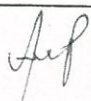


PEER TEAM REPORT ON  
*Institutional Re-accreditation of*  
**Mohan Lal Sukhadia University**  
 Udaipur – Rajasthan

Section I: GENERAL	Information
1.1 Name & Address of the Institution	<b>Mohan Lal Sukhadia University</b> Udaipur – 313 039 Rajasthan
1.2 Year of establishment:	1962
1.3 Current Academic Activities at the institution (Numbers):	
• Faculties/Departments:	07
• Departments/Centres:	31
• Programmes/Courses offered:	15 UG, 42 PG, 35 PhD and 16 others
• Permanent Faculty Members:	146
• Permanent Support Staff:	Technical Staff 98 Administrative 270
• Students:	UG 5810 PG 2359 PhD 1571 Others 99
1.4 Three major features in the institutional Context	<ul style="list-style-type: none"> <li>• A State University, located in a vast campus of about 607 acres offering higher education and research programmes to students specially in tribal region.</li> <li>• A major center of learning in the State of Rajasthan with qualified faculty</li> <li>• Constant increase in the enrolment of students from diverse categories reflecting an inclusive policy</li> </ul>
1.5 Dates of visit of the Peer Team	23 – 26 April, 2014
1.6 Composition of the Peer Team which undertook the on-site visit	
Chairperson	Prof. A.M. Pathan
Members	Prof. Shailendra Saraf Prof. Satya P. Gautam Prof. Javaid Akhter Prof. I. Ramabrahmam Prof. V. Vijayakumar Prof. C Muthamizhchelvan
NAAC Co-ordinating Officer	Dr. (Mrs) K. Rama



PTR – MLS University, Udaipur 23-26 April 2014

Section II: CRITERION WISE ANALYSIS	
<b>2.1 Curricular Aspects:</b>	
2.1.1 Curricular Design & Development	<ul style="list-style-type: none"> <li>• 15 UG, 42 PG, and 35 research programmes are offered</li> <li>• Departments have freedom to initiate change in the syllabus every year, and major revision takes place every three years</li> <li>• University follows a systematic process in design and development of the curriculum</li> <li>• Courses offered reflect emerging trends in the field of studies and many are integrated and interdisciplinary in nature</li> <li>• Industry / society – need based courses</li> </ul>
2.1.2 Academic flexibility	<ul style="list-style-type: none"> <li>• University offers 108 academic programmes, both in semester system and on annual pattern</li> <li>• Choice Based Credit System initiated in phased manner</li> <li>• Value added PG Diploma / Diploma / Certificate Courses available</li> <li>• University facilitates PG students in English to have a break in the course to pursue B. Ed.3</li> </ul>
2.1.3 Curriculum Enrichment	<ul style="list-style-type: none"> <li>• Curriculum reviewed periodically and external experts involved in updating.</li> <li>• Inputs from diverse stakeholders for curriculum enrichment</li> </ul>
2.1.4 Feedback System	<ul style="list-style-type: none"> <li>• Feedback obtained from students on semi-structured questionnaire</li> <li>• Mechanism to collect input from industry and local entrepreneurs in place</li> <li>• Systematic analysis of feedback obtained is called for</li> </ul>
<b>2.2 Teaching- Learning &amp; Evaluation</b>	
2.2.1 Student Enrolment and Profile	<ul style="list-style-type: none"> <li>• Wide publicity given through University website and print media</li> <li>• Admission offered on merit and on the basis of entrance test in some PG Courses</li> <li>• Reservation policy of the state government is strictly followed</li> <li>• Demand ratio varies from 1:33 to 1:1 across programmes</li> </ul>

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Catering to Student Diversity

