, most of the students obtain and analyse acquired data, prepare term papers /technical writing up etc. Such training helps them in conceptualizing projects, developing hypothesis and experimental designs, performing experiments, troubleshooting, interpreting results, writing project reports and presenting results in seminars/conferences.

For **Problem-solving** situations, all departments create varied methods for the students to acquaint them with certain techniques, viz. classroom lectures, tutorials, practicals and assignments, Business case studies, Mentoring classes, Survey based fieldwork & Projects and Coaching classes.

File Description	Document
Upload any additional information	View Document
Link for Additional Information	View Document

2.3.2

Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

For effective and interactive teaching-learning in a globally competitive environment, the University uses the full range of ICT tools. To improve knowledge generation and sharing, the use of ICT tools has been made an integral part of the teaching-learning process since the very beginning of the University. Further, to ensure the participative learning and engagement of the students in the teaching-learning process, the

University has been effectively deploying state-of-the-art ICT-enabled teaching and learning tools for furthering Teaching and Learning processes. Overhead projectors, PowerPoint presentations, and white/smart boards have been extensively used to enhance the learning experience of the students in the University. The campuses have been connected with NKN National Knowledge Network I (NKN) with a capacity of 1 GBPS speed with *Wifi* Connectivity/ Select applications like University Portal, Library Management System (LMS), *Samarth*, which have been implemented through Cloud-based Management. The use of these tools in teaching has promoted conceptual understanding and engagement in the discussion about difficult concepts with the students, especially through the display of simulations in computation-related courses. The departments have been enriched with graphic design tablets during COvid-19 to ensure writing formulae, chemical equations and other graphical matter for the understanding of students and make teaching better under covid-19 environment. The Covid-19 pandemic crisis has accelerated the usage of ICT tools (like laptops, tablets, graphical design tablets etc.) in the teaching-learning process of the University. During the academic sessions 2020-21, the physical classes in the University have been replaced by online live/ recorded classes at home.

ICT tools have become an integral part of teaching-learning process in the University. Flipped classroom model is an innovative model of teaching-learning in the University. Submission of assignments through online platforms like *google* classroom is being promoted in the teaching-learning process of the University to provide academic freedom and self-paced learning to the students. The central library has introduced Cloud Based Library Management System (Koha 22.01, Open Source Based Software). All the Library operations are managed through this Cloud Based LMS. The University is also digitized; and registered with Learning Management Service (LMS) offered by *Inflibnet*- an online platform through which teachers can take an online class and provide reading and research material to students, assignments etc.; and provide learning content derived from e- PG pathshala.

In addition, to ensure participative learning and engagement of the students in the teaching-learning process, certain other ICT Digital facilities used by the faculty of the university are as follows:

- Overhead projectors for making PowerPoint presentations, Ted talks
- WhatsApp groups to ensure 24*7 access to teaching learning material
- Zoom, Webex and Google meetings for Classes
- UNWTO statistics
- SWAYAM platforms
- Inflibnet and SodhGanga
- Online Management Games
- MIT Courseware
- Microsoft Team
- Online Coding Platforms (Hacker Rank, Geeks)
- NEPTTEL, Coursera, Udemy, Edx, etc.)
- Flipped Classroom

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3

Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response:

2.3.3.1 Number of mentors ?????????????? ????????

Response: 151

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality**2.4.1**

Average percentage of full time teachers against sanctioned posts during the last five years

Response:

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2

Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

Response:

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
134	112	116	66	65

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3

Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response:

2.4.3.1 Total experience of full-time teachers

Response: 730.87

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document
Any additional information	View Document

2.4.4

Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response:

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
17	5	9	9	8

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response:

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
52.4	114.6	79.9	77.94	74.5

File Description

Document

List of Programmes and date of last semester and date of declaration of results

[View Document](#)

2.5.2

Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response:

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
125	45	250	377	394

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

2.5.3

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

Response:

The Central University has integrated IT into the admission and examination procedure through ERP Portal in place which has been offered by the Ministry of Education named *Samarth* software. It has implemented this portal for the entrance examination, admission form submission, fee collection, and course selection through its academic portal (Central University of Himachal Admission 2022 (samarth.edu.in)). The Office of the Controller of Examinations integrated Information Technology in the management of the Examination System which has brought efficiency, transparency, and time-saving and guarantees ease to all stakeholders through its dedicated web portal with login facility (Samarth eGov) for faculty, students and concerned officers. With an increasing number of students and new course structures like CBCS, IT automation was quite important to overcome new challenges for the examination office. Marks entry, Grade, Percentage and Cumulative Grade Point Average (CGPA), preparation and analysis of results have been 100% automated.

The University has MoU with NSDL/CDSL for uploading certificates on NAD portal for repository. Now all data is also available on National Academic Depository (NAD). Automation has extended access with equity to the programmes on offer in far-flung areas of the country via e-prospectus, e-application forms, entrance test syllabi, admit card, examination date sheets, results and other notifications. As a result, the University has acquired large data of applicants together with academic performance, as input for further planning and development of various academic practices that may be adopted. The initiatives/steps taken by the controller of examinations in this direction includes Online hosting of e-brochure, entrance test syllabi, sample test papers, and answer keys for entrance exams. Online payment facility for admission fees, exam fees, duplicate mark sheets, attestation/ verification of mark sheets, degrees and transcripts via a secured payment gateway.

Application forms are filled in online for compartmental examination and for re-evaluation of results. Reviewers are provided soft copies of the thesis for evaluation to save time and money. All administrative work related to entrance tests for all courses are administered online. Entrance tests are conducted offline at centres across the country. The Central University of Himachal Pradesh has a decentralized assessment system where internal examination (20% weightage) is being conducted by the respective departments after a common date sheet is issued by the controller of examination. The Continuous Internal Assessment with 20% weightage (by way of presentations, quiz tests, assignments field visits reports and presentations) evaluation is also being done at the departmental level and the final external examination (60% weightage) system is being conducted by the Controller of Examinations at the central level with the complete check on malpractices in end term examination.

The Student-Faculty Committees and course evaluation forms serve to channel student grievances and reinforce faculty accountability to students while ensuring effective handling of the issues of transparency and relevance. A Standing Committee Student Affairs and a Proctoral Committee deal with issues of indiscipline or violation of academic norms.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Link for additional information	View Document

2.5.4

Status of automation of Examination division along with approved Examination Manual

Response:

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Yes, it has been stated in the website, notice boards, and during induction programs at the onset of each session. Each department provides information to students during the induction session on programme-specific outcomes, programme outcomes and course outcomes of each course. Further these information is also displayed on each departmental noticeboard. Having clear learning on outcomes and graduate attributes t the students also raise a lot of creative questions about their career prospects. The information provides a roadmap for students and helps to ensure that they are receiving a well-rounded education that

prepares them for the challenges they will face in their future careers and personal lives. When learning outcomes and graduate attributes are integrated into the assessment process, it helps to ensure that students are evaluated on their ability to meet these goals and that their progress towards these goals is tracked and monitored. This can also help to promote a culture of continuous improvement, as the institution works to continuously refine and improve its educational offerings based on the assessment results. Widely publicizing these learning outcomes and graduate attributes through website, notice boards and general interaction with students during the induction programme, through the website and other documents like providing course content in classrooms can help to ensure that students, faculty, and other stakeholders are aware of these goals and are working together to achieve them. This transparency can also help to build trust and accountability, as students and their families can see the concrete goals that the institution is working towards, and can hold the institution accountable for achieving these goals. Overall, having clear learning outcomes and graduate attributes, and integrating these goals into the assessment process, can play a key role in helping institutions to provide high-quality education that prepares students for success in the world beyond the classroom. The Course Outcomes (COs) contribute to the realization of the Program Outcomes (POs) and the Program Specific Outcomes (PSOs). Such a set of COs and associated sets of courses help in realizing the program outcomes of various programs offered by the Central University of Himachal Pradesh.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

2.6.2

Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

The University mainly offers a PG program in 24 subjects and an Undergraduate program in 04 subjects and five P.G. diplomas and a research degree program. Its courses are so designed to allow students to have analytical thinking, interpretational skills, decision-making, interpersonal and leadership skills, behavioural change, opportunities for personal development, and creative thinking. The program-specific outcomes (PSOs), program outcomes (POs) and course outcomes (COs) are evaluated by the University and the same is communicated in a formal discussion in the classrooms with the students. The program/course learning outcomes along with detailed syllabi of the programs offered by the department are posted and regularly updated on the respective web pages of the departments on the university website. The University has developed several additional tools to assess the attainment of intended outcomes of courses such as unit tests, quiz tests, assignments, presentations by students on the topic given by respective teachers, awards etc. and the final examination which is purely external in nature. The University has developed several additional tools to assess the attainment of intended outcomes of courses such as Examination results, Internships and Placements, and Student achievements viz. awards,

fellowships, scholarships etc.

After measuring the attainment of POs, PSOs and COs, it has been observed that the strength of the students as well as the passing percentage of the students is increasing progressively. Further, their qualifying percentage in NET and JRF examinations too has increased exponentially. Besides, students' progression to higher studies i.e. from UG to PG and then to PhD seems to be increasing consistently and rapidly in the last five years. In a similar way, the ratio of students' placement is also increasing. In addition, it ascertains feedback from many stakeholders in this respect and tries to take necessary steps accordingly. Subsequently, the university has taken care of the attainment to measure the POs, PSOs and COs and implemented the mechanism by following certain measures, viz. adherence to the University academic calendar; regular evaluation of results by internal examiners; feedback from stakeholders; placement cell etc. The results of students themselves reflect the attainment of all these levels of students. One of the immediate outcome attainments is the outcome of results which is above 90%. (CENTRAL UNIVERSITY OF HIMACHAL PRADESH (cuhimachal.ac.in)

The professional courses are designed with outcomes focused on students' gaining in-depth knowledge in the field with possible interdisciplinary/transdisciplinary or cross-domain perspectives and capacity building for creativity, innovation, skill enhancement and employability. The focus is also to improve analytical and problem-solving competencies and decision-making capabilities by utilizing personal/IT skills. The program Humanities and Languages stream specifically focuses on improving interpersonal Skills, communication competence, emotional intelligence, team/independent work capability; team/collaboration skills; time management and leadership qualities. The majority of the courses have been designed to encourage job/entrepreneurial capabilities, together with inculcating integrity, honesty, and cross-cultural understanding of diversity through values of inclusion, responsibility and ethics. These play a critical role in producing a good human being and Nation building.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

2.6.3

Pass Percentage of students(Data for the latest completed academic year)

Response:

