

SELF-STUDY REPORT

(NAAC Accreditation - 2016)

Part I

Profile & Criteria-wise Inputs

Submitted to
National Assessment & Accreditation Council
(NAAC)
BENGALURU



MAHARSHI DAYANAND SARASWATI UNIVERSITY

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PREFACE



Established in 1987 by the Rajasthan State Legislature, Maharshi Dayanand Saraswati University, erstwhile University of Ajmer, is one of the largest universities in the state of Rajasthan catering more than 2.62 lakh students. Since its inception there has been a consistent growth of the University in terms of student enrolment and academic courses pertaining to graduate, post graduate and doctoral programs being offered at the campus and by its affiliated colleges. During the last 28 years, the University has faced several challenges and thereby achieved excellence in diverse fields. It is committed to impart holistic education that secures a balance between the technological developments shaping the current global education, employment scenario and

value content with focus on national heritage and culture. The University has developed itself into a **clean and green** campus built of Jodhpur stone that expresses its concern for both environment and heritage.

To its credit, Maharshi Dayanand Saraswati University displays many points of its successful journey since its establishment. An eco-friendly campus with beautiful landscaping gives a real ambience of academic environment. The University has developed excellent infrastructure in terms of academic and administrative buildings, laboratories, class rooms, auditoria, residential blocks and hostels for boys and girls. In addition to wide range of academic programs in its affiliated colleges, the University offers courses of high job potentials both from traditional and professional nature. Redesigned curricula of all programs meet the needs of society and industry. The Centre for Entrepreneurship and Small Business management established by the Ministry of Small Scale Industries, Government of India is unique and the only one of its kind in the country. The library is automated with UGC INFLIBNET facility.



Recently, the University has established three research centres in the name of Ambedkar, Prithviraj and Sindhu to augment research activity in respective areas of importance. The University has organized All India Inter-university games and sports in the past and hosted 30th West Zone Interuniversity Youth Festival 2014 with support of Association of Indian Universities (AIU) New Delhi. Out of concern for its neighbourhood community the University has taken up programs of NSS and a village-Muhami has been adopted for social and environmental awareness and various developmental activities. The amount of academic and development work performed by a small number of faculty is not only commendable but exemplary too. Continuous efforts, introspection and adoption of quality sustenance measures have allowed steady progress of the University towards fulfilment of its objectives. We strive to become a centre of excellence; however an uphill task lies ahead of us.

So far our focus was on enhancement of the Gross Enrolment Ratio (GER) for higher education that shows increasing trend to some extent. However, looking to the global trends in higher education and the growing number of institutions of higher education, quality and performance of any institute is indispensable and important parameter in setting benchmarks for achieving excellence. Accreditation of institute of higher education by NAAC would undoubtedly help us to put our efforts and actions in right direction for quality enhancement. In the past the University

had voluntarily put its profile before NAAC that accredited it as B++ in 2004. Reaccreditation was long due but for certain issues that slowed down the desired pace of movement forward to take initiatives for achieving excellence in all dimensions of the functionality of the University.



Sixth Convocation Ceremony of the University

For the Second Cycle of Accreditation by NAAC in 2016, the Self Study Report (SSR) is ready. The committee constituted for the preparation of this SSR has put up hard work in compiling, analyzing and summarizing the information collected from teaching departments and from various administrative sections of the University.

It is my pleasure to submit the SSR to the NAAC, Bengaluru for assessment and accreditation and eagerly look forward to welcome Peer Team in the University.

Prof. Kailash Sodani
Vice Chancellor

VISION & MISSION



**MAHARSHI DAYANAND SARASWATI
UNIVERSITY
AJMER**

Vision

The Maharshi Dayanand Saraswati University aspires for an enlightened India by imparting holistic education. To achieve this pristine goal it envisions:

- Breaking the shackles of the present teaching system, where different departments virtually serve as separate compartments without any cross flow of information and thus making students learn science and technology and simultaneously be able to dig deeper in the mental realms of existence to earn themselves a more or less stress free term of life on this planet. Similarly an exposure of science to students of other subjects will make them more pragmatic and analytical in approach to the life and its problems.
- Imparting diversity, specialty and specialization of subjects as per the requirements of today's technology driven enterprises as we understand that the civilizations move on the wheels of technology.
- Fulfilling entire learning requirements of the society- our symbiotic partner, by making intensive and visible efforts to sensitize the society through students towards the issues of social discontent and injustice and work for a peaceful, dynamic and forward moving society.
- Reducing social marginalization by generating self esteem and sense of participation amongst the downtrodden.
- Bringing together, India as well as its Diaspora by fulfilling their cultural and religious needs to make them emotionally one entity.
- Creating new opportunities for the youth by imparting them the knowledge of the language, culture, believes, religion and rituals of neighbouring countries and the countries with Indian Diaspora. This in turn will enhance business opportunities and exchange of ideas and create socio-cultural bonhomie for a progressive and peaceful humanity.

MISSION

To contribute to the super ordinate goal of nation building through realization of civilizational roles and civilizational goals in a global setting by creating and managing knowledge for social evolution, by inculcating values among youth and creating a climate of innovation and learning addressed to all segments of society.

OBJECTIVES

To accomplish its vision, the University has set following objectives:

- Imparting education in various branches of learning
- For the advancement of learning, undertake research in various branches of learning.
- Undertake extension education programs
- Train college teachers to up-date their knowledge (Reinvigorate the teachers and teaching)
- Organize specially designed orientation programs in teaching methodologies and pedagogy
- Undertake updating and modernizing curricula and examination system, and
- Take up such other work or activity or project as the University may deem proper to undertake in order to achieve its objectives

EXECUTIVE SUMMARY



**MAHARSHI DAYANAND SARASWATI
UNIVERSITY**

AJMER

The Chancellor

The Governor of Rajasthan, His Excellency Shri Kalyan Singh is the Chancellor of Maharshi Dayanand Saraswati University, Ajmer, Rajasthan

The Vice Chancellor

The Vice Chancellor of the University is appointed by the Chancellor in consultation with the Government of Rajasthan from a panel recommended by the Selection Committee. The Selection committee comprises of Chairman (nominated by the Chancellor), three members each nominated by the Board of Management of the University, State Government and the University Grants Commission. Presently Prof. Kailash Sodani, an eminent academician is the Vice Chancellor of the University. He also held additional charge of the Vice Chancellor of Jai Narayan Vyas University, Jodhpur for 3 months.

Location of the University

Maharshi Dayanand Saraswati University is nestled in the lap of Central Aravalli range and displays a panoramic view blended with beautiful landscape and architecture. The ambience of campus gives a sense of learning environment and thoughts for creativity. The campus is spanning 310 hectare of land area and 5.9 hectare built area on the National Highway (NH-8 Jaipur- Ajmer) at a distance of 7 kms from Ajmer Interstate Bus Stand. The campus has beautiful modern buildings blocks for academic and administrative functions along with residential and hostel buildings.

The University

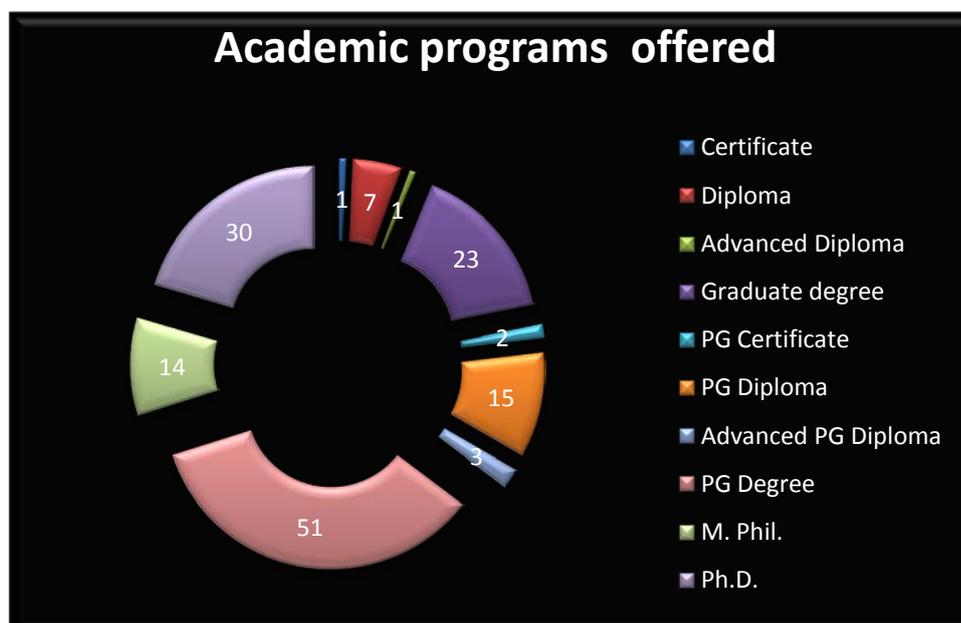
Maharshi Dayanand Saraswati University Ajmer is a prominent affiliating university in the state of Rajasthan. Established on August 1, 1987, after the bifurcation of the University of Rajasthan, the University was positioned as a University for Colleges. Apart from being an affiliating university, the University was supposed to support teaching and research in its affiliated colleges. Later, as per the requirement of UGC, teaching departments were created at the campus in March 1990 and teaching was introduced during academic session 1991-92 with some non-conventional and professional postgraduate courses. Subsequently in the year 2000, teaching of conventional postgraduate programs was introduced on the campus, with specializations that were not available in colleges of the city of Ajmer.

Today, the University offers 147 programs of learning including 1 Certificate, 7 Diploma, 1 Advanced Diploma, 23 graduate degree, 2 PG Certificate, 15 PG Diploma, 3 Advanced PG Diploma, 51 PG degree, 14 M. Phil. and 30 Ph.D. programs. At the teaching departments of the University campus 63 academic programs viz. 11 Ph.D., 7 M. Phil., 30 postgraduate degree, 3 Advanced PG Diploma, 6 PG Diploma, 2 PG Certificate, 2 graduate degree, 1 diploma and 1 certificate are being offered at currently. Being the largest affiliating university in the state, it also provides academic leadership to 272 colleges of the region covering 4 Districts. On the campus there are 20 teaching departments and 6 centers. The University has conducted examination of 2,62,599 students for various courses during the session 2014-15. It is committed to provide quality education in all dimensions of Higher Education to all sections of the society through teaching, learning, research and extension as per the need at regional and global level. For an urge to boost quality in education, the University was accredited by NAAC in the year 2004 with B++ grade. Now the University is keen to be re-accredited for which a committee is constituted to prepare Self Study Report for submission to the National Assessment and Accreditation Council, Bengaluru.

CRITERION I: CURRICULAR ASPECTS

Maharshi Dayanand Saraswati University offers wide range of academic programs both in traditional and modern emerging disciplines of science, technology and management and incorporates the requirement of the industry and society at large in the programs of learning developed by it. Latest developments, innovation, emerging thrust areas in research and employability are taken into account while restructuring and re-designing curricula. Efforts are made to maintain the programs at par with the international standards. An informal feedback from students and teachers particularly from post-graduate departments is also taken into consideration by the respective Boards of Studies (BoS)/Committees of Courses (CoC). BoS/CoC is constituted of teachers representing both University Teaching Departments and affiliated colleges. A minimum of two External Experts are also nominated to the BoS/CoC. The University departments are given freedom for planning and starting new programs in the University.

The University prepares academic programs/courses for its affiliated colleges. It offers 1 Certificate, 7 Diploma, 1 Advanced Diploma, 23 graduate degree, 2 PG Certificate, 15 PG Diploma, 3 Advanced PG Diploma, 51 PG degree, 14 M. Phil. and 30 Ph.D. programs (total 147) for its 272 affiliated colleges. However, at the campus it has 20 teaching departments and 6 Centres. In addition to this, there is a Center for Entrepreneurship and Small Business Management (ESBM) established by the support of Ministry of Small Scale Industries, Government of India. It offers teaching and short term training programs to develop skills for small business management and entrepreneurship.



Three research centres have been established recently by the University. They are Ambedkar Shodh Peeth, Sindhu Shodh Peeth and Prithviraj Chauhan Historical and Cultural Research Centre.

There is one interdisciplinary research centre Algae Biofuel & Biomolecules Centre dedicated to research in this specialized field comprising of faculty from Departments of Microbiology, Environmental Science, Food Science & Nutrition, Economics and Management.

Semester system has been introduced in 22 PG Programs which includes PG science courses in all affiliated colleges as well.

The Choice Based Credit System (CBCS) was introduced in 2015-16 in learning programs of Microbiology and Environmental Science. The system is modular offering choice of exit after every semester with PG Certificate (1 Semester), PG Diploma (2 semesters), Advanced PG Diploma (3 Semesters) and PG Degree (4 Semesters). Besides completion of 9 credits in a particular stream will earn students a certificate of specialization in addition to their degree viz. Specialization in Biofuel and Bioenergy, Biochemistry and Physiology of Microorganisms, Microorganism Diversity and Ecology, Molecular Biology, Environmental Microbiology & Biotechnology, Industrial Microbiology & Biotechnology and Medical Microbiology in M.Sc. Microbiology program. The University will be extending the CBCS scheme to other departments and programs of learning also.

The departments offer wide variety of courses/specializations fulfilling requirements of industry, society, self employment/employment, entrepreneurship, heritage alongwith basic knowledge of the subjects.

The University also admits foreign students in the courses at the campus and in affiliated colleges as per the policies of Ministry of External Affairs and Ministry of Human Resource development, Government of India. Minimum eligibility for admission of international student is 60% marks or equivalent grade in the qualifying examination.

CRITERION II- TEACHING-LEARNING AND EVALUATION

The admission process in various programs is completely transparent and student-friendly. The University is preparing to make the process online from 2016-17. Admission notification is advertised in all state level News Papers. It is also displayed on the University website. The Prospectus with all information about the University, courses, eligibility, fee, reservations, scholarships, etc. is published, and issued to prospective students seeking admission to particular course. It is also uploaded on university website. The admissions are purely on merit basis and based on the marks obtained at the qualifying examination. The University strictly follows the reservation policy of the state/central government in admissions to all courses. Concessions in admissions are given to candidates who have obtained achievements or participation in sports and athletics at national and state level. Weightage over obtained marks in preparation of merit list for admission is given to candidates who have shown achievements in Sports, NCC, Mountaineering, NSS, Rover, Ranger, Scout, Guide and in Co-curricular activities.

In case of M. Phil. and Ph. D. programs, an entrance examination (Research Eligibility Test) is conducted in which candidates from all over India may appear. The Research supervisors in different subjects are allocated as per the interest of students and specialization of the supervisor during counselling by a committee chaired by the Dean of PG studies.

An Admission Board of Senior faculty members is constituted by the Vice Chancellor to resolve the day to day difficulties faced by the Departmental Committees during the admissions of programs of learning other than those of research.

The problems and issues of students are addressed by the Dean Students Welfare and also at the department level. Learning is made student-centric by adhering to activities like seminars, assignments, interaction with subject experts invited for special lectures, and seminars and conferences organized at the campus. The seminars on special days of national importance such as Wetlands Day, Biodiversity Day, National Pollution Prevention Day, Disaster Management Day,

Environment Day, Ozone Day, Earth Day, Wildlife Week are organized for general awareness among students. The University has Air Conditioned Auditorium, Conference Halls, Meeting Rooms, Open air Theatre for various activities. The UGC INFLIBNET facility also helps the students, researchers and faculty members to access and update about the latest developments in their fields.

The University has very low number of teachers. There are sanctioned posts of teachers in different departments and the University is in the process to fill up all the posts in near future. It has an Academic Staff College now called as Human Resource Development Centre through which Orientation Programs and Refresher Courses in various disciplines are organized regularly for university and college teachers. The University extends support to teachers including financial assistance and sanction of duty leave for participation in national and foreign conferences, seminars, training programs, workshops etc. The departments are also provided financial assistance to organize seminars/workshops/conferences.

The evaluation of students is done as per ordinances, rule and regulations of the University. Full secrecy is maintained in the examinations. The University has well trained staff for the conduct of examination at the campus and at centres in different colleges affiliated to the University. In the year 2015, University conducted the examination of >2.62 lakh students enrolled at the campus and in affiliated colleges. Examinations are held as per the schedule notified in the beginning of academic session and the results are declared in time so that students may not find any difficulty to apply for jobs and for admission in other institutions in the country and abroad.

In order to streamline the process of examination, the University has adopted an IT support system. Generation of roll list and admit cards, processing of evaluated awards sheets and declaration of results is completely computerized. The grievance related to question papers are processed by the Examination Grievance Committee, while copying and unfair means during the examination reported by the Centre Superintendent are taken seriously by the Unfair Means Committee and such examinees are penalized as per the rules of the University.

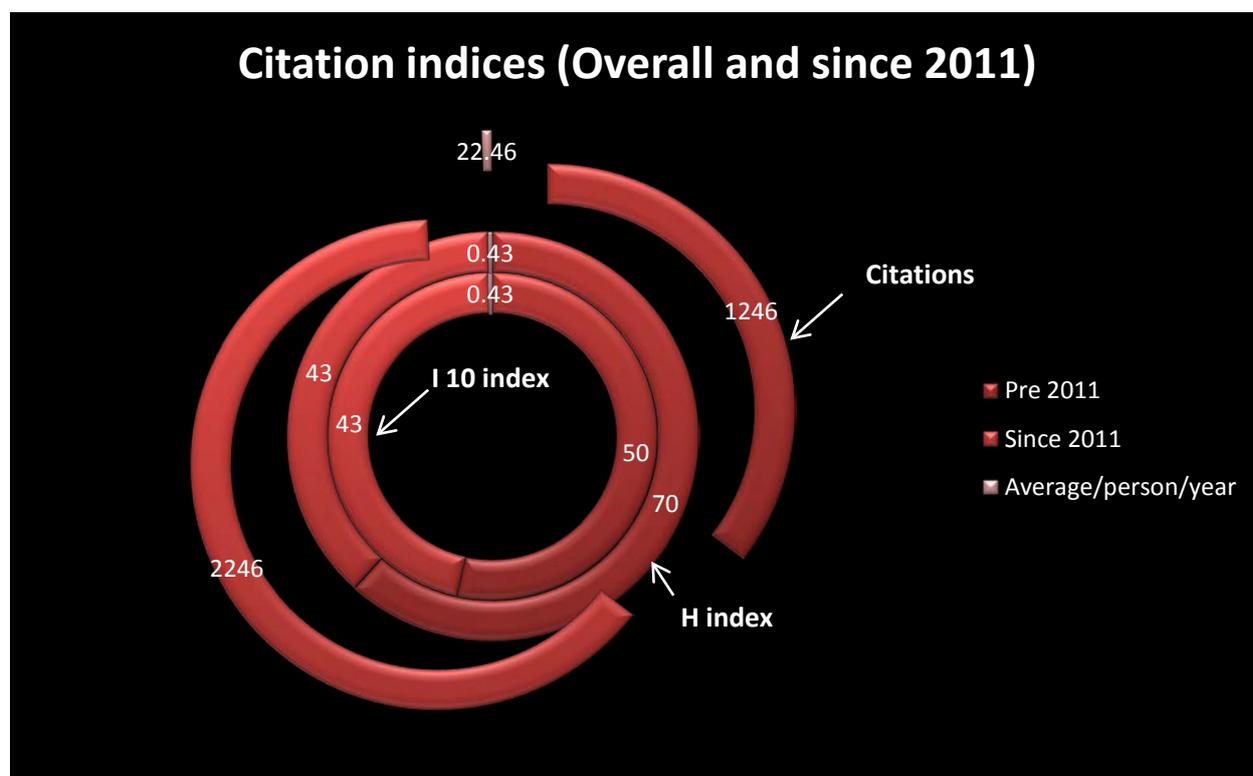
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

Creation of knowledge is what separates a University from the College as the later has only one mandate of dissemination of knowledge. All faculty members at the MDS University campus have doctoral degree and most of them are actively involved in research which is evident from Ph.Ds., patents and publications produced.

The University offers admission to Ph.D. programs in 11 disciplines and M.Phil. in 7 disciplines in the campus and including colleges these numbers are 30 and 14, respectively. The students are admitted through a Research Entrance Test (RET). The University conducts counselling sessions for the allotment of supervisors as per the research interest of the candidates in the area of their choice. The admitted students have to undergo Pre-Ph.D. course work as per UGC Regulations 2009. During the last four years the University has produced 60 Ph. Ds. in Arts, 20 in Commerce, 90 in Science, 107 in Social Science, 18 in Education, 9 in Fine Arts, and 11 in Management faculty. The number of total 315 Ph.D. includes 33 awarded at the campus during this period.

Despite having a small faculty (19), the overall citations during 2011 till January 2016 were 2246 i.e., 22.5 citations per person per year. Another parameter of quality of publications is I-10 index, based on which per faculty member, minimum 2 papers were published every year since 2011 that were cited for 10 or more times. Few of the journals with high impact factor in which publications were made included Applied Energy, ALTEX, Bioresource Technology and

Carbohydrate Polymers that had Thompson Reuters Journal Impact factor 5.613, 5.467, 4.494 and 4.074, respectively.



Since 2011, the faculty published 209 papers, 36 book chapters, 5 books and 1 edited book. It was awarded 1 US patent also. Twelve faculty members, four PhD students and five M.Sc. students have received 38 awards for their research work at various fora and six faculty members and two M.Sc. students have received recognitions at national/international level. Four faculty members and 1 research scholar visited foreign countries for presenting their work in International seminars/conferences.

