PEER TEAM REPORT ON
Institutional Re-Accreditation of Jai Narain Vyas University, Jodhpur, Rajasthan

Place: Jodhpur   State: *Rajasthan*

Section I: GENERAL	Information
1.1 Name & Address of the Institution	Jai Narain Vyas University, Residency Road, Jodhpur-342011
1.2 Year of Establishment:	12.6.1962
1.3 Current Academic Activities at the Institution (Numbers):	
• Faculties/ Schools:	5 Faculties
• Departments/ Centres:	Departments: 39, Centres: 11
• Programmes/ Courses offered:	UG: 30, PG: 50, Diploma: 1, Certificate: 2, PG Diploma: 12, M. Phil:13, Ph. D.: 35 (**Total:147**)
• Permanent Faculty Members:	336
• Permanent Support Staff:	801 (641 Non-teaching + 160 Technical)
• Students:	52680
1.4 Three major features in the institutional Context (As perceived by the Peer Team):	• University makes efforts to provide quality education and equal opportunities to weaker sections of society • University located in the Planning Commission identified backward / minority population concentrated District of the state • Course fee structure at both UG and PG levels are kept a low level to facilitate inclusive educational opportunity.
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	September 27-29, 2010

1.6 Composition of the Peer Team which undertook the on- site visit:	
Chairperson	**Prof. S.P. Thyagarajan, Former Vice-Chancellor, University of Madras**
Member	**Prof. A.P. Padhi, Former Vice-Chancellor, Berhampur University, Orissa**
Member	**Dr. P.V. Arunachalam, Former Vice-Chancellor, Dravidian University, A.P.**
Member	**Dr. Dinkarrao Nago Sandanshiv, Former Member – Law Commission of India**
Member	**Prof. Anand Mohan, Professor, Department of Electronics Engineering, B.H.U; U.P.**
Member	**Prof. M.B. Srinivas, Department of Electronics, BITS, Pilani, Hyderabad**
Member	**Prof. G.K. Karanth, Professor & Head, Institute for Social & Eco. Change (ISEC), Bangalore**
Member	**Prof. Dilip S. Patil, Professor & Director, Life Long Learning & Extension, Uni. of Mumbai**
NAAC Officer:	**Dr. M.S. Shyamasundar, Deputy Adviser, NAAC, Bangalore**
Section II: CRITERION WISE ANALYSIS	**Observations (Strengths and/or Weaknesses) on Key-Aspects**
2.1 Curricular Aspects:	
2.1.1 Curricular Design & Development:	- Encouragement given to affiliated colleges for development of new programs catering to regional needs and as per vision and mission - Special programs for handicapped / physically challenged persons are available - Employability is kept in view while designing / revising curriculum.
2.1.2 Academic Flexibility:	137 teaching programmes at UG and PG level along with 70 self financing courses, diplomas, etc. - No provision for horizontal mobility of students. - Interdisciplinarity to be introduced in curriculum delivery
2.1.3 Feedback on Curriculum	- Affiliated colleges have members on statutory bodies of the University - No formal procedure for obtaining feedback from stakeholders; student feedback system in force since 2010 - Involvement of affiliated college teachers in Board of Studies needs to be facilitated
2.1.4 Curriculum Update	Most curriculum regularly updated as per UGC norms

	• 12 new programmes, some interdisciplinary, introduced during the past three years. • No formal feedback from employers and other stakeholders on curriculum needs
2.1.5 Best Practices in Curricular Aspects (If any):	• There are certain innovative courses introduced with UGC support such as PG Degree in Child Care.

2.2 Teaching-Learning & Evaluation:	
2.2.1 Admission Process and Student Profile	• Transparent admission process. • UGC guidelines and State Govt. reservation policies are implemented • Entrance test for admission in a few subjects
2.2.2 Catering to the Diverse Needs:	• Bridge courses do not exist • Structured scheme to facilitate advancement by slow learners in a few departments, needs to be extended to all departments / branches • 3 % of seats reserved for differently abled • Specialised centres (e.g., HPSN / TEPSE) offer skills to differently abled students.
2.2.3 Teaching-Learning Process:	• Largely traditional method of teaching adopted with limited use of ICT • Need for modernization of laboratories and class rooms for students • Library with INFLIBNET facility; departmental libraries underused or not available. • No mechanism for teacher's evaluation by students until recently
2.2.4 Teacher Quality:	• 90% faculty members are Ph.D. qualified; rest possesses M. Phil. • A few teachers have received awards / recognitions from national bodies • More than 50% faculty positions vacant; recruitment process initiated
2.2.5 Evaluation Process and Reforms:	• Annual examinations without continuous evaluation (exceptions in a few departments/ courses) • Transparency in examination by providing photocopies of answer script not in practice. • Efforts are on for Timely announcement of examination results and issuing of degree certificates.
2.2.6 Best Practices in Teaching-Learning and Evaluation (If any):	• Transparent admission process along with availability of large number of courses • Need based introduction of new regular / self financed courses

2.3 Research, Consultancy & Extension:	
2.3.1 Promotion of Research:	• University has a research board to facilitate R&D programs • Good number of sponsored R&D projects along with Fast Track Young Scientist Grants • Good number of major equipments procured along with access to online journals
2.3.2 Research and Publications Output:	• Adequate research and academic output in the form of research papers, abstracts, proceedings, and books • A few departments publish discipline specific journals
2.3.3 Consultancy:	• Consultancy expertise available in a few university departments. • Inadequate consultancy activities and insignificant revenue generation through consultancy
2.3.4 Extension Activities:	• Good extension activities and community work through NCC and NSS • Different centres of studies are established: SC / ST, women, Gandhian, Nehru, Budhist studies, etc.
2.3.5 Collaborations:	• A Few bilateral and multilateral linkage are established • Little impact of linkages on curriculum development / research through MOUs
2.3.6 Best Practices in Research, Consultancy & Extension (If any):	• University maintaining good R&D culture Extension activities of the University have been appreciated by society and HE, the Governor of Rajasthan
2.4 Infrastructure and Learning Resources:	
2.4.1 Physical Facilities for Learning:	• Physical facilities for academic activities are optimum but with sub-minimal maintenance • Sports facilities are diverse and some are not updated to usable level • Women related facilities like common room etc… need to be augmented
2.4.2 Maintenance of Infrastructure:	• Maintenance of infrastructure budget of Rs. 30 lakhs per annum requires to be increased • Project grants facilitate annual maintenance of equipment purchased
2.4.3 Library as a Learning Resources	• INFLIBNET facility with online journals available • Computerization of the library yet to be undertaken for modernization • Student collaboration in building up a Braille Library
2.4.4 ICT as Learning Resources:	• While computers are available, ICT resources such as software with networking of the departments are not available. • Institution has a functional website • Central computing facility to be strengthened with prolonged working hours

2.4.5 Other Facilities:	• Boys and girls hostels available with adequate facilities in girls hostels • Health centre with a doctor and paramedical people available • Playgrounds for the students are available • Adequate parking space, post office, banks and rest rooms etc… are available
2.4.6 Best Practices in the development of Infrastructure and Learning Resources (If any):	• Centre for mentally challenged for the students of B.Ed. (special education) • Hostel for visually challenged students of the university • Use of Day care centre for training of Home Science students
2.5 Student Support and Progression:	
2.5.1 Student Progression:	• About 12-18% students undertake further studies • Good employment for engineering and management students, number of students qualifying in national fellowship and competitive examinations • Impressive support to students for competitive examinations through Advanced Study Center, SC/ST/OBC Center.
2.5.2 Student Support:	• Research scholarships and freeships are available • SC/ST Cell is established, SC/ST candidates are provided scholarship / freeship and special coaching • Insurance and medical support and committee for prevention of sexual harassment exist. • No guidance mechanism for overseas students
2.5.3 Student Activities:	• Encouragement to students in games and sports, extracurricular, and recreational activities available • Inadequate alumni involvement in the absence of University Alumi Association (with the exception of a few departmental / branch level associations).
2.5.4 Best Practices in Student Support and Progression (If any):	• Insurance scheme implemented along with establishment of a day care and yoga centre
2.6 Governance and Leadership:	
2.6.1 Institutional Vision and Leadership:	• Vision and mission of the University is tuned with national policies of higher education, long / short term vision document has been prepared • University administration is committed to achieve the objective of the national mission on higher education through effective implementation of teaching learning process • Faculty involvement in decision making process and in its implementation to be made more effective through Departmental council, etc.
2.6.2 Organizational Arrangements:	• All statutory bodies of the University system exist and their regular meetings have been held

	• Decentralized and transparent system of governance does not exist • Regular meetings between University authorities and staff to discuss matters of academic, administrative, R&D and welfare issues are held
2.6.3 Strategy Development and Deployment:	• Academic plan needs to be more meaningful and realistic through participation and based on feedback from teachers, students and administrative officers • Institutional activities are not managed by different committees and a good number of R&D projects are not submitted to funding agencies • Inadequate support and encouragement for faculty improvement (e.g., FDP, FIP etc.) in affiliated colleges
2.6.4 Human Resource Management:	• Recruitment of teaching and non-teaching staff as per statutory provisions of the University is carried out • Encouragement to faculty for using modern teaching aids is not given • Limited impact of faculty self appraisal in performance evaluation. • Scheme for skill up-gradation / training of non-teaching staff does not exist
2.6.5 Financial Management and Resource Mobilization:	• Inadequate operative budget for day to day expenses • Accounts are regularly audited by CA /AG and objections are complied • University has mobilized resources through NGOs
2.6.6 Best Practices in Governance and Leadership (If any):	• Well defined objective and vision of the University • Openness of the leadership to receive criticism and suggestions
2.7 Innovative Practices:	
2.7.1 Internal Quality Assurance System:	• IQAC established (2001) to ensure and monitor quality of education and administration as per guidelines of UGC and NAAC • Provision for open discussion between University administration and stakeholders, though inadequate
2.7.2 Inclusive Practices:	• Reservation policies for learning and employment of socially backward and differently abled persons are implemented • Financial support / incentives to economically weaker students • No method to assess incremental academic growth of students from disadvantage sections
2.7.3 Stakeholder Relationships:	• Encouragement to students and staffs to promote social responsibilities and citizenship role through various camps / public lectures and participation in social relief work provided • No structured approach for involving alumni (with a few exceptions) and the Industry in academic planning and implementation