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 549

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 620

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document
Link fo any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The University was established in 2010, and the first batch was started in 2011, thereafter the University has been increasing research facility in different departments of the University. The department of Physical and Astronomical Sciences and Environmental Sciences initially established their basic labs, and in 2013 both labs were equipped with computerization experiments for classical mechanics, electromagnetism, optics and classical dynamics labs, fully-equipped analog and digital electronics labs, modern physics, and nuclear physics laboratory equipment. And environmental Sciences departments have purchased instruments like Ion Chromatography, High-Performance Liquid Chromatography (HPLC), IR spectrophotometers, handheld XRF, gas chromatography, flame photometry, etc. The department has a Remote sensing GIS lab with ten licensed software of GIS and Erdas for image processing with ten computers independently, ten GPS units for learning surveying techniques, geophysical instruments for training students in seismic reflection and refraction techniques, and research activities in earthquake studies and subsurface utility systems. The department has a Brunton Compass, a Radiometer, and other surveying instruments for student training and landslide investigations. Thereafter the environmental sciences departments equipped their lab with geophysical tools like Micro tremor systems and Multichannel analysis of surface waves equipment for site characterization and GC mass spectrophotometer and Tube furnace. Presently the departments are also purchasing electrochemical workstations for Nanosciences studies. The Physical and Astronomical Sciences have entered an MOU with Inter-university for Astronomy and Astrophysics to establish a centre for Astronomy Research and Development (ICARD). They will launch a telescope in association with ISRO which will be a significant faculty for the departments and children for their education. Now the chemistry department has equipped their lab with UV-Visible spectrometers, one incubator shaker, two weighing balances and a complete wet chemical lab. The department of life Sciences, which was established in 2017, has equipped its lab with dissecting microscopes, a Milli Q water purification system, an autoclave, a calorimeter, a digital dissolved oxygen meter Elisa plate reader, a hot oven and all small equipment related to the Zoological and botanical practical training of students including models of plants and animal. The Zoology lab is also equipped with an Animal House and Botanical Garden. Library sciences departments have equipped its computer lab for providing training to students in library automation (KOHA), web designing software (Jumla and Drupal) and digital library software (Dspace). The library is facilitated and equipped taken ten initiatives. The Centre for Computational Biology has equipped its classrooms with 30 computers for hands-on training of students in computational biology subject. Apart from these, researchers have been provided fifteen workstations for drug designing and other computational work.

Further, the environmental Sciences departments have also equipped their faculty with six workstations for high-end computational work. Therefore the University has been increasing its research facility from time to time. The media lab is also equipped with state-of-the-art animation and video recording instruments.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2

The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response:

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
38.32	13.56	37.50	48.85	23.15

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response:

3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
13	16	8	4	4

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document

3.1.4

Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response:

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
144	168	36	65	51

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5

Institution has the following facilities to support research

- 1. Central Instrumentation Centre**
- 2. Animal House/Green House**
- 3. Museum**
- 4. Media laboratory/Studios**
- 5. Business Lab**
- 6. Research/Statistical Databases**
- 7. Mootcourt**
- 8. Theatre**
- 9. Art Gallery**
- 10. Any other facility to support research**

Response:

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Upload any additional information	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6

Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response:

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

Response: 6

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research**3.2.1**

Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response:

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
38.72	74	31.56	30.86	29.23

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2

Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response:

3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
208.67	231	144	77	93.28

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

3.2.3

Number of research projects per teacher funded by government and non-government agencies during the last five years

Response:

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 54

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 111

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste Link for the funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

The eco-system for encouraging innovations and inspiring prototype development that could be incubated to create successful startups has been made systematically in the university. The following centres/councils have been set up and operationalised with specific goals to achieve the desired outcomes from research and teaching:

1. Institution Innovation Council (IIC)

- i. Identify local problems in the society
- ii. Build a team of experts from various disciplines to explore solution space for identified problems
- iii. Setup teams for a multi-pronged approach to solving the problem
- iv. Come up with an innovation that addresses the issue

2. University-Industry Interface (UIC)

- i. Interact with experts from the industry
- ii. Identify mutual areas of interest to work towards the betterment of the products and services
- iii. Create vocational courses to be designed, developed, accredited and implemented towards achieving NEP-2020 goals
- iv. Execute research projects collectively by utilising the expertise of both the parties

3. Open Educational Resources (OER)

- i. Create educational content consisting of teaching, learning and research materials in any medium,

digital or otherwise, that lie in the public domain

- ii. Release under an open license that permits no-cost access, use, and adaptation
- iii. Redistribution by others with no or limited restrictions.

4. Massive Open Online Courses (MOOCs) Cells

- i. Create courses using four quadrant approach as per standards mandated by UGC guidelines
- ii. Manage courses from in-house servers
- iii. Deploy courses on the SWAYAM platform to encourage faculty and students to enhance their capabilities for creating and transferring knowledge.

5. Centre for Entrepreneurship & Innovation:

- i. How to come up with an idea for an enterprise by researching the market needs and finding innovative solutions
- ii. How to develop expertise for running the enterprise:
 - (a) Management Skills: HR, Leadership, Business organisations
 - (b) Marketing Skills: Supply chain, digital domain expertise, advertising
 - (c) Accounting and Finance Skills: product pricing, investment, and insurance,
- iii. How to set up one's Enterprise: legal and administrative process, tie-ups with various vendors who will supply the raw material and other products, approaching various financiers, and building the team with clear assignment of roles.

6. University Patent Cell

- i. Create appropriate content for the ideas and innovations to be ready for patenting
- ii. Apply for national and international patents through proper procedure
- iii. Follow the process to ensure successful patents for the stakeholders

7 Deen Dayal Upadhyaya Kendra:

- i. To provide knowledge and skills relating to a profession, so they are ready for work.
- ii. To integrate NSQF with graduation to enhance the employability of the graduates by meeting industry requirements.

8. Udhav Kendra: Incubation Centre

- i. To promote new technology/innovation-based startups.
- ii. To enhance domain knowledge/skills to develop innovative products /services
- iii. To build a vibrant startup ecosystem by establishing a network between academia, financial institutions, industries, and other institutes.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2

Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response:

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
34	41	33	31	15

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.3

Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response:

3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	02

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response:

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document
Any additional information	View Document

3.4.2

The institution provides incentives to teachers who receive state, national and international recognitions/awards

- 1. Commendation and monetary incentive at a University function**
- 2. Commendation and medal at a University function**

3. Certificate of honor**4. Announcement in the Newsletter / website****Response:**

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document

3.4.3**Number of Patents published / awarded during the last five years.****Response:****3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
8	2	2	1	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.4**Number of Ph.D's awarded per teacher during the last five years.****Response:****3.4.4.1 How many Ph.D's are awarded within last five years.**

Response: 104

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 77

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5

Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response:

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
196	267	175	115	234

File Description	Document
Institutional data in prescribed format	View Document

3.4.6

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response:

3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
141	39	45	53	48

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.7

E-content is developed by teachers :

- 1.For e-PG-Pathshala**
- 2.For CEC (Under Graduate)**
- 3.For SWAYAM**
- 4.For other MOOCs platform**
- 5.Any other Government Initiatives**
- 6.For Institutional LMS**

Response:

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document

3.4.8

Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response:

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.9

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response:

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1

Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

The University has consultancy rules and regulations for sharing revenue between the Institution and the individual. The university's executive council approved the rules on 28.4.2017 during the 27th meeting of the executive council. The consultancy rules are already loaded on the website. Under these rules, the number of consultancies has promoted a number of faculty members to attract consultancies. The university had attacked consultancy to the tune of Rs 3400000 in the last five yrs, and now a lot of departments like social work, environmental sciences and botany, and zoology are attracting consultancies from various government and non-government organisations.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2

Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response:

3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
3.54	0	0	0	30.62

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1

Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

The Central University of Himachal Pradesh, through its students, faculty and staff, has conducted various extension activities in the neighbouring villages in all three campuses at Dharamshala, Shahpur and Dehra.

The University has adopted five villages under *Unnat Bharat Abhiyaan* and taken several initiatives such as improving health, sanitation and sensitising people about their rights and duties. It organises awareness drives viz. Anti-tobacco Day awareness, drive against Drug Addiction and making drug-free in and around the campus by involving its students in all such activities. The social sciences department has offered courses on Drug Abuse and has organised several workshops in coordination with national and international organisations. The Social Sciences students have also been involved in Pulse Polio Program in association with WHO and state medical authorities.

Various kinds of activities with a participatory approach involving villages, community, students and faculty were conducted in collaboration with NSS units, NDRF, DYSSO (Department of Youth Services and Sports Office), local NGOs, educational institutions, schools, Agriculture University, Doordarshan, Community Radio, Panchayati Raj Institutions, WHO etc.

A range of activities was conducted under *Ek Bharat Shrestha Bharat*, viz. Health & Sanitation; Gender-based Programmes; and Environment & its Conservation.

Ek Bharat Shrestha Bharat

1. Ekta March
2. Student and faculty exchange under *Ek Bharat Shreshth Bharat*
3. Competition and Awareness generation drive under Ek Bharat Shreshth Bharat
4. Observation of various International Days

5 Agriculture-related awareness and skill development programmes on mushroom cultivation, aquaculture, fisheries, entrepreneurship development

6. District Youth Leadership Training Programme

Health and Sanitation

1. Awareness drive about substance and drug abuse

2. Awareness campaigns related to the Pulse Polio program

3. Sanitation drive including distribution of toilets for making villages Free of Open Defecation(FOD)

4. Activities on waste management in collaboration with local NGOs at Dharamshala, Dehra and Shahpur

5. Health awareness related to tick-borne diseases, COVID-19 Related Activities

6. Distribution of food to migrant labourers and vulnerable groups

7. Production and distribution of face-masks

8. Tele-counselling

9. Celebration of International Yoga Day

10. Yoga Camps for the elderly and children

11. Sports Activities for awareness under this Abhiyan

Gender-based Programmes

1. Awareness of workplace harassment

2. Gender sensitization

Environment and Conservation

1. Tree plantation in surrounding villages in collaboration with Forest Department

2. Environmental awareness in collaboration with Panchayati Raj institutions

3. Water and forest conservation

4. Awareness and intervention programs related to the ban on single-use plastics

5. Cleanliness drives

6. Beautification of public utilities

7. Cleanliness drives

8. Annual Celebration and Observation of Swachhata Pakhwada

9. Awareness of disasters and disaster management

10. Disaster preparedness

These activities adopted the following strategies – camps, campaigns, rallies, nukkad natak, poster campaigns, wall painting, lectures, discussions, use of mass media, etc. During the covid-19 period, the University started an awareness campaign on universal vaccination in collaboration with WHO and organised health camps with local authorities and the Red Cross society.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.6.2

Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response:

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
19	10	1	3	1

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.6.3

Number of extension and outreach programs conducted by the institution through NSS/NCC,

Government and Government recognised bodies during the last five years**Response:****3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
26	49	18	11	19

File Description**Document**

Reports of the event organized

[View Document](#)

Institutional data in prescribed format

[View Document](#)**3.6.4****Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years****Response:****3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1560	1448	1344	1219	1205

File Description**Document**

Report of the event

[View Document](#)

Institutional data in prescribed format

[View Document](#)**3.7 Collaboration****3.7.1****Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:**

3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
223	325	146	100	85

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

3.7.2

Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response:

3.7.2.1 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
15	2	8	1	3

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The CUHP has four buildings for teaching-learning purposes with 51 classrooms, 18 labs, and 420 computing equipments. The majority of the classrooms are equipped with projectors and digital smart boards; and are large, airy, and can accommodate between 50 to 60 students.