	<ul style="list-style-type: none"><li>• Steady progress in the enrolment of SC / ST and women candidates</li><li>• Full fee waiver for women students</li><li>• Facility for visually challenged students in the library</li><li>• Counseling and mentoring, though exists, need to be formalized</li><li>• Provision for remedial and orientation courses exist</li></ul>
2.2.3 Teaching-Learning Process	<ul style="list-style-type: none"><li>• A few PG Departments have teaching plan in place</li><li>• Course contents and syllabus uploaded on the University Website and printed copies also made available to students</li><li>• Limited smart classrooms available</li><li>• Field / industry visits and internships along with conventional techniques like lectures, seminars, workshops as well as ICT based techniques used in teaching-learning</li></ul>
2.2.4 Teacher Quality	<ul style="list-style-type: none"><li>• Vast majority of teachers posses PhD</li><li>• Industry experience brought through guest faculty</li><li>• Good numbers of teachers have received national awards and recognition and are memebtrs of editorial boards</li></ul>
2.2.5 Evaluation Process and Reforms	<ul style="list-style-type: none"><li>• Academic progress monitored through continuous evaluation</li><li>• Results are declared on time</li><li>• Examination reforms initiated by the university is laudable</li><li>• Robust mechanism for redressal of grievances with reference to examinations is in place</li></ul>
2.2.6 Student Performance and Learning Outcomes	<ul style="list-style-type: none"><li>• Teaching, learning and assessment strategies are reviewed constantly</li><li>• Excellent pass percentage in many programmes</li><li>• Academic progress of the student is monitored through performance record in assignments, periodic tests, projects etc</li><li>• Internship in place in a few professional Departments</li></ul>

*Arif*

## 5 Research, Consultancy & Extension:

### 2.3.1 Promotion of Research

- Research Board to promote and monitor research
- Research work is reflected in major and minor research projects undertaken in many Departments
- Teachers participate in national and international seminars and conferences
- Large number of teachers are approved research guides
- Research culture needs to be strengthened in a few Departments

### 2.3.2 Resource Mobilization for Research

- Appreciable number of external funding agencies, including Center and State
- Few faculty have applied for patents
- Five Departments have DST - FIST and UGC - SAP

### 2.3.3 Research Facilities

- Infrastructure for research in the University for many disciplines in place
- Access to online resources available
- Establishment of E-Library

### 2.3.4 Research Publications and Awards

- Number of National Conferences organized
- Good number of publications in refereed journals
- A large number of PhD degrees awarded
- Some of the teaches have won awards and recognition

### 2.3.5 Consultancy

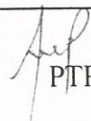
- Limited consultancy offered
- Consultancy to Panchayat Raj Department and other departments of Government of Rajasthan is noteworthy
- Organizes competitive exams for teachers recruitment and other services

### 2.3.6 Extension Activities and Institutional Social Responsibility

- Large number of extension lectures and programmes organised for social awareness
- Extension activities conducted through NSS and women Studies Cell
- Some departments are engaged in Adult education programme for social awareness on diverse issues, empowerment and employment

### 2.3.7 Collaborations

- Limited Academic collaboration at national and international levels
- University has collaborated with NGOs and charitable organizations on diverse issues
- Collaboration resulted in research papers and two patents on process technology filed



<p><b>2.3 Infrastructure and Learning Resources:</b> 2.3.1 Physical Facilities</p>	<ul style="list-style-type: none"> <li>• University has two campuses spread over 607 acres with built-up area of approximately 52000 square meters.</li> <li>• 200 class rooms, AC Auditorium, 03 Hostels for Girls and 04 for boys, residential blocks for staff, health centre, sports facilities and cafeteria available.</li> <li>• WiFi enabled campus</li> <li>• Laboratories are well equipped</li> </ul>
<p>2.3.2 Library as a Learning Resource</p>	<ul style="list-style-type: none"> <li>• The Library partially automated</li> <li>• Each Department has a library</li> <li>• UGC Info-net and INDEST connectivity</li> <li>• Separate section for visually challenged students</li> </ul>
<p>2.3.3 IT Infrastructure</p>	<ul style="list-style-type: none"> <li>• A large number of access points with good bandwidth available</li> <li>• WiFi enablede campus</li> <li>• Video conferencing / ICT enabled classroom facilities exist</li> <li>• In-house maintenance of IT infrastructure</li> </ul>
<p>2.3.4 Maintenance of Campus facilities</p>	<ul style="list-style-type: none"> <li>• Green campus with landscaping and eco-friendly maintenance</li> <li>• The Engineering Division looks after the maintenance Sufficient funds available for maintenance</li> </ul>
<p><b>2.4 Student Support and Progression:</b> 2.5.1 Student Mentoring and Support</p>	<ul style="list-style-type: none"> <li>• Personalized counseling service, academic support and career guidance for students is limited</li> <li>• Placement (entrepreneure and skill developmenet) Cell is active</li> <li>• Publication of employment related news letter appreciable</li> </ul>
<p>2.5.2 Student Progression</p>	<ul style="list-style-type: none"> <li>• Dropout rate is minimal</li> <li>• Good number of students clear NET / SET and other competitive examinations</li> <li>• Healthy progression from UG to PG</li> <li>• Reasonably good progression from PG to PhD</li> <li>• Majority gets employed</li> </ul>



