

PEER TEAM REPORT ON
Institutional Re- Accreditation of Himachal Pradesh
University, Summer Hill, Shimla, Himachal Pradesh.

November 25-27, 2009

National Assessment and Accreditation Council
(NAAC)
Bangaluru

PEER TEAM REPORT ON
Institutional Re- Accreditation of Himachal Pradesh
University, Summer Hill, Shimla, Himachal Pradesh

Section I: GENERAL	Information
1.1 Name & Address of the Institution:	Himachal Pradesh University, Summer Hill, Shimla.
1.2 Year of Establishment:	1970
1.3 Current Academic Activities at the Institution (Numbers):	
• Faculties/ Schools:	
• Departments/ Centres:	29 + 5 =34
• Programmes/ Courses offered:	104
• Permanent Faculty Members:	236
• Permanent Support Staff:	1120
• Students:	2843
1.4 Three major features in the institutional Context (As perceived by the Peer Team):	<ul style="list-style-type: none"> • The only affiliating State University in Himachal Pradesh, situated in hilly area catering to the needs of the disadvantaged sections of society • Above 90% of the faculty have Ph.D and good publication to their credit • University runs a Centre for Evening Studies, offering many UG and PG programmes
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	25-27 th November, 2009
1.6 Composition of the Peer Team which undertook the on- site visit:	
Chairperson	Prof. S.K. Saidapur
Member	Prof. Chittaranjan Sinha
Member	Prof. Kamal Mehta
Member	Prof. Lillykutty Jacob
Member	Prof. A. K. Dasbiswas
Member	Prof. M. Periaswamy
NAAC Officer:	Dr. M.S. Shyamasundar

Section II: CRITERION WISE ANALYSIS	
2.1 Curricular Aspects:	
2.1.1 Curricular Design & Development:	<ul style="list-style-type: none"> • University follows the UGC / AICTE guidelines for designing the curriculum • Offers 23 number of Distance Education Programmes • Barring last two years, frequency updating the curriculum was not adequate
2.1.2 Academic Flexibility:	<ul style="list-style-type: none"> • Academic flexibility is limited to a few programmes with optional papers • A few add-on courses exist • Slow learners are not identified • Greater academic flexibility is needed
2.1.3 Feedback on Curriculum	<ul style="list-style-type: none"> • Most of the Courses were revised once and some were revised twice in last seven years • Obtaining feedback on curriculum from the stakeholders is yet to be formalized • Some job-oriented programmes have been introduced from the feedback from industry
2.1.4 Curriculum Update	<ul style="list-style-type: none"> • Interdisciplinary courses are not introduced • A few add-on courses have been introduced • 9 new programmes in UG & PG have been introduced over the last three years
2.1.5 Best Practices in Curricular Aspects (If any):	<ul style="list-style-type: none"> • Many job-oriented courses have been introduced in emerging areas as well

2.2 Teaching-Learning & Evaluation:	
2.2.1 Admission Process and Student Profile	<ul style="list-style-type: none"> • The admission process is transparent and reservation quota as per State Government Roaster is followed • It is done through Entrance Test, Academic Record, Group Discussion and Interview depending upon the Programme
2.2.2 Catering to the Diverse Needs:	<ul style="list-style-type: none"> • The Centres for training the students for the NET/SLET and other competitive examinations have been started recently • Bridge courses are offered in some Departments • Caters to the needs of Differently-abled students • Mentoring is absent.
2.2.3 Teaching-Learning Process:	<ul style="list-style-type: none"> • The lecture method is the common practiced but some Departments practice other methods of teaching. • Counseling is informally provided to the students by the faculty • Some Departments have their libraries and the INFLIBNET facility also exists.
2.2.4 Teacher Quality:	<ul style="list-style-type: none"> • The University has well qualified faculty with 90% of them Ph.D. holders • Many faculty have undergone the Staff Development Programmes and are engaged in research • The faculty need to be encouraged to use technology for class-room teaching • Many teaching positions are yet to be filled up
2.2.5 Evaluation Process and Reforms:	<ul style="list-style-type: none"> • Teachers submit their self-evaluative reports • Provision for Re-checking and Re-evaluation exists • Academic and Administrative Audit of the Departments is yet to be initiated. • Evaluation is external, but recently internal evaluation system is introduced for PG Programmes.
2.2.6 Best Practices in Teaching-Learning and Evaluation (If any):	<ul style="list-style-type: none"> • Seminars and workshops are organized for students and teachers.

2.3 Research, Consultancy & Extension:	
2.3.1 Promotion of Research:	<ul style="list-style-type: none"> • Teachers are deputed to Conferences and Seminars • Good number of research scholars are working. • University subscribes to a few journals, but the online journals are not available adequately • One student in each Department is given some scholarship • Current Accounting and Auditing procedure is not encouraging for the faculty to take Research Projects.
2.3.2 Research and Publications Output:	<ul style="list-style-type: none"> • Some Departments have SAP and DST FIST and 20 faculty have Research Projects • Collaborative research is evident in some Departments • Some faculty have got recognition for their work.
2.3.3 Consultancy:	<ul style="list-style-type: none"> • A few Departments do Consultancy • The University has potential to offer valuable consultancy to the region • Departments of Management, Computer Science, Tourism etc. give consultancy to the government departments and private organizations both.
2.3.4 Extension Activities:	<ul style="list-style-type: none"> • The Law Department organizes outreach programmes in addition to the Centres (Yoga, Tribal Studies, Adult Education, Population Studies & Agro Economic Research Centre) on the campus. • A couple of Departments are engaged in extension work to ensure social justice
2.3.5 Collaborations:	<ul style="list-style-type: none"> • 52 national and 25 overseas collaborations exist • Formal utilization of the linkages needs to be promoted • The University has a lot of scope for collaboration
2.3.6 Best Practices in Research, Consultancy & Extension (If any):	<ul style="list-style-type: none"> • University provides Fellowship to scholars

2.4 Infrastructure and Learning Resources:	
2.4.1 Physical Facilities for Learning:	<ul style="list-style-type: none"> • University has good infrastructural facilities • Most of the essential physical facilities for academic, sports and cultural activities are available on the campus • Sports facilities need to be enhanced
2.4.2 Maintenance of Infrastructure:	<ul style="list-style-type: none"> • The University provides general budget for maintenance • Adequate staff is available for the purpose of maintenance • Maintenance is still poor
2.4.3 Library as a Learning Resources	<ul style="list-style-type: none"> • Library has large number of books, journals and magazines and a spacious Reading Hall • The Library Council has been constituted in the year 2004 • Archive needs to be set up and strengthened
2.4.4 ICT as Learning Resources:	<ul style="list-style-type: none"> • All the faculty are given computers and internet facility • Very few ICT packages are developed • The use of ICT for the teaching purpose is inadequate
2.4.5 Other Facilities:	<ul style="list-style-type: none"> • Despite good number of Hostels, there is overcrowding • The facilities for health, sports and other purposes are satisfactory • USIC needs to be strengthened
2.4.6 Best Practices in the development of Infrastructure and Learning Resources (If any):	<ul style="list-style-type: none"> • The tribal students are allowed to stay in the hostels during winter vacations
2.5 Student Support and Progression:	
2.5.1 Student Progression:	<ul style="list-style-type: none"> • Good number of students have passed NET/SLET and other competitive examination • A mechanism for documenting the drop-out rate and the employment data needs to be established
2.5.2 Student Support:	<ul style="list-style-type: none"> • The University has recently established the Centres for training the students for various competitive examinations • University provides financial aid to the meritorious students • More facilities are needed for the differently-abled students

2.5.3 Student Activities:	<ul style="list-style-type: none"> • Students participate in various cultural and sports activities at zonal and national levels • Many students have won awards. • Many inter-collegiate and Inter-university events have been organized
2.5.4 Best Practices in Student Support and Progression (If any):	<ul style="list-style-type: none"> • Scholarship to meritorious students • Freeship to girl students.
2.6 Governance and Leadership:	
2.6.1 Institutional Vision and Leadership:	<ul style="list-style-type: none"> • Vision and mission are by and large in tune with the objectives of higher education • They are not made explicit . • Administrative reforms are needed.
2.6.2 Organizational Arrangements:	<ul style="list-style-type: none"> • Organizational structure of administration is as per the norms • IQAC, Anti Sexual Harassment Cell , Grievance Redressal Cell etc need to be made more active.
2.6.3 Strategy Development and Deployment:	<ul style="list-style-type: none"> • University needs a clear perspective plan • Faculty and students need to be involved in decision making and planning • Academic and administrative audit needs to be done periodically.
2.6.4 Human Resource Management:	<ul style="list-style-type: none"> • All vacant posts need to be filled up at the earliest • Training to the non-teaching staff needs to be given in computer and effective management of administration in their job
2.6.5 Financial Management and Resource Mobilization:	<ul style="list-style-type: none"> • Grants from the government is Rs. 45 crore, Collection of fees is Rs. 18 crore and from self-financing courses Rs. 5.20 crore(in SSR, HPU has shown 0.75 crore due to typographically error). • Maintenance budget appears to be inadequate • Donations need to be generated
2.6.6 Best Practices in Governance and Leadership (If any):	<ul style="list-style-type: none"> • Conducts meetings of the statutory bodies regularly. • Convocations were not held annually earlier but the present VC has regularized holding convocation every year. • Created 8 teaching and 30 non-teaching position. • VC has been successful in procuring good funding.

2.7 Innovative Practices:	
2.7.1 Internal Quality Assurance System:	<ul style="list-style-type: none"> • IQAC is established recently • It needs to function effectively as per its mandate.
2.7.2 Inclusive Practices:	<ul style="list-style-type: none"> • State government policy of reservation is followed. • The university has been trying to empower the rural, girl and SC/ST students. • Girl students get freeship for their study.
2.7.3 Stakeholder Relationships:	<ul style="list-style-type: none"> • The university is yet to have the formal mechanism of having relationship with its stakeholders • During the interaction with the NAAC team 3 elected office bearers of Student Central Association; and 4 Principals came. • Students' feedback needs to be obtained in the proper format.

Section III: OVERALL ANALYSIS	
3.1 Institutional Strengths:	<ul style="list-style-type: none"> • Highly qualified and experienced teachers • Good research output and its publication • Physical facilities for learning like hostels, library etc • Good Health Centre with two ambulances • Transport facility for students and faculty.
3.2 Institutional Weaknesses:	<ul style="list-style-type: none"> • Low motivation for Project funding on the part of the teachers • Absence of dynamic support on the part of the administration • Weak and passive Internal Quality Assurance Cell & quality improvement mechanism • Students' absence in decision making and even giving feedback on teachers, campus life and courses • Poor maintenance of the infrastructure e.g. toilets • Teaching performance is not evaluated by the students

3.3 Institutional Opportunities:	<ul style="list-style-type: none"> • Study of the tribals • Study of biodiversity • Consultancy • Extension • Seeking funding for research • Introduction of inter-disciplinary courses
3.4 Institutional Challenges:	<ul style="list-style-type: none"> • To motivate teacher community to take up Projects and generate fund for the overall development of the University • To make the administration dynamic • Providing leadership to the University through its IQAC • Activating the potentiality of the teachers and students • Administrative and examination reforms • Filling up of the vacant posts • Creating archive in the library

Section IV: Recommendations for Quality Enhancement of the Institution

- New Programmes/courses catering to the regional needs need to be introduced
- University Industry interface needs to be enhanced
- Internet facility should be enhanced
- University should explore generating funds from its Alumni, corporate etc.
- All University Administrative wings should be computerized
- Providing user friendly guidelines for operational RND grants are urgently needed to promote research
- Alumni Association needs to be established at the University level.
- Strengthening of the IQAC for quality enhancement
- Evaluation of the teachers by the students in formal way
- Separate Hostels for female research scholars be built
- More Departments should be motivated to take up the Projects
- Library be computerized
- University should go for Choice Based Credit System.
- Project work should be made the part of curriculum
- The Pre-audit system should be limited to only University funds.
- Feedback should be obtained from industries, employers among others for curriculum update.

I agree with the Observations of the Peer Team as mentioned in this report.

Signature of the Head of the Institution
With Seal of the Institution

Signatures of the Peer Team Members:

Name and Designation		Signature with date
Prof. S.K. Saidapur, Vice-Chancellor, Karnataka University, Pavate Nagar, Dharwad-580003, Karnataka.	Chairperson	
Prof. Chittaranjan Sinha (Professor Emeritus, Dept. of History, Magadh University, Bodh-Gaya), #63, New Area, Bisar, Gaya-823001, Bihar.	Member	
Dr. Kamal Mehta, Professor & Head, Dept. of English, Saurashtra University, Rajkot-360005, Gujarat	Member	
Prof. Lillykutty Jacob, Professor, Dept. of Electronics Engineering, NIT Calicut-673601.	Member	
Prof. A.K. Dasbiswas, Dean, Kharghar Campus, Institute for Technology and Management, 25/26, Institutional Area, Sector-4, Kaharghar (E), Navi Mumbai -410210, Maharashtra.	Member	
Prof. M. Periasamy, School of Chemistry, University of Hyderabad, Central University Post, Hyderabad-500046, Andhra Pradesh.	Member	
Dr. M.S. Shyamasundar, Deputy Adviser, P.O. Box No. 1075, NAAC, Opp to NLSIU, Bangalore University Campus, Nagarbhavi, Bangalore -560072.	Coordinator	

Place:

Date:



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Himachal Pradesh University

Place : Summer Hills, Shimla, Himachal Pradesh

Criteria	Weightage (W_i)	Criterion-Wise Grade Point Averages (Cr_i GPA)	$W_i \times Cr_i$ GPA
I. Curricular Aspects	150	2.00	300
II. Teaching-Learning and Evaluation	250	2.64	660
III. Research, Consultancy and Extension	200	2.70	540
IV. Infrastructure and Learning Resources	100	2.65	265
V. Student Support and Progression	100	3.00	300
VI. Governance and Leadership	150	2.13	320
VII. Innovative Practices	050	2.30	115
Total	$\sum_{i=1}^7 W_i = 1000$		$\sum_{i=1}^7 (W_i \times Cr_i \text{ GPA}) = 2500$

$$\text{Institutional Score} = \frac{\sum_{i=1}^7 (W_i \times Cr_i \text{ GPA})}{\sum_{i=1}^7 W_i} = \frac{2500}{1000} = \boxed{2.50}$$

Grade =

Descriptor =

Date : December 31, 2009



HARUN
Director

- This certification is valid for a period of Five years with effect from December 31st, 2009
- An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denotes C grade (Satisfactory)
- Scores rounded off to the nearest integer