The University has few of the most dedicated and hard working faculty members as is evident from per person per year productivity shown in the table below:

Parameters	Per year per faculty member productivity
Patent granted	0.01
Books edited	0.01
Books authored	0.05
Seminar/conference/workshop organized	0.2
Chapters in Books	0.36
Ph.D. Awarded	0.45
Projects continuing and completed	0.7
Publications in Journals	2.09
Academic programs being managed	3.37
Citations	22.16
Funds generated through projects (Rs.)	266667

The faculty of the University provides informal consultancy to the stake holders. There are approved norms for providing consultancy services. One consultancy project (Rs. 33.25 lakh) has already been undertaken at the Department of Remote Sensing & Geoinformatics. The University has potential in providing consultancy in environmental impact assessment, food safety, dietetic counselling, microorganism based enterprises, family planning and gender related counselling, bio-conservation, etc. It will lead to dissemination of research and motivate students for taking interest in research as well as for developing linkages with organizations.

Some faculty members are the members of Central/State Government bodies such as Environmental Appraisal Committee, State Board for Environment and Health, Rajasthan Board of Secondary Education, search committee for the panel of Vice Chancellor for various Universities, Pre-budget suggestions committee of the State, etc.

The University keeps abreast with different extension activities in neighbourhood and remote areas. These include socio-economic support activities, health care, environmental consciousness, and awareness for the general science.

The University has adopted a village- Muhami for socioeconomic, educational and political upliftment. The Centre for Entrepreneurship and Small Business Management has conducted 10 entrepreneurship development programs which include Entrepreneurship Development Programs (EDPs) for Doctors, Rural EDPs in Sojat, Jalore, Gagwana, EDPs for Science & Technology students, EDPs for Engineering Students and EDP for ST students. It also conducted 35 Entrepreneurship and Skill Development Programs since September 2010. This has benefitted 921 persons. Departments also undertake such activities and have trained another 125 persons in skills for the cultivation of microorganisms for various purposes and food preservation.

Department of Population Studies conducts activities related to non formal education for underprivileged people, empowerment of women, awareness for economic autonomy, domestic violence, fertility behaviour and importance of girl child. NSS, Department of Environmental Science, Dean Students Welfare and Health Centre conduct activities connecting the University with the society. The University also conducts National/State level Entrance Tests viz. Private College Pre-medical Test, Pre Teachers' Education Test and Pre-Basic School Teachers' Course Examination from time to time.

Department of Remote Sensing & Geoinformatics and Pure & Applied Chemistry celebrate events for the popularization and awareness of science.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

During the phase of establishment, more emphasis was laid down on creation of adequate infrastructure particularly on buildings for academic and administrative functions. The University has 23 buildings that include three administrative blocks, three hostels, one indoor stadium and one open theatre, three guest houses, one library, one health centre, one cafeteria and rest are academic blocks. All of them are named after the sages and great personalities of India.

Bharat Muni Open Air Theatre with 1000 seating capacity with adequate light and sound provisions is available in the University. For various activities and events, the University has an auditorium '*Swaraj Sabhagar*' with 250 to seat. It also has meeting halls with capacities of 65, 35 and 35 seats, respectively.



The sports and games facilities are adequate at the University campus. There are two Basket Ball courts, two Volley Ball courts, one Hockey Ground, one *Kabaddi* ground, two tennis courts and one Indoor stadium. The interuniversity games and sports are organized in the University with additional facilities available in local affiliated colleges.

There are separate hostels for boys and girls with occupancy of 39 and 75 respectively, at the campus. Residences for Professors, Associate Professors and Assistant Professors and also for non-teaching staff are available in the campus. The work of Construction of buildings is carried out by the Rajasthan State Bridge Corporation, a state government agency. The buildings are maintained by the University engineering section.

The science laboratories are equipped with hi-tech instruments. Apart from the routine instruments, HPLC, Gas Chromatograph, FTIR, Atomic Absorption Spectrometer, UV spectrometers, and many other such equipment allow ease in the conduction of basic research experiments. The faculty also has academic collaborations in India and abroad for undertaking detailed research activities.

The Central library of the University is spacious with an area of 5100 sq. m. Its office and upkeep is fully computerized. It has a collection of 50537 books, 4480 back volumes, 3230 theses and 3115 reference volumes. Annually it adds ~1500 books.

The library encourages university departments and affiliated colleges to utilize the N-LIST Program of the INFLIBNET Centre (UGC). N-LIST program is particularly meant for colleges that provides access to 95000 e-books and 4000+ e-journals.

The campus is connected with optical fibre cable and has Wi-Fi facility available in all buildings. Majority of the departments of the University have computer facilities, and one smart classroom with LCD projectors and internet facility enabling the students and the faculty members to pursue their academic activities. Free access to e-journals through INFLIBNET is available as central facility in the campus. Some of the Departments have introduced Moodle, AVIEW, Wooqer to make available lecture notes, power point presentations, soft copies of important articles to the students and for communication with the students.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

The University introduced semester system for the programs being offered at the campus and not in its affiliated colleges. Now from session 2015-16, the semester system has been introduced for all Post Graduate programs in the faculty of Science being offered in its affiliated colleges as well as programs running at the campus. In some Post Graduate programs at the campus the Choice Based Credit System (CBCS) is introduced from session 2015-16. The CBCS based courses are modular allowing exit after each semester and allows a lot of choice in selecting courses. The academic departments have been given autonomy to design their syllabi through Board of Studies (BoS). Content of national importance, emerging issues and innovation have been incorporated by restructuring the curricula to enhance the employability.

Performance and progress of students is monitored through class room seminars, periodical tests and seminars. Teachers devote extra time for slow learners to solve their difficulties. Tests for Internal assessment are conducted during the semester.

In order to provide financial assistance and support to its students, the University provides various types of scholarships for SC/ST/OBC students, for toppers of each class and privately sponsored merit-cum need based scholarships. It disbursed 113 such scholarships from its own resources in last five years that amounted to Rs. 3.39 lakh. Research scholars are getting national level research fellowships offered by CSIR, UGC, as JRF and SRF. Since 2010-11, 738 students were supported by these external funding agencies and more than Rs. 39.55 lakh were disbursed.

University covers each student by an insurance of Rs. 1 lakh against accidental death/permanent disability, upto Rs. 50,000/- for partial disability and upto Rs. 5000/- of medical expenses against a minimum of 24 hour of admission in hospital.

Relevant information related to admission, weightage and concession in admission, fee structure, fellowships etc. are mentioned in the prospectus of the University provided to the students at the time of admission which is also uploaded on the University website.

It also has various bodies like Anti-ragging Cell and Grievance Redressal Cell to address to the students' concerns. The University has an elected Students' Union which puts forth the genuine demands related to students' welfare before the University authorities. It was the first in the State to introduce OMR sheets as ballot paper in the elections of the students union.

The University encourages students' participation in co-curricular and extra-curricular activities by organizing sports, cultural events and other co-curricular activities every year as per schedule. Students are encouraged and supported by providing additional academic support, provision of leave, relaxation in attendance, weightage in admission, and prizes to winners. NSS unit, Health Centre and some teaching departments of the University organize camps/tours/tracks and activities for the students. They also organize social welfare activities such as blood donation, awareness for clean environment, water conservation and awareness about health.

The University is visited by several dignitaries, eminent personalities, subject experts and scientists. The students have been benefitted by their speeches and/or sharing of experiences.

The alumni of the University are/were working as officers in the fields of Defence and Law and Order of the country, Banking & Insurance, Journalism, Civil Administration, Railway, Electricity Boards, Health and Pharma Industries, Information Technology, Environment, Food, Cement, Textile, Petro industries, Higher Education, School Education and Other Industries. Several of

Eminent Visitors and Speakers at MDS University, Ajmer



Minister of State for Primary & Secondary Education, GOR **Mr. Vasudev Devnani**, Chancellor and Hon'ble Governor of Rajasthan **Mr. Kalyan Singh**, Vice Chancellor, MDS University Ajmer **Prof. Kailash Sodani**; Secretary Parliamentary Affairs, GOR **Mr. Suresh Singh Rawat**, Minister of State for Women and Child Development, GOR, **Mrs. Anita Bhadel**; Minister of Public Health, Engineering, Ground water, GOR, **Mrs. Kiran Maheshwari**, Hon'ble Governor of Goa, **Mrs. Mridula Sinha**, Hon'ble Governor of Haryana **Mr. Kaptan Singh Solanki**, Chairman Rajasthan Dharohar Pronnati Pradhikaran, **Mr. Omkar Singh Lakhawat**; His Highness of Sirohi **Mr. Raghuveer Singh Sirohi**, Chairman, Board of Secondary Education, **Prof. BL Chaudhary**, Padmashree **Mr. Muzaffar Hussain**, Director, Vivekananda Needam, Gwalior **Mr. Anil Sarode** and Major **A.P. Mathur**



Noted journalist **Mr. Ved Pratap Vedik**; **Mr. Emre Kovach**, Hungary, **Prof. Suparna Mukherjee**, IIT Mumbai, **Dr. B.N. Johri**, NASI Senior Scientist, Barkatullah University, Bhopal; **Prof. RN Hooroo**, University of Shilong; **Prof. Ramkrishna**, IIT Mumbai; **Prof. P.S. Verma**, University of Rajasthan, Jaipur; **Prof. C.S. Barla**, MNIT Jaipur; **Prof. Vijay Veer**, University of Rajasthan, Jaipur; **Mr. Samsung David**, Joint Secretary AIU, **Dr. Sunil Pabbi**, IARI, New Delhi; **Dr. Pavan Jutur**, ICGEB, New Delhi; **Prof. DW Dhar**, IARI, New Delhi; **Dr. M. Krishnamohan**, BISR, Jaipur; **Prof. T.I. Khan**, Rajasthan University, Jaipur; **Dr. B. Ramakrishnan**, IARI, New Delhi; **Dr. Radha Prasanna**, IARI, New Delhi; **Prof. R.C. Sharma**, Central University of Rajasthan; **Dr. S. Chinnasamy**, Aban Infrastructure, Chennai; **Prof. Dinesh Goyal**, Thapar University, Patiala, **Mr. S.K. Dube**, Chief Conservator of Forest and **Mr. Mahendra Vikram Singh**, Chairman INTACH, Ajmer Chapter

them are entrepreneurs. They are also contributing as ambassadors of goodwill and national credit at Institutes in China, USA including NASA, Germany, Czech Republic, Ireland, Switzerland, Canada, Nepal, Australia and Russia.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

Maharshi Dayanand Saraswati University is a state university and it is under the direct control of the Governor, who is the Chancellor of the University. It has its own act – The Ajmer University Act 1987, passed by the state Legislative Assembly. The apex Body of the University is the Board of Management comprising of fifteen members, the Vice Chancellor is the Chairperson, while its members are nominated by the Chancellor, Vice Chancellor, State Government, and some members are from education department who are Ex-Officio members. For Academic matter, Academic Council takes decisions, while Board of Studies/Committee of Courses, convened by respective Deans of Faculties is responsible for curricula development and related matters which are placed before the Academic Council for discussion and approval. The University has a Finance Committee chaired by the Vice Chancellor, while its members are Registrar, Senior Professor, Comptroller of Finance. Functions of all these bodies are laid down in the University Act, Statutes and Ordinances. The University has constituted committees like Grievance Redressal Cell for ensuring transparent and smooth functioning of the University. Heads of the Departments are part of the management system at Department levels. The University upholds the culture of participative management by having representation of teachers in various statutory bodies such as Board of Management, Academic Council, Board of Studies and also in various committees for smooth functioning of the University.

The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. Efforts are made to empower the teaching and nonteaching staff. Besides teaching and research, teachers are also engaged in various activities and are entrusted responsibilities such as Proctor, Dean Student Welfare, In-charge NSS, Hostel Warden, Director, Academic Staff College, Secretary Sports Board and Coordinator of State level Entrance Examinations. They are encouraged for participation in refresher courses and training programs. The non-teaching staff has an Employee' Welfare Council that raises issues pertaining to the welfare of the staff. Teachers' performance is monitored through Self Appraisal and its assessment.

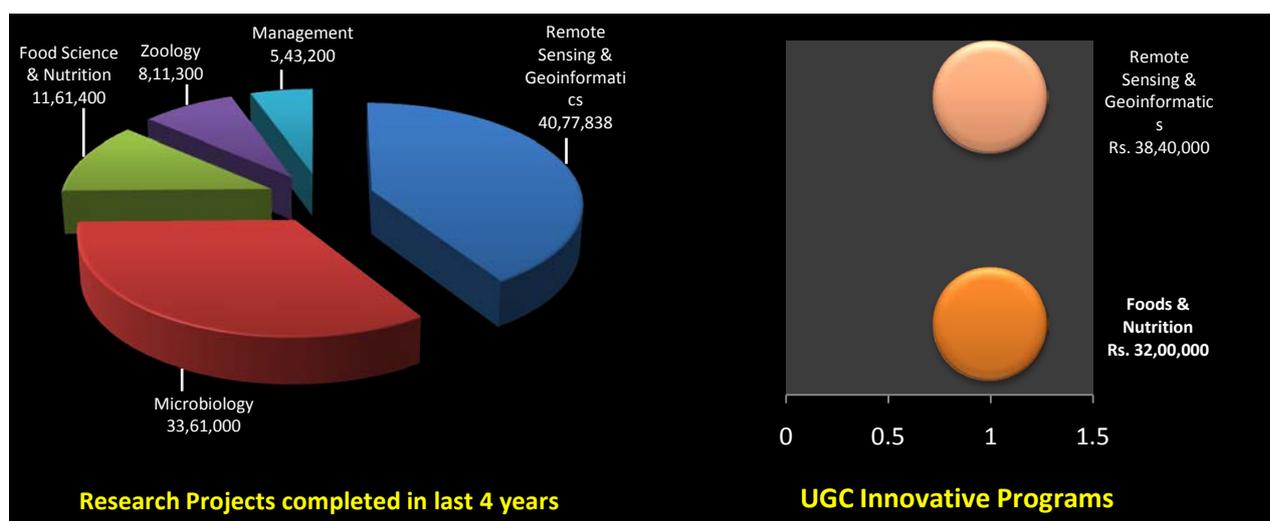
The University has constituted an Internal Quality Assurance Cell (IQAC) in accordance with the guidelines of the UGC-NAAC with the aim to develop and enhance quality in academics and in overall function of the University. IQAC also aims to build up a progressive and working environment in the University. Meetings of IQAC are held to discuss about the strategies for quality assurance and future development plans. Informal feedback is taken from students by teachers. Students can meet the Vice chancellor and Registrar any time and tell their problems. The feedback is processed and action is taken by the concerned authorities. The IQAC also invite all Head of the Departments to review the performance of departments and to take their feedback and ideas for further enhancement of quality in teaching and research. The departments have identified the thrust areas of research relevant to regional and national development.

The students take part in organizing activities for social awareness and environmental consciousness. The University has adopted a village named Muhali for creating social awareness and addressing relevant issues for development. This inculcates sense of social responsibility and understanding of the duties towards the community.

The University has well defined grievance redressal system to address the grievances of various stakeholders. It has an Anti-ragging Committee under the chairmanship of the Vice-Chancellor assisted by Anti-ragging Squads in all the campuses. There is a Cell to Combat Sexual Harassment to tackle these issues related to both the employees and students. At the departmental level, the HOD and the faculty members take care of the grievances and complaints of the students.

The University allocated Rs. 49.57 lakh for teaching & Research in 2014-15. During last 4 years 8 projects worth Rs. 1.70 crore were completed and 6 projects worth Rs. 96.72 lakh are continuing. In addition, Rs. 1.13 crore were granted by the UGC during 12th Plan for the Laboratory and Library Equipment. During 2014-15, the University had a total receipt of Rs. 4012.39 lakh and spent Rs. 3963.26 lakh. It also generates funds from examination fee. Funds are also generated from self financing courses. The accounts of the University are well maintained and are regularly audited by C&AG.

There are many welfare schemes run by the University for its staff. They include, Welfare Funds for teachers and non teaching staff, house building and vehicle loan, medical reimbursement, festival and grain advance for the non teaching staff and tuition fee reimbursement to non income tax payee employees.



CRITERIA VII: INNOVATIONS AND BEST PRACTICES

Maharshi Dayanand Saraswati University has created a deliberate and unique blend of Indian traditions, ethos and values with that of modern science, technology and knowledge. Its various buildings are named after the sages and scholars from ancient and modern period to create a sense of pride. The University has strived to introduce many innovations. Its academic entourage begins with Vedic Vangamaya, Sanskrit and Yogic sciences, carries itself through the Ambedkar Studies, Cultural & Historical Research and Sindhi studies to the traditional subjects of Commerce, Economics, Education, Hindi, History, Journalism & Mass Communication, Law, Library and Information Science, Political Science, Botany, Chemistry and Zoology and then ends at subjects like Management, Entrepreneurship, Population Studies, Algae Biofuel & Biomolecules, Applied Chemistry, Computer Science, Environmental Science, Food Science & Nutrition, Microbiology and Remote Sensing & Geoinformatics. The Centre for Entrepreneurship and Small Business Management (CESBM) and the learning programs in Yoga are unique practices started in this University in 2004 and 1997, respectively. The CESBM has motivated

youth towards self employment while Department of Yogic Science and Human Consciousness promoted health and stress management in all age groups of people.

In examinations, the University for the first time is introducing multicoloured question papers (faculty wise), distribution of duplicate marksheets from the district headquarters through the centres authorized by the University, randomization of roll numbers and exchanging centres of the private colleges, 13 security features on degree, Compulsory CCTV in examination at centres in private colleges. The University is also adopting online system for the affiliation of the colleges.

The University has promoted environmental consciousness through energy conservation, use of renewable energy, rain water harvesting, programs of forestation and environmental awareness. The current count of trees in the campus is 1312 excluding young seedlings and saplings. The number is 4885 including shrubs and bushes. The days of environmental significance such as World Wetlands Day, Ozone Day, Earth Day, Forest Day and Wildlife Week are celebrated for general awareness among students and neighbourhood. Exhibition of birds, posters and models and quiz competitions are organized by the departments to generate awareness towards environment and social causes. The University has a policy to ensure "**Green and Clean Campus**". The teaching, non-teaching staff and students take part in the cleanliness drive.

The University has employed many best practices in addition to innovative actions. It organizes a mega cultural fest '*BaniThani*' to promote cultural activities among students. It also organized West Zone Unifest Inter University Cultural event in 2014 with participation of 34 Universities. The number of participants exceeded 1200. The University organizes short term entrepreneurial training programs which are quite helpful in self-employment of students who are not able to pursue studies for higher degree programs. The entrepreneurial center of the University is unique and innovative.

The University has also encouraged use of ICT in academic and administrative work so as to smoothen functioning of the University. All departments have been provided computers with Wi-Fi connectivity. The use of ICT is also started with respect to online examination forms, issue of admission cards, uploading of examination results, preparing of mark sheets, maintenance of accounts etc. It has improved the work culture and efficiency in the interest of students. The University has employed best practices for addressing the community health and environmental related issues faced by the society.

Conclusion

The Maharshi Dayanand Saraswati University has created a conglomerate of Departments and Centres that add a unique dimension to the overall academic, socio-cultural and environment related activities. Although all the departments and centres try to add their bit in overall activities and development of the University, yet each of them specializes in one or the other activity making the University a hub of diverse activities.

The Centre for ESBM concentrates on Entrepreneurship and Skill Development activities, Department of Remote Sensing & Geoinformatics is on top of Research Grants, while Department of Microbiology has patents, high number of quality publications evident from its high citation indices, decent funds through research grants and has had two nationally recognized centres: Satellite Centre for Microalgal Biodiversity in Arid Zones of Rajasthan (DBT,GOI) and Prosthecate Bacteria & Micrococcus Centre (2000-2012) (MoEF, GOI). It is also running the only interdisciplinary research centre of the University: Algae Biofuel & Biomolecules Centre.

Departments of Computer Science, Microbiology, Remote Sensing & Geoinformatics and Zoology use e-learning tools. The last three departments also promote M.Sc. students to publish papers in journals. Students from these departments have earned best poster paper/paper prizes in national/international conferences.

The Centre for ESBM, Departments of Commerce, Computer Sciences and Pure & Applied Chemistry provide variety of programs that have increased the number of students in the campus.

Department of Population Studies runs programs leading to a better level of society interaction. Department of Environmental Science and Food Science & Nutrition are high on consciousness efforts towards Environment and Nutrition, Department of Yoga & Human Consciousness weaves in the realm of heritage and spirituality in the technology driven society of the day.



The Institutional Social Responsibility and socio-cultural interface of the University are maintained by most of the Departments, yet the Departments of Environmental Science, Yogic Science & Human Consciousness along with the Office of the Students' Welfare, NSS and Health Centre lead the way. Its **Clean and Green campus** reflects on its deep rooted consciousness towards the environment.

Besides having illustrious alumni from each department, the alumni of the Centre of ESBM and Departments of Economics, Management Studies and Microbiology have established their own enterprises.