The University has a server with 8 blades of a dual processor with 512 GB storage capacity of each blade and 64 GB RAM plates. The University Website has been hosted on Cloud with INFLIBNET and internet facility to 1GBPS connectivity through NKN.

There is a dedicated computer lab for performing computer simulations for all the courses, which run on Lin and other Free Open Sources Software such as PYTHON, and SCILAB.

New Media and Creative Writing is equipped with five Nikon D-19 digital cameras, 2 Panasonic-120 video cameras, two workstations, one audio console, etc.

Physics and Astronomical Sciences have three teaching labs and one research lab. The teaching labs are equipped with computerisation experiments for classical mechanics, electromagnetism, optics and classical dynamics labs, fully-equipped analog and digital electronics labs, and modern physics and nuclear physics laboratory equipment.

Chemical Sciences has a full-fledged teaching lab for performing experiments at both UG and PG levels. It is currently equipped with two UV-Visible spectrometers, one incubator shaker, two weighing balances and a complete wet chemical lab.

Earth and Environmental Sciences has both PG and Research labs used to carry out regular experiments and projects. The lab is equipped with wet and dry labs with instruments like Ion Chromatography, High-Performance Liquid Chromatography (HPLC), IR spectrophotometers, handheld XRF, gas chromatography, flame photometry, etc. The department has a Remote sensing GIS lab with ten licensed software of GIS and Erdas for image processing with ten computers independently, ten GPS units for learning surveying techniques, geophysical instruments for training students in seismic reflection and refraction techniques, and research activities in earthquake studies and subsurface utility systems. The department has a Brunton Compass, a Radiometer, and other surveying instruments for students' training and landslide investigations. There is a computer lab with 35 systems dedicated to the IT department. Similarly, Botany and zoology departments are well equipped with state-of-the-art instruments like Binocular Microscopes, incubator shakers, student microscopes, spectrophotometers, animal and plant models, and animals' labs with sufficient rats for experimentation.

Computational Biology and Bioinformatics has a dedicated lab with 15 high-end workstations for

performing simulations and computing systems for working in the class while attending a lecture on-solving issue.

Library Science has a computer lab for the students of library sciences with 15 systems running on UBUNTU, with open-source software such as Koha (library automation software), SOUL Vs 2.0 software for LMS, Dspace (Digital Library Hosting), etc.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2

The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

The Central University of Himachal Pradesh gives maximum impetus to the holistic development of the students and staff by providing various sporting activities. The University is located adjacent to the National Cricket Stadium and athlete track ground of the Sports Authority of India. Although the University does not have its own campus access to the theses ground provides enough support for students in their physical fitness and shows their excellence in support. Recently the University held a regional-level Net ball women's championship and zonal level Kho-Kho competition. Apart from these facilities, the University has big football cum volleyball ground at the Shahpur campus, Dehra campus and Dhauladhar campus.

The University has two good conferences cum cultural activity halls at the Shahpur campus with a capacity of 100 and 300 seats, a seminar hall at the Dhauladhar campus with a capacity of 100 seats and 600 seat auditoriums available to the University from Govt. College Dharamshala at every occasion. Seminar cum for all cultural activities and convocations are being organized in this auditorium.

The University has created and maintained sports facilities and infrastructure for co-curricular activities. The achievements of the students in multiple sports activities are an indication of the dedicated attention, which has been mainly promoted through the office of the Director of Sports since 2011. The director, of Sports, along with three nodal officers, one from each campus, plays a supervisory role in initiating, executing, coordinating, and supervising physical education, sports activities and programs that enhance general/specific interest in sports, which are conducted throughout the year.

Table Tennis facility and gymnasium facilities at boys Hostel and Gymnasium facility (separate fitness rooms are available in girls hostels) Snooker Room Waiting Lounge Conference Room Changing Rooms (Men & Women) Washrooms (Men & Women) Washrooms (Handicapped sports persons) with Jogging

Track adjacent to the University campus is available.

In order to create a vibrant cultural environment on the campus, the office of Dean Students' Welfare at Central University has established Clubs in each department to promote cultural activities.

Different departments have different clubs like Debating, Drama (Hindi/English), Literary Club Music Club, Business Club, and art club. As a part of the annual function Day Celebrations, several cultural activities are being organized by the students, which include stage performances, an exhibition of departments/centres displaying innovation, achievements, music performances and others. Moreover, several activities are conducted at the department/centre level, such as fresher's parties, welcome/farewell parties etc. Although during covid-19 time lots of restrictions have been imposed for such programs therefore a lot of activities could not be performed on a large scale. Even on different department days like earth day, biodiversity day, tourism day etc. students organise cultural activities, mehndi competitions and rangoli competitions etc.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3

Availability of general campus facilities and overall ambience

Response:

All the campuses are neat and clean and have a green environment with the perfect lawn in between the buildings at the Sharpur, the Dhauladhar campus and the Dehra campus, with beautiful flowering and in the north Dhauladhar range adding to the scenic beauty of the campuses. All the campuses have a beautiful ambience with Dhauladhar hills as the backdrop, alongside rich green foliage all around. The Sapt-Sindhu Parisar of the university has a soothing Beas River flowing nearby with the very chirping sound of birds and the presence of migratory birds.

NAME OF BUILDING	Locations	PLOT (approx)	AREA BUILT AREA (approx)	UP
VC SECRETARIAT	Dharamshala	650	300	
ADMINISTRATIVE BLOCK		1100	750	
DHAULADHAR PARISAR I		2800	2070	
DHAULADHAR PARISAR II		1200	900	

GIRLS HOSTEL		400	800
VC RESIDENCE-cum-Dharamshala		400	280
CAMP OFFICE			
SAPT SINDU Dehra		1400	1500
PARISAR I			
SAPT SINDU		512	1085
PARISAR II			
GIRLS HOSTEL		823	690
SHAHPUR ACADEMIC BLOCK	Shahpur	7700	3786
BOYS HOSTEL		3900	4200
Total areas of campuses		20885	16361

Every building has its seminar hall in which seminars, presentations, and special guest lectures are organised regularly. Each building has a library facility to cater to the needs of the departments present in that campus. Each campus has a beautiful cafeteria, and the Shahpur campus has an ATM Facility within the campus catering to the needs of the students residing in the nearby campus. The ATM facility at Dharamshala and Dehra is available close to the campuses. The inner ambience of all the campuses is designed quite aesthetically. Besides this, a 600-capacity auditorium is also available to the University for holding large conferences.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4

Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response:

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
380.47	326.86	184.56	278.59	188.74

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

The CUHP Library caters to the needs of the faculty members, student research scholars, and staff. Its collection comprises printed documents such as books, reports, theses, atlases, and back volumes of journals.

The digital library accessible 24 x 7 x 365, comprises of non-print collections including eBooks, eJournals and Thesis, project reports and other variety of resources and is accessible through remote access and EBSCO Mobile App.

CUHP Central Library is an institutional member of the Developing Library Network (DELNET), a National Informatics Centre (NIC) initiative for promoting and sharing resources across 5500 libraries across India and Asia through DELNET membership.

Institutional Membership of Information Library Network (INFLIBNET), an Inter-University Centre for University Grants Commission, platform eShodhSindhu has been utilised towards e Resources subscription, including offering centrally funded resources for the Central Universities.

The Central Library is an active partner with INFLIBNET and effectively utilises platforms such as SHODGANGA, SHODHGANGOTRI, VIDWAN, IRINS and is in the process of implementing SHODHCHAKRA, a research tool offering the complete life cycle for research and innovation activities at CUHP.

Integrated Library Management System (ILMS) Koha 22.01 version, an open source-based LMS, has been hosted on cloud-based with all the modules functioning such as acquisition, cataloguing, serials and dissemination of resources. This interactive ILMS has user interactive and social media integrated “Online Public Access Catalog” (OPAC) with My Account facility offering live access to the user accounts, including renewal, reservation and resources requisition system.

Through the Dynamic Library portal and integration of all the Digital Library Services, all the Library Resources and Services are accessible. This portal acts as Single Access Point to the Library, its services and resources.

The Central library has a rich collection of more than 36,000 texts as well as reference books, over 2.5 lac e-books, access to over 50 print journals and magazines and over 10,000 e-journals which include resources from leading International and National publishers.

For strengthening the research and innovation ecosystem at CUHP Library, the nodal center for the generation and issuance of Similarity Verification Certificates for PG and PhD related documents, including Phd Thesis and Dissertation by the deployment of TURNITIN and ORIGINAL Software. DSpace open source-based software for Institutional Repository and presence on a social media platform like Facebook is being implemented.

The library organisesutilising regular training and orientation programs towards effectively utilizing the vast range of resources being subscribed to by the library. Its continuous endeavour is to strengthen the research, innovation and development ecosystem and provide quality resources at CUHP.

Central Library is progressing towards implementing ISO 2001:2015 Certification and is committed to implementing ISO 21001 for educational institutions.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.2.2

Institution has access to the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response:

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3

Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response:

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
35.44	47.47	28.21	19.36	43.93

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Audited statements of accounts

[View Document](#)

4.2.4

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response:

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 528

File Description**Document**

Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)

[View Document](#)

4.3 IT Infrastructure**4.3.1**

Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response:

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 36

File Description	Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.3.2

Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

The university implements the IT Policy to ensure the legitimate and optimal use of IT resources.

The policy aims to facilitate safe, secure, effective, target-oriented, and lawful use based on the spirit of cooperation and sharing. This policy shall be applicable for the use of the university's digital information, electronic devices, computing devices, and network resources.

The policy regulates the use of ICT resources by all the university's stakeholders. It ensures that the IT facilities & information resources should be used appropriately and judiciously in compliance to the following Acts/Regulations: IT Act 2000, including all subsequent Amendments.