	• Community support by organizing programs by the different Centres are observed
Section III: OVERALL ANALYSIS	
3.1 Institutional Strengths:	• Vision document prepared and submitted for Approval by the Chancellor, H E, the Governor of Rajasthan • University caters to willing and enthusiastic student community in a backward region • High per cent of teachers qualified with research degrees. • Increased enrolment from 21,838 to 53,680 during the past seven years. • Presently available Dynamic leadership
3.2 Institutional Weaknesses:	• A large number of vacant faculty positions for too long • Unexplored strength and support of successful alumni • Funding support from the state government is grossly inadequate. • Limited attempts to raise resources in the face of financial crunch for infrastructural development. • Inadequate of use of ICT/ IT facilities in teaching or Library, Computer centre, Administration, and Examination sections of University. • No College Development Council to promote quality enhancement activities in the affiliated colleges.
3.3 Institutional Opportunities:	• A vibrant and enthusiastic teaching faculty once the vacancies are filled up to aim at the Vision and Mission of the University. • Possibilities of formal international collaboration through UGC and other governmental agencies. • Potential to tap intellectual and other resources through the University's Alumni both in India and abroad for developmental activities. • Productive use of vast landed area through Public-Private Partnership. • Opportunities for modernization of curricula and syllabi as per international needs by involving Industry / corporate sectors in the board of studies of the University.
3.4 Institutional Challenges:	• To implement a fast tract strategy to upgrade infrastructure, filling up of vacancies and internationalising the University's higher education programmes. • To promote research culture, and research and development accountability among faculty by performance linked incentive schemes. • To internalize the quality culture by effectively utilizing IQAC in all quality enhancement activities. • To transform the administrative and technical staff of the university as computer literate • To enhance skill development among rural students for higher level employability

Section IV: Recommendations for Quality Enhancement of the Institution

• Proactive measures to introduce academic flexibility through semester system (in the PG Departments to begin with), participatory teaching-learning process; continuous evaluation; credit/ credit-transfer facility and grading system.
 • Research promotion initiatives by implementing research starter grants to young faculty, student research grants and performance linked incentive schemes.
 • Facilitating modernisation / computerization of library, administration and examination divisions of the University and by implementing E-governance.
 • Inclusion of subject experts from affiliated colleges as members of boards of studies, along with experts from Industries and other stakeholders.
 • Establishment of an University level Alumni association.
 • Use of ICT facilities to reduce students' hardship in admissions, declaration of results, and provision of marks / grade / degree certificates.
 • A maintenance mechanism for the upkeep of the University buildings, equipment and the campus
 • Restructuring of the Undergraduate education through University departments and Constituent colleges as per UGC norms so as to provide effective workload to teachers.
 • Early adoption of UGC regulations pertaining to
    i) Minimum standards for M.Phil / Ph.D (2009)
    ii) Minimum qualifications for appointment / promotion of teachers (2010) and
    iii) Affiliation norms (2009) to facilitate early implementation of quality reforms in the University
 • "Student Tracking" system to facilitate student progression and "student mentoring system" for holistic development to be introduced.

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

Signature of the Head of the Institution

Seal of the Institution

Signatures of the Peer Team Members:

Name and Designation		*Signature with date*
Prof. S.P. Thyagarajan	Chairperson	
Prof. A.P. Padhi	Member	
Dr. P.V. Arunachalam	Member	
Dr. Dinkarrao Nago Sandanshiv	Member	
Prof. Anand Mohan	Member	
Prof. M B. Srinivas	Member	
Prof. G.K. Karanth	Member	
Dr. Dilip S. Patil	Member	
Dr. M.S. Shyamasundar	NAAC Coordinating Officer	

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 : Jai Narain Vyas University

Place : Jodhpur, Rajasthan

Criteria	Weightage (W_i)	Criterion-Wise Grade Point Averages ($Cr_i GPA$)	$W_i \times Cr_i GPA$
I. Curricular Aspects	150	2.67	401
II. Teaching-Learning and Evaluation	250	2.68	670
III. Research, Consultancy and Extension	200	2.80	560
IV. Infrastructure and Learning Resources	100	2.00	200
V. Student Support and Progression	100	2.70	270
VI. Governance and Leadership	150	1.86	279
VII. Innovative Practices	050	2.40	120
Total	$\sum_{i=1}^{7} w_i = 1000$		$\sum_{i=1}^{7}(W_i \times Cr_i GPA) = 2500$

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

Grade = $\boxed{B}$ **Descriptor** = $\boxed{GOOD}$

Date : January 08, 2011

Director

- This certification is valid for a period of *Five* years with effect from January 08th 2011
- 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

EC/54/RAR/077