PROFILE



**MAHARSHI DAYANAND SARASWATI
UNIVERSITY**

AJMER

SECTION B**PREPARATION OF SELF-STUDY REPORT****1. Profile of the University****1. Name and Address of the University:**

Name:	Maharshi Dayanand Saraswati University	
Address:	Pushkar Bye pass, Kayad Road	
City:	Ajmer Pin: 305 009	State: Rajasthan
Website:	www.mdsuajmer.ac.in	

2. For Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Prof. Kailash Sodani	O: 0145 2787055 R: 0145 2787051	08239269101	0145 2787049	vcmdsuajmer@gmail.com
Pro Vice Chancellor	-	-	-	-	-
Registrar	Ms. Renu Jaipal	O: 0145 2787057 R: 0145	09414004066	0145 2787628	registrarmdsu@gmail.com
Steering Committee/ IQAC Co-ordinator	Prof. Gulraj Kalsi Kohli	0145-2788250	09413135700	0145-2788250	gulrajkk@rediffmail.com

Status of the University:

State University	✓
State Private University	
Central University	
University under Section 3 of UGC (Deemed University) Institution of National Importance	
Any other (please specify)	

4. Type of University:

Unitary	
Affiliating	✓

5. Source of funding:

Central Government	
State Government	✓
Self-financing	
Any other (please specify)	✓ (UGC)

6. a. Date of establishment of the University: ...01/08/1987(dd/mm/yyyy)

b. Prior to the establishment of the University, was it a/an

- i. PG Centre Yes No
- ii. Affiliated College Yes No
- iii. Constituent College Yes No
- iv. Autonomous College Yes No
- v. Any other (please specify)

If yes, give the date of establishment (dd/mm/yyyy)

7. Date of recognition as a university by UGC or any other national agency:

	Under Section	dd	mm	yyyy	Remarks
i.	2f of UGC*	07	11	1987	
ii.	12B of UGC *	08	10	1993	
iii.	3 of UGC #				
iv.	Any other ^ (specify)				

* Enclose certificate of recognition.

Enclose notification of MHRD and UGC for all courses / programs / campus/ campuses.

^ Enclose certificate of recognition by any other national agency/agencies, if any.

9. Has the University been recognized

a. By UGC as a University with Potential for Excellence?

Yes No

If yes, date of recognition : (dd/mm/yyyy)

For its performance by any other governmental agency?

Yes No

If yes, Name of the agency and
date of recognition: (dd/mm/yyyy)

10. Does the University have off-campus centres?

Yes No

If yes, date of establishment : (dd/mm/yyyy)
date of recognition : (dd/mm/yyyy)

11. Does the University have off-shore campuses?

Yes No

If yes, date of establishment : (dd/mm/yyyy)
 date of recognition : (dd/mm/yyyy)

12. Location of the campus and area:

	Location *	Campus area in acres	Built up area in sq. mts
Main campus area	Rural	766	59011
Other campuses in the country	NA	NA	NA
Campuses abroad	NA	NA	NA

(* Urban, Semi-Urban, Rural, Tribal, Hilly Area, Any other (please specify))

If the University has more than one campus, it may submit a consolidated self-study report reflecting the activities of all the campuses.

13. Provide information on the following: In case of multi-campus University, please provide campus-wise information.

Auditorium/seminar complex with infrastructural facilities
 Brihaspati Bhavan: Swaraj Sbahagar 250 seats, Meeting Halls 35 and 25 to seat, resp, with complete facilities

Sports facilities*

Playgrounds

Basket ball (2)

Volley Ball (2)

Kabaddi

Badminton (Indoor)

Tennis (Clay)

Tennis (Cement)

Hockey

Swimming pool : Not available

Gymnasium : Not available

Any other (please specify):

- Facilities for yogic exercises and naturopathy are available at the Patanjali Bhavan
- Guest House
- Swami Shraddhanand Shikshak Atithi Grah: VIP suite 4, Double bedded rooms AC 10, Non AC 6 and Dormitory for 4.
- Rabindra Nath Tagore Guest House for HRDC: 2 VIP rooms and 14 Double bedded rooms

Hostel

* Boys' hostel:

- i. Number of hostels 1, Nachiketa Boys' Hostel
- ii. Number of inmates 21
- iii. Facilities : Mess,

iv. Recreation: Open courtyard and a common hall for indoor games (Carom board, Table Tennis) and for other recreational activities besides the outdoor facilities of games. Recreational facilities like LCD TV and newspapers are available in the Common room. Boys Hostel has solar water heater and solar lighting in common areas and on approach road.



* Girls' hostel

i. Number of hostels 1, Gargi Girls' Hostel

ii. Number of inmates 60

iii. Facilities: Mess

iv. Recreation: Common room with television, Local and National Newspapers for reading, Gymnasium (Body twister and electronic jogger). Residents organise freshers' and welfare party, one picnic every year and celebrate festivals especially Navratra. Hostel has Wi-Fi connectivity

* Working Women's hostel

i. Number of hostels 1, Maitreyi Working women's Hostel

ii. Number of inmates: Nil

iii. Facilities

Box 2.7.1 Dhanvantari Health Centre

- Established with the financial assistance of UGC grant in June 2012
- 7 bedded indoor unit with patient transport facility within the campus
- Outdoor medical facility in Allopathic, Homeopathic and Ayurvedic streams of medicine
- Full day nursing staff (1) and fourth class employee
- Well equipped ultra modern pathological Lab for Haematological, Biochemical and Microbiological tests
- Provision of common medicines to the patient prescribed by the physicians.
- Served ~950 patients in the year 2014-15
- Organises blood donation camp. Collected 100 units on 21st September
- No ambulance facility



* Executive Trainees' Hostel with a capacity of 20

□ Residential facilities for faculty and non-teaching: 1 house each for the Vice Chancellor, Registrar and the Comptroller of Finance, 10 houses for teachers, 48 houses for non teaching staff (24 M type and 24 C type)

□ Cafeteria 1 with capacity to seat 50 at a time

□ Health centre – Nature of facilities available – inpatient, outpatient, ambulance, emergency care facility, etc. (Box 2.7.1)

□ Facilities like banking, post office, book shops, etc.:

- State Bank of Bikaner and Jaipur full branch in the campus
- Post Office available
- Book shop space available but low sales discourages vendors

- Transport facilities to cater to the needs of the students and staff: Not available
- Facilities for persons with disabilities: Ramps and special toilets are being provided in each building
- Animal house: Space available in the department of Zoology, but not being maintained due to lack of faculty
- Incinerator for laboratories: Not available
- Power house: Not available
- Waste management facility: Sweeping and cleaning of the University is on contract.
- Saras parlour: Milk and milk products booth



14. Number of institutions affiliated to the University

Type of colleges	Total	Permanent	Temporary
Arts, Science and Commerce	184	15	169
Law	05	Nil	05
Medicine	-	-	-
Engineering	-	-	-
Education	83	2	81
Management	-	-	-

1. Does the University Act provide for conferment of autonomy (as recognized by the UGC) to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University

Yes	<input type="checkbox"/>	No	Number	1
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2. Furnish the following information:

a. University Departments		
Undergraduate	02	
Postgraduate	23	
Research Centres on the campus	04	
Centre for ESBM	01	
UGC-HRD Centre	01	
Constituent colleges	Nil	
Affiliated Colleges	272	
Colleges under 2(f)	-	
Colleges under 2(f) and 12B	35	
NAAC accredited colleges	16	
Colleges with Potential for Excellence(UGC)	Nil	
Autonomous colleges	01	
Colleges with Postgraduate Departments	58	
Colleges with Research Departments	21	
University recognized Research Institutes/ Centres	Nil	

3. Does the University conform to the specification of Degrees as enlisted by the UGC?

Yes No

If the University uses any other nomenclatures, please specify.

4. **Academic programs offered by the University departments at present, under the following categories: (Enclose the list of academic programs offered)** Please see Table 2.1.6

Programs	Number	
UG	02	
PG	30	
Integrated Masters	Nil	
M.Phil.	07	
Ph.D.	11	
Integrated Ph.D.	Nil	
Certificate	01	
Diploma	01	
PG Diploma	04	
Advanced PG Diploma	01	
Any other (please specify) Programs under modular system of CBCS courses	PG Certificate	02
	PG Diploma	02
	Advanced PG Diploma	02
Total	63	

5. **Number of working days during the last academic year**

6. **Number of teaching days during the past four academic years**

2012-13	2013-14	2014-15	2015-16
218	224	219	215

('Teaching days' means days on which classes were engaged. Examination days are not to be included)

21. **Does the University have a department of Teacher Education?**

Yes No

If yes,

- Year of establishment2007..... (dd/mm/yyyy)
- NCTE recognition details (if applicable) Notification No.: ...RJ/269/2007/26135
Date: ...25.08.2007..... (dd/mm/yyyy)
- Is the department opting for assessment and accreditation separately?

Yes No

22. **Does the University have a department of Physical Education?**

Yes No

If yes,

a. Year of establishment (dd/mm/yyyy)

b. NCTE recognition details (if applicable) Notification No.

Date: (dd/mm/yyyy)

c. Is the department opting for assessment and accreditation separately?

Yes No

23. In the case of Private and Deemed Universities, please indicate whether professional programs are being offered? NA

Yes No

If yes, please enclose approval/recognition details issued by the statutory body governing the program.

24. Has the University been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.

No such review has been done by any regulatory authority.

25. Number of positions in the University

Positions	Teaching faculty			Non-teaching staff	Technical Staff
	Professor	Associate Professor	Assistant Professor		
Sanctioned by the UGC/University/ State Government	10	21	17	299	29
Recruited	Nil	06*	12**	259	26
Yet to recruit	10	15	05		
Number of persons working on contract basis	-	-	-	-	-

* Associate Professors promoted to Professors under CAS

**Assistant Professor promoted to Associate Professors under CAS

26. Qualifications of the teaching staff

Highest Qualification	Professors		Associate Professors		Assistant Professors		Others		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Permanent teachers									
D.Sc./D.Litt.	Nil	Nil	Nil	Nil	Nil	Nil			
Ph.D.	10	6	2	1		-			19

M.Phil.							-			
PG										
Temporary teachers										
Ph.D.	1	-	-	-				5	2	7
M. Phil.	-	-	-	-						
PG	-	-	-	-						
Part-time teachers										
Ph.D.		-	-	-				30	22	52
M.Phil.		-	-	-				3	2	5
PG		-	-	-				32	20	52
Total	10	6	2	1	Nil	Nil		70	46	135

27. Emeritus, Adjunct and Visiting Professors.

	Emeritus	Adjunct	Visiting
Number			01

28. Chairs instituted by the University:

	Chairs
School/Department	Nil

29. Students enrolled in the University departments during the current academic year, with the following details:

Students	UG		PG		I M	M Phil		PhD		DLtt/D Sc		Certificate		Diploma		PG Diploma	
	M	F	M	F		M	F	M	F	M	F	M	F	M	F	M	F
From the state where the university is located	52	22	552	561	-	2	5	40	60			8	10	14	7	37	21
From other states of India	1	-	6	8	-	-	-									8	
NRI students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Foreign Students				1													
TOTAL	53	22	558	570		2	5	40	60			8	10	14	7	45	21

*M - Male *F – Female, IM: Integrated Masters

30. 'Unit cost' of education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled) (Based on 2014-15)

a. including the salary component = Rs. 47,143/-

b. excluding the salary component = Rs. 2360/-

31. Academic Staff College

Year of establishment ...2000

Number of programs conducted (with duration)

* UGC Orientation Total 07

* UGC Refresher Total 55

* University's own programs Nil

S. No.	Year	Course Type	Subject	Duration
1	2012-13	Refresher	Entrepreneurship	11.7.12 – 31.7.12
2		Refresher	Chemistry	28.9.12-18.10.12
3		Refresher	Commerce	3.12.12 – 23.12.12
4		Orientation	-	9.1.13 – 7.2.13
5	2013-14	Refresher	Computer Application	25.7.13 – 14.8.13
6		Refresher	Life Sciences	25.7.13 – 14.8.13
7		Refresher	Environmental Science	11.9.13 – 1.10.13
8		Special Summer School	Research Techniques	23.5.13 – 12.6.13
9		Workshop	Algae Cultivation & Biofuel Production	26.7.13 – 31.7.13
10	2015-16	Refresher	Environmental Science	29.9.15 – 19.10.15
11		Refresher	Computer Applications	20.11.15 – 10.12.15

Faculty benefitted

Academic Staff Development Programs	Number of Faculty
Refresher Courses	306
Orientation Programs	58
Summer Schools	43
Winter Schools	42
Workshops	11

32. Does the University offer Distance Education Programs (DEP)?

Yes No

If yes, indicate the number of programs offered.

Are they recognized by the Distance Education Council?

33. Does the University have a provision for external registration of students?

Yes No

If yes, how many students avail of this provision annually?

34. Is the University applying for Accreditation or Re-Assessment? If Accreditation, name the cycle.

Accreditation: Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

CRITERION-WISE INPUTS



**MAHARSHI DAYANAND SARASWATI
UNIVERSITY**

AJMER

CRITERION I

CURRICULAR ASPECTS

1.1 Curriculum Design and Development

Maharshi Dayanand Saraswati University is a state university established in 1987 by University of Ajmer Act passed by State Legislative Assembly. It is an affiliating University and its main focus to provide the academic leadership to its affiliated colleges regarding curriculum design and development as well as conducting examinations and declaring results in time. However, there are academic programs being offered by 23 departments and 5 centres at the campus. The University has made a significant progress towards its objective of imparting quality higher education by designing and developing academic curriculum structure and content in a concerted manner. The curriculum designing and development by the University is coherent with global developments and National Policy on Higher Education. Regional issues are also considered in designing the curricula.

1.1.1 How is the institutional vision and mission reflected in the academic programs of the University?

Maharshi Dayanand Saraswati University is named after an apostle of social reforms Swami Dayanand Saraswati. Its motto is taken from Shrimadbhaagvat Gita:

“श्रद्धावांल्लभते ज्ञानं तत्परः संयतेन्द्रिय”

One having faith, who is eager and who has control on senses/desire can attain the wisdom.

Thus it aims to provide academic programs that have an ultimate goal of service to the society through holistic knowledge.

Mission

To contribute to the super ordinate goal of nation building through realization of civilizational roles and civilizational goals in a global setting by creating and managing knowledge for social evolution, by inculcating values among youth and creating a climate of innovation and learning addressed to all segments of society.

The mission is very well reflected in the vision of the University. The details of which are given below:

Enlightened India and Holistic Education

The University has introduced Choice Based Credit System for M.Sc.

Box 2.1.1 Activities undertaken in the adopted village-Muhami

- Cleanliness drive under 'Swachh Bharat Campaign'.
- Maintenance of Aanganbari and Community Centre of the village
- Repairing of Roads- Internal and link roads
- Installation of benches at the Community Centre
- Installation of Fans in the Community Centre
- Plantation at open village sites
- Village women training for sewing by machine by the Center of ESBM of the University
- Awareness about use of house toilets, not open fields
- Awareness about Girl education
- Efforts for upgrading of primary school to secondary school
- Efforts for availability of clean and potable water

Upcoming Activity

Provide computers with internet connectivity in the Community Centre under 'Digital India Campaign'



Interactive session of Chancellor with Muhami villagers

Microbiology and Environmental Science and intends to expand it to all its courses in the long run. Foundation courses are being initiated to provide holistic knowledge. They include History and heritage of Ajmer and University, Stress busting through Yoga, Health, Hygiene and the life under the lens, Environmental issues, Basic sense of waste management and Swachchha Bharat, Making sense of day to day economics.

Society - Education Symbiosis

The University has a department of Yoga providing opportunity for students, staff and other members of the society to learn keeping their body healthy and improving mental abilities. It has introduced aspects of tribal culture and welfare in the curricula of programs of learning in sociology. The University adopted a village- Muhami in October 2015 (Box 2.1.1).

Training programs and workshops are held on aspects of rural welfare (Box 2.1.2). A recent workshop on Small Enterprises in Microbiology (15-16 February 2016) trained rural youth in growing *Azolla* as animal feed, *Spirulina* as a superfood, and Cyanobacterial biofertilizer and vermicomposting for organic agriculture. Another short term program targeted rural women of Muhami wherein training was provided for sewing and stitching, while three EDPs were conducted at Sojat, Gagwana and Jalore by the Centre of

ESBM. Public nutrition has been made an integral part of curriculum in M.Sc. Foods & Nutrition.

Box 2.1.2 Programs for Rural Youth

Centre for ESBM

- Rural Entrepreneurship Development Programs at Sojat, Jalore and Gagwana benefitted 80 villagers
- Thirty village women were trained in sewing by machine at Muhami

Department of Microbiology

- Workshop on Small Entrepreneurship in Microbiology (*Azolla*, *Spirulina*, Blue Green Algae Biofertilizer and Vermicomposting) that trained 39 rural youth representing 13 districts of Rajasthan



Diversity, Specialty and Specialization

The University attempts to remove repetition of courses being taught at the University campus and the colleges. Most of the departments opened and programs of learning started at the University campus were rare or non-existent at other universities of the state, they include Applied Chemistry, Entrepreneurship, Environmental Science, Food Science and Nutrition, Microbiology, Population Studies, Remote Sensing and Geoinformatics and Yogic Science and Human Consciousness.

Old basic subjects being run at the University campus also provide specializations that are not available in colleges, for example, M.Sc. Botany has specialization in Biotechnology, M.Sc. Zoology in Molecular and Developmental Biology, M.Sc. Environmental Science has Impact assessment and Disaster Management, M.Sc. Microbiology has Microbiology of Extremes, Biofuel & Bioenergy and Environmental Microbiology & Biotechnology thus giving them a unique identity.

India and Indian Diaspora

Box 2.1.3 Dr. Bheem Rao Ambedkar Shodh Peeth

Dr. B. R. Ambedkar Shodh Peeth was established in the month of October of 2015 with an initial funding of Rupees one crore as fixed deposit from the Maharshi Dayanand Saraswati University Ajmer.

Dr Ambedkar was a man of versatile genius, great economist, constitutionalist, social reformist, apolitical thinker, a champion of the downtrodden and above all a great humanist who pined for an egalitarian social order. The mandate of the Peeth is to work for the development of the society in general through the upliftment of all those who are deprived and/or hated and/or exploited and/or discriminated. Dr. BR Ambedkar Shodh Peeth envisions social emancipation, economic empowerment, educational excellence and equality to the citizens that are given the least recognition and resources, so as to make them contribute in the building of the nation that is India.

The Peeth has following objectives:

- The Peeth's objective is to propagate the ideas and ideals of Bharat Ratna Dr. Babasaheb Ambedkar on society, economy and polity.
- To focus attention on the contributions of Dr. Ambedkar for the upliftment of the socially and economically deprived sections of the society.
- To study the impact of ideologies of Ambedkar such as Liberalism, Democracy, Socialism and Marxism in reconstruction of Indian society.
- To study the impact of various socio – political ideologies on Ambedkar's thinking.
- To study Ambedkar's constitutional and legal thoughts and their relevance on contemporary society.
- To study contemporary versions of religion with special reference to Buddhism as Perceived by Ambedkar.
- To compare and contrast Ambedkar's philosophy with Buddha, Basaveswara, Jyothiba Phule, Karl Marx, Gandhi, Lohia and other Social thinkers.
- To encourage publishing, training and extension activities on and about Ambedkar and social issues.
- To carry out Research Activities on Ambedkar and related areas.

Box 2.1.4 Sindhu Shodh Peeth

Sindhu Shodh Peeth was established at Maharshi Dayanand Saraswati University Ajmer following a meeting of National Council for Promotion of Sindhi Language under the Chairmanship of the Minister of the Human Resource Development held on 14.2.2015. The objective of the Sindhu Shodh Peeth is to undertake studies and research work on the Language, Literature, Art, Culture, Music, Drama, Society, Education and History of the Sindhi population. The Peeth has been instituted for research, teaching, translation and extension activities related to Sindhi.

It is going to offer a certificate (6 months), diploma (1 year) and PhD programs at the Shodh Peeth.

To create an intense cultural relationship with the people of Indian and Indian origin the University intends to strive to impart a standard cultural, moral and religious education. Efforts have been made by starting Department of Yogic Science & Human Consciousness that is running Certificate, Diploma, UG and PG programs, a course on Vedic Vangamaya was also started but over the period of time students did not show interest in it. Besides these, research centres have been established viz. Dr. Bheem Rao Ambedkar Shodh Peeth (Box 2.1.3), Sindhu Shodh

Peeth (Box 2.1.4) and Prithvi Raj Chauhan Historical and Cultural Research Centre (Box 2.1.5).

Leadership in Education particularly in Africa, South East Asia and Middle East

No student related activity could be begun, yet faculty has been encouraged to visit such countries for presentation of their research work. This includes Visit to Sri Lanka (2 Faculty members) and Philippines (2), Dubai (1), Sharjah (1) and Singapore (2).

Prof Jung Ha Kim, Dean, School of Tourism, Kyung in Women's College, Incheon, South Korea came as the Visiting Scholar (July 1, 2010 to February 1, 2011) at the Center for Entrepreneurship and Small Business Management on sabbatical leave from her institute. She studied International

Tourism Business and Indian outbound Tourist Behaviour during her stay at the Center.

The Department of Microbiology has academic collaboration with Dr. Stephen Pointing of the Hongkong University and Dr. Subramanya Rao, Taiwan University, Taiwan for molecular diversity of desert microorganisms including cyanobacteria.

Teaching Languages

Languages play the role of channels of communication amongst cultures. There is already a global concern over extinction of languages. The University recently organized a seminar on the "Importance of Mother Tongue" on 12.3.2016.