<p>Student Participation and Activities</p>	<ul style="list-style-type: none"> <li>• Students receiving gold / silver / bronz medals in intervarsity sports competitions consistently</li> <li>• A democratically elected students union to promote democratic culture participating in academic bodies like Department Boards and Academic Council.</li> <li>• Adventure club established to promote non-conventional sports</li> <li>• University sports board promotes sports adequately</li> <li>• International gold medals in archery and boxing</li> <li>• Significant number of students regularly selected for participation in the NCC and NSS camps for republic day parades</li> </ul>
<p><b>2.6 Governance Leadership and Management:</b> 2.6.1 Institutional Vision and Leadership</p>	<ul style="list-style-type: none"> <li>• Vision and mission in line with knowledge creation and management</li> <li>• Strategies for transformation of creating new academic global competence for students and junior faculty are envisaged</li> <li>• Sufficient number of committees in place to plan and review the working of the University</li> </ul>
<p>2.6.2 Strategy development and deployment</p>	<ul style="list-style-type: none"> <li>• Delegation of powers and functions at different levels in the University hierarchy practiced</li> <li>• Development of new campus</li> <li>• Promotion of sports facilities</li> </ul>
<p>2.6.3 Faculty Empowerment Strategies</p>	<ul style="list-style-type: none"> <li>• A five day research orientation workshop conducted for newly recruited faculty</li> <li>• A large number of short term training programmes conducted post accreditation period</li> <li>• Participation in seminars in other institutions and conducting in house seminars encouraged</li> <li>• Council of Deans monitors the academic programmes</li> </ul>
<p>2.6.4 Financial Management and Resource Mobilization</p>	<ul style="list-style-type: none"> <li>• Resource augmentation from other sources visible</li> <li>• University gets financial assistance from Central and state funding agencies</li> <li>• Internal auditing of all accounts needs to strengthened</li> </ul>
<p>2.6.5 Internal Quality Assurance System</p>	<ul style="list-style-type: none"> <li>• Functional IQAC, however periodicity of meetings needs to be enhanced</li> <li>• AQAR submitted timely</li> <li>• Documentation be streamlined</li> </ul>

**Innovations and Best Practices:**  
2.7.1 Environmental Consciousness

- University campus green and eco-friendly
- Every second Saturday observed as 'Pollution Free Day'
- Tree plantations and landscaping carried out regularly
- Waste disposal management in place

2.7.2 Innovations

- Introduction of OMR Sheets in all the exams including Colleges
- Development of indigenous technology for plant tissue culture
- Training for Three Dimensional Model Making for topographical studies

2.7.3 Best Practices

- The following two best practices indicated by the University have been assessed and evaluated
- **Reforms in examination system**
- Integration of ICT in the examination process has resulted in timely declaration of results and reduction in malpractices
- The examination Centers for Women have been organized in nearest colleges resulting in their enhanced enrolment and completion of courses
- Uniformity in the pattern of question papers across courses
- Standardization of evaluation process

**2. Creating environmental awareness and**

- **waste management;**
- Second Saturday of every month observed as pollution free day by prohibiting the use of motorized vehicle in the campus, thereby sensitizing the campus community on issues of climate change
- Installation of electric incinerator reinforces the concerns of the University about the clean and green environment
- Effective waste management and disposal
- Scheme of tree plantation in greening the campus

*Asp*

<b>Section III: OVERALL ANALYSIS</b>	
3.1 Institutional Strengths:	<ul style="list-style-type: none"> <li>• Good infrastructural development in a spacious green campus</li> <li>• Committed faculty with research contribution, both at national and international level</li> <li>• Meets the National goals of access and inclusion</li> <li>• Progressive and sustainable use of IT</li> <li>• Appreciable support and training in sports resulting in high achievements at national and international levels</li> </ul>
3.2 Institutional Weaknesses:	<ul style="list-style-type: none"> <li>• Inadequate full-time regular faculty to meet the needs of teaching for the ongoing courses</li> <li>• Lack of perspective planning for holistic development</li> <li>• Absence of structured mentoring system for students</li> <li>• Internal quality monitoring mechanism weak</li> </ul>
3.3 Institutional Challenges:	<ul style="list-style-type: none"> <li>• Initiate research action plan to take the benefits of academic research for community / social development</li> <li>• To act as academic leaders for developing innovative plans for higher education policies for the region</li> <li>• Recruitment of best faculty with requisite competence and specializations</li> <li>• Transfer of technologies based on research to industries</li> </ul>
3.4 Institutional Opportunities:	<ul style="list-style-type: none"> <li>• Scope for advanced research in emerging areas</li> <li>• Design and implementation of need based courses of social relevance</li> <li>• Extend the placement opportunities for students of all disciplines</li> <li>• Explore new avenues of collaborations in targeted areas</li> </ul>
<p align="center"><b>Section IV: Recommendations for Quality Enhancement of the University</b></p> <ul style="list-style-type: none"> <li>• Immediate steps to be taken to fill-up vacant teaching positions in conformity with statutory regulatory authorities. Steps may also be taken to create new positions to enable the teaching departments to become eligible for grants under the UGC's SAP scheme.</li> <li>• University may adopt uniform nomenclature consistent with the nomenclature in use in the country for faculty/departments/centres/colleges/schools</li> <li>• Central Library should be relocated in an independent building with adequate space, and facilities for physically challenged students and faculty, and the timing of the use of library be enhanced</li> <li>• Consultancy to be formalized through establishing University industry interaction Centre and Technology transfer to be promoted</li> </ul>	

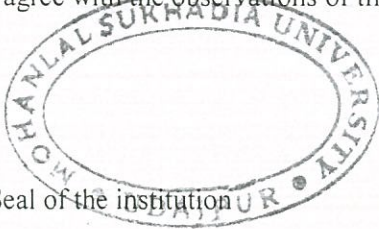
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**Section IV: Recommendations for Quality Enhancement of the University**

- Full-fledged counseling services to be developed for University students' community
  - Resources generation through consultancy be encouraged
  - Integrate the existing centers/departments in a meaningful way with appropriate plans to promote graduate programmes with interdisciplinary and cross-disciplinary/trans-disciplinary perspectives
  - Perspective plan for future to be created with a road map and strategies for development
- 
- Students mentoring strategies to be created for supportive functions and remedial interventions and University level placement center.
  - All eligible teaching departments be encouraged to avail support from various agencies
  - May introduce PG teaching programmes in Pharmacy and Executive MBA
  - May consider extending the facility of flexibility at PG level for pursuing Bed Course to other PG Courses on the pattern of MA English, wherever feasible
  - May have University Central Instrumentation Facility
  - Liberal research leave policy be formulated for all teachers by developing uniform criteria
  - Resources of NKN be fully utilized
  - ERP system need to be introduced
  - Academic and Administrative Audit and periodic reviews be undertaken
  - International Collaborations and linkages to be further strengthened by increasing exchange of faculty and students
  - Tutorials, mentoring strategies and academic and personal counseling need to be strengthened
  - University may initiate technology business incubation Centre to promote entrepreneurship start ups

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



Seal of the institution

*[Handwritten Signature]*  
 Signature of the Head of the Institution  
 with date & Seal  
**VICE CHANCELLOR**  
**MOHANLAL SUKHADIA UNIVERSITY**  
**UDAIPUR (RAJ.)**

Name Signature of peer team members with date

Sr.	Names	Signatures
1	<b>Prof. A.M. Pathan</b>	<i>[Signature]</i>
2	Prof. Shailendra Saraf	<i>[Signature]</i>
3	Prof. Satya P. Gautam	<i>[Signature]</i> 26/4/2014
4	Prof. Javaid Akhter	<i>[Signature]</i> 26/4/14
5	Prof. I. Ramabrahmam	<i>[Signature]</i> 26/4/2014
6	Prof. V. Vijayakumar	<i>[Signature]</i> 26/4/14
7	Prof. C Muthamizhchelvan	<i>[Signature]</i> 26/4/14

Date: 26 April 2014  
 Place: Udaipur – Rajasthan