The E-mail Policy of the Government of India and any other policy or guidelines issued by the Government of India from time to time are duly followed in the University. Salient features of the IT Policy include the following:

- The virtual machines are made functional using different operating systems and can be used as computational resources for academic and research purposes. A blade server is used to provide login-based access to software within the Intranet and log storage.
- **Wifi Facility:** All the Central University of Himachal Pradesh campuses are connected to the 1Gbps link of NMEICT commissioned at Shahpur, District Kangra.
- **Email Services:** G-Suite for education product of Google is configured and implemented for providing domain (hpcu.ac.in) based email services to all university employees.
- Besides email services, various other services like Google Classroom, Google Meet, Jam board, etc., are used for online classroom teaching.
- The services of ERNET are also used for extending the support of nic.in to cuhimachal.ac.in domain-based email-ids.
- **Budgetary Provisions and Utilization:** Regular budget allocation of labour 350 lakhs under ICT has been allocated under Capital Assets OH 35, and the same has been utilised towards strengthening the ICT infrastructure at various campuses. The University is also transitioning towards implementing cloud-based solutions keeping the multiple locations of the University, and initiatives like the Library Management System, Digital Library System, and University Email and Website have been shifted to cloud-based services.

Expansion Plan:

The ICT Cell of the University is striving towards the ICT ecosystem at the CUHP.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.3**Student - Computer ratio (Data for the latest completed academic year)****Response:**

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.4**Available bandwidth of internet connection in the Institution (Leased line)****Response:**

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

Other Upload Files

1	View Document
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4.3.5**Institution has the following Facilities for e-content development**

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)

4. Mixing equipments and softwares for editing

Response:

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response:

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
451.55	308.63	425	385.98	302.94

File Description

Document

Institutional data in prescribed format

[View Document](#)

Audited statements of accounts

[View Document](#)

4.4.2

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The Central University of Himachal Pradesh has a well-framed infrastructure policy for proper maintenance and utilization of the physical, academic and support facilities. The responsibility for Provisioning and maintaining infrastructure is jointly shared by different authorities of the University. An annual audit and inventory of the facilities is undertaken for assessment and evaluation by the

physical verification committee through finance division and store and purchase section.

Physical Facilities:

- The seminar halls are well equipped with ACs, PA system, digital podium and projector, whiteboards and round tables with all seats around so that they can be utilized for staff meetings.
- The University has one hostel for boys and 02 hostels for girls to cater to student's need for separate accommodations. Further, special seats are reserved for the PhD Scholars.
- Annual Maintenance Contract (AMC) is arranged for air-conditioners, generators, Lab instruments and other equipment.
- Fire extinguishers and First Aid Kits are maintained regularly, and refilling is done before their date of expiry.
- The security of the campus is taken care of by the Security Guards 24 hours.
- Inventory of all the equipment, instruments, glassware, specimens, computing devices etc. is maintained by the respective Departments.

Academic Facilities:

All the laboratories including computer labs have log books in which the students have to make entries while entering and exiting along with recording the purpose. Even though the main lab equipment are set, the rest of the consumables and smaller items which need careful handling are issued by the lab assistants at the starting of the lab and are to be deposited back depending on the item. Permanent Stock Registers, Consumable Stock Registers and Logbooks in the laboratories are regularly maintained. Fine Arts Room houses the properties used for fine arts and cultural activities

Support Facilities:

The University has Gymnastic facility in both the hostels with snooker, badminton and volleyball grounds in Boys Hostel. The University has playground at Shahpur campus, Dhauladhar Campus for cricket, volleyball and football courts. The University arranges regular intra-university games to develop their games excellence. Director Sports ensures that adequate maintenance of the various sports facilities located across the campuses are maintained.

Wi-fi facility

All Wi-Fi users are controlled through cyber roam firewall. A programmer and technician are helping all the faculty members in computer related issues and wi-fi issues. The University has 1GPBS KNK facility and BSNL LAN network. All the campuses are wi-fi enabled. Two hardware technicians take care of the maintenance and service of the computers.

The library support-staff help in maintaining the books and other infrastructure in the Library. Damaged books are bound. Donated books have a separate corner in the library.

Canara Bank ATM has been installed in Shahpur campus.

Canteen facility in all three University campuses for the staff and students.

Transportation: Regular bus service is being provided to students at all campuses to facilitate students to

attend classes at different times as the morning bus carry students of first years students whereas 2nd years students are being transported during day time.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response:

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
449	483	416	383	241

File Description

Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

5.1.2

Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response:

5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1199	1363	1282	774	1078

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.1.3

Following Capacity development and skills enhancement activities are organised for improving students capability

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene)**
- 4. Awareness of trends in technology**

Response:

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document
Link for additional information	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**

Response:

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Link for additional information	View Document

5.2 Student Progression

5.2.1

Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response:

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
153	93	48	36	48

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
240	156	128	115	130

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.2.2

Average percentage of placement of outgoing students during the last five years**Response:****5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
304	131	175	130	164

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.3**Percentage of student progression to higher education (previous graduating batch).****Response:****5.2.3.1 Number of outgoing student progressing to higher education.**

Response: 163

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.3 Student Participation and Activities**5.3.1**

Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response:

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
19	0	13	16	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Link for additional information	View Document

5.3.2

Presence of Student Council and its activities for institutional development and student welfare.

Response:

The Central University of Himachal Pradesh has a Student's Council that constitutes elected members from each department having a strength of 30 students and one scholar of each department since 2012-13 in accordance with the provisions of the Act S.5(xix) and based on the recommendations of Lyngdoh Commission, 2006.

The office bearers of the Students Union are nominated through elections which are conducted by the University annually through the office of Dean of Student's welfare.

Composition of the Student's Council:

The Dean of Students' Welfare, who shall be the Chairman of the Students' Council;

1. Twenty students to be nominated by the Academic Council on the basis of merit in studies, sports and extra-curricular activities; and
2. Twenty students to be elected by the students as their representatives. Provided that any student of the University shall have the right to bring up any matter concerning the University before the Students' Council if so, permitted by the Chairman, and he shall have the right to participate in the discussions at any meeting when the matter is taken up for consideration.
3. The functions of the Student's Council shall be to make suggestions to the appropriate authorities of the University in regard to the program of studies, students' welfare and other matters of importance in regard to the working of the University in general and such suggestions shall be made on the basis of consensus of opinion.
4. The Students' Council shall meet at least twice in every academic year and the first meeting of the Council be held in the beginning of the academic session. The code of conduct, eligibility

criteria, polling process and expenditure related to the election are mentioned in the University ordinance no and power are listed in the university ordinance 45 (Ordinance 31-50 update upto 11.06.2020.pdf (cuhimachal.ac.in)

Objectives of the Student's Council:

The student council may organize from time to time such activities as may be deemed necessary to achieve the aforementioned objectives. However, before initiating/organizing any such activity/activities, prior written consent of Advisor(s) of Union shall be mandatory, provided that any activity undertaken/proposed should be according to the University Act, Statutes, ordinances and Regulations made there under.

Executive Committee-Structure, Powers and Functions:

The EC and University Court have representatives of the Student's Council. The representatives elected/nominated by the students of their respective Schools; the department is empowered to place their concerns before the EC and University Court.

The Union also assists the University in organizing following activities related to students

- Debates, discussions, lectures, study circles, and essay competitions.
- Cultural Fests
- Technical Fests
- Indoor and Outdoor games
- Publication of magazines, bulletin and wall newspapers
- Industrial trips and educational tours
- Social Service and Social Relief Activities
- G.Voters Awareness Program
- Swachh Bharat Abhiyaan
- Tree Plantation
- Yoga Day
- Blood Donation etc.

The Following committees have student representatives

1. Students Council
2. Anti-Ragging Committee
3. Sports Committee
4. NSS Committee
5. Alumni Association
6. Internal Complaints Committee
7. Annual Magazine Committee
8. NCC Committee

Dean Students Welfare (DSW) convenes regular meetings of the Council to promote a better learning environment in the University and to take the students' ideas, interests, feedback and concerns in a year. Due to Covid-19 Pandemic, the Students Council Elections for the Academic Sessions 2020-21, 2021-2022 and late academic sessions in 2022-23, the process did not start.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

5.3.3

Average number of sports and cultural events / competitions organised by the institution per year

Response:

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
58	08	14	19	22

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.4 Alumni Engagement

5.4.1

The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The Central University of Himachal Pradesh has small Alumni base as it is only ten years old University. The University has created channels in the form of alumni association of CUHP and its various discipline level chapters, to ensure closer ties between the alumni, students, and faculty. This enriches the knowledge and career opportunity exposure for the student while simultaneously ensuring their awareness about the skills-in-demand in the job market. Such interaction among the alumni and incumbent students has a mutual benefit for all involved. At the same time each department has its own Alumni with good strength of old students who occasionally met online and offline. This year's number

of alumni met on foundation day and reminded their time in the University. The University is starting eminent Alumni Lecture Series to strengthen the continuing bond between the University and its universally diaspora alumni. This lecture series aims at enlarging and enriching the University's meaningful relationship with the alumni. The statutes of the University have provisions which entail that the University alumni have constructive roles in the governance structure. They have served as mentors and have also delivered guest lectures. A number of our alumni have carved a name of their own in the world of management, research scientist, teachers and media field. The School of Commerce and Management studies conducted an interaction session on the occasion of foundation week celebrations with the alumni of CUHP on 25th January 2023 with a theme "Thirteen Years of CUHP. They shared their message for CUHP on the occasion of foundation week celebrations. Their joy and enthusiasm with their successful careers have added to the joy of the institution where the institution has entered into thirteenth year of its inception. Many first batch students were proud to be the part of meeting being the founder students of CUHP. Every alumnus has an emotional bond by virtue of their experience of having been a student, which translates in the long run to contribute to the university in substantial ways. The Alumni Association of the University has been recently registered with state administration. At the School level, there has been an ongoing active engagement of alumni with the current students in the form of current students. The contribution of the Alumni is mostly intangible but of high value like

- Mentoring of students for emerging career opportunities in the industry, research and academia. This association of former and current students establishes a long-term credibility as the students who graduate from the various academic program are better prepared for the challenges and have the right skill set to face them.
- The alumni help the current students in preparing for the various examinations, selection and recruitment processes through "non-syllabi study material", CV building, workshops, Mock Interviews processes.
- The alumni constantly provide feedback on curriculum so as to stay updated with the emerging trends in the discipline.
- Often the alumni contribute as guest faculty, participate in committees and as knowledge facilitators in the university.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2

Alumni contribution during the last five years (INR in Lakhs)

Response:

File Description	Document
Any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

Motto

The Motto of the University is “????-????, ??????-???????” which means that one should make continuous and untiring efforts for the progress and development of the Institution. One should never stop in the acquisition of wisdom and skills that one receives from any source and any means in one’s life.

Vision

The University is established with a Vision to be recognised as a ‘Research University’ with greater emphasis on the creation of knowledge vis-à-vis revival of Indian Traditional Knowledge and Practices. It aims at providing equitable and inclusive access to multidisciplinary higher education for all with a focus on quality, excellence and relevance. It envisions its role in preparing future global citizens with strong commitment for human values by way of ensuring fairness, transparency and accountability in its academic and administrative affairs.

Mission

To design curriculum at par with global standards having components of latest developments in different study disciplines, industry and other development sectors.

- To undertake varied kinds of academic, co-curricular and community outreach activities for developing intellect, wisdom, skills, social values amongst students.
- To encourage the faculty and students to undertake high quality research works in different academic disciplines with emphasis on Indian Traditional Knowledge System.
- To collaborate with different higher educational institutions (HEIs) at national and global level for promoting research, and providing quality education with emphasis on integration of modern ICT, use of innovative pedagogical strategies and active student participation in curriculum transaction process.

In consonance with the vision and mission of the University to achieve Inclusive Access to Excellence in Higher Education and Research to emerge as a premier university of the country at par with the best universities of the world in terms of program offerings, curricular framework, pedagogy, research and publications the functioning and management of the University has been decentralized. The University has 11 Schools, 23 departments, 07 Centers and 02 Chairs. Each department/center is empowered to create curriculum and development of pedagogy, design of assessment systems, and appointment of adjunct faculty. With the introduction of the National Educational Policy, each department has oriented

its curriculum as per NEP-2020 and as per the vision of the University.

The University's academic bodies like Boards of Studies, School Board, Academic Council, and Standing Committees review and scrutinize matters related to the teaching-learning process. To promote excellence in research, the University encourages its teachers to undertake Major Research Projects and start-up grants from the UGC. Through its Grievance Committee, it keeps a constant watch on the organizational needs of the teachers and non-teaching staff. The office of the Dean Student's Welfare (DSW) looks after the student's welfare at varied levels. The in-charges (sports) arrange their activities during the academic year for the overall growth of the students. Additionally, the University has an Alumni Association with Alumni Cells in each department, for getting feedback on different academic and administrative matters through open deliberations. The Student Council of the University plays a big role in academic and administrative matters concerning students' matters.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The administrative set up of Central University of Himachal Pradesh is decentralized; and has participative management embedded at each and every level of the functioning of the University. With statutory bodies and officers having defined roles and responsibilities, towards effective management and administration of the University, the Hon'ble Vice Chancellor is the Executive head of the University. Statutory officers such as Registrar, Finance Officer, Controller of Examinations, Librarian and various academic bodies, Deans and Board members manage all affairs effectively besides contributing towards the execution of academic and research activities. Deans of the Schools and Heads of Departments perform their duties under the active guidance of the Vice Chancellor. Standing Committee on Academic matters, Admissions, Dean Academics, Director Research and Head of the Departments contribute significantly in the planning and execution of academic/research priorities as envisioned by the university. Board of Studies, School Boards, Academic Council and the Executive Council, contribute significantly in academic and research planning. The composition of all the statutory committees reflects participation and representation of various stakeholders for effective and efficient administration at all levels, including external experts and students representation. This stands reflected in the provision of students' representative in Academic Council, Proctorial Board, Students' Grievances Redressal Committee, Hostel Committees, Library Advisory Committee, Internal Complaints Committee, Cell for the Differently-abled, and many others. Similarly, the University Court, Executive Council, Academic Council and the Standing Committees on academic matters and admissions have the representation from diverse sections of the University.

In practice, this management and leadership approach means the following in terms of decentralization and participatory management for day to day functioning of the university:

- Autonomy/ flexibility for schools and programs to deliberate and decide upon curriculum, pedagogy, assessment structure within a broad framework provided by the statutory bodies;
- Empowerment of the core teams to take decisions at the levels of various programs of study
- Centralized assessment monitoring mechanism
- Considerable flexibility and scope for decentralized planning and implementation
- Better representation and participation of stakeholders such as students, faculty, and staff in various committees meant for free-ship distribution, timetable preparation, and the conduct of exams.

At the university level, the faculty is actively involved in planning, decision-making and monitoring through committees/bodies and grievance redressal committees etc. Students' involvement is ensured through their contribution in managing admission process (through EWL), organization of various activities, seminars, panel discussions etc. For bottom-up planning, each department is asked annually for their demands in terms of the financial requirement for the purchase of equipments, books, holding seminars, visits outside the campus for attending seminars etc., The purchase of common articles is centralized in nature. Decisions related to the appointment of faculty --like an adjunct, guests, visiting -- are made at the School level. The university-level committee headed by a senior professor overviews these appointments through the academic and reforms committee with the approval of the Hon'ble Vice-Chancellor.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

The University frames well-articulated Strategic Perspective Plan/ roadmap to accomplish its vision and mission. While deciding future initiatives, it assures to cover all development facets including teaching/learning; research and development; human resource planning/development; infrastructure and community engagement etc. Some of the educational needs for emerging digital society require continuous adaptation to the emerging situation. A few immediate thrust areas are improving research output; new interdisciplinary programmes; infrastructure for developing capacities in priority areas for national development; generation of resources; enhancing skills and entrepreneurship-based inputs in

curricula; academia-industry linkages harnessing ICTs for University development. A significant improvement has been made in these areas in the recent past and consistent efforts are being made to achieve further goals.

The following updates were initiated in last few years:

Development of Effective Teaching and Learning Modules

1. Research and Development

The Central University of Himachal Pradesh has encouraged its faculties for doing quality research. It supports faculties with financial aids to participate in conferences for updating/sharing their knowledge. Also, it supports faculties for getting funds from different funding agencies to get research projects and to do quality research. Furthermore, it has an Institutional Ethics Committee for proper observance of and adherence to ethical issues during the research.

1. Digital Teaching and Research Initiative

- Campus Connect WiFi for students and faculty is available
- E-Journals in Library are available
- Technology Enabled Classrooms, Online Learning Platforms
- Use of virtual classroom software, web-casting, and video-conferencing
- Online teaching and learning resources through MOOCs

1. Digital Administrative Processes

- Online Admission
- Online Fee Collection
- E-Procurement
- Online Proforma for Faculty Appointments & Screening

1. Expansion Plans in Future

The University functions as a multi-campus university. However, the administrative works is done in Dharamshala, with a coordinator in each campus for the administrative operation of the University. It has been allotted more than 123-hectare land at Dehra where the master plan is under preparation and the construction work has already started. Another campus is under development at Jadrangal, almost 10 km from Dharamshala with 100 hectares of land. It is proposed to have two separate well-developed campuses with all modern teaching, research, and administrative facilities. The requisite DPR for this has already been approved. The campuses will be energy efficient with a sensor-based environment friendly ambience and shall have renewable energy sources, water recharging units and biogas plants.

1. Other Initiatives

The University has its publication division now and Different Schools of the University are planning to launch their journals to support the research activities of the University. As a first initiative, the *Journal of Himalayan Life Science* was launched by the School of Life Science to promote the research activity. <http://cuhimachal.ac.in/HLSS/home-page.html>.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The Central University of Himachal Pradesh designates the following as the “Authorities” of the university:

- The Visitor
- The University Court
- The Executive Council
- The Academic Council
- The Finance Committee
- The Faculties

The **Vice-Chancellor** is the Chief Executive and the Academic head of the University and shall exercise general supervision and control over affairs of the University and helps the decision of all the authorities of University. The incumbent is the Ex-officio Chairman of the Executive Council, the Academic Council, and the Finance Committee. The University ordinances/ statute categorically establish the powers of the Vice-Chancellor as per the Central University Act 2009. http://cuhimachal.ac.in/download/cen_univ_Act.pdf; <http://cuhimachal.ac.in/ordinances.aspx>

The Pro-Vice-Chancellor of the University, the Dean of Students' Welfare, the Registrar, the Controller of Examination, the Finance Officer, The Librarian, the Provost, and the Proctor are other important administrative officers of the University, who are appointed by the Executive Council on the recommendation of the Vice-Chancellor as per Central University Act and Statute 2009. http://cuhimachal.ac.in/download/cen_univ_Act.pdf

The Deans of the Schools, the Heads of the Departments, and Directors perform their duties under the control and supervision of the Vice-Chancellor to conduct and maintain the standards of teaching and research.

Office of Dean Student Welfare and office of Chief Proctor facilitate students and address issues related to students. University has an office of Foreign Students Advisor and Office of International Relations to assist foreign students.

The Registrar is the full-time officer of the University. He/she is the Ex-Officio Secretary of the Court,

the Executive Council.

The Controller of Examinations implements the University policy for all evaluation processes.

The Finance Officer exercises general supervision over the funds of the University and advises it concerning its financial policy. The above positions are assisted by the nodal officers, Deputy Registrars, Assistant Registrars, and Administrative Officers, on a need basis to ensure the operational preparedness and smooth administrative conduct of the University.

Hostels of the University are managed by the Hostel Managing Committees supervised by Provosts and Wardens to help run the hostels professionally.

The University Engineering branch looks after the Engineering Office. The Executive Engineers, Assistant Engineers, Junior Engineer, and other supporting staff assist the University Engineer in the discharge of duties. At the ground level, there are sections, which are the repository of all information and perform such duties as specifically assigned to it. A section is headed by a Section Officer and is assisted by the Senior Assistants, Assistants, Junior Assistant-cum-Typist, and Office Attendants/Multi-Tasking Staff (MTS), etc.

The University follows the service rules (Ordinances-24), purchase procedures (Ordinances-35), recruitment rules (Ordinances 24), promotional policies (Ordinances-47 & 49) as well as a robust grievance redressal mechanism (Ordinances -21) following the UGCdirectives.
<http://cuhimachal.ac.in/ordinances.aspx>

The leadership at the University and within its constituent branches strives to ensure the implementation of professional management practices, their continuous improvement; apart from creating novel systems for recognizing and fulfilling the dynamic necessities of the University.

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3

Institution Implements e-governance covering following areas of operation

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response:

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

The University assess the performance of every non-academic employee annually through his Annual Performance Appraisal Report, which is an important document providing the basic and vital inputs for assessing the performance of the employee and her/his competency for her/his further advancement in her/his career on occasions like confirmation, promotion, selection for deputation, selection for foreign assignment, etc. Recently, the University has also developed guidelines and formats for the assessment of faculty as per UGC guidelines. The APAR is initiated by the employee to be reported upon, who gives a brief description of his duties, specified by his Reporting Officer, and then to the Reviewing Officer. The assessment of the performance of the employee at two levels ensures a greater degree of objectivity and fairness. In case of adverse remarks by the Reporting Officers, the employee has the facility to make a representation against the remarks and put forward his point for further acceptance by the accepting authority.

The University has a wide range of welfare measures for both students and staff. The university has approved ordinances for medical facility keeping in view its wide diversity of faculty and staff from different parts of the country. The ordinance gives choice to the academic and non-academic staff and their dependents to have the medical facility from CGHS/state hospital/any state or Central Government empanelled hospital. The University is also in the process of making arrangements with a panel of hospitals where the staff can avail medical facilities at CGHS rates for which a committee has been constituted by the University authority to finalize terms and conditions. There are medical centers and medical staff is deputed at all campuses with standby ambulances, where immediate medical help is available to the staff and students. The University has already advertised the post of doctor and paramedical staff for recruitment in the University to meet the first aid facilities. It is in the process of getting the staff covered under the Group (Life) Insurance Scheme as well. The University is working out a policy on instituting a Staff Welfare Fund as well as the Vice Chancellor's Relief Fund as extended welfare measures. Further, the university is in the process of instituting crèche facilities in all of its campuses for the young children of its staff. Besides, all staff members, including temporary and contractual, are entitled to medical, maternity, paternity, and child care leave. The staffs members are

also provided with hometown leave travel concessions (LTC) as per the university norms. Under various schemes and provisions, the teaching staff of the University is regularly supported to attend conferences, develop and undertake research projects, participate in professional development activities and organize activities related to their areas of interest. In addition to this, the University has a Grievance Redressal Committee for resolving any grievance from any staff or student. The committee meets at regular intervals to settle grievances. The University also has a SPARSH committee to ensure the prevention of sexual harassment incidents on the campus.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.2

Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response:

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
37	52	64	57	24

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document
Link for Additional Information	View Document

Other Upload Files

1	View Document
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6.3.3

Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response:

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
18	43	17	12	20

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.4

Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response:

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
40	126	60	12	6

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The Central University of Himachal Pradesh came into existence with the enactment of the Central Universities Act, 2009 by the Parliament of India. Since 20th January 2010, it has been running its academic activities and administrative affairs in the buildings hired on rent and the buildings provided by the State Govt. Presently the following campuses are functional:

1. The Vice-Chancellor Secretariat, Dharamshala
2. Dhauladhar Parisar-I & II, Dharamshala
3. Shahpur Campus near Dharamshala campus
4. Sapt-Sindhu Campus, Dehra

The main source of funding is the grant received from the Govt. of India and fee being collected from the students.

1. Grant:-

The allocation of the funds to run the administrative affairs and academic activities under these component codes is as follows:-

I. Component Code:- 31 (Recurring Expenses)

The funds under the component code are being utilized to incur the expenditure on account of rent of hired buildings, transportation expenses of buses hired to facilitate the students from the hostel to respective campuses, pensionary benefits of the faculty and non-faculty staff and all routine academic & administrative expenses, i.e. telephone, Internet, printing & Stationery, electricity & water, examination, viva-voce, workshops & webinars, scholarships & fellowships etc.

II. Component Code:- 36 (Salary Expenses)

The salary, LTC, Leave-Encashment & Retrial Benefits Expenditure of teaching and non-teaching staff is being met under this component code.

III. Component Code:- 35 (Capital Assets)

The non-recurring expenses to create Capital Assets like campus development, books & journals, equipment, computers & peripherals, furniture & fixtures, ICT labs infrastructure, etc. are being met under this component code.

2. Overhead charges from the research grants received from various government and non-government agencies

3. Professional development fund is being used for the development of students by ways of field works, their group visits to industry and for holding seminars and inviting guest faculty.

4. Fee:-

Apart from the grant as stated above, fee is also being collected from the students which is an integral part of the Recurring Grant and is being utilized to meet out recurring expenditure.

The procedure adopted to utilize the funds:-

The utilization of funds is being ensured strictly in confirmation of GFR-2017 and CUHP Procurement of Goods and Services Rules, 2010.

Resource Mobilization:-

The internal resources generation is the prime concern of University Administration. To achieve this end, the existing fee structure has been revised as per the notification dated 22.10.2021 enclosed herewith. Self-financing courses/programs have been introduced under PG/UG Courses. 05 (Five) Supernumerary seats have also been created in each department.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.4.2

Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response:

6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
1205.21	1319.82	1054.97	1154.11	1295.44

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.4.3

Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response:

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

6.4.4

Institution conducts internal and external financial audits regularly

Response:

Regular financial audit of various divisions and financial processes are integral part of the institutional functioning of the University which is performed by an Internal Audit Section. All payments of Rs. 2 lakhs and above are pre-audited by Internal Audit Section. Other bills are checked by Internal Audit after payment is made.

The final Audit of the University is being conducted by the Principal Director, Audit (Central), O/o of Comptroller and Auditor General of India, Chandigarh every year in June. The Audit certification of annual accounts of the University is carried out by CAG after the financial committee. It is submitted to the parliament after the approval of the University Court. The Transaction Audit is carried out annually as per schedule intimated by CAG. Audit observations, if any are addressed and action is taken on the observations contained in the audit report and reported to the Director General of Audit (Central Expenditure).

It is pertinent to mention that due to Covid-19 pandemic, the audit for the Balance Sheet of the year 2020-21 has been conducted recently w.e.f. 08.11.2021 to 21.11.2021.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1

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.

Response:

Since September 2020, the IQAC has been very active and conducting several meetings for planning and constantly reviewing the teaching-learning process and methodology for operation and learning outcomes. Consultations and feedback meetings were organized in this regard on the future directions of the University. An Institutional Development Plan was prepared along with a Plan of Action (PoA) for the next five years. The IQAC also initiated the practice of meeting the graduating batch of students along with the faculty to discuss their campus experience and to gather their thoughts and feedback for further improvement. Complaint redressal portals were created for the students and complaint boxes have been placed in each campus to receive complaints if any by the students and faculty members. The complaint boxes are opened by the campus coordinator in the presence of the Dean Students' Welfare and senior-most Professor for addressing their complaints. The IQAC has proposed 36 suggestions to the University for Implementation and improving the quality of education and administration. The efforts of IQAC have borne fruits and most of their suggestions have been implemented by the University. The University has also implemented E-governance in Finance, admission process, examination, fee collections, e-tendering, etc. The IQAC along with various agencies organized staff training programs, both for in-house staff of the University, and those from other universities. The IQAC team prepared a blueprint and conducted the induction and orientation of new faculty members. The IQAC along with the Planning Division conducted consultations for preparations of the 3-Year Action Plan and 7-Year Action Plan for the university. It initiated faculty development activities such as the use of spreadsheets for data analysis, Practical Pedagogy, Writing Pedagogy, and Blended Teaching and Learning. The IQAC also led deliberations on the restructuring of the postgraduate programs, and initiation of other innovative programs, which resulted in the creation of innovative inter-disciplinary postgraduate programs. Currently, the IQAC is involved in preparing a plan of action on the recommendations of DRC and UGC, supporting the work of the newly established Centre for Professional and Continuing Education, and helping in the creation of Standard Operating Procedures for various governance mechanisms. A sub-group of the IQAC at the departmental level organizes feedback sessions with teachers, administrative staff, and students of the University in their respective departments and at the University campus level to understand their perspective on the functioning of the University and how it could be improved. Along with the above activities, the teaching-learning process is continuously reviewed by the Academic and

administrative Audit of CUHP. This unit carries out Curriculum Academic Audit of departments, faculty, and administrative staff of the University.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.2

Institution has adopted the following for Quality assurance

1. Academic Administrative Audit (AAA) and follow up action taken

2. Conferences, Seminars, Workshops on quality conducted

3. Collaborative quality initiatives with other institution(s)

4. Orientation programme on quality issues for teachers and students

5. Participation in NIRF

6. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response:

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document
Paste web link of Annual reports of University	View Document
Link for Additional Information	View Document

6.5.3

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).

Response:

After the first cycle of NAAC accreditation, the University started its expansion from one campus situated at Shahpur to three more new campuses at Dhauladhar Campus-1, and Dhuladhar Campus-II at Dharamshala and Dehra in addition to administrative campus at Dharamshala. The University has acquired the land for two permanent campuses at Dehra (115 hectarer) and Dharamshala (89 hectare) having total area of total 204 hectare. The tender for construction of both the campuses has been finalized in favour of CPWD.

To have a good learning outcome the following initiatives have been taken:

- Coaching classes for National Eligibility Test
- Faculty members are encouraged to attend online Faculty Development/ Induction/ Orientation/ Refresher Courses
- Ragging-free Campus
- Research methodology and research ethics courses are taught in all departments
- Placement Cells in various departments have been re-constituted to raise better job opportunities for the students.
- To facilitate disabled persons, ramps have been made on the ground floors of every campus
- Focus on green energy and environment-friendly system has been introduced. All campuses are neat and clean and have plastic-free energy-efficient rooms.
- Each campus has a humble canteen facility for students and staff.
- The library capacity has been increased to 100 seat in each campus
- The University has started participating in NIRF and ASHE.
- Each department of the University has displayed learning outcomes, PSO's and CO's of programs, and each course is on the website.
- The administrative setup of the university has shown remarkable improvement. First, it focused its work on e-governance and started exploring the purchase of software for e-governance. In the mean time, the MHRD launched SAMARTH e-portal for e-governance which has been implemented in a phased manner. Now, this has been implemented in the purchase process, finance division, admissions, examinations, and partially in the administrative section; and soon the whole university will be paperless.
- Since 2020, the IQAC has geared up, and has given more than 36 suggestions for improving the quality of education and administrative functioning. It also conducted a national level seminar on the importance of IQAC in ensuring development in the University on 29 September 2020.
- All the departments and the University have their Alumni Cells
- The placement record of almost all the departments has improved; and several students have been placed in different governments and non-government organizations, or have moved for higher education.
- The University has also implemented National Education Policy-2020 with more than 50 % of its suggestions especially, multiple exit and multiple entry, focus on more practical aspects, external examination systems, the introduction of Indian Knowledge System courses (IKS) under CBCS system with several courses in one basket. More number of sponsored projects has been attracted by the University faculty from DST, MOES, DBT, ICSSR, etc. The University is also providing consultancy to the local authorities on natural hazards as it is in a state which is prone to landslides and earthquakes.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The Central University of Himachal Pradesh is committed to creating a congenial working environment on the university campus. In order to ensure Gender Equity and avoid any kind of sexual harassment at the workplace, the Central University of Himachal Pradesh has framed Ordinance 21 for the constitution of a committee named Sensitization, Prevention, and Redressal of Sexual Harassment (SPARSH). As per this Ordinance, there are two committees namely: (i) the SPARSH Apex Committee and (ii) the University Complaints Committee (UCC) working under SPARSH. Both the committees are bound to follow the roles and responsibilities as specified in the Ordinance. During the last five years, SPARSH committee has organized various activities to spread awareness and create a sexual harassment-free work environment as a proactive step. In that attempt, the Apex Committee organizes various events, invited lectures, student activities, etc. to sensitize students and staff toward sexual harassment and maintaining a cordial working environment in the university. The University Complaint Committee (UCC) is formed for the effective and efficient discharge of complaints regarding sexual harassment. This committee ensures zero-tolerance against any case of sexual harassment at the workplace. SPARSH guidelines have been framed which are stringently followed in case of any complaint of sexual harassment by any female student, staff and/or teacher. Since there are three campuses in the university, three sub- committees for each campus have been constituted to deal with any case of sexual harassment on their respective campuses. In case, the complaint could not be resolved on the campus level, and/or the complainant is not satisfied with the decisions taken by the campus-based committees, it can be forwarded to the University Complaints Committee (UCC) which then deals with the complaint in the manner specified in the SPARSH guidelines. In the event, the defendant is found guilty of sexual harassment; the committee recommends the nature of disciplinary action to be taken on the complaint. To aware students on various aspects of gender sensitization, a number of eminent speakers are invited to deliver lectures. In this connection, programmes have been organized on Notification of the Sexual Harassment Act; Capacity Building and Personality Development Programme sponsored by the NCW for female UG & PG students; On the eve of International Women's Day Celebration, an awareness lecture on Sexual Abuse on Social Media Platforms is organized in every academic year. The university also conducted an essay writing competition and a panel discussion on the topic "????? ?? 75 ???? ??? ?????? ???? ??? ?????????? ?? ??????" Through these lectures and competition, a sensitive approach to gender related issues is reflected and shows the forward looking approach of the university.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response:

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The university has taken significant initiatives for waste management. Cleaning/waste management facilities are provided/ looked after by outsourced employees from the Municipal Cooperation and those who are under the direct control of Registrar office. Each department under Swatch Bharat Abhiyaan has a committee or maintenance committees, which play a key role in maintaining sanitation. Several departments successfully follow segregation of biodegradable and non-biodegradable waste and many research initiatives have been taken to recycle biodegradable waste into manure. Some departments take this initiative with local or national level NGOs like BHOOMI. The administration has adopted due

procedures to dispose obsolete and unusable items, preventing accumulation of junk and allowing optimum utilization of space. Burning of leaves, vegetal waste and general waste is totally banned on all the campuses to maintain carbon neutrality. These wastes are buried in pits and composting is undertaken. The same is then used as fertilizer in the gardens/lawns. To minimize the use of paper, technology assisted ways of writing and sharing are promoted.

Use of paper for routine correspondence has seen substantial reduction following the implementation of e-governance by all academic/administrative departments. Many departments, especially the department of environmental sciences, have implemented programs to recycle paper waste. Dustbins are kept at strategic locations and many departments maintain separate bins for biodegradable/ non-biodegradable wastes.

Biological waste generated in science departments is segregated and adequate procedures are followed for their proper disposal by engaging services of external agencies like Shivalik Solid Waste Management Ltd, SCO 20-21, Near Hotel Dolphin, Zirakpur (PB) - 140604. The university has signed two different MoUs with companies for disposal of solid and chemical waste and utmost care has been taken in disposing e-wastes by forming disposal committees and assigning waste to authorized vendors (Shivalik Solid Waste Management Ltd) for proper disposal. Bio-hazardous wastes are ethically disposed by the concerned generating departments, following guidelines of the regulating authorities and by the external agency as mentioned.

Faculty members/students/researchers from the departments equipped with hazardous radiological instruments are given training and certification in this regard and strongly advised to take proper care with regard to radioactivity through proper procedures. Dr Dalip Singh Verma from Department of Physics & Astronomical Science got trained for this purpose and has been appointed as Radiological Safety Officer to ensure that radiological hazardous chemicals are properly disposed off as per the AERB norms.

Biomedical and animal waste disposal is undertaken through government approved agencies. All advanced molecular biology research is carried out by strictly following the guidelines of RCGM and with due approval from the Institutional Bio-safety Committee. Extreme care is taken in disposing e-wastes by forming **disposal committees and assigning waste to authorized vendors for proper disposal**. The university is in the process of installing e-waste bins at strategic locations within the campus.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response:

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5

Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response:

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response:

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7

The Institution has disabled-friendly, barrier free environment

- 1. Built environment with ramps/lifts for easy access to classrooms.**
- 2. Divyangjan friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8

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).

Response:

The Central University of Himachal Pradesh believes in equality and to inculcate the culture of moral and spiritual values among students, the university organizes a number of activities to hone their talent. The university receives students from different cultures, traditions and states as is tangible from the list of students having wide diversity in caste, creed, region and religion studying together without any

discrimination from different states. Although the university has attracted students from different states of India having diverse socio-cultural background and different linguistic identity, it does not have any tolerance towards cultural, regional linguistic, communal, socio-economic and other type of discrimination. To develop national feelings and respect for the national heroes, commemorative days are being celebrated on the campus. To build a nation of youth who are noble in their attitude and morally responsible, the university organizes several activities to create and promote an environment for ethical, cultural, and spiritual values among the students and staff. The students are also exposed to different competitions like debate, rangoli, quiz and cultural competitions to develop their speaking skills, to maintain cultural heritage and to develop artistic values among the students. The NSS unit of the university participates in different social activities organized by the university and other organizations like Red Cross Society, Rotary Club, National Council for Rural Institute, , National Institute of Social Defense, Ministry of Social Justice and Empowerment, . Along with this the students participate in various other activities and lectures like Universal Brotherhood organized by Vivekanand Kendra Kanyakumari, Swatch Pakhwara, Digital Library Registration. Awareness among youth and villages surrounding the university on Covid guidelines, =Surgical Strike Day, Youth Parliamentarian Program, yoga etc is also spread. Motivational lectures of eminent persons in the field of drug abuse, social justice and empowerment, disaster management are arranged for all-round personality development of the students and to make them responsible citizens following the national values of social and communal harmony and national integration. Besides academic and cultural activities, the university has play grounds at Shahpur Campus, Dharamshala Campus for a variety of sports activities for the physical growth of the students. The university is proactively making efforts for providing an inclusive environment for the promotion of better education, adoption of villages to conduct activities of social relevance, increasing awareness of villagers in ethical awareness and encouraging them for protecting the environment. The university is also involved in recharging the water bodies of the surrounding villages as water scarcity is a major issue in the frontal belt of hilly terrain for providing good quality drinking water. The university also organizes extension activities in different schools on earthquake awareness/disaster management as the university is located in an earthquake prone region. At the same time the school children are being encouraged to prepare scientific models and they are provided a platform in the university to inculcate a culture of scientific temper. The university has also been contributing in the disaster prone areas for helping the affected persons.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The CUHP is an institution which provides an excellent environment for all sections of the society. Gender Issues: Apart from the pro-active role from the SPARSH team, the institution zealously celebrates International Women's Day and organizes Gender Champion Seminar and shows movies to sensitize the students on issues like gender equality, female feticide, girl child abuse, untouchability, and harassment at workplace. The varsity has organized various activities like a workshop on "Domestic Violence", Five Day Radio Program on Female Feticide, a session on "Conceptualizing and Contextualizing Gender", One Billion Rising Global Campaign, Women Empowerment, Motivation for Their Career, Reproduction and Child Health, Adolescent and Natural Health, a Nukkad Natak on Unity of India. Adhering to the core values of cultural, regional, linguistic, communal, socio-economic and other diversities, students participated in extempore speech competition on National Integration, the MELOW (Multi Ethnic Literature of the World) activities, documentary production on slums of Dharamshala, HP and Ekta March and Sanskrit Festival. During the pandemic, students from the Department of Social Work made and distributed masks to community people at an individual level, and also trained them the art of making masks. Apart from this, they also sensitized and made aware the community to get vaccinated and how it's important for their safety. The university celebrates different national and international commemorative days and festivals like International Women Day, the Republic Day, the Independence Day, the Matarbhasha Diwas, Sanskrit Saptah, the Earth Day, Internal Disaster Day, the Swatch Bharat Abhiyan, Unnat Bahrat Abhiyan, the Environmental Day, the Teachers' Day, the International Yoga Day, the Gandhi Jayanti Day, National Sciences day, Birth anniversary of Saradar Vallabhbhai Patel, Saheedi Diwas, Rashtriya Ekta Diwas etc. A pledge is also taken by staff on the National Integration Day, The Vigilance Day, and No Tobacco Day etc. The Vigilance Awareness Week (VAW) is annually observed in the university which marks the birth anniversary of Sardar Vallabhbhai Patel on 31st October. Disasters left a lot of psychological and physiological effects and since the university is located in high natural hazards prone area, so the Department of Social Work and Environmental Sciences is preparing people to deal with such disastrous impacts by providing trainings and conducting workshops in association with Educator India and NDRF like organizations. Under the aegis of the Ek Bharath Shresth Bharat Programme (EBSB), Central Universities of Himachal Pradesh and Kerala organized a mutual youth exchange programme in which students of both the universities visited each-other's campuses for interactive learning. To inculcate moral values and discipline among students, the university has the office of the Proctor to establish policies and code of conduct for students. The university provides freeship scholarships to 20 % meritorious and poor students in each department. The Media and Public Relation Office (PRO) of the university highlights all awards and achievements by the faculty and students to motivate them. Different departments of the university hold workshops/seminars/interactive lectures/guest lectures/webinars for their students to improve their knowledge, skills and also motivate them for future carrier planning.

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response:

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document

7.1.11**Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).****Response:**

The university celebrates different national and international commemorative days and festivals like International Women Day, the Republic Day, the Independence Day, the Matarbhasha Diwas, Sanskrit Saptah, the Earth Day, Internal Disaster Day, the Swatch Bharat Abhiyan, Unnat Bahrat Abhiyan, the Environmental Day, the Teachers' Day, the International Yoga Day, the Gandhi Jayanti Day, National Sciences day, Birth anniversary of Saradar Vallabhbbhai Patel, the Saheedi Diwas etc. National festivals play an important role in planting the seeds of nationalism and patriotism among students. Our institution celebrates these events with great enthusiasm to foster a spirit of nationalism and to pay tribute to our great national leaders. The faculty, staff and students of the institution all come together under one umbrella to celebrate these occasions and spread the message of unity, peace, love and happiness throughout every year. It celebrates the Republic Day on 26th January every year, commemorating the adoption of Indian Constitution and spreading the message that India is the largest democratic country in the world. This is a day to remind the students about their rights and duties as enshrined in the Constitution of the country and the need to abide by it at all times. On this day, the message of the father of the constitution and his contributions are shared with the students to instil in them a respect for the constitution and how it has been drafted. The celebration includes the hoisting of the national flag and spreading a warm message of nationalism in a speech by the Vice Chancellor. Independence Day is celebrated every year on 15th of August, parade and flag hoisting is done. It is celebrated to mark the freedom of India and pay tribute to the freedom fighters with a number of cultural and other activities by students. The institution encourages students to remember our national leaders and their sacrifices, e.g, the Gandhi Jayanti is celebrated every year on 2nd October to understand the ideology of our great leader Mahatma Gandhi wherein a pledge is taken by students and staff. In today's times we inspire students of our institution to follow the Gandhian ideologies of truth and non-violence and inspire them to contribute towards the peace and prosperity of the nation. The Martyrs' Day is observed to salute the Father of the Nation and the other martyr soldiers. The Sadbhavana Diwas is celebrated on 20th August every year to commemorate the birth Anniversary of Sardar Vallabh Bhai Patel. International Yoga Day is observed on 21st June every year. The yoga instructor organizes a yoga camp and a speech is made to make everyone aware as to how yoga embodies unity of mind and body, thought and action, restraint and fulfillment. The Voters' Day is celebrated on 25th January wherein the students are enlightened regarding their duties and rights as loyal citizens.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

1. Best Practice -I : Research and Innovation https://www.cuhimachal.ac.in/admin/assets/uploads/naac/BEST_PRACTICE_1_PUBLIC_OUTREACH_08_02_2023.pdf

2 . Best Practice -II: Student-Centric Methods: Experiential Learning, Participative Learning and Problem Solving Methodologies in Teaching, Learning and Evaluation https://www.cuhimachal.ac.in/admin/assets/uploads/naac/Best_Practice_2_Problem_activtity_solving_learning.pdf

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

As per the vision of the University, the University has laid emphasis on creation of knowledge vis-à-vis revival of Indian Traditional Knowledge & Practices and amelioration of the standard of living of the local communities through involvement of students and faculty. The location of University and its adjoining villages still follows the traditional style of living. The University which is still in its state of infancy (only 10 years old) has two campuses and has adopted five villages in both of its campuses with the sole objective of improving the traditional skills, upgrading their standard of living, making the locals aware of health and hygiene through the team of students and faculty. The team also provides them with marketing skills.

In tune with the vision of the University, the University has identified few areas for upliftment of the local people which are:

- Traditional skills
- Technology transfer
- Standard of living and
- Education
- Awakening of rural for recycle of waste to products
- Rejuvenating local pottery industry
- Promoting villages for marketing and branding
- Prompting health support through medical camps at their door steps
- Promoting villages for donating in blood camps

The University has identified traditional skills like broom making, bamboo woodwork, pottery, fishery, mushrooming, and guidance to apple garden and providing support to villages on landscaping and hazard solution etc. Faculty members along with students of different departments have systematically addressed these issues with local peoples. The groups approach these skill practitioners with latest technology for enhancing the quality of their products. Further they give guidance for packaging, marketing and distribution.

In addition to this the university has organized *melas* for showcasing their products to general public and selling at better rates which indirectly benefits the local people.

Technology transfer: Faculty and students of the University make the artisans and local people aware of various government and private (Amazon, flipkart etc) platforms for selling their products offline & online and transportation of products developed by small farmers and artisans such as Pottery and Bamboo woodwork etc.

Standard of living: The University has identified some thrust areas for improving standard of living of local community. The faculty and students group associated with respective adopted villages organize sessions to promote their product in the market through advertisement at Dharamshala, Kangra cities under the central government and state government schemes and initiatives.

University simultaneously conducts various activities in all its adopted villages with respect to health & hygiene, cleanliness, use of renewable energy, save environment, blood donation, distribution of sanitary napkins, drug free community, use of waste material to usable product through recycling of material, educating locals with the techniques of reviving the water bodies of the villages etc.

University has established linkages with various locals and local bodies for facilitation of outreach and extension services. These linkages help the artisans in two ways one for improvement of self (through training imparted by our teams) and second being part of university as visiting faculty imparting practical skills to students. More than 500 youths in these villages have been trained who are now entrepreneurs and earning their livelihood with improved standard of living. Department of Social works has organized various skill development programs and workshops for the villagers.
<https://cuhimachal.ac.in/index.php/Governance/uba>

Dr. Shabab Ahmed offered counselling as social scientist at Tanda Hospital which benefitted the patients of the hospital. Solid waste management techniques are offered in association with Waste warrior

(NGO). One of their initiatives includes recycling of bottles & juice packs to make sitting racks in all the hospitals of the district. The departments of social works students have participated in Economic Census.

To inculcate these social responsibilities among the students and faculty, the university had taken another initiative where each student and faculty plant trees and take responsibility for the development of those trees. The university has arranged five medical camps and 03 eye camps for the regular checkup of patients in the villages, which have benefited more than 500 peoples of these villages. Students of Social works department as part of their internship identify different slum area children from the age group of 4-16 yrs and teach them every day one hour in the evening from Monday to Friday as per their requirements. They also impart activity based teaching on Saturday. To making teaching and learning complete, the team also distributes stationary to these children's from adopted villages and other surrounding areas

Centre for entrepreneurship and innovation, school of commerce & management studies in collaboration with department of rural development, HP, organized SARAS Fair-2022 from 21st to 30th March 2022. The cell promoted the products made by the participating rural artisans in the University as well as on various social media platforms. Some of the The products manufactured included Bamboo Art work, Bengali Saree, Kangra Paintings, Chamba Rumaal, toys, processed food products, handlooms and handicraft products etc.<https://cuhimachal.ac.in/index.php/Governance/cei>

Nodal officer Swachh Bharat Abhiyaan has conducted various initiatives of cleanliness drives in the surroundings of the University. One of its star activity was Distribution of materials to construct the toilets in the adopted village in the pursuance of “**Open Defecation Free India**” Adopted Villages <https://cuhimachal.ac.in/admin/assets/uploads/docs/Adopted%20Villages.pdf> and Central University of Himachal Pradesh <https://cuhimachal.ac.in/index.php/Governance/uba>

CUHP has recently signed MOU with IIT Delhi to carry forward the various activities under UBA – the Ministry of Human Resource Development project ‘Unnat Bharat Abhiyan (UBA)’. As a part of UBA initiatives, Central University of Himachal Pradesh has adopted 10 villages. The university has conducted Household Surveys related to energy saving and cleanliness and given recommendations for improving the plight of villagers https://cuhimachal.ac.in/admin/assets/uploads/docs/Red_Cross_Society_NewDelhi.pdf.

Eminent research addressing community issues:

- 'Microfinancing Through Self Help Group Bank Linkage Programme: An Impact Assessment in HP'
- 'Household Portfolio, Financial Literacy and Risk Tolerance: A Study on Schedule Tribes of HP'
- 'GIS based Landslide Susceptibility Zonation of Gaj Watershed of Beas River and Dharamshala Region in Kangra Valley, HP with Special Reference to Slope Stability Analysis of Tira Lines Landslide at Dharamshala Cantonment'
- 'A Study of Mass Media Impact on the Gujjar Tribe of Chamba and Kangra Districts of HP'

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The university has taken serious note of the 1st cycle peer team's report with a positive intent and implemented all suggestions in the last five years' time span. The detailed action report has been placed under IQAC at university website <https://cuhimachal.ac.in/admin/assets/uploads/docs/202212211406329009cff612.pdf>. The university has envisioned the plans and developments for coming years with the development of its own campus at Dehra and Dharamshala. The university has implemented the National Education Policy 2020 during these academic years with the launch of Indian Knowledge System courses at the departmental level and university level, interdisciplinary courses at the departmental level and registration of students in a National academic depository. To overcome the space problem, the university has been allotted 115 hectares at Dehra and 89 hectares at Dharamshala to develop its own campuses. The existing campus is spread over a number of buildings located at the Dharamshala, Shahpur and Dehra campuses. The university is looking after several more buildings in and around Dharamshala for expansion of campuses and hostel accommodation before constructing its own campuses.

Concluding Remarks :

The university is very good at research and has been conducting research in various imminent areas of concern. Still, it is continuously increasing its strength and encouraging faculty and students to publish mainly in Scopus journals. The university is also exploring its shortcomings and trying to meet these difficulties, especially space constraints. The university has a commendable past, a perfect present under dynamic leadership, and a promising future and is committed to fostering outcome-based education and innovative ideas.

This present SSR is an outcome of the collective efforts of all faculty members and their inputs and persistent efforts of IQAC cell for quality improvement in all teaching and non-teaching environments. A thorough introspection, data collection and retrieval of information from the university's indigenously developed portal have resulted in the SSR in its present form. Quality is a never-ending journey, and the university is looking forward to assessment by NAAC as this would boost the morale of various stakeholders and pave the way for further improvement.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1588</td> <td>1639</td> <td>745</td> <td>540</td> <td>1213</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1560</td> <td>1448</td> <td>745</td> <td>540</td> <td>1205</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1588	1639	745	540	1213	2021-22	2020-21	2019-20	2018-19	2017-18	1560	1448	745	540	1205
2021-22	2020-21	2019-20	2018-19	2017-18																	
1588	1639	745	540	1213																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1560	1448	745	540	1205																	
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years</p> <p>(Excluding Supernumerary Seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>341</td> <td>317</td> <td>319</td> <td>311</td> <td>324</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>440</td> <td>376</td> <td>378</td> <td>318</td> <td>334</td> </tr> </tbody> </table> <p>Remark : Input edited as per supporting documents</p>	2021-22	2020-21	2019-20	2018-19	2017-18	341	317	319	311	324	2021-22	2020-21	2019-20	2018-19	2017-18	440	376	378	318	334
2021-22	2020-21	2019-20	2018-19	2017-18																	
341	317	319	311	324																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
440	376	378	318	334																	
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers</p> <p>Answer before DVV Verification : 808</p> <p>Answer after DVV Verification: 730.87</p>																				
3.3.3	<p>Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.</p>																				

3.3.3.1. Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	95	89	39	42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	02

Remark : Input edited considering awards / recognitions received for research / innovations won by institution / teachers / research scholars only

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2087	4001	1354	1219	1546

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1560	1448	1344	1219	1205

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year**5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
113	23	40	43	28

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
58	08	14	19	22

Remark : Input edited as per supporting documents

6.3.4	<p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 468 1046 602"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>169</td> <td>60</td> <td>12</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 680 1046 815"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>126</td> <td>60</td> <td>12</td> <td>6</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	40	169	60	12	6	2021-22	2020-21	2019-20	2018-19	2017-18	40	126	60	12	6
2021-22	2020-21	2019-20	2018-19	2017-18																	
40	169	60	12	6																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
40	126	60	12	6																	

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1137 986 1249"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>516</td> <td>495</td> <td>460</td> <td>406</td> <td>406</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1328 986 1440"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>635</td> <td>603</td> <td>565</td> <td>412</td> <td>412</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	516	495	460	406	406	2021-22	2020-21	2019-20	2018-19	2017-18	635	603	565	412	412
2021-22	2020-21	2019-20	2018-19	2017-18																	
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