The University has departments and programs of learning in Hindi and Sanskrit. In addition to these two, affiliated colleges also run MA in English, Rajasthani, Sindhi and Urdu. Sindhu Shodh Peeth aims to take up Sindhi language and literature as its thrust for research.

Technological Edge

Civilizations move on the wheels of technology. The need of resurgent India is to catch the spirit of time and blend it with the self ethos, so that in a civilizational dialogue it is able to define its word. The University runs a number of courses targeting specialization in technology. They are: B.Sc. in Information Technology, Computer Science, Biotechnology, Diploma in Industrial Chemistry, PG Diploma in Textile Chemistry and Computer Applications in affiliated colleges and

Box 2.1.5 Prithvi Raj Chauhan Historical and Cultural Research Centre (PRCHCRC)

Ajmer has been the Centre of major upheavals in the Indian polity. The end of the independent Hindu kingdom of Prithvi Raj Chauhan of Ajmer signified birth of non-Hindu empire at Delhi. Later at the Fort of Akbar at Ajmer Jehangir handed over permit to the East India Company for trade in India that laid the foundation for British rule in India. Further after Aurangzeb, Saiyad brothers who belonged to Ajmer played king making at Delhi. Chauhans to Turks to Mewar to Marwar to Mughals to Marathas to British, Ajmer has seen all shades of rulers and thus is one of the most important cities in the history of India. Thus the PRCHCR Centre has been established with following objectives:

1. Survey Rajasthan for its socio-cultural heritage
2. Collect original sources for archiving and preserve them as photocopies at the centre
3. Conduct research to establish facts in the history of Rajasthan.
4. Organize seminars, conferences, workshops and training on historical and cultural history of heritage rich Rajasthan and publish research journal
5. Publish material related to the history of Rajasthan

PG Diploma in Industrial Safety, Health and Environment at the University campus. MCA, M.Sc. Applied Chemistry, Chemistry, Computer Science, Environmental Science, Information Technology, Microbiology and Remote Sensing and Geoinformatics at the campus are also technology oriented.

On the other hand, the University is initiating Foundation Courses viz. History and heritage of Ajmer and University, Stress busting through Yoga, Health, Hygiene and the life under the lens, Environmental issues, Basic sense of waste management and Swachchha Bharat and Making sense of day to day economics for the students who would take a minimum of four such courses for the completion of PG degree.

Synergy and Social participation

A society, how so ever strong and prosperous will always remain insecure amongst neighbours who are exploited and marginalized. Social marginalization can be reduced only by generating self esteem and sense of participation amongst the downtrodden. In consideration of this the University has established Dr. Bheem Rao Ambedkar Shodh Peeth (Box 2.1.3) and adopted a village-Muhami to bring about a positive socio-economic, political and environmental change (Box 2.1.1).

Mission

Mission of Maharshi Dayanand Saraswati University is to contribute to the super ordinate goal of nation building through realization of civilizational roles and civilizational goals in a global setting by creating and managing knowledge for social evolution, by inculcating values among youth and creating a climate of innovation and learning addressed to all segments of society.

The University embodies the spirit of excellence in teaching, research, creative activity and community development through following objectives:

- Imparting education in various branches of learning
- Undertaking research in various branches of learning for the advancement of learning,
- Undertaking extension education programs.
- Training college teachers to up-date their knowledge. (Reinvigorate the teachers and teaching)
- Organizing specially designed orientation programs in teaching methodologies and pedagogy.
- Undertaking updating and modernizing curricula and examination system, and
- Take up such other work or activity or project as the University may deem proper to undertake in order to achieve its objectives.

On the lines of vision and mission the University offers wide variety of courses fulfilling requirements of industry, society, self employment/employment, entrepreneurship, heritage and basic knowledge of the subjects. Tables below depict these aspects:

Table 2.1.1 PG Degree Programs at the University campus

Course orientation					
Basic fields	Industry oriented	Society oriented	Employment/Self Employment	Enterprise	Heritage
	Applied Chemistry		Applied Chemistry		
Botany			Botany		

	Business Economics		Business Economics	
	Commerce			
	Chemistry		Chemistry	
	Computer Applications			
	Computer Science			
Education		Education		
	Economic Administration & Financial Management		Economic Administration & Financial Management	
	ABST			
Economics				Economics
	Environmental Science			
	Entrepreneurship			
	Foods & Nutrition			
Hindi		Hindi		Hindi
History				History
	Journalism & Mass Communication			
Law		Law		
	Microbiology			
		Population Studies		
Political Science				
	Social work			
	Remote Sensing & Geoinformatics			
				Sanskrit
				Vedic Vangamaya
		Yoga studies and Therapy Management		Yoga studies and Therapy Management
Zoology				Zoology

Table 2.1.2 PG Diploma programs at the University Campus

S. No.	Course orientation		
	Industry oriented	Society oriented	Employment/Self Employment
1		Laboratory Technology & Instrumentation	
2		Food & Health Security	
3	Industrial Safety, Health & Environment		Industrial Safety, Health & Environment
4		Disaster Management	
5	Environmental Law		

Table 2.1.3 Graduation and other courses at the University campus

Types of programs	S. No.	Course orientation				Heritage
		Basic fields	Society oriented	Employment/Self Employment	Enterprise	
Graduate degree	1		Entrepreneurship & Small Business Management			
	2		Education			
	3		Food Science & Nutrition			
	4		Naturopathy & Yogic Science			
Diploma	1		Yoga Education & Human Science			Yoga Education & Human Science
Certificate	1		Yoga Instructor			Yoga Instructor

Other than these several need based short term training/workshop programs are offered (Table 2.1.4). Centre for ESBM trained 921 participants in different small scale enterprises, Algae Biofuel & Biomolecules centre trained 26 scientists, scholars and teachers in algae cultivation and biofuel production and while 85 youth including 39 rural youth from 13 districts of Rajasthan were trained in cultivation of Spirulina as Superfood crop, Azolla as animal feed and Cyanobacterial biofertilizer and vermicomposting for organic agriculture on 15-16 February 2016 at the Department of Microbiology. In addition to this 8 teachers, 5 research scholars, 1 retired agricultural officer, 1 medical officer and 31 students of the University also participated in it.

Table 2.1.4 Short term training programs/workshops conducted by the University

S. No.	Course orientation				
	Industry oriented	Society oriented	Employment/Self Employment	Enterprise	Research
1	Multimedia & Animation		Multimedia & Animation		
2	Web designing		Web designing		
3	Computer Accounting (Tally)		Computer Accounting (Tally)		
4			Interior design		
5			Fashion design		
6			Bakery products		
7			Desktop publishing		
8			Cosmetology & Beautician		
9			Catering		
10			Receptionist		
11			Landscape design		
12			IT tools and applications		
13			Microsoft office		
14	Algae cultivation & Biofuel production				Algae cultivation & Biofuel production
15		Small Enterprises in Microbiology: Spirulina superfood, Azolla as animal feed, Cyanobacterial biofertilizer			

		production, and Vermicomposting for waste remediation and organic agriculture	
16	Food Preservation		Food Preservation

All the programs being offered by the University are in the reach of students from low income groups. Fee structure is comparatively low in comparison to other institutions. Students who cannot pursue their studies can take short term programs of entrepreneurship and after completing these training modules they can start their own business.

1.1.2 Does the University follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Maharshi Dayanand Saraswati University has followed a systematic process in designing and development of curricula of various programs. The University has constituted the Board of Studies (BoS) or Committee of Courses (CoC) for various disciplines/programs under the Chairmanship of Dean of Faculty (see Box 2.1.6 for BoS composition). The BoS/CoC has the members from the University departments and/or two senior faculty members from affiliated colleges and two external experts. The curricula are designed in a systematic way with steps as follows:

Box 2.1.6 Composition of the Board of Studies (BoS)/Committee of Courses (CoC)

1. Dean Faculty- Chair person
2. Professor/Head/PG Principal/UG Principal - Convener
3. Internal members –Minimum 2 (Usually minimum 1 internal member is from affiliated college)
4. External members-Minimum 2

- The curriculum is prepared by the University Board of Studies. Convener of BoS/CoC informs all the members about preparing draft of the syllabus.
- A meeting of BoS/CoC is arranged by the academic Section of the University at the campus to discuss the syllabus. Subsequently final draft is prepared.
- The final draft of the syllabus is placed before the Academic Council by the Dean of Faculty, which when approved is applied for the proposed program of learning.
- The approved syllabus is printed and then sent to colleges and institutions affiliated to the University. It is also displayed on the website of the University.
- The informal feedback from students and subject teachers is taken and put before the concerned BoS/CoC and revised again.
- The curricula designing also takes into account the model syllabi of the University Grants Commission or guidelines of relevant regulating body. The syllabus of NET is also taken into consideration while preparing the syllabi of Post Graduate degree programs. The regional issues are also incorporated in the relevant syllabi.

1.1.3 How are the following aspects ensured through curriculum design and development?

- * Employability
- * Innovation
- * Research

Maharshi Dayanand Saraswati University has made efforts to ensure employability and inculcating research aptitude among students through curriculum design and development. The curricula of Post Graduate degree programs are designed based on UGC/AICTE/NCTE/BCI model curriculum/guidelines. UGC-NET, UGC-CSIR-NET examinations are also taken into consideration. Since the University is an affiliating university, feedback from teachers are taken and processed during the BoS/CoC meetings. An emphasis on practical is given particularly in Science subjects and in other subjects where it is necessary. Field work/project work/Internship/Dissertation and/or seminar and/or Socratic seminar are also a part of curricula in subjects in which deemed necessary. These activities enhance confidence level of the student and ability to plan, execute, think and analyze. In many projects the students have to design and fabricate. These processes encourage innovative thinking.

In the pre-Ph.D. programs, University arranges course work on Research Methodology for all research students from University departments as well as from its affiliated Post Graduate colleges where research scholars are admitted. The experts of different subjects are invited to deliver lectures on research methodology. This practice of arranging lectures of experts of various disciplines at the University campus encourages scholars to start research in a systematic way. Subject related courses are then taken up at the level of concerned department.

1.1.4 To what extent does the University use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the University been instrumental in leading any curricular reform which has created a national impact?

The University follows the guide lines of UGC/AICTE/NCTE/BCI regarding curriculum and examination pattern. While framing the syllabi of various academic degree programs 20% changes are permitted, to offer sufficient flexibility to include issues of regional importance and specialization of teachers in a particular field.

It has adopted semester system for 27 PG degree programs, 2 UG degree programs (BBA E & FBM and B.Sc. Foods & Nutrition) and all M. Phil. and PhD programs at the University campus.

Signature reforms of the University include:

- The only university in the country which established a Centre for Entrepreneurship (CESBM) offering unique MBA program and a number of short term training programs in Entrepreneurship. The centre has created impact in developing entrepreneurial skills among students. This model has been appreciated by the government that has recommended opening similar centres at other state universities as well.
- The University decided to do away with dissections in courses related to animal studies in the year 2009 and introduced simulation of dissection through virtual dissection programs. It was one of the first Universities in India to do so. This model was later enforced by the University Grants Commission at the national level in 2014 (Box 2.1.7).

Box 2.1.7 Dead Biology to Live Biology

A resolution was adopted in the national Workshop cum Symposium on Potential Alternatives to Dissection and Animal Experimentation in Zoology and the Practical Curriculum on 19-21 November 2009 at Rajasthan University, Jaipur for replacement of dissection with virtual laboratory. The Conference report was published in the journal ALTEX (published by Springer Thompson Reuter Journal Impact Factor 5.467) (2009 Vol. 26, pp 318-319). In 2009, MDS University Ajmer became one of the first universities to introduce virtual laboratory and live organism study in nature in its curricula and banned dissections. Later in 2014 UGC imposed a nationwide ban on dissections.

1.1.5 Does the University interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the University benefitted through interactions with the stakeholders?

The University invites experts from industries and research organization for assignments such as conducting Ph.D. Viva Voce and delivering lectures at various forums. Such experts are invited to the concerned departments and interact with the faculty wherein all aspects of university system/higher education are discussed. Relevant points of this discussion are then raised at the appropriate level and implemented/discarded after discussion. However, as per the ordinances only subject experts from teaching and research institutions are nominated in BoS/CoC.

1.1.6 Give details of how the University facilitates the introduction of new programs of studies in its affiliated colleges.

The new programs are introduced in affiliated colleges as per the need, and recommendations of the college Principle/faculty. For new programs, a proposal is received from the college which is examined by the concerned BoS/CoC. The BoS/CoC finalizes the course content, scheme of examination and then it is placed before the academic Council for final approval.

The University constitutes an inspection committee of subject experts to examine the infrastructure in the college to start the new program. This committee submits its recommendations to the Vice Chancellor. On approval by the Vice Chancellor the college is informed accordingly for further action.

1.1.7 Does the University encourage its colleges to provide additional skill-oriented programs relevant to regional needs? Cite instances (not applicable for unitary universities).

Yes, Maharshi Dayanand Saraswati University encourages its affiliated colleges to provide skill oriented programs. Such programs of learning that are being run in some of the affiliated colleges are listed in Table 2.1.5.

Table 2.1.5 List of skill oriented programs being run at colleges affiliated to the University

S. No.	Course
1	Advanced Diploma in Heritage Tourism & Hotel Management
2	Diploma in Cost & Work Accountancy (2 years)
3	Diploma in Heritage Tourism & Hotel Management
4	Diploma in Industrial Chemistry
5	PG Diploma in Criminology
6	PG Diploma in Labour Law
7	PG Diploma in Sales & Marketing
8	PG Diploma in Textile Chemistry
9	PG Diploma in Computer Applications
10	PG Diploma in Taxation Laws and Practice
11	B.B.A.
12	BA B Ed
13	BSc B Ed
14	B P Ed

15	B.Sc. Biotechnology
16	B.Sc. Computer Science
17	B.Sc. Information Technology
18	LLB
19	M.A. Drawing & Painting
20	M.Sc. Biotechnology
21	M.Sc. Computer Science
22	M. Sc. Information Technology

1.2 Academic Flexibility

1.2.1 Furnish the inventory for the following:

- *Programs taught on campus
- * Overseas programs offered on campus
- * Programs available for colleges to choose from

The University has categorised subjects/disciplines into various faculties, these are:

S. No.	Name of Faculty	Subjects
1	Arts	English
		Hindi
		Philosophy
		Rajasthani
		Sanskrit
		Sindhi
		Urdu & Persian
2	Commerce	Accountancy & Business Statistics
		Business Administration
		Economic Administration & Financial Management
3	Education	Education
		Library Science
		Physical Education
4	Fine Arts	Dance
		Dramatics
		Drawing & Painting
		Music
5	Journalism & Mass Communication	Journalism
		Mass Communication
6	Law	Law
7	Management Studies	Entrepreneurship
		Management Studies
8	Science	Applied Chemistry
		Bioinformatics

		Biotechnology
		Botany
		Chemistry
		Computer Application
		Environmental Studies
		Foods & Nutrition
		Geology
		Home Science
		Mathematics
		Microbiology
		Physics
		Remote Sensing & Geoinformatics
		Statistics
		Zoology
9	Social Science	Economics
		Geography
		History, Archeology & Culture
		Life Science & Jainology
		Political Science & Public Administration
		Population Studies
		Psychology
		Sociology & Anthropology
10	Vedic Studies	Vedic Vangamaya
		Yoga & Human Consciousness

*Programs taught on campus

Various programs of learning are being offered by the University at present. Table 2.1.6 depicts programs of learning offered at the University campus.

Table 2.1.6 Programs of learning offered at the University Campus

S. No.	Department/Centre	Undergraduate	Post Graduate	M.Phil./ Ph.D.
1	Department of Botany		M.Sc. Botany	
2	Department of Zoology		M.Sc. Zoology, Post Graduate Diploma in Laboratory Technology & Instrumentation	
3	Department of Pure & Applied Chemistry		M.Sc. Applied Chemistry M.Sc. Chemistry	Ph.D.
4	Department of Microbiology		M.Sc. Microbiology PG Certificate, PG Diploma & Advanced PG Diploma in Microbiology	Ph.D.

5	Department of Food Science & Nutrition	B.Sc. Food Science & Nutrition	M.Sc. Foods & Nutrition Advanced Post PG Diploma in Food & Health Security	M. Phil. Ph.D.
6	Department of Environmental Science		M.Sc. Environmental Science PG Certificate, PG Diploma & Advanced PG Diploma in Environmental Science, Post Graduate Diploma in Industrial Safety & Environment Post Graduate Diploma in Disaster Management	Ph.D. M.Phil. Environmental Management
7	Department of Remote Sensing & Geo-informatics		M.Sc. Remote Sensing & Geo-informatics	Ph.D.
8	Department of Computer Science		Master of Computer Applications (MCA) Master of Computer Applications (MCA) Lateral Entry M.Tech. Computer Science	Ph.D.
9	Department of Commerce		M.Com. Business Administration M.Com. Economic Administration & Financial Management M.Com Accountancy and Business Statistics	Ph.D. (EAFM) M.Phil. Business Administration M. Phil. Economic Administration & Financial Management M. Phil. Accountancy and Business Statistics
10	Department of Management Studies		Master of Business Administration	Ph.D.
11	Department of Library & Information Science		Master of Library and Information Science	
12	Department of Economics		M.A. Economics MBA Business Economics	M.Phil., Ph.D.
13	Department of History		M.A. History	
14	Department of Political Science		M.A. Political Science	M.Phil., Ph.D.
15	Department of Population Studies		M.A. Population Studies Master of Social Works	Ph.D.
16	Department of Sanskrit		M.A. Vedic Vangmaya	
17	Department of Yogic Science and Human Consciousness	B.Sc. Naturopathy & Yogic Science Diploma in Yoga Education and Human Science Yoga Instructor's Certificate Course	M.A./M.Sc. in Yoga studies and Therapy Management	

18	Kaptan Durga Prasad Choudhary Department of Journalism & Mass Communication		M.A. Journalism & Mass Communication
19	Department of Law		L.L.M. Post Graduate Diploma in Environmental Law
20	Department of Education	B.Ed.	M.Ed.
21	Centre for Entrepreneurship & Small Business Management		Master of Business Administration (DS) Master of Business Administration (EP) Master of Business Administration (E-Commerce)

Some departments at the University campus also offer diploma/certificate programs. In all there are 63 academic programs available to the students at the University campus under above mentioned faculties.

***Overseas programs offered on campus**

No specific program has been developed for overseas students. However, all academic programs developed by the University may be taken up by any international student.

***Programs available for colleges to choose from**

Tables 2.1.7-2.1.10 show the list of 142 academic programs of learning available for colleges.

Table 2.1.7. Certificate, Diploma, Advanced Diploma and PG Diploma programs

S. No.	Course
1	Yoga Instructor's Certificate Course
2	Diploma Certificate in Steno Typing
3	Diploma in Yoga Education and Human Science
4	Diploma in Cost & Work Accountancy (2 years)
5	Diploma in Heritage Tourism and Hotel Management
6	Diploma in Industrial Chemistry
7	Diploma in Labour Law, Labour Welfare and Personal Management
8	Diploma in Salesmanship & Marketing
9	Advanced Diploma in Heritage Tourism and Hotel Management
10	Post Graduate Certificate in Basic Environmental Science
11	Post Graduate Certificate in Basic Microbiology
12	Post Graduate Diploma in Computer Applications
13	Post Graduate Diploma in Cost & Works Accounting
14	Post Graduate Diploma in Criminology & Criminal Administration

15	Post Graduate Diploma in Labour Law
16	Post Graduate Diploma in Media Management
17	Post Graduate Diploma in Sales & Marketing
18	Post Graduate Diploma in Textile Chemistry
19	Post Graduate Diploma in Computer Applications
20	Post Graduate Diploma in Taxation Laws and Practice
21	Post Graduate Diploma in Laboratory Technology & Instrumentation
22	Post Graduate Diploma in Industrial Safety, Health & Environment
23	Post Graduate Diploma in Disaster Management
24	Post Graduate Diploma in Environmental Law
25	Post Graduate Diploma in Environmental Science
26	Post Graduate Diploma in Microbiology
27	Advanced PG Diploma in Environmental Science
28	Advanced PG Diploma in Microbiology
29	Advanced Post PG Diploma in Food & Health Security

Table 2.1.8 Graduate degree programs

S. No.	Course	Scheme
1	B.A. (Hons)	A
2	B.A. Additional	A
3	B.A.	A
4	B.A. B.Ed.	A
5	B.B.A.	A
6	B.B.A.(E & FBM)	SEM
7	B.C.A.	A
8	B.Com. (Hons)	A
9	B.Com.	A
10	B.Ed.	A
11	B.Ed. special education (M.R.)	A
12	B.Ed.(Secondary)	A
13	B.P.Ed.	A
14	B.Sc. (Home Science)	A
15	B.Sc. (Hons)	A
16	B.Sc. Naturopathy & Yogic Science	A
17	B.Sc. Biotechnology	A
18	B.Sc. Computer Science	A
19	B.Sc. Food Science & Nutrition	SEM
20	B.Sc. Information Technology	A
21	B.Sc.	A
22	B.Sc. B.Ed.	A
23	L.L.B.	A

Table 2.1.9 PG Degree programs

S. No.	Program	Scheme
1	M.A. Drawing & Painting	A
2	M.A. Economics	A
3	M.A. Hindi	A
4	M.A. History	A
5	M.A. Journalism & Mass Communication	SEM
6	M.A. Mathematics	SEM
7	M.A. Music	A
8	M.A. Public Administration	A
9	M.A. Rajasthani	A
10	M.A. Sanskrit	A
11	M.A. Sindhi	A
12	M.A. Urdu	A
13	M.A. English	A
14	M.A. Geography	A
15	M.A. Philosophy	A
16	M.A. Political Science	A
17	M.A. Population Studies	SEM
18	M.A. Sociology	A
19	M.A. Vedic Vangamaya	A
20	M.A./M.Sc. Yoga Studies & Therapy Management	SEM
21	M.B.A. (Service Management)	SEM
22	M.B.A. E.Com.	SEM
23	M.B.A.(Business Economics)	SEM
24	M.B.A.(Dual Specialization)	SEM
25	M.B.A.(Executive Program)	SEM
26	M.B.A.	SEM
27	M.C.A.	SEM
28	M.C.A. (Lateral Entry)	SEM
29	M.Com. (ABST)	A
30	M.Com. (E.A.F.M.)	A
31	M.Com. (BUS.ADMN.)	A
32	M.Ed.	EDU
33	M.Sc. Applied Chemistry	SEM
34	M.Sc. Biotechnology	SEM
35	M.Sc. Botany	SEM
36	M.Sc. Chemistry	SEM
37	M.Sc. Computer Science	SEM
38	M.Sc. Earth Science (Geology)	SEM
39	M.Sc. Environmental Science	SEM
40	M.Sc. Foods & Nutrition	SEM
41	M.Sc. Geography	A
42	M.Sc. Geology	A
43	M.Sc. Information Technology	A
44	M.Sc. Mathematics	SEM

45	M.Sc. Microbiology	SEM
46	M.Sc. Physics	SEM
47	M.Sc. Remote Sensing & Geoinformatics	SEM
48	M.Sc. Zoology	SEM
49	M.Tech. Computer Science	SEM
50	Master of Library & Information Science	A
51	Master of Social Work	SEM

Table 2.1.10 M.Phil. Programs

S. No.	Program
1	M.Phil. (Economic Administration & Financial Management)
2	M. Phil (Business Administration)
3	M. Phil. (ABST)
4	M.Phil. (Environmental Management)
5	M.Phil. (History)
6	M.Phil. (Political Science)
7	M. Phil. (Economics)
8	M. Phil. (Foods & Nutrition)
9	M. Phil. (Physics)
10	M. Phil. (Chemistry)
11	M. Phil. (Hindi)
12	M. Phil. (Botany)
13	M. Phil. (Zoology)
14	M. Phil. (Mathematics)

Other than the programs listed in the tables 2.1.7-2.1.20, research programs leading to Ph.D. are conducted in 30 subjects namely Accountancy & Business Statistics, Business Administration, Economic Administration & Financial Management, Management, Botany, Chemistry, Computer Science, Environmental Science, Foods & Nutrition, Geology, Mathematics, Microbiology, Physics, Remote Sensing & Geoinformatics, Zoology, Economics, Geography, History, Political Science, Population Studies, Philosophy, Sociology, Educations, English, Hindi, Sanskrit, Sindhi, Urdu, Drawing & Painting and Law.

1.2.2 Give details on the following provisions with reference to academic flexibility

- a. **Core/Elective options are available in courses**
- b. **Enrichment courses**
- c. **Courses offered in modular form**
- d. **Credit accumulation and transfer facility**
- e. **Lateral and vertical mobility within and across programs, courses and disciplines**

- a. **Core/Elective options** are available in courses based on CBCS scheme namely M.Sc. Environmental Science and M.Sc. Microbiology.
- b. **Enrichment courses:** In all programs of learning the courses start with basics of the subject and then build up for enrichment/specialization in different fields. In the CBCS scheme, modular approach is taken allowing a student to exit after successful completion of any semester and

there is a provision of enriching by taking up a minimum of 9 credits of courses in a particular field.

- c. **Courses offered in modular form:** M.Sc. Environmental Science and M.Sc. Microbiology wherein choice of exit after every semester is allowed offering him/her with PG Certificate (1 Semester), PG Diploma (2 semesters), Advanced PG Diploma (3 Semesters) and PG Degree (4 Semesters). After exit, if the student is willing to complete the remaining course, then he/she may do so upto 2 years of exit.

d. **Credit accumulation and transfer facility**

Credit accumulation is there within a program of study but since the CBCS is currently at its initiation level, therefore no such provision for accumulation of credits exists at present. Similarly credit transfer will require cross institutional talks and may be thought of when only other institutes of the University agree to do it.

e. **Lateral and vertical mobility within and across programs, courses and disciplines**

Yes, students of M.Sc. Computer Science or M.Sc. Information Technology are allowed lateral entry to MCA in the Department of Computer Science. Similarly lateral entry is given in M. Library & Information Science Final year to the candidates having degree of Bachelor of Library & Information Science.

1.2.3 Does the University have an explicit policy and strategy for attracting international students?

The University admits international students as per the policy of Government of India (Ministry of External Affairs), Ministry of Home Affairs and MHRD, declared time to time. Minimum eligibility for admission of international students is 60% marks or equivalent grade in the qualifying examination. Details of admission process are provided in the Prospectus and also displayed on the University website. The Dean Students' Welfare provides all information to the prospective students.

1.2.4 Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain the impediments.

The following programs offered by the University also aim to cater the needs of the international students:

- M. Sc. Applied Chemistry
- M. Sc. Microbiology
- M. Sc. Remote Sensing and Geo-informatics
- M. Sc. Environmental Science
- Master of Business Administration
- Master of Yoga Studies and Therapy Management

Website of the University makes the programs globally visible yet the University cannot be aggressive in its advertising due to low number of faculty that makes a lot of difference in making opinion on picking up a place for education.

1.2.5 Does the University facilitate dual degree and twinning programs? If yes, give details.

Maharshi Dayanand Saraswati University has not started dual degree and twinning programs.

1.2.6 Does the University offer self-financing programs? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programs?

The University offers following self-financing programs:

M.Phil.

1. M.Phil. Foods & Nutrition
2. M.Phil. Environmental Management
3. M.Phil. Business Administration
4. M.Phil. Political Science
5. M.Phil. Economics
6. M.Phil. ABST
7. M.Phil. EAFM

Post Graduate Programs

1. M.Sc. Chemistry
2. Master of Computer Applications (MCA) Lateral Entry
3. M. Tech. Computer Science
4. M.A. Journalism & Mass Communication

Graduate Programs

1. B.Sc. Naturopathy & Yogic Science

Diploma/Certificate Programs

1. PG Diploma in Laboratory Technology & Instrumentation

Fee structure of self-financing courses is lower than other universities/private institutes. Generally it ranges from:

Rs. 13300/- to 18400/- pa for M. Phil programs

Rs. 6300/- to 38050/- pa for PG Programs

Rs. 6700/- to 10200/- pa for UG Programs

Rs. 9300/- to 27250/- pa for Diploma/Certificate Programs

The faculty engaged for self financing programs is qualified as per UGC/AICTE/NCTE/BCI/University norms. Retired teachers from colleges and Universities are deployed as Visiting Professors/Visiting faculty for teaching. Guest faculty on lecture basis is invited to share the workload.

1.2.7 Does the University provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes,' give operational details.

The University does not offer distance mode of education. The students may take diploma and certificate courses offered by other universities having distance mode of education while pursuing a degree program.

1.2.8 Has the University adopted the Choice Based Credit System (CBCS)? If yes, for how many programs? What efforts have been made by the University to encourage the introduction of CBCS in its affiliated colleges?

Since the concept was new to the University with 272 affiliated colleges. Moreover other than teaching, the examination system also needed to be geared up to take up the challenge. Therefore the CBCS scheme was introduced initially in two programs of learning in the University campus in 2015-16 that are being run only in the University campus and not in the affiliated colleges viz.

M.Sc. Microbiology

M.Sc. Environmental Science

Based on the feedback and experience of these courses, the University plans to extend the scheme gradually to other teaching programs both in the University campus as well as in the colleges.

1.2.9 What percentage of programs offered by the University follow:

* Annual system

* Semester system

* Trimester system

- Annual system: 44% of PG, 92% of UG programs and 100% of certificates and diploma
- Semester system: 66% of PG and 8% UG degree programs
- Trimester system: None

1.2.10 How does the University promote inter-disciplinary programs? Name a few programs and comment on their outcome.

The University promotes interdisciplinary programs and developed many academic programs with this approach since beginning. Relevant contents of other disciplines are included in the syllabi of these programs as shown in the table 2.1.11.

Table 2.1.11 Interdisciplinary programs of learning

S. No.	Program	Disciplines
1	M.Sc. Environmental Science	Biology Microbiology Biotechnology Chemistry Geology Statistics Atmospheric Science
2	Microbiology	Biochemistry Biochemical Engineering Bioinformatics

		Biotechnology Botany Chemistry Ecology Environmental Science Genetics Genomics Statistics Synthetic Biology Zoology
3	Remote Sensing & Geoinformatics	Environmental Science Geology Geography Statistics Space physics
4	Applied Chemistry	Biochemistry Chemical Engineering Computer Science Environmental Science Pharmaceutical Science
5	M.Sc. Foods & Nutrition	Home Science Microbiology Biochemistry Plant Science
6	M.B.A.	Economics Public Administration Commerce Banking and Accountancy Entrepreneurship
7	M.A. Economics	Environmental Science Mathematics Statistics
8	M.A. Population Studies	Economics Psychology Environmental science Statistics

- Choice Based Credit System in M.Sc. Microbiology and Environmental Science allows students to pick minimum 12 credits from any of these disciplines.
- Ph.D. program has a paper on Research methodology that is taught to all disciplines in common class.
- The Centre for ESBM is formed by integrating faculty from Management, Commerce and Economics

1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the University reviewed and upgraded for making it socially relevant and/or job oriented/knowledge intensive and meeting the emerging needs of students and other stakeholders?

The curriculum of the University is reviewed biennially. The programs are developed with interdisciplinary approach. The syllabi are framed looking to the needs of society and stakeholders. To enrich the programs, following steps are taken:

- The members of BoS/CoC are advised to consult model syllabi of UGC and other A Grade universities.
- Syllabi of NET examination/other entrance examinations are also taken in to consideration at the time of preparation/modification of syllabus of PG programs.
- Subject Experts from other Universities are invited in BoS/CoC.
- Field studies and practical training/dissertation/case studies are the part of course curriculum in many programs of learning

1.3.2 During the last four years, how many new programs at UG and PG levels were introduced? Give details.

- * **Inter-disciplinary**
- * **programs in emerging areas**

During the last four years, following new programs were introduced by the University:

PG Programs

1. M.Com. Business Administration
2. M.Com. Accountancy & Business Statistics
3. Master in Yoga Studies & Therapy Management
4. Master of Library & Information Science
5. Master of Social Work
6. M.Tech. Computer Science
7. L.L.M.
8. M.B.A. Service Management
9. M.B.A. E-commerce

UG Programs

10. B.Sc. Food Science & Nutrition
11. B.Ed.

Diploma Programs

12. PG Diploma in Laboratory Technology & Instrumentation
13. PG Diploma in Industrial Safety, Health and Environment
14. PG Diploma in Disaster Management
15. Diploma in Yoga Education & Human Science
16. P.G. Diploma in Environmental Laws
17. Advanced (Post PG) Diploma in Food & Health Security

Courses under modular system of CBCS

18. PG Certificate in Basic Microbiology
19. PG Certificate in Environmental Science
20. PG Diploma in Microbiology
21. PG Diploma in Environmental Science
22. Advanced PG Diploma in Microbiology
23. Advanced PG Diploma in Environmental Science

1.3.3 What are the strategies adopted for the revision of the existing programs? What percentage of courses underwent a syllabus revision?

The syllabi of various programs are updated regularly every year. Complete revisions of all the syllabi underwent in the year 2009 and in 2015, the entire syllabi of most of the programs at the University campus are redesigned because of implementation of semester and choice based credit system in the University.

1.3.4 What are the value-added courses offered by the University and how does the University ensure that all students have access to them?

Maharshi Dayanand Saraswati University is launching value-added courses for students from the session 2016-17. Courses being started as Foundation courses in the University are listed in the table 2.1.12.

Table 2.1.12 Some of the Foundation courses being started by Departments of MDS University Ajmer

S. No.	Course title	Department/Centre
1	Health, hygiene & life under the lens	Microbiology
2	Environmental issues	Environmental Science
3	Basic sense of waste management and cleanliness	
4	Stress busting through yoga	Yoga & Human Consciousness
5	Information access and exploration	Library Science
6	History and heritage of Ajmer	Prithviraj Chauhan Historical & Cultural Research Centre
7	Making sense of day to day economics	Economics

1.3.5 Has the University introduced any higher order skill development programs in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

The University has established Centre for Entrepreneurship and Small Business Management (CESBM) with the support of the Ministry of Small Scale Industries, Government of India. Different skill oriented courses/ short training programs are being offered throughout the year. Several need based short term training/workshop programs are offered (Table 2.1.13). Centre for ESBM trained 921 participants in different skills and small scale enterprises.

Algae Biofuel & Biomolecules centre trained 26 scientists, scholars and teachers in algae cultivation and biofuel production while eighty five persons including 39 rural youth representing 13 districts of Rajasthan were trained in the cultivation of Spirulina as Superfood crop, Azolla as animal feed and Cyanobacterial biofertilizer and vermicomposting for organic agriculture on 15-16 February 2016 at the Department of Microbiology (Box 2.1.2).

Department of Food Science & Nutrition undertook Workshop on Food Preservation 8-13.10.2012 and trained 40 students.

Table 2.1.13 Short term training programs/workshops conducted by the University

S. No.	Course orientation				
	Industry oriented	Society oriented	Employment/Self Employment	Enterprise	Research
1	Multimedia & Animation		Multimedia & Animation		
2	Web designing		Web designing		
3	Computer Accounting (Tally)		Computer Accounting (Tally)		
4			Interior design		
5			Fashion design		
6			Bakery products		
7			Desktop publishing		
8			Cosmetology & Beautician		
9			Catering		
10			Receptionist		
11			Landscape design		
12			IT tools and applications		
13			Microsoft office		
14	Algae cultivation & Biofuel production				Algae cultivation & Biofuel production
15		Small Enterprises in Microbiology: Spirulina superfood, Azolla as animal feed, Cyanobacterial biofertilizer production, and Vermicomposting for waste remediation and organic agriculture			

Other than these many courses in the programs of learning are oriented towards development of skill (Table 2.1.14).

Table 2.1.14 Courses for Skill Development

S. No.	Course with credits	Skill useful for	
1	Essentials of Microbiology (3L)	Any industry wherein microorganisms need to be assessed or cultivated	
2	Microbiological Techniques (3P)		
3	Food Microbiology (3L + 2P)	Food industry	
4	Biofuel & Bioenergy (3L+2P)	Biofuel industry	
5	Geomicrobiology & Agricultural Microbiology (4L + 2P)	Biofertilizer, Biopesticide and Petroleum industry	
6	Physiology and Ecology (3P)	Research and Development	
7	Biochemistry & Molecular Biology (2P)		
8	Applied Microbiology & Molecular Biology (3P)		
9	Short term Project (1P)		
10	Project Work /Dissertation (25h per week) (10 P)		
11	Synthetic Biology (4L)		Biotechnology industry (Brewery, Pharmaceutical)
12	Bionformatics (4L)		
13	Bioprocess Engineering (4L + 2P)	Industrial Microbiology, Biotechnology	
14	Industrial Microbiology (4L)		
15	Microbiology of wastes and Waste Remediation (3L)		
16	Enzymology (3L)		
17	Applied Microbiology & Molecular Biology (3P)		

1.4 Feedback System

1.4.1 Does the University have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

An Informal feedback on curriculum is taken from students. The feedback from students of affiliated colleges is received through teachers and members of BoS/CoC. In BoS/CoC, there is a representation of senior teacher from affiliated colleges (Box 2.1.6). Some departments have Grievance/Suggestion Boxes put up in their departments for feedback.

Social websites are also used by some faculty members, while Department of Microbiology uses Microsphere to communicate with the students.

1.4.2 Does the University elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and its impact.

The departments organize conferences and seminars in their respective disciplines. The experts invited for academic events also see the curricula and give their suggestions. The experts from different universities are also members of BoS/CoC/Academic Council.

1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of.

There are two senior faculty members representing the affiliated colleges who are nominated for the BoS/CoC. The nominated members are changed every two years. These nominees present the concerns of the affiliated colleges in the respective BoS/CoC.

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the University in ensuring the effective development of the curricula?

The quality sustenance and quality enhancement measures are undertaken by the University in ensuring the effective development of the curricula through informal feedback from students and teachers (see Box 2.1.6 for BoS/CoC composition). Specific comments of teachers who are not the members of BoS/CoC and Academic Council are considered during the meetings of syllabus updating.

The University has also established the IQAC for monitoring the quality and organizing meetings to discuss the academic issues.

Any other information regarding Curricular Aspects which the University would like to include.

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the University ensure publicity and transparency in the admission process?

The admission procedure of the University is transparent and is laid down as per University rules and regulations. The prospectus containing information regarding eligibility, procedure, fee structure is published every year and issued to candidates along with admission form. It is also uploaded on the University website.

Prospectus gives all details of the programs of learning, their eligibility, fee structure, rules and guidelines for admission, concessions to categories, weightage to the achievers of Sports, Scouts, NSS, NCC etc. and facilities available in the University.

Notification for admission is published in all editions of different State level News Papers and uploaded on the University website.

The merit list prepared for admission is displayed on the notice boards of the departments.

2.1.2 Explain in detail the process of admission put in place by the University. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the University (please specify).

Notification of admission is published in leading News Papers and uploaded on university website. The schedule of issuing applications, last date of submission of completed applications, declaration of merit list, admission counselling date, date of fee deposit, date of commencement of classes is also notified in advance.

The Departmental Admission Committees are constituted under the chairmanship of Head of the Department concerned for admission in respective programs. An Admission Board is also constituted for grievances, interpretation of rules, and advice to Departmental Committees, if need be.

Admissions to various programs of the University are strictly made on the basis of merit giving due weightage or concession to achievers or certain categories for social justice. For M Ed and B Ed candidates are admitted on the basis of Pre M Ed entrance test and Pre Teachers Education Test conducted by the State Government. For MBA candidates allotted through CMAT are admitted on priority, for vacant seats merit list is prepared as per the guidelines of the University.

2.1.3 Provide details of admission process in the affiliated colleges and the University's role in monitoring the same.

The admission of students in affiliated colleges is monitored by the respective Principals under the direction of Commissioner of College Education, Government of Rajasthan as per the schedule notified in advance. The role of university is to decide about the number of students and minimum eligibility for admission. The admitted students in affiliated colleges are enrolled by the University for the Conduct of examination. Examination forms filled up by the students are rechecked to ascertain their minimum eligibility again.

2.1.4 Does the University have a mechanism to review its admission process and student

profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

The University conducts review of admission process at the beginning of the academic session.

Problems encountered or suggestions for admission are noted and discussed by the Departmental Committees and faculty members and informed to the Admission Board of the University, which is entrusted powers to review the process and proposes appropriate changes in case any problem arises. This, if approved by the Vice Chancellor, is conveyed to the Prospectus Committee which incorporates the amendment in the Prospectus. However, the issues like change in eligibility criteria, concessions to different category of candidates etc. are placed before the Academic Council, if required so.

The departments determine the profile of students in terms of number of applications received and seats available in a particular programme. Gender ratio and candidates in reserved categories are also determined for each programme.

2.1.5 What are the strategies adopted to increase/improve access for students belonging to the following categories:

***SC/ST**

*** OBC**

*** Women**

***Persons with varied disabilities**

***Economically weaker sections**

***Outstanding achievers in sports and other extracurricular activities**

There is provision of reservation for Scheduled caste (16%), Scheduled Tribe (12%), Other Backward Classes (21%), Special Backward Classes (1%), Physically Handicapped (3%), Wards of armed personnel killed in action and boarded out from service/died while in service with death attributable to military service/disabled in service and boarded out with disability attributable to military service or wards of personnel awarded gallantry award or wards of awarded Ex service man and Displaced Kashmiri candidates (1%). In addition there is provision of 2 super numeral seats for candidates from Jammu and Kashmir.

Son/daughter of *Shaheed* in defence services is given admission on minimum passing marks.

Concessions or weightage of marks are given for achievements in Sports, NCC, Mountaineering, rock and wall climbing, NSS, Rover, Ranger Scout and Guide and for Co-Curricular activities like Bravery, All India/State level Competitions.

2.1.6 Number of students admitted in university departments in the last four academic years: See Table 2.2.1

Table 2.2.1 Category wise students admitted during last four years

Categories	2011-12		2012-13		2013-14		2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	83	30	63	40	86	28	80	42
ST	24	10	17	13	33	16	19	6
OBC	185	117	235	143	302	161	302	216
SBC	6	0	15	2	34	3	12	5
General	220	232	219	192	223	232	199	299
Total	518	389	549	390	678	440	612	568

2.1.7 Has the University conducted any analysis of demand ratio for the various programs of the University departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase/decrease.

The various teaching departments of University conduct analysis of admission and assess the trend of student enrolment in each program. This helps in evolving strategies to increase enrolment and to know the choice of students. The number of students admitted to various programs in different departments for the session 2015-16 is given in the table 2.2.2 below:

Table 2.2.2 Demand ratio of the programs of learning at MDS University Ajmer

Department	Program	No. of Applications Received	Seats	No of students admitted	Demand Ratio
Botany	M.Sc.	136	20	20	6.8
Commerce	M.Com EAFM	50	30	50	1.7
	M.Com. BA	30	30	30	1
	M.Com ABST	90	30	90	3
Computer Science	MCA	50	20	22	2.5
	MCA Lateral	9	20	7	0.45
	M Tech Comp Sci	11	18	9	0.61
Economics	M.A.	39	20	35	1.95
	M.B.A. BE	16	20	16	0.8
Education	B.Ed.	Admissions through state level entrance test	50		Not applicable
	M.Ed.		25		
Environmental Science	M.Sc.	23	20		1.15
	PG Dip ISHE	25	20		1.25
	PG Dip DM	0	20		0
Food Science & Nutrition	M.Sc.	20	20	13	1
	Adv PG Dip	28	25	23	1.4
	B.Sc.	13	30	4	0.65
Hindi	M.A.	19	20	11	0.95
History		70	20	49	3.5
Journalism & Mass Communication	MJMC	14	20	8	0.7
Law	LLM	28	20	22	1.4
	DEL	0	20	0	0
Library & Information Science	M. Lib InfSci	17	20	10	0.85
Management Studies	MBA	61	60	60	1.02
Microbiology	M.Sc.	58	20	20	2.9
Political Science	M.A.	44	20	20	2.2
Population Studies	Master of Popul. Studies	67	20	42	3.35
	M.A. Social Work	19	20	8	0.9
Pure & Applied Chemistry	M.Sc. Chemistry	150	20	20	7.5
	M.Sc. Appl. Chem	110	20	20	5.5
Remote Sensing & Geo-informatics	M.Sc.	25	20	18	1.25
Zoology	M.Sc.	70	20	23	3.5
	PG Diploma Lab	25	20	25	1.25

	Tech & Inst				
Sanskrit	MA Vedic	0	20	0	0
	Vangamaya				
Yoga Science and Human Consciousness	MA	25	20	25	1.25
	BSc	24	20	20	1.2
	DYEHS	70	20	21	3.5
	YICC	27	20	18	1.35
Centre for ESBM	M.B.A. (DS)	48	60	48	0.8
	MBA (EP)	41	50	35	0.82

The trend of student number in affiliated colleges of the University is also assessed by the University. The number of students enrolled in the University in 2015 are shown in the table 2.2.3.

**Table 2.2.3 Category wise data of students examined in 2015-16
(Appended at the end of criterion II)**

Table 2.2.4 Students who appeared in examinations during 2012-2015

COURSE	2012	2013	2014	2015	TOTAL	
FACULTY OF ARTS						
UG	148142	120166	140519	144771	553598	
PG	ANN	33798	31444	36094	46913	148249
	SEM	32	26	25	16	99
MPHIL	76	26	35		137	
FACULTY OF COMMERCE						
UG	24320	21336	22243	21695	89594	
PG	5332	5120	6791	8606	25849	
MPHIL	9	4			13	
DIPLOMA	6	3	3	6	18	
FACULTY OF EDUCATION						
UG	13877	9892	9967	10169	43905	
PG	85	73	95	80	333	
FACULTY OF LAW						
UG	1423	1207	1374	1667	5671	
PG	125	147	115	105	492	
DIPLOMA	143	117	87	115	462	
PROFESSIONAL						
UG	8998	6687	6312	5458	27455	
PG	ANN	848	502	538	522	2410
	SEM	420	365	326	366	1477
MPHIL	127				127	
DIPLOMA	675	382	251	326	1634	
FACULTY OF SCIENCE						
UG	9523	9937	15260	19916	54636	
PG	ANN	1493	1432	1382	1701	6008
	SEM	143	216	188	167	714

MPHIL	38	5			43
TOTAL	249633	209087	241605	262599	962924

The Maharshi Dayanand Saraswati University located in the central part of the state is one of the prominent universities in the state of Rajasthan. It caters to the educational needs of a large number of students admitted to 272 government and private colleges affiliated to the University. The students belonging to lower income group find easy access to its all programs. The University is contributing to and works with a sense of commitment towards the educational, cultural, environmental, health and social advancement of the region by providing liberal education and quality programs leading to bachelors, masters, professional and doctorate degrees.

2.1.8 Were any programs discontinued/staggered by the University in the last four years? If yes, please specify the reasons.

The University started programs in earlier years due to reasons such as decreased demand, faculty crisis in some of the programs and non availability of the qualified part time teachers/Guest faculty. Following programs were discontinued:

1. M.Phil. Environmental Science
2. M.Sc. Computer Science
3. BBA (E & FBM)
4. PG Diploma in Remote Sensing & Geoinformatics
5. M.Sc. Biotechnology
6. M.Phil. Biotechnology
7. M.Phil. Microbiology

2.2 Catering to Student Diversity

2.2.1 Does the University organize orientation/induction program for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

The University maintains the website providing detailed information relating to various courses, profile of each department and its faculty, course contents, library facility, hostels, canteen and various other facilities available to the students. This projection thorough University website enables fresh students to have first-hand knowledge of the University. The individual departments take introductory session for new comers. The head of the department and senior faculty members make the students aware of the course structure, teaching pedagogy, future prospects of the subject and the academic schedule of the University. The students are also informed about the code of conduct, maintaining the discipline and about the anti-ragging rules. The teachers also inform about the course content, assignments and periodical tests etc. for the courses opted by the students. The entire process takes 2-3 days and is longer in CBCS courses (3-4 days).

2.2.2 Does the University have a mechanism through which the "differential requirements of the student population" are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

The faculty members at departmental level take care of special requirements of different students just after the counseling for admission. However, at the University level, the Dean Student Welfare takes care of the general difficulties of students coming from distant places of

the state and country. The Hostel wardens with faculty members also arrange counseling session for students. In CBCS courses, students are allocated to faculty advisors who help them in making decision on courses to be chosen and specializations based on their abilities and interest. Dean Post Graduate Studies is empowered to take up and resolve the issues of grievances related to time table and other such issues.

2.2.3 Does the University offer bridge/remedial/add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

The bridge courses and add-on courses are not offered by the University at the campus. Informal guidance is provided by the individual teachers to slow learners and to students coming from marginalized sections of the society.

2.2.4 Has the University conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc.? If yes, what are the main findings?

No, the University has not conducted any such study so far. However, faculty members take special efforts during continuous assessment for the slow learners. The University has established a cell with support from UGC which conducts remedial classes for the disadvantaged sections of the society. The Dean Students' Welfare and Dean Post Graduate Studies also guide such group of students.

2.2.5 How does the University identify and respond to the learning needs of advanced learners?

Advanced learners are encouraged to appear in NET and other competitive examinations. Those who have research aptitude are provided guidance for exploring emerging areas of research. They are also allotted a topic for dissertation in the area of their interest.

2.3 Teaching-Learning Process

2.3.1 How does the University plan and organise the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)?

The academic calendar of the University is prepared and declared at the time of admission which is also notified in the University Prospectus. Teaching plan and periodic internal assessment are announced by the individual teacher in the class.

The End Semester Examination/Annual Examination Plan is declared by the Controller of Examinations of the University. The end term paper setting and evaluation for theory papers are carried out by the external examiners. The Convener and one member of BoS/CoC nominated by the Convener recommend the name of paper setters and evaluators of various courses of each program of learning. After approval by the Vice Chancellor, papers of different courses are set by the examiners. Utmost secrecy is maintained in the examination work. The practical examination/dissertations are assessed by a panel of one external and one internal examiners.

Different committees such as Flying Squad, Grievance Committee, Unfair-means Committee are formed for the smooth conduction of examinations at the University campus as well as for the affiliated colleges of the University.

2.3.2 Does the University provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

The Course outline of different courses is mentioned in the syllabus. The papers are divided into sections/units. Number of hours is allotted to each section/unit. Faculty members provide course outlines to the students before the commencement of the session, which makes the students aware about the content, objectives and preparation for the subsequent lectures. The students adhere with the course outlines and prepare themselves for assessment through seminars and special lectures as well.

2.3.3 Does the University face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

Despite scarcity of faculty in departments, Heads of the Departments ensure completion of curriculum. The Guest Faculty and visiting faculty are arranged to engage the classes regularly and courses are completed before the commencement of end-semester/annual examinations.

2.3.4 How learning is made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

Learning is made student–centric by adopting activities such as class seminars, assignments, group discussions, field trips and/or industry visits.

- There is provision of short term and long term project work in some of the learning programs in Science and some other streams. A supervisor is allotted. Innovative ideas and self assembly of systems are encouraged.
- Case studies are the most prominent method of teaching in management, social sciences and law courses that encourage problem solving and independent and group thinking. Students are allotted case studies under the mentorship of teachers.
- Various cultural activities and co-curricular activities are also organized as a part of holistic development of students. Foundation courses in the CBCS scheme are also used to achieve this goal.

2.3.5 What is the University's policy on inviting experts/people of eminence to deliver lectures and/or organize seminars for students?

The University invites people of eminence for popular lectures. The departments also organize lectures by eminent scholars and seminars.

2.3.6 Does the University formally encourage blended learning by using e-learning resources?

The Department of Microbiology has created "Microsphere" on a platform provided by Wooqer. All regular students offering courses in Microbiology are registered on it. They receive messages through E-mail and SMS for each new lecture (in the form of power point file), extra resources such as chapters, e-books, papers, protocols of experiments, videos, are made available to them through it.

The departments are provided with internet and Wi-Fi facility.

The facility of UGC INFLIBNET helps the students and faculty to access and update about their subject as well as general knowledge in the field of their interest.

2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?

Microsphere- as mentioned at 2.3.6 is also made available on smart phones through mobile app of Wooqer.

The students have access to use computers in Computer Laboratories of the Department of Computer Science, Economics, Management Studies, Remote Sensing & Geoinformatics and the Centre for ESBM.

All the teaching departments are provided computers, laptop along with internet connectivity. The library has e-resources for students and teachers available through INFLIBNET. These include Economic & Political Weekly, The Institute for Studies in Industrial development, J-Gate Custom content for Consortium, Springer Link, India Stat and DELNET. It has N-LIST programme providing access to 95000 e-books and 4000+ e-journals. For effective teaching most of the departments have at least one smart classroom with visualizer, smart board and multimedia projector.

2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the University's educational processes?

There is no restriction imposed by the University on contribution of faculty through open source. Certain faculty members have contributed to NISCAIR's e-book/e-book chapter schemes. Students are informed about it as per the requirement of their course work.

2.3.9 What steps has the University taken to orient traditional classrooms into 24x7 learning places?

- Most of the Departments and the Centre of ESBM run classes beyond the working hours of the University.
- In some science departments research students and students working on projects can do so in the departmental laboratories beyond the working hours and on holidays.
- Microsphere is available 24x7, and any time of the day students may ask questions through it.
- E-resources of the library can be accessed by the students and faculty

2.3.10 Is there a provision for the services of counsellors/mentors/advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.

Yes, specific provision is made in the CBCS based courses.

In other programs of learning too, the faculty members act as teacher advisor for the students of their class/department. They are involved in counseling the students regarding their academic, personal, psychological and social problems.

2.3.11 Were any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

- **ICT and moving towards a virtual class:** Many teachers use ICT in preparation of lectures and deliver lectures through PowerPoint presentations.
 - The Department of Computer Science uses e-learning methodology involving use of **Moodle**.
 - The Department of Microbiology has created "Microsphere" on a platform provided by **Wooqer**. All regular students offering courses in Microbiology are registered on it. They receive messages through E-mail and SMS for each new lecture uploaded in the form of presentation file and extra resources such as chapters, e-books, papers, protocols of experiments, videos.
 - The Department of Remote Sensing uses **AVIEW** for teaching students and also **ARCGIS, ARCVIEW, ISgis, Rolta Geomatica** and **ERDAS**.
 - The Department of Zoology engages some laboratory classes in virtual mode using software: **Prodissector Frog, Digital Frog 2.4** and **PhysioX**.
- **Learning through argumentation:** Faculty at Microbiology has started Socratic seminars ensuring at least one such class in a month to help develop critical thinking, and speaking and learning skills. It is available for all students offering courses under CBCS scheme at the Department of Microbiology. It makes a learner know how technical reasoning is carried out, students learn to refine ideas with others, learn to build up ideas and how to plan and execute to establish or refute claims. They also learn how to conduct a group discussion and how to work together. Student seminars, Seminars or special lectures by experts and group discussions are also arranged in most of the departments.
- **Learning through games:** Centre for ESBM, Department of Management and Commerce use Management Games, Role plays, Syndicated discussions, Panel discussions and Case studies.
- **Computational thinking with an aim to structure problems in order to find solutions for them:** Case studies/Field work/project work/dissertations are taken up with a specific aim to show the student how to decompose the problem (breaking into smaller ones), recognize patterns (how related problems have been solved earlier), identifying and developing steps to reach the solution (flow chart/algorithms) and refining these steps (debugging). This helps mastering the art of thinking and handling complex situations.
- **Learning Innovation and Incidental learning:** Case studies/Field work/project work/dissertations are taken up in many departments to make the student learn scientific planning, execution, analysis and inference drawing through

experiments/activities/experiences. In many such activities they have to face challenges of fabricating structures, extracting information forcing them to find novel or innovative ways to do so. Seldom observations of rare phenomena lead to incidental learning.

- **Crossover learning:** Informal settings of learning are used to enrich the student by experiences through everyday life. Field trips, industry, enterprise, museum, wildlife sanctuary visits, awareness campaigns, exhibitions, bird watching, tracking, project work are the methods adopted by the faculty. This provides learners with authentic and engaging opportunities and helps building on observing, recording, linking, recalling and sharing skills.
- **Learning by doing:** Skill based and experiment oriented courses use learning by doing. Students are given experiments, sometimes a problem is given for which they have to find solution by planning and performing an experiment or they are asked to prepare models.
- **Learning through participation and responsibility:** In some departments, students are given responsibilities of laboratory/library/departmental society/club/magazines/wall magazines/departmental seminars to inculcate responsibility, participation, leadership and a sense of ownership.
- Students are promoted to attend seminars, symposia, conferences and also to become members of Associations and Societies of their subjects and in areas of their interest.

2.3.12 How does the University create a culture of instilling and nurturing creativity and scientific temper among the learners?

The University creates culture of instilling and nurturing creativity and scientific temper among learners through:

- **Crossover learning** for authentic and engaging opportunities to build on observation, recording, linking, recalling and sharing skills through field work, tracking, site seeing, industrial tours and projects.
- **Computational thinking** with an aim to structure problems in order to find solutions for them. The students are shown how to decompose a problem, recognize patterns, identify and develop steps to reach the solution and refining these steps. This helps mastering the art of thinking and handling complex situations.
- **Learning innovation and incidental learning** to make the student learn scientific planning, execution, analysis and drawing inference through actual experiments/activities/experiences. In many such activities students are forced to find novel or innovative ways to solve the problem. Seldom observations of rare phenomena lead to incidental learning.
- **Learning through argumentation:** Socratic seminars help develop critical thinking, and speaking and learning skills. It makes a learner know how technical reasoning is carried out, students learn to refine ideas with others, learn to build up ideas and how to plan and execute to establish or refute claims. They also learn how to conduct a group discussion and how to work in teams. Student seminars, seminars or special lectures by experts and group discussions are also arranged by the departments to inculcate scientific temper.

- **Learning through participation and responsibility:** Students are given responsibilities of laboratory/ library/ departmental society/ club/ magazines/ wall magazines/ departmental seminars. This inculcates responsibility, participation, leadership and a sense of ownership.
- **Learning by doing:** Skill based and experiment oriented courses use learning by doing. Students are given experiments, sometimes a problem is given for which they have to find solution by planning and performing an experiment or they are asked to prepare models. Departments/Centres also organize exhibitions and awareness programs for instilling learning by seeing as well as doing.

2.3.13 Does the University consider student projects mandatory in the learning program? If yes, for how many programs have they been (percentage of total) made mandatory?

- **Number of projects executed within the University**
- **Names of external institutions associated with the University for student project work**
- **Role of faculty in facilitating such project**

Yes. All programs of learning as listed in the table have project work as an essential component except MA Population Studies and M.Com. courses, where it is optional and MSc in Applied Chemistry, Chemistry, MA in Economics, Hindi, Sanskrit, History, Political Science, Vedic Vangamaya, BSc in Foods & Nutrition, PG Diploma in Laboratory Technology & Instrumentation, Yoga Instructor Certificate Course where it is non-existent.

Table 2.2.4 Programs of learning in which project work is essential

S. No.	Program of learning	S. No.	Program of learning
1	M.Sc. Botany	10	MBA (Business Economics)
2	M.Sc. Environmental Science	11	MA Social Work
3	PG Diploma in Industrial Safety, Health and Environment	12	M.Sc. Yoga Studies & Therapeutic Management
4	M.Sc. Foods & Nutrition	13	B.Ed.
5	Advanced Diploma in Food & Health Security	14	M.Ed.
6	M.Sc. Microbiology	15	MBA
7	M.Sc. Remote Sensing & Geoinformatics	16	MBA E & SBM
8	M.Sc. Zoology	17	MA JMC
9	M.Sc. Computer Applications	18	M. Tech Computer Science

- **Number of projects executed within the University**
Every year all students appearing in the examinations in courses listed in the table 2.3.1 conduct project works.
- **Names of external institutions associated with the University for student project work**
No external institute has been associated with the University for Students' Project Work; however students from other universities and institutes do join the University Teaching Departments for their project work. They include GB Pant University of Agriculture & Technology, Pantnagar; Bansathali Vidyapeeth, Banasthali and Amity University, Jaipur.
- **Role of faculty in facilitating such project**
All projects being conducted at present are conducted under the supervision of the faculty associated with the MDS University Ajmer.

2.3.14 Does the University have a well qualified pool of human resources to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

No. There is a shortage of teaching faculty in the University. Because of scarcity of permanent teachers, there is decline of research at the campus. However, efforts are continued to seek permission from the State Government to fill up the vacant positions of teaching faculty. In order to meet the requirement of curriculum, qualified visiting faculty/guest faculty is engaged to teach in the classes regularly.

2.3.15 How are the faculty enabled to prepare computer-aided teaching/learning materials? What are the facilities available in the University for such efforts?

Every department have computers and laptops along with internet connectivity. All teachers are at home with working on computer. Most of the teachers prepare leaning material for students.

2.3.16 Does the University have a mechanism for the evaluation of teachers by the students/alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

The University has not started a formal mechanism for evaluation of teachers by students/alumni.

2.4 Teacher Quality

2.4.1 How does the University plan and manage its human resources to meet the changing requirements of the curriculum?

The University encourages teachers and extends full support for their professional development. Experts of specific areas are invited by the departments for delivering lectures on emerging areas and to interact with faculty members. Faculty members are permitted to attend conferences, seminars and training programs organized by other universities and institutes.

The changing requirement of the curriculum is also met by qualified and experienced faculty. The University has a policy to appoint Visiting Professor/visiting faculty/part time teachers to meet the requirement of curriculum.

2.4.2 Furnish details of the faculty

Highest Qualification	Professors		Associate Professors		Assistant Professors		Others		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Permanent teachers									
D.Sc./D.Litt.	Nil	Nil	Nil	Nil	Nil	Nil			
Ph.D.	10	6	2	1	-	-			19
M.Phil.									
PG									
Temporary teachers									
Ph.D.	1	-	-	-			5	2	7
M. Phil.	-	-	-	-					
PG	-	-	-	-					
Part-time teachers									
Ph.D.							30	22	52
M.Phil.							3	2	5
PG							32	20	52
Total	10	6	2	1	Nil	Nil	70	46	135

2.4.3 Does the University encourage diversity in its faculty recruitment? Provide the following details (department/school-wise)

Department/ School	% of faculty from			
	the same university	Other universities within the State	Universities outside the State	other countries
Management		3	2	
Commerce		1		
Environmental Science		2		
Economics		1		
Population Studies		1		
Remote Sensing & Geoinformatics		1		
Computer Science		1		
Library Science		1		
Pure & Applied Chemistry		1		
Microbiology			2	
Food Science & Nutrition		2	1	
TOTAL		14	5	

2.4.4 How does the University ensure that qualified faculty are appointed for new programs/emerging areas of study (Bio-technology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programs during the last four years?

New programs in the above mentioned area were not started by the University during the last four years. No recruitments have been made in last four years.

2.4.5 How many Emeritus/Adjunct Faculty/Visiting Professors are on the rolls of the University?

The University has a policy for appointment of Emeritus/Adjunct Faculty/Visiting Professor. The appointments made during the last four years are:

Emeritus	Nil
Adjunct Faculty	Nil
Visiting Professor	01

2.4.6 What policies/systems are in place to academically recharge and rejuvenate teachers (e.g. providing research grants, study leave, nomination to national/international conferences/seminars, in-service training, organizing national/international conferences etc.)?

University gives support to faculty members for their professional development and to enhance their teaching/research skills. Study leave and duty leave are granted for purpose of pursuing the research/higher studies and attending the National/International Conferences, Seminars, Symposia, etc, along with financial assistance as per university rule. The University provides

financial assistance to departments for organizing conferences, seminars, workshops and short terms training programs in the University.

2.4.7 How many faculty received awards/recognitions for excellence in teaching at the state, national and international level during the last four years?

None

2.4.8 How many faculty underwent staff development programs during the last four years (add any other programme if necessary)?

Academic Staff Development Programs	Number of Faculty
Refresher Courses	1
HRD Programs	Nil
Orientation Programs	Nil
Staff training conducted by the University	Nil
Staff training conducted by other university	Nil
Summer/Winter Schools, Workshops etc	9

2.4.9 What percentage of the faculty have

*** been invited as resource persons in Workshops/Seminars/Conferences organized by external professional agencies? 100%**

*** participated in external Workshops/Seminars/Conferences recognized by national/international professional bodies? 100%**

*** presented papers in Workshops/Seminars/Conferences conducted or recognized by professional agencies? 100%**

*** teaching experience in other universities/national institutions and other institutions? 62%**

*** experience of industrial engagement? 5%**

*** international experience in teaching? Nil**

2.4.10 How often does the University organize academic development programs (e.g.: curriculum development, teaching-learning methods, examination reforms, content/knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

No such provision exists at present.

2.4.11 Does the University have a mechanism to encourage

***Mobility of faculty between universities for teaching?**

***Faculty exchange programs with national and international bodies?**

If yes, how have these schemes helped in enriching the quality of the faculty?

*** Mobility of faculty between universities for teaching?**

The University has handful of teachers who are required to assist teaching at the campus, therefore no faculty has been allowed to teach in other Universities. However faculty may engage lectures for a short duration of 2-3 days in other Universities.

*** Faculty exchange programs with national and international bodies?** Currently no faculty exchange program exists in the University.

These schemes help in enriching subject knowledge, interaction with subject fellows working in the same field and develop academic networking.

2.5 Evaluation Process and Reforms

2.5.1 How does the University ensure that all the stakeholders are aware of the evaluation processes that are in place?

The scheme of examination, sections and units, number of questions asked from each section/unit of each paper is mentioned in syllabi. This is available to all students at the time of admission. Teachers also informed about the evaluation process. The schedule of examination is prepared by a committee and then after approval from the Vice Chancellor, it is notified in the News Papers and on the Notice Board of university departments and affiliated colleges. The rules and ordinances related to examination are displayed on the University website mdsuexam.ac.in and on indiaresult.com. From 2015-16 information is also sent through E-mail.

2.5.2 What are the important examination reforms initiated by the University and to what extent have they been implemented in the University departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.

Computerization of the process

- Online examination form
- Online Revaluation form
- Availability of provisional degree certificate along with marksheet of final year/semester
- Computerised Duplicate marksheet and migration certificate
- Online verification for migration, PDC and duplicate marksheet being started from 2016-17
- Facilitating collection of print of the documents by the candidate, anywhere in Rajasthan through outsource
- Plan to provide online admission to providing degree and support till employment, through a web portal
- SMS is used for roll number, centre and time table
- QR system for tracking location of question paper and answer book boxes.

Better security measures

- Barcoding on answersheets
- Final year mark sheet with photo of the candidate
- Security features on degree (13): Invisible print, Penetrating ink for serial no., barcode print, Void pantograph, microlettering of university name, computer based security border, prismatic printing, blind embossing, secure printing, MDSU watermark, spelling mistake, background based security flower and UV hologram
- Compulsory CCTV in examination centres (private)
- Sitting plan generated by the University and made available online to the centre

Other examination reforms

- Question paper pattern as per competitive examinations
- Compulsory papers on MCQ and OMR sheet
- Completing revaluation within 45 days which was 90 days earlier
- Examination fee reconciliation immediately through E-mitra
- Bilingual degree for the candidate
- Introduction of multicoloured question papers (faculty wise), for the ease of distribution during examination and reducing mistakes related to distribution of the question papers
- Distribution of duplicate marksheets from the district headquarters through the centres authorized by the University
- Randomization of roll numbers and exchanging centres of the private colleges to ensure

fairness of the system

2.5.3 What is the average time taken by the University for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode/media adopted by the University for the publication of examination results (e.g. website, SMS, email, etc.).

The time for declaration of results is 60 days from the date of last paper of the course.

The Controller of Examination monitors day to day progress of the entire process. Results are declared in time and even before the stipulated time in some of the courses. It is the record of university that results are not delayed so far.

The results are declared through Websites mdsuexam.ac.in and indiaresult.com and newspapers.

2.5.4 How does the University ensure transparency in the evaluation process? What are the rigorous features introduced by the University to ensure confidentiality?

The University ensures transparency and confidentiality in evaluation process through implementation of rigorous features as mentioned below:

Transparency

- All answerbooks of internal assessment and periodic assessment are shown to the candidate.
- On demand, photocopy of the answer books are provided to the candidate and if he is not satisfied, he may ask for scrutiny and revaluation

Confidentiality

- The Convener Board of Studies and one member approved by the Vice Chancellor appoint the Paper Setters of difference courses.
- Multiple papers are set for each course and random selection is made for final paper.
- Barcoding is used for coding and decoding to ensure the confidentiality of evaluation.
- The answer books are sent to Examiners outside the department/university
- The examiners cannot identify the centers of which bundle of answer sheets belongs.
- The awards received are sent to result processing agency which maintains utmost confidentiality.
- Attendance at the Examination Section is through biometric system. Even while working beyond office hours, employee has to put biometric attendance.
- Examination section is under continuous surveillance through CCTV.

2.5.5 Does the University have an integrated examination platform for the following processes?

* Pre-examination processes–Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc. Yes

* Examination process – Examination material management, logistics, etc. Yes

* Post-examination process–Attendance capture, OMR-based exam result, auto processing, generic result processing, certification, etc. Yes

2.5.6 Has the University introduced any reforms in its Ph.D. evaluation process?

Yes. The UGC Minimum Standards 2009 for award of Ph.D. degree are implemented by the University. The major reforms are listed below:

- Admission to Ph.D. program is done through Research Entrance Test (RET) which is followed by an interview. The interview Committee for different subjects is constituted by the approval of Vice Chancellor.
- The scholars have to clear a Pre-Ph.D. course work for one semester in accordance with the UGC regulations 2009.
- Out of a panel of 15 examiners, the Vice Chancellor selects any 2 examiners for evaluation.
- As far as possible examiners shall be Professors and from universities and Seniors Scientists from Research Organizations. Out of the panel of 15 examiners, not more than 4 examiners shall be from State.
- The candidate shall publish at least one research paper in referred journal before submission of thesis.
- Prior to submission of thesis, the student shall make a pre-Ph.D. presentation in the department.
- The thesis shall be checked for plagiarism by the software
- The final thesis is also to be submitted in soft copy to the University.

2.5.7 Has the University created any provision for including the name of the college in the degree certificate?

Yes, college name appears on the degree for the regular (collegiate) candidate and name of the district for non collegiate student.

2.5.8 What is the mechanism for redressal of grievances with reference to examinations?

- There is a Grievance committee constituted by the Vice Chancellor under the Convenership of a Senior Professor. In addition there are two members from teaching staff and the Assistant Registrar from Examination section is Member Secretary. The cases of students grievances related to examination/marks are forwarded by the Center Superintendent/Principal and then dealt with according to the rules of the University.
- The student can also apply for scrutiny of the marks assessed by the examiner by depositing the prescribed fee to the University.
- There is a provision of reevaluation of answer books.
- The student can also obtain a copy of his/her answer books in case of grievance.
- Answer sheets of Internal assessment are shown to the students and discrepancy if any, is addressed.
- There is an Unfair means Committee having Professor as Convener, two faculty members

and Controller of Examinations are members and Assistant Registrar Secrecy is the Member Secretary.

2.5.9 What efforts have been made by the University to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.

The University has adopted an IT support system to streamline the process of examination. Every student is allotted a unique enrollment number which helps to maintain a track of his/her examination records.

The process of examination right from receiving the examination forms; generation of roll list and admit cards; processing of evaluated awards sheets, declaration of results, Printing of Mark Sheets are computerized.

The results are uploaded on the University website. The Mark Sheets are sent to the colleges/departments on the day of declaration of result. The students/concerned colleges can also print the admit cards and marks sheets at their end.

2.6 Student Performance and Learning Outcomes

2.6.1 Has the University articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?

Learning at the University has basic aspiration to groom graduate students with knowledge and skills related to the subject chosen by them.

Further the faculty in each subject practices teaching schemes and methodologies that help honing their

1. Analytical ability
2. Critical and independent thinking
3. Observing, recording, linking, recalling and sharing skills
4. Speaking and learning skills
5. Ability to refine ideas
6. Planning and executing a process/project/work
7. Group behavior and group thinking
8. Working in the teams
9. Leadership qualities
10. Owning responsibility

Such an overall improvement in a person is ultimately expected to contribute to the society in a constructive manner as s/he will have better employability and/or entrepreneurship.

To achieve these the University has initiated diverse programs of learning that are expected to cater to the needs of the society (Table 2.2.1 to 2.2.3). As per the need of the subject, faculty has taken measures to introduce seminars and ICT (all departments), virtual experimental exercises (Zoology), 24 x7 online availability (Microsphere-Microbiology), 24 x 7 open labs (Microbiology, Environmental Science, Zoology, Botany), Socratic seminars (Microbiology, Environmental Science), Group discussions (management, commerce, economics), project work/field work/case studies, (27 programs Table 2.1.4), foundation courses (CBCS programs: minimum 4 credits for PG degree), exhibitions (Pure & Applied Chemistry, Remote Sensing &

Geoinformatics) short term training/workshops, awareness campaigns, bird watching, tracking, field trips, visits to industry, enterprise, museum, wildlife sanctuary and National Service Scheme. Departments also give students responsibilities of laboratory/library/departmental society/club/magazines/wall magazines/departmental seminars to inculcate responsibility, participation, leadership and a sense of ownership.

The attributes are monitored at departmental/center level and the outcomes are evaluated.

2.6.2 Does the University have clearly stated learning outcomes for its academic program? If yes, give details on how the students and staff are made aware of these?

The students are informed about the academic program and scheme of examinations at the beginning of academic session. In addition, the faculty members also make effort to achieve the outcomes of the academic programs.

2.6.3 How are the University's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

Each teaching department of university has 1-2 permanent faculty members except for Department of Food Science & Nutrition that has three and Management Studies where there are five permanent faculty members. Head of the Department in consultation with members of faculty prepares time schedule (in consultation with other departments also in case of CBCS program) as per the workload (as per university rules) of each faculty member. Periods remaining vacant are then engaged using guest faculty.

In the introductory class, teacher explains the scope and outcome of the course (paper), informs teaching plan based on the syllabus and plan and mode of internal assessment, i.e. quizzes, seminars, assignment, etc.

The assessed answer books are shown to the student and his/her queries are answered to. The teacher also points out deficiencies of the student and explains how it can be improved. S/he also tells about the requirements for an answer for any specific type of question. The students also contact the concerned teacher for any difficulty related to learning and evaluation.

The strategies for evaluating the learning outcomes are also discussed in the Board of Studies/Committee of Courses.

2.6.4 How does the University collect and analyse data on student learning outcome and use it to overcome the barriers to learning?

Teachers regularly monitor the progress of students. Performance of students is examined on the basis of participation in the class and through assignments, sessional tests and seminars.

Departments also assess the success of their efforts on the basis of information on alumni qualifying national level tests, joining national/international laboratories for further studies, beginning/managing enterprises and earning employment.

2.6.5 What are the new technologies deployed by the University in enhancing student learning and evaluation and how does it seek to meet fresh/future challenges?

- Many teachers use ICT in preparation of lectures and deliver lectures through PowerPoint presentations.

- The Department of Computer Science uses e-learning methodology involving use of Moodle.
- The Department of Microbiology uses “Microsphere” on a platform provided by Wooqer. All regular students offering courses in Microbiology are registered on it. They receive messages through E-mail and SMS for each new lecture uploaded in the form of presentation file and extra resources such as chapters, e-books, papers, protocols of experiments, videos.
- The Department of Remote Sensing uses AVIEW for teaching students and also ARCGIS, ARCVIEW, ISgis, Rolta Geomatica and ERDAS.
- The Department of Zoology engages some laboratory classes in virtual mode using software: Prodissector Frog, Digital Frog 2.4 and PhysioX
- Most of the departments have at least one Smart Classroom with interactive boards and visualizer.
- All departments have computers with internet facility and the teachers have access to e-resources.
- The Central Library has also equipped with e-journals and e-books for students as well as for faculty members.
- The University campus has free Wi-Fi connectivity.

Any other information regarding Teaching, Learning and Evaluation which the University would like to include.

Table 2.2.3 Category wise data of students examined in 2015-16

COURSE	TOTAL CAND.	MALE TOT	FEMALE TOT	TOT SC	TOT ST	TOT GEN	TOT OBC	TOT REG	TOT EX	TOT N.C.	TOT SC MALE	TOTAL SC FEMALE	TOTAL ST	TOTAL ST	TOT OBC	TOT OBC	TOT GEN	TOT GEN
													MALE	FEMALE	MALE	FEMALE	MALE	FEMAL
UG ARTS	144778	81394	63384	26076	7562	24510	86630	53670	1836	89272	15814	10262	4716	2846	50349	36250	10515	13995
UG COMMERCE	21668	13349	8319	1760	219	12182	7507	14476	586	6606	1250	510	156	63	5370	2137	6573	5609
UG SCIENCE	19942	12842	7100	2964	860	3661	12457	14957	894	4091	1984	980	571	289	8493	3960	1794	1867
UG LAW	1539	1161	378	247	57	625	610	1384	155	0	200	47	54	3	506	102	401	224
UG PROF.	5443	3381	2062	601	92	2470	2280	5284	159	0	461	140	67	25	1608	672	1245	1225
UG EDUCATION	10186	4697	5489	1751	1170	1827	5438	9673	513	0	896	855	629	541	2736	2700	436	1391
PG ARTS	46861	22196	24665	8198	2013	11327	25323	4265	191	42405	4683	3515	1165	848	12928	12393	3420	7907
PG COMMERCE	8624	4903	3721	614	88	5154	2768	1247	48	7329	399	215	62	26	1954	814	2488	2666
PG SCIECNE	2214	953	1261	303	56	860	995	1623	172	419	156	147	26	30	520	474	251	609
PG LAW	104	58	46	12	4	39	49	86	18	0	11	1	2	2	33	16	12	27
PG DIPLOMA	421	274	147	96	30	153	142	361	60	0	79	17	28	2	99	43	68	85
PG EDUCATION	82	39	43	11	8	36	27	80	2	0	8	3	5	3	13	14	13	23
PHYSICAL	231	141	90	25	12	66	128	231	0	0	20	5	10	2	66	62	45	21
SEM ARTS	60	44	16	5	3	16	36	58	2	0	4	1	0	3	31	5	9	7
SEM COMM	109	67	42	7	0	65	37	107	2	0	5	2	0	0	18	19	44	21
SEM MGMT	261	150	111	28	2	165	66	249	12	0	15	13	2	0	51	15	82	83
SEM SCI	174	66	108	10	4	85	75	174	0	0	4	6	1	3	40	35	21	64
TOTAL	262697	145715	116982	42708	12180	63241	144568	107925	4650	150122	25989	16719	7494	4686	84815	59711	27417	35824

CRITERION III

**RESEARCH, CONSULTANCY AND
EXTENSION**

3.1 Promotion of Research

3.1.1 Does the University have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

The University has various committees and levels to monitor and address issues related to research.

Director Research looks after the award of degree, entrance examination, registration, conduction of viva voce, conduction o course work for research methodology.

Dean Post Graduate studies exercises the general supervision on post graduate thesis and research program.

Director, Research looks into the administrative part of facilitation of the process from the beginning to the end.

There are four committees that are involved in the process of supervisor registration, supervisor allocation, research registration and grievance redressal.

Research Supervisor Registration Committee (RSRC)

- a) The Dean PG Studies;
- b) The Dean of the Faculty concerned
- c) One expert to be nominated by the Vice Chancellor
- d) The Director Research - Member Secretary

Research Supervisor Allocation Committee (RSAC)

- i). Dean PG Studies (Chairperson);
- ii). Dean of the Faculty
- iii). Director Research. (Member Secretary)

Research Registration Committee

There is a Research Registration Committee (RRC) in each subject consisting of

1. The Dean Post Graduate Studies - Chairman
2. The Dean of the faculty concerned
3. One subject expert nominated by the Vice Chancellor.
4. Director (Research)/Member Secretary.

Research Grievance Redressal Committee (RGRC)

- a) Dean PG Studies Convenor
- b) Dean of concerned faculty Member
- c) A nominee of the Vice Chancellor Member
- d). Director Research Member

3.1.2 What is the policy of the University to promote research in its affiliated/constituent colleges?

The University has College Development Council that facilitates funding of research in colleges through the University Grants Commission.

Because of limited resources in affiliated colleges, the University arranges classes of

Research Methodology for students of all streams at the University campus. Experts of from different universities are invited to deliver lectures to research scholars.

Research facilities available in the University are also available to the students and faculty of the affiliated colleges.

The University monitors research in affiliated colleges. The research leading to Ph.D. degree is allowed only in PG department of colleges and where there are registered Ph.D. Supervisors are available (Table 2.3.1). The Ordinance related to Ph.D. degree applicable to research scholars of university departments is also applicable to the scholars of colleges.

Table 2.3.1 Colleges affiliated to the University and recognized for supervising Ph. D.

S. NO.	NAME OF COLLEGE	S. NO.	NAME OF COLLEGE
1	GOVERNMENT COLLEGE AJMER	12	ALOK SCIENCE COLLEGE KEKARI
2	REGIONAL INSTITUTE OF EDUCATION AJMER	13	GOVERNMENT COLLEGE PUSHKAR (AJMER)
3	GIRLS GOVERNMENT COLLEGE AJMER	14	PSB COLLEGE SHAHPURA
4	IASE AJMER	15	DAYANAND ARYA V. COLLEGE AJMER
5	BANGUR COLLEGE DEEDWANA	16	GOVERNMENT COLLEGE, JAYAL
6	S.P. COLLEGE BIJAYNAGAR	17	GOVERNMENT COLLEGE NAGAUR
7	GOVERNMENT COLLEGE KISHANGARH	18	GOVERNMENT COLLEGE NASIRABAD
8	GOVERNMENT COLLEGE TONK	19	GOVERNMENT COLLEGE BEAWAR
9	SOPHIA COLLEGE AJMER	20	GOVERNMENT COLLEGE BHILWARA
10	JIALAL TT COLLEGE, AJMER	21	GOVERNMENT LAW COLLEGE, AJMER
11	HBU W.TT COLLEGE, HATUNDI, AJMER		

3.1.3 What are the proactive mechanisms adopted by the University to facilitate the smooth implementation of research schemes/projects?

- * advancing funds for sanctioned projects
- * providing seed money
- * simplification of procedures related to sanctions/purchases to be made by the investigators
- * autonomy to the principal investigator/coordinator for utilizing overhead charges
- * timely release of grants
- * timely auditing
- * submission of utilization certificate to the funding authorities

The University has a Project Cell to operate all research projects and scholarships/fellowships. The Cell is proactive in processing the requests made by the Investigators and Research Fellows as well as dealing with the correspondence to the funding agencies.

- * advancing funds for sanctioned projects

On request of Principal Investigator (PI), the University sanctions funds in advance under admissible heads.

*** providing seed money**

There is no provision of sanction of any seed money by the University. However, necessary infrastructure available in the University/department is provided to the Investigator.

*** simplification of procedures related to sanctions/ purchases to be made by the investigators**

University has separate norms to facilitate research through external funds. Prior sanction for all purchases is obtained from the competent authority. All the purchases are to be made as per the government/university rules. Purchases of Instruments, glassware and chemicals and other consumables are made through rate contract with various firms/manufacturers approved by the University. The costly items are purchased through tender as per rules. The project cell at the Accounts & Finance section processes the bills for payment as per the procedure laid down by the University.

*** Autonomy to the principal investigator/coordinator for utilizing overhead charges**

The PI has autonomy to utilize up to fifty percent of the overhead grants to develop infrastructure for his/her research work.

*** Timely release of grants**

As University receives first installment of the research project it is deposited in the common account opened for the projects in State Bank of Jaipur and Bikaner in the name of Registrar and is operated by the Finance Officer of the University. Separate allocation register is maintained for each project to facilitate timely release of grant.

Grants may be utilized from the very same day they are received in the University.

*** Timely auditing**

The University facilitates auditing of accounts of each project by a Chartered Accountant recognized by the University. The final audit is done by the Audit Team of Accountant General Office.

*** Submission of utilization certificate to the funding authorities**

Generally utilization certificates are submitted in time. The Project Cell after due verification of bills and expenditure issues Provisional Utilization Certificate and forwards it to the funding agency.

3.1.4 How is interdisciplinary research promoted?

- * between/among different departments/schools of the University and**
- * collaboration with national/international institutes/industries.**

The University permits research Supervisors through ordinance O.124.6 to opt Co-Supervisor from other disciplines.

The Board of Management of the University established an interdisciplinary research centre on "Algae Biofuel & Biomolecules Centre" (ABBC) (Box 2.3.1) in 2011, The Centre involves nine faculty members from five different departments, namely Microbiology, Environmental Science, Food Science & Nutrition, Economics and Management and 2 adjunct members from Indian Institute of Engineering, Science & Technology, Shibpur and Government College Ajmer (Please refer to the Evaluative Report of the Algae Biofuel & Biomolecules Centre).

The Centre deals with the biodiversity of Microalgae and Cyanobacteria that accumulate lipid/starch/glycogen, Cultivation systems for microalgae, Biofuel and Bioprospecting especially for biopolymers and their applications, Bioremediation, aspects related to nutrition and bioactivity, evaluating the patent scenario in the field and working out economic feasibility of new systems of cultivation and biofuel/biomolecules production. The collaborating faculty has proposed joint research proposals, presentations and publications. They have conducted/collaborated in the conduction of two workshops and one International Conference.

This collaboration has yielded 5 papers in journals having an average SJR of 1.344, average Journal Impact Factor of 2.961 and average H-index 64.2, one book chapter in a book published by Wiley, 11 presentations in seminars/conferences and 6 invited lectures. The faculty associated with the Algae Biofuel & Biomolecules Centre has also introduced a specialization on Biofuel & Bioenergy in M.Sc. Microbiology program.

Other than this, different departments of the University work in collaboration for research projects of PG/M.Phil. students.

The faculty in Microbiology has academic collaborations at Biorefining and Carbon Cycling Program of the University of Georgia, Athens USA, Hongkong University, Taiwan University, IARI, New Delhi, Birla Institute for Scientific Research, Jaipur, National Institute of Technology, Durgapur, Indian Institute of Engineering, Science & Technology, Shibpur, Aban Infrastructure Ltd. Chennai, Central University of Rajasthan, Bandarsindari, Delhi University South Campus, New Delhi; Agarakar Research Institute, Pune; G.B. Pant University of Agriculture & Technology Pantnagar; and Rani Durgawati University, Jabalpur, Amity University, Jaipur; Banasthali Vidyapeeth, Bansathali. These collaborations have resulted in student exchange, joint proposals of research projects and joint publications.

3.1.5 Give details of workshops/training programs/sensitization programs conducted by the University to promote a research culture on campus.

For the promotion of research, the University undertakes training programs/schools/workshops from time to time. Some of such programs are depicted in the Table 2.3.2.

Table 2.3.2 Workshops, trainings, sensitization programs conducted by the University to promote research

Date(s)	Conference/Seminar/Workshop/Training program	Department /Center	
2011	Orientation Program	UGC-Academic College	Staff
2011	Refresher Course in Political Science	UGC-Academic	Staff

		College & Department of Political Science
21 May to 12 June 2013	Special Summer School (Theme: Research Techniques)	UGC-Academic Staff College
11 to 31 December 2013	Special Winter School on Rajasthan Studies- Trends and Techniques	
26 to 31 July 2013	Workshop on Algae Cultivation and Biofuel Production	UGC ASC and Algae Biofuel & Biomolecules Centre

3.1.6 How does the University facilitate researchers of eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the University?

The University has not appointed adjunct professors so far but it appoints Visiting Professors. The visiting professors are allowed to carry on their research and collaborate with other faculty members to conduct collaborative research. They also participate in student seminars and give their input for improvement.

Departments also invite eminent researchers/experts who attend BoS/CoC meetings, conferences/seminars/workshops/Orientation and Refresher courses at the University to deliver lectures and/or interact with students. Also, professors visiting the department as external examiners for conducting Ph.D. viva-voce, interact with faculty and students. The students are exposed to recent developments in their subject.

3.1.7 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.

There is no separate budget is earmarked for the research. However, grants for laboratory equipments, consumables, books and journals are allocated to the departments for ongoing programs as well as for research purpose. The break-up of grants allotted to departments under different heads in the last five year is listed in table 2.3.3.

Table 2.3.3 Total yearly grant for Equipment, Laboratory consumables and Books for the teaching departments*

Year	Equipment	Lab Consumables	Books and Journals	Total
Rs. in Thousands				
Non-Plan Allocation				
2010-11	1900	595	440	2935
2011-12	700	535	360	1595
2012-13	2851	965	340	4156
2013-14	2618	1015	170	3803
2014-15	3612	1055	290	4957

*The allocations are to cater the needs of both teaching and research in the teaching departments.

The three research centres namely Dr. BR Ambedkar Shodh Peeth (Box 2.1.3), Sindhu Shodh Peeth (Box 2.1.4) and Prithvi Raj Chauhan Historical and Cultural Research Centre (Box 2.1.5) each has been granted Rupees one crore as fixed deposit.

3.1.8 In its budget, does the University earmark funds for promoting research in its affiliated colleges? If yes, provide details.

No, the University does not earmark any funds for its affiliated colleges.

3.1.9 Does the University encourage research by awarding Post Doctoral Fellowships/Research Associateships? If yes, provide details like number of students registered, funding by the University and other sources.

No, the University does not award any Post Doctoral Fellowships/Research Associate ships. However there is a provision of one University fellowship (Rs. 6000/- pm) in each faculty and one Departmental fellowship (Rs. 5000/- pm) in each teaching department for PhD students.

3.1.10 What percentage of faculty has utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the University monitor the output of these scholars?

There is provision of sabbatical leave for pursuit of higher research. However, the University sanction deputation leave/ study leave to teachers to carry out research/post-doctoral research work in universities/research organizations in India and abroad.

3.1.11 Provide details of national and international conferences organized by the University highlighting the names of eminent scientists/scholars who participated in these events.

A number of conferences, seminars, symposia, workshop and training programs are organized by the University. These have been depicted in the table 2.3.4.

Table 2.3.4 National and international conferences organized by the University

Dates	National and International conferences	Eminent Scientists/Scholars
January 22-23, 2011	3 rd Biennial International Conference on <i>Entrepreneurship in Growing Economies</i> , at Center for Entrepreneurship and Small Business Management, Maharshi Dayanand Saraswati University, Ajmer	Delegates from Canada, Iran, South Korea and Nepal. Dr Poonam Sinha, Head, IIE Regional Office, Dehradun Prof Nimit R Chowdhary IITTM Gwalior, Prof Jagdish Pathak, Professor, University of Windsor, Ontario, Canada, Shri R S Choyal, an entrepreneur from Ajmer
3-5 February 2011	National Conference on Impact of climate Change with special Emphasis on Desertification – Geomatics 2011 Funded by ISRO, DST, Antrix Corporation, Ministry of Earth Sciences Delhi.	~150 Senior Scientist from ISRO , State Centre Remote Sensing Directors/ Scientists and University Professors
24-25, 2011	Indo-Ecuador Seminar on recent challenges to global environment and policy framework for solutions	Prof. Juan Carlos, Director (Admón. Universito Javeriana. Dean Environmental Science of Escuela Politecna Javeriana of the Republic of Ecuador Head Environmental Studies of Escuela Politecna Javeriana of the Republic of Ecuador
12-13 March, 2012	Workshop on The Diversity of Desert Bacteria. Prosthecate Bacteria & Micrococcus Centre, Department of Microbiology, Ajmer funded by MoE & F	Dr. B Ramakrishnan, IARI N Delhi, Dr. Vijaylatha Medical College Ajmer, Dr. OP Aiswath National Research Centre for Spice Seeds, Tabeezi Ajmer, Dr. M Krishnamohan BISR Jaipur, Dr. S Dutta, Dr. A Bhatnagar, Dr M Bhatnagar MDS

		University Ajmer
8-13 October 2012	Workshop on Food preservation Department of Food Science and Nutrition MDS University, Ajmer	Mr. V.K. Sharma, Aligarh; Mr. Sushil Sharma, Sonipat
hcraM 7-5 2013	egaweS dna retaw no ranimeS lanoitaN fo tnemtrapeD ni tnemeganaM SDM ,ecneicS latnemnorivnE university remjA	Prof Y.P. Mathur, Dept of Civil engineering, MNIT Jaipur. Er. Anil Jain (PHED). Mr. A.K.Rajani, Geo Miller-New Delhi. Dr. D.R. Jangid. Mr. Bhuvanesh Agnihotri
28 March 2013	National Seminar on changing face of media and its relevance to society	Mr. Deenbandhu Chaudhary, Chief Editor, Nav Jyoti, Mr. NS Bareth UTI, Vice Chancellor, the University of Journalism
25 July 2013	National Seminar on "Chishti order of Sufism and Indian culture" MDS University Ajmer in collaboration with Punjabi University Patiala (Baba Farid Centre for Sufi Studies).	Dr. Jaspal Singh, Vice Chancellor, Punjabi University, Patiala; Dr. Nashir Naqvi, Director, Baba Farid Center for Sufi Studies, Punjabi Univ Patiala, dr. Dhanwant Kaur, Mr. Liaqat Hussain Moini, Aligarh Muslim University; Dr. SM Azizuddin Hussain, Rampur
26-31 July, 2013	Workshop on Algae Cultivation and Biofuel Production funded by UGC ASC Organized by ABBC	Dr. Pavan Jutur, UN's International Centre for Genetic Engineering and Biotechnology, New Delhi, Dr. Ramkrishna Sen, IIT Kharagpur, Dr. S. Mukherjee IIT Mumbai, Dr. DW Dhar & Dr. S. Pabbi, IARI, New Delhi, Prof. BN Johri CSIR emeritus scientist, Barkatullah University, Bhopal. Dr. M Krishnamohan Birla Institute of Scientific Research along with experts from University of Rajasthan, Central University of Rajasthan, and MDS University Ajmer as its resource persons. The participants too were represented by National Institute of Technology Durgapur and Hamirpur, National Botanical Research Institute, Gujarat Vidyapeeth, Universities of Madras, Karnataka, Gujarat and Mumbai besides those of the state of Rajasthan.
11-31 December 2013	Special Winter School on Rajasthan Studies: Trends & Techniques	Dr. BL Fadia, JNV University Jodhpur, Prof. CS Barla, Jaipur, Prof. KS Gupta, MLS University, Udaipur, Dr. BP Pancholi, Ajmer
11-12 October 2014	4 th Biennial International Conference on <i>Entrepreneurship, Tourism, Environment and Energy (ICETEE)</i> , Center for Entrepreneurship and Small Business Management, Maharshi Dayanand Saraswati University, Ajmer	Seventy Three (73) presentations were made in the four tracks of the conference. Dr. Dinesh Goyal Director Science & Technology Entrepreneur's Park, Thapar University, Patiala; Dr. B. Ramakrishnan, Principal Scientist IARI, New Delhi and Dr. Senthil Chinnasamy Chief Technology Officer, Aban Infrastructure, Chennai
13-14 March 2015	National Seminar on 'सम्राट पृथ्वीराज चौहान और मध्यकालीन भारत'. Funded by UGC etc. and representations from Delhi, U.P.,	Mr. Ved Pratap Vedik, Mr. Rahguveer Singh Sirohi, Prof. Ravinder Sharma, Prof Dilip Singh, Prof. V.K. Vashistha, Prof. T.K.Mathur, Prof. G.S. Vyas, Dr.

	Harayana, and Rajasthan.	N.K. Upadhyay, Shri O.S. Lakhawat
27 March 2015	Consciousness of Alcoholism in our society. One day workshop in collaboration with Excise Department, Govt. of Rajasthan	Jay Krit Singh, District Excise Officer, Prof. G Kalsi Kohli, Food Science & Nutrition, Dr. Ashish Bhatnagar, Microbiology
23 January 2016	One Day Workshop for State Universities Regarding Establishing and Operating Entrepreneurship and Small Business Center	Vice Chancellors of the State Universities of Rajasthan
15-16 February 2016	Workshop on Small Enterprises in Microbiology	Dr. Radha Prasanna, IARI, New Delhi, Dr. Pravin Puranik, North Maharashtra University, Jalgaon, Prof. GN Mathur, and Dr. Dinesh Arora, Krishi Vigyan Kendra Ajmer
March 21, 2013	National Seminar on Innovative Teaching Methodology for 2D NMR Spectroscopy- A technique with difference	Prof. D.I. Brahmbhatt, SP University, Anand (Gujarat)
March 25, 2015	National Seminar on Innovative Teaching Methodology for ¹³ Carbon NMR Spectroscopy- A technique with difference	Prof. D.I. Brahmbhatt, SP University, Anand (Gujarat)
October 17, 2015	National Seminar on Mass Spectroscopy	Prof. D.I. Brahmbhatt, SP University, Anand (Gujarat)

3.2 Resource Mobilization for Research

3.2.1 What are the financial provisions made in the University budget for supporting students' research projects?

There is a provision of one University fellowship (Rs. 6000/- pm) in each faculty and one Departmental fellowship (Rs. 5000/- pm) in each teaching department for PhD students.

3.2.2 Has the University taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

There is no such provision available in the University.

One teacher filed the patents however during his tenure as Post Doctoral research Associate at the University of Georgia, Athens USA (Table 2.3.5).

Table 2.3.5 Patents filed by and granted to the faculty

Name of Faculty	Patent granted
Ashish Bhatnagar	May 13, 2014: Patent No. US 8,722,389 B1, KC Das, BR Cannon, A. Bhatnagar and S. Chinnasamy. Method and System of Culturing an Algal Mat
Name of Faculty	Patents filed
Ashish Bhatnagar	Ashish Bhatnagar , Senthil Chinnasamy and Keshav C. Das. April 20, 2009. Mixotrophic algae and their consortia for the production of algal biofuel feedstock in wastewater fed open ponds. S. No. 61/170,683. Docket No. (attorney): 222102-8880; UGARF No. 1454 Keshav C. Das, Ashish Bhatnagar , Ryan W. Hunt and Senthil Chinnasamy. May 1, 2009. Animal waste derived organic plankton booster as low cost renewable nutrient source for algaculture to produce biofuels. UGARF No. 1455. EFS ID No.: 5257108,

	Application No. 61174512, Confirmation No. 1076.
	Senthil Chinnasamy, Ashish Bhatnagar , Ryan W. Hunt, Ronald Claxton, Mark Marlowe and Keshav C. Das, 2009. Renewable biomass, biofuel and bioproducts from carpet industry wastewater (treated and untreated) using mixotrophic alga(e).UGARF No. 1453.

A patent awareness program was held on 28.3.11. Other than this, workshops/training programs organized at the University also keep sessions for IP awareness. In Workshop on Algae Cultivation and Biofuel Production (26-31 July 2013) wherein two interactive sessions by Dr. Ashish Pareek and Dr. Deepika Upadhyaya were held in which basic information in patenting was provided and discussions included patents related to Algae Cultivation and Biofuel Production. The workshop on Small Enterprises in Microbiology held on 15-16 February 2016 had one lecture of Dr. Kanan Puranik, a patent attorney on issues related to IPR in small enterprises.

3.2.3 Provide the following details of ongoing research projects of faculty:

S.No.	Period of Project	Name of Project with Name of PI	Funding Agency	Total Grant Sanctioned
1	Oct 2013- Mar 2016	Investigation of Indian monsoon tele-connection with the polar environment process, Dr. S. Palria	ISRO-GOI	7,50,000/-
2		Creation of digital database for million plus cities under GIS based Town mapping Project-Kota City Dr. S. Palria	Ministry of Home Affairs, Map Division, New Delhi	33,25,000/-
3	3.5.2013- 2.5.2016	Microbial diversity of oral cavity and gastrointestinal tract, Dr. Neha Sharma	GOI-DST-WOS	22,40,000/-
4	1.7.15- 30.6.18	Determinant factors of luxury brand consumption: A study of urban shoppers of North Western region of India, Dr. Ashish Pareek	UGC	10,83,000/-
5	16.11.15- 15.11.18	A Comparative Study of Socio-Economic Development of BIMARU States in India. Dr. Vikas Yadav	UGC	16,74,000/-
6	2.11.2015 (15 months)	Dr. RKS Arora, Overpopulation and RTE expectations and achievement: A study of the unorganized sector of the society	ICSSR	6,00,000/-
TOTAL				96,72,000/-

3.2.4 Does the University have any projects sponsored by the industry/corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

No. There is no project which has been sanctioned by industry/corporate houses.

3.2.5 How many departments of the University have been recognized for their research activities by national/international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.



For want of faculty, the departments are not eligible for recognition as UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.

The Department of Microbiology has been recognized as

1. **Satellite Centre for Microalgal Biodiversity in Arid Zones of Rajasthan (SCMBAZR)** 1999-2002 by the *Department of Biotechnology, Government of India* (Facilities created: Growth Room, Germplasm collection Centre, Gas Chromatograph with FID and basic facilities (Rs. 12,27,000/-) Total sanction: Rs. 19 lakh
2. **Prosthecate Bacteria & Micrococcus Centre (ProMiC)**, (2000-2012) a collaborative unit of the Centre for Research on Bacteria & Archaea under All India Coordinated Project on Taxonomy recognized by the *Ministry of Environment & Forests, Government of India* (Facilities created for chemotaxonomy GC cylinders and Biolog for Auxanogram, Microwave oven, refrigerator, laptop (Rs. 6,50,000/-) Total sanction Rs. 33.61 lakh

3.2.6 List details of

a. research projects completed and grants received during the last four years (funded by National/International agencies)

Eight research projects worth Rs.1,69,94,738/- have been completed at the University during last four years (Table 2.3.6a and Table 2.3.6b).

Table 2.3.6a List of research projects completed at the University during last four years

S. No	Title of Project	Funding Agency	Budget	Duration/ Period	PI/Co-PI
1	Impact assessment, Monitoring and management of Resources due to changes in the IGBP Command area	MoEF, GOI	34,27,838/-	21.3.2007-31.8.2011	Dr. S. Palria

	using Remote Sensing data				
2	Building social capital through microfinance in India	UGC	5,43,200/-	1.2.2010-31.1.2012	Dr. Shiv Prasad
3	Prosthecate Bacteria & Micrococcus Centre	MoEF, GOI	33,61,000/-	2000-2012	Dr. Monica Bhatnagar
4	Nutritional screening, prediction and assessment of risk factors in adults aged 30-60 years.....	UGC	11,61,400/-	1.2.2010-31.5.2013	Dr. Ritu Mathur
5	ISRO National Project on RISAT Utilization	ISRO Ahmedabad	6,50,000/-	January 2011-March 2014	Dr. S. Palria
6	Emeritus fellowship	UGC	8,11,300/-	1.7.2012-30.6.2015	Dr. MC Satyanarayana
	Total		99,54,738/-		

Table 2.3.6b. Projects for innovative teaching programs completed at the University during last four years

S. No	Title of Project	Funding Agency	Budget	Duration/Period	PI/Co-PI
1	Foods & Nutrition	UGC	32,00,000/-	1.4.2007-31.3.2012	Dr. GK Kohli
2	Remote Sensing & Geoinformatics	UGC	38,40,000/-	1.4.2007-31.3.2012	Dr. S. Palria
	Total		70,40,000/-		

b. Inter-institutional collaborative projects and grants received

i) All India collaboration

Two Departments have completed/running three collaborative projects in the University that are listed in the table 2.3.7.

Table 2.3.7 Collaborative projects completed/being run in the University

Department	Project	Collaboration	Grant
Microbiology	Prosthecate Bacteria & Micrococcus Centre- collaborative unit of the Centre for Research on Bacteria & Archaea (2000-2012)	Delhi University South Campus, New Delhi; RD University, Jabalpur; Agharkar Research Institute, Pune; GB Pant University of Ag & Tech, Pantnagar	Rs. 33.61 lakh
Remote Sensing & Geoinformatics	Prakriti- Polar Environmental Processes and Indian monsoon (August, 2013-March 2016)	Space Applications Centre (ISRO), Ahmedabad	Rs. 7.5 Lakhs
	Creation of digital database for million plus cities under GIS based Town mapping Project- Kota City	Ministry of Home Affairs, Map Division, New Delhi	Rs. 33.25 lakhs

ii) International : Nil

3.3 Research Facilities

3.3.1 What efforts have been made by the University to improve its infrastructure

requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

The University has made efforts to create hi-tech laboratories in science departments. Some of the instruments available in these departments are listed in table 2.3.8.

Table 2.3.8 List of some major equipments available at the University

Equipment	Equipment	Equipment	Equipment
Atomic Absorption Spectrometer	Gas Chromatograph with FID	High Performance Liquid Chromatograph with PDAD & RID	Heavy Duty Centrifuge
Autokjeldhal Digestion and distillation system	Densitometer	FTIR Spectrometer	Oxitop BOD System with incubator
Fluorescent Microscope	Upright Fluorescent Microscope	Inverted Surgical Microscope	UV Vis Spectrometer
Gradient PCR	PCR	Brookfield Viscometer	Growth room for phototrophs
Tissue Culture Room	Lyophilizer	Ultrasonicator	ELISA Reader
Autoanalyzer	Refrigerated Centrifuges	Microprocessor based Soc plus Soxhlet System	Body composition analyzer
Uroscan	Semiautoanalyzer	Fibraplus	Gas Chromatograph with TCD
Power back up in buildings	Millipore water system	CO2 incubator	

The reference books are purchased and journals are subscribed in emerging areas as per the need and recommendations of the faculty members.

3.3.2 Does the University have an Information Resource Centre to cater to the needs of researchers? If yes, provide details of the facility.

The central library of the University serves the purpose of Information Resource Centre to cater to the needs of researchers. It provides INFLIBNET facility and internet connectivity.

Library has Subscribed India Stat and DELNET. Accessible at <india-stat.com> and <delnet.nic.in> respectively, using the Login ID and Password, communicated to all the Departments. 95000 e-books and 4000 + e-journals.

The library encourages affiliated colleges to utilize the N-LIST Programme of the INFLIBNET Centre (UGC); Sophia College, DAV College, Aryan College, Shri Pragya Mahavidyalaya, Bijainagar, S.P.U. College, Falna; Govt. Bangur College, Pali; S.D. College, Beawar, etc.

Access is also available for 95000 e-books and 4000 + e-journals through Infflibnet, India Stat, DELNET, Springer Link, J-Gate Custom Content for Consortium, The Institute for Studies in Industrial Development, Economic & