



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

Accreditation - (Cycle - 2)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
CENTRAL UNIVERSITY OF HARYANA
U-0158**

**Mahendergarh
Haryana
123031**

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

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	CENTRAL UNIVERSITY OF HARYANA Mahendergarh Haryana 123031	
2.Year of Establishment	2009	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	8	
Departments/Centres:	34	
Programmes/Course offered:	83	
Permanent Faculty Members:	195	
Permanent Support Staff:	79	
Students:	4160	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none">1. The University is located in a rural and southern most part of Haryana with a clean and good environment.2. The University caters the need of the higher education in rural area for the upliftment of poor and socio-economic backward students.3. Students diversity is visible from across the country with good academic accomplishments.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 13-03-2023 To : 15-03-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. KRS SAMBASIVA RAO	Vice Chancellor,MIZORAM UNIVERSITY
Member Co-ordinator:	DR. RAMESH CHANDRA DANGWAL	Dean,HNB Garhwal University Srinagar Garhwal
Member:	DR. SK ISHTIAQUE AHMED	Registrar,Maulana Azad National Urdu University
Member:	DR. PROF PRITI SAXENA	Professor,Babasaheb Bhimrao Ambedkar University
Member:	DR. ZAHEERUDDIN PROF	Professor,Jamia Millia Islamia
NAAC Co - ordinator:	Dr. Leena Gahane	

Section II: CRITERION WISE ANALYSIS

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

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

Qualitative analysis of Criterion 1

The Central University of Haryana is one of the prominent Central Universities of the country with a prime emphasis on offering quality education, located in a backward rural area of the Haryana with a rich diversity of students. The institution has reasonably good infrastructure and it has 484 acres of a beautiful sprawling campus with a good academic environment attracting students from all over the country with a good percentage of girl students. The University is running UG, PG, Diploma, Certificate, and Research programs in diversified fields.

The University has 34 teaching departments offering 83 programs of study. Many of its students and faculty members come from several states across India through national-level admissions and recruitment. The barren and laterite campus is rapidly transformed into a green, beautiful, energy-efficient and eco-friendly campus

The institution used to sensitize the students to social issues, professional ethics, and gender sensitivity. The choice-based credit system and the elective system have been implemented as per the regulatory provisions, with a consistent improvement of program outcome and course outcome over a period of time. To implement skill-based training, the institution organizes different skill-oriented programs for various stakeholders, including students, teachers, and community members. The institution has established feedback mechanisms for the development of the curriculum. The syllabus of the various academic programs offered by departments have been globally acknowledged. The curriculum reflects core with practical training including projects and internships reflecting national and regional focus. The Board of Studies in each department frames the syllabus of the various programmes, incorporating regional, national and global requirements.

The University has revised the curriculum and aligned with NEP-2020 and Learning Outcomes-based Curriculum Framework (LOCF) in compliance to industrial needs, value education and Indian Knowledge System. The University has started 5 years integrated programmes with option of multiple entry and exit as per NEP. The faculty are encouraged to enrich their knowledge and participate in various academic programs regularly. The MOOC course developed by faculty in Food Safety Training and Certification has got good enrolment. University has facilities for fine arts and language lab, social science lab, central instrumentation facility, bioinformatics lab, herbal garden, Institutional Innovation Cell and CII are some of the special features, which help in holistic development of the students. The University campus is lush green with water

& energy conservation structures which help in making students more sensitive towards environmental issues.

It is the need of the hour that the University engages better with the industries and the in-plant training and practice school learning for the development of immediate placement and innovative learning mechanism. Need to design relevant add on /value added courses based on demand/need of job market to improve employability.

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

Qualitative analysis of Criterion 2

The institution has very good enrolment of students from across the country. The Central University of Haryana offers Online Admissions through Central Universities Common Entrance Test (CUCET) for encouraging the diversity of students' enrolment. Presently, more than 53% students belong to 27 states and Union territories. The Institution is providing equal opportunity to all the students through online CUCET. The student teacher ratio is 11:1.

The faculty members offering counselling to new students and assisting them in all walks of their life, in giving support for academics and placement of students, and each student is assigned with a mentor, particularly to overcome the challenges being faced in University life.

The teachers are well qualified and majority of the teachers are having PhD degrees and involved equally in teaching and research maintaining a balance, however teaching is given priority in several of the departments. The bilingual mode of instruction is followed in all the courses as per the need and requirement of the students. The School of Education is involved in improving and developing pedagogical plans by organizing orientation and refresher courses, and the teachers are using modern teaching techniques with translational studies. Feedback system is implemented to improve the quality of teaching and remedial classes are

conducted for students who are having difficulty in understanding the subject.

The choice based credit system has been fully implemented (CBCS) in all the programs and ICT tools are employed for quality teaching, and in all the programmes, generic elective courses of multidisciplinary nature are being offered in addition to the core courses. The University has well established Examination Management system 'Campus Pro' for all the important examination activities. Regularly the students are evaluated through written tests, class seminars and assignments as a continuous evaluation process. And the students are allowed to verify their answer scripts for internal and external examinations. The examination results are announced in a stipulated time and displayed through online.

It is suggested that the students need to be encouraged compulsorily for learning through add on courses, Swayam, NPTEL and MOOCS compulsorily in every semester. Entrepreneurship cell is to be strengthened for encouragement of self-employment and for development of start-ups and getting training of students as per the requirement of society.

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

Qualitative analysis of Criterion 3

The institution has created an ambient research environment with a focus on inter-disciplinary research emphasizing on social needs, outreach and innovation. The institution has a well-defined Research Promotion Policy for promotion of research activities. Institution providing encouragement to faculty for undertaking research activities through provision of Seed money. The students are encouraged to undertake research in collaboration with research institutes and industries.

The faculty of CUH are very actively involved in making proposals for extra mural research grants and received Rs.10.07 Crores through 45 research projects from government and non-government agencies. The institution has received some departmental central facility grants from the agencies such as ICSSR, New Delhi, SERB, New Delhi, DST-SEED New Delhi, DBT, PMMMNMTT, PRONAT SC, Spain, DST-FIST, DST-AISTDF etc. The faculty of CUH have published 782 peer reviewed research papers (763 in Scopus; 19 papers in UGC Care list). The h-index of the CUH during the past 5 years is 44. And the faculty members

have granted/published 24 patents and published 68 books/book chapters with ISBN number. The University faculty are successful in producing 95 PhDs in the last five years and around 385 scholars has been enrolled.

The University has a well-equipped Central Instrumentation Centre (CIC) with high end equipment, software and research data bases along with print and e-journals, facilitating to undertake intensive research activity and research collaborations. The University has provided software of Urkund and Turnitin to check the Plagiarism for research proposals and publications.

The University has signed functional MoUs with 19 national/international institutions and industries, where the students of University have actually got trained on different research problems. The CUH has Centre for Innovation and Incubation (CII), through which, a culture of innovation in academics, research and entrepreneurship and financial assistance is being provided to the students basing on the merit of the proposals. The students are encouraged to display their innovative working/non-working models during science day celebration.

The University has organized several extension and outreach programs (214 programs) with active student participation, such as blood donation camps, rallies, awareness programs, cleanliness drive, Swachhta Pakhwara, Water conservation, tree plantation, general awareness, health check-up camps, etc. The NSS and YRC unit of CUH received 10 National/State level awards during the last five years.

However, the institution needs to encourage the faculty to apply for more research grants both for individual and departmental grants. Institution needs to enhance number of extension and outreach activities and encourage more faculty members and students to participate. For international exposure, the faculty exchange programs need to be practiced, so that the possibility for joint research programs could be explored. Faculty members are to be encouraged to publish their research more intensively.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

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

Qualitative analysis of Criterion 4

The institution has reasonably good infrastructural facilities for teaching, learning, and for effective administrative functioning of the University. The University is spread over the area of 484 acres in a rural environment with a built up area of 1,28,883 sq. m.. The institution has well furnished teaching and residential facilities, sports, administrative and allied infrastructure, which includes 116 class rooms (100% ICT enabled), 105 laboratories, 14 seminar halls and 5 auditoriums. University has sports facilities including indoor and outdoor games, yoga facilities and for conducting cultural programs. The University has an established campus maintenance policy for upkeeping all the infrastructure.

The institution is having basic facilities like Bank, Post office, Health centre, canteens, grocery/bakery stores, guest house and other basic amenities. The students hostels are well-furnished, four hostels for Women with 1260 capacity and three hostels for Men with 945 capacity situated inside the campus. The University has electrical power backup, and campus is under surveillance of cameras and provided with RO water treatment plant etc.

The University Library System has PDU Central Library, Engineering and Technology, Education, Law and Swami Dayanad Saraswati Chair units. The library has been fully automated with E-Granthalaya/Koha and provide different spectrum of resources and services like Training on Demand, Remote Access Services, photocopy services, inter-library loan service, plagiarism verification service, etc. The Library catalogue and ‘Gyan Pravaah’, an institutional repository of the University are accessible 24x7. The Library provides remote/campus[1]based access to e– journals, e-books, e-ShodhSindhu, Shodhganga, databases, plagiarism detection software and other useful software. The library has been provided with an annual budget of Rs.1.58 Crores per year, and procured around 48,840 books during the last five years with an average addition of 5,173 books per year. The library manages faculty profiles with INFLIBNET and IRINS portals.

The University has 780 desktops systems with required accessories at various departments. The entire campus is wifi enabled and 24/7 internet facility with 1 GBPS is available to students and staff in whole campus at class rooms, labs and hostels with 182 access points in whole campus.

It is necessary that the establishment of separate digital library with more number of e-journals and e-books is the need of the hour with remote access facility. Library and Sports infrastructure needs to be further strengthened as per the needs of the students.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

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

Qualitative analysis of Criterion 5

The institution has developed a robust student support system to facilitate good opportunity for better academic and research outcomes, and progression to higher education and placement of students with better opportunities to the students, specially for poor, weaker minority students. With a well defined policy, the University has established Career Counselling and Placement Cell; Students’ Grievances Redressal Cell; Earn

While Learn Scheme, Merit-cum-Means Scheme, Non-NET Fellowship, scheme by UGC, fee concession for the needy students, skills enhancement and capacity building activities; Diksharambh and other students induction programmes through Students Council and student representatives in various committees and cells etc.

The University has been offering counselling/coaching for UGC/CSIR-NET/JRF, GATE and similar other examinations. University has significant outcome during the last five years, awarded with scholarships/free ships amounting to Rs. 3,44,73,027/-. About 298 students got the benefit of UGC Non-NET fellowship; 1034 students were benefitted from the classes conducted under career counselling and skill enhancement programmes; The University has conducted 40 capacity building programmes during the last five years.

The University has Grievances and Redressal Cell, Proctorial Board, Anti Ragging Committee, Internal Complaint Committee, Equal Opportunity Cell and Office of the Dean Students' Welfare, which provide immediate solution to the issues relating to the students. The University Career and Placement Cell has provided placement support to 321; 751 students qualified UGC-NET/JRF, GATE, and other competitive examinations in the last five years. The University students have received/won 25 awards / medals in Sports/Cultural activities. The University has organized 40 cultural events; The University has the statutory provision of a Students Council consisting of forty students (20 elected and 20 nominated) to ensure students participation and engagement in all the spheres of institutional life.

The University has a registered Alumni Association and Alumni Meet has been conducted annually. The Students' Induction programmes at University and department level are conducted annually on the commencement of the academic session. It is necessary that the University alumni association need to be strengthened, and alumni engagement need to be improved and initiate more alumni activities in the departments of the University, particularly for infrastructure development and student support system, as the institution is having a distinguished alumni over the years.

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

Qualitative analysis of Criterion 6

The Vision and Mission of the University are clearly defined, for providing quality education with human values for the development of society. The institution has well defined organized structure of human resources as defined by the Act, Statutes and Ordinances of the University.

The University follows the culture of decentralized and participative management. The institute has a well-defined policy and strategic plan. The power and decision making at all level is done through 'bottom to top approach'. The University has the statutory provisions of University Court and other Statutory Bodies like Academic Council, Executive Council and Finance Committee. All the decisions of the University are taken by the appropriate Statutory bodies/competent authority.

The University has a well-defined performance appraisal system wherein teaching and non-teaching employees are evaluated on the basis of their teaching, research and administrative abilities. The University has introduced Annual Awards for teaching and non-teaching staff members to incentivise research, publications and innovative administrative reforms. The institute has a policy for providing financial support to faculty members for attending the conferences/workshops and for professional membership. During past five years, approximately 45% of faculty members have been benefited with financial support. For non-teaching staff, specific programmes are conducted for their personality development. University has conducted about 41 professional development/administrative training programmes in last five years. About 40% of the

teachers have attended online/face-to-face FDP on professional development programme, orientation/ induction programme, refresher and short term course.

The University has received the financial grants from various government and non- government agencies such as Ministry of Education, GOI, UGC, CSIR, HEFA etc. University also received some funds in form of the Research and Consultancy projects. The University has implemented e-governance in all spheres of planning and development. The Central University of Haryana has Internal as well as External Financial Audit as per the financial guidelines of UGC and Government of India. The University's External Financial Audit is under the purview of the Comptroller and Auditor General of India.

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

Qualitative analysis of Criterion 7

The institution promotes equal opportunities to all without any gender discrimination and has taken several measures for sensitization of gender equality for all students. The institution has a gender friendly and inclusive environment for pursuing all curricular and co-curricular activities. To instil ethical values, the University has introduced various generic elective courses of multidisciplinary nature. Measures have been taken for safe environment for students with surveillance of CC cameras.

The Central University of Haryana has committed to impart value education as articulated in its vision to build “a strong character and nurturing a value -based transparent work ethics and self-sustenance”. The University

also maintains cultural, regional, linguistic and socioeconomic diversities through student activities. The University also has been promoting the green campus initiative since its inception and slowly transformed the whole campus as green campus. Though locational disadvantage being in semi-arid region, the University has taken up several measures for rain water harvesting measures, water recharge facility, and establishing waste water treatment plant. University has an effective management strategy for disposal of waste and hazardous laboratory wastes. The University has constituted a focus-committees to work on biohazard materials and human subjects/ materials.

The University has been promoting the use of bicycles within the University campus to reduce the pollution, best possible medical aid services, hygienic food facility at hostels, and common bus services to cater the students from local areas and hostels. The best Practices of the University includes carrying out and implementing various quality enhancement initiatives for its sustenance. The University has been conducting the academic and administrative audits regularly for enhancing the quality parameters and annual performance of the teachers and non-teachers will be reviewed effectively.

The University provides motivation and encouragement to the employees through various awards, incentives and recognition such as Best Researcher Award, Best Non-Teaching Performer Award and Best Department Award among different Schools of studies. The involvement of University in community outreach programmes is being another best practice. The University has been practising several community-driven initiatives in the nearby and adopted villages through various social, cultural and extension activities. The University has conducted several programs on livelihood and food security; nutrition week program; promotion of community health: awareness programmes and health camps; promotion of Swachh Bharat Abhiyaan; environment awareness, plantation drive etc. The University has adopted all the government flagship schemes (viz. Beti Bachao Beti Padhao, Digital Economy, ek Bharat Shreshtha Bharat, Swach Bharat Abhiyan, Aazadi ka Amrit Mahotsav and others) and has been creating awareness among the students and the society as well

The University celebrates the Constitutional Day and observes Annual Vigilance Awareness week. Sensitization of the students and employees to the constitutional obligations, values, rights, duties, and responsibilities by organizing various events and programs are done regularly. Various national and international days, commemorative days and cultural fests are conducted regularly.

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

Overall Analysis

Strength:

- A sprawling campus with a clean and green environment. Good academic State-of-art infrastructure for teaching, learning, and research.
- Rigorous academic programme with multidisciplinary perspective, with a focus on CBCS, Outcome based learning, value based life skills and professional skills.
- Qualified, dedicated, dynamic, and motivated faculty from several states with good research publications..
- Good infrastructure and laboratories and computational facilities for conducting cutting-edge research.
- High student diversity with students from around 27 states

Weaknesses:

- Locational disadvantage of the University and lack of transportation and connectivity.
- Lack of senior faculty, non-teaching and support/ministerial staff
- Lack of alumni support because of the new establishment of the University
- Lack of Placement Opportunities

Opportunities:

- Potential for undertaking good collaborative research in rural development, rural technologies and various issues relating to socioeconomic issues
- Good scope for interinstitutional and interdepartmental collaborations for academics and research
- Potential for international collaborations and research
- Good scope for developing trained sports people and defence personnel
- Scope for Improving research/academic collaboration, students, and faculty exchange programs..

Challenges:

- Attracting and Retaining Qualified faculty for academic and research development of the University
- Financial support to the socioeconomically poor and under privileged students with a greater number of scholarships
- Attracting International students and exchange of faculty and students. Developing joint and twinning programs, joint research projects etc.
- To promote entrepreneurship and innovations with more startups
- Improving further consultancy opportunities by faculty

Section IV: Recommendations for Quality Enhancement of the Institution

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

- The Global presence of the University, particularly in ranking, internationalization, foreign collaborations for research and exchange of students and faculty
- Blended mode of learning to be encouraged further to enroll online courses through SWAYAM, NPTEL, and MOOCS etc. LMS needs to be strengthened further. Innovative methods in teaching, learning and assessment need to be adopted.
- Establishment of IPR Cell and establishing more collaborations with advanced institutes/industries through signing more MoUs. Strengthening University-industry collaboration for improving syllabus, internship, consultancy, and campus placements
- Central Library needs to be strengthened with its own building. More titles and journals in all subjects need to be procured. Law, Engineering and Education Libraries need to be as per the requirements of Regulatory Bodies. Separate digital library with a greater number of e-journals and e-books is the need of the hour with remote access facility.
- Engineering School need to be strengthened further with sophisticated instrumentation and senior faculty in all the departments. Faculty need to be encouraged for undertaking research, consultancy and improving publications.
- Alumni association needs to be strengthened further, particularly for the resource mobilization and development of infrastructure. Alumni database has to be established for providing guidance and placement opportunities to students.
- The IQAC activities need to be further strengthened in academic and administrative quality improvement. Further need to conduct environment and power audits for effective utilization of energy resources.
- Need to introduce more add on/skill oriented and vocational courses, which are in line for societal needs and industrial requirements based on demand/need of job market to improve employability.
- Strengthening University-industry collaboration for improving syllabus, internship, consultancy, and campus placements
- Need to establish Incubation centre and Centre for excellences in all the subjects to promote entrepreneurship and innovation for development of more start-ups.

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

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. KRS SAMBASIVA RAO	Chairperson	
2	DR. RAMESH CHANDRA DANGWAL	Member Co-ordinator	
3	DR. SK ISHTIAQUE AHMED	Member	
4	DR. PROF PRITI SAXENA	Member	
5	DR. ZAHEERUDDIN PROF	Member	
6	Dr. Leena Gahane	NAAC Co - ordinator	

Place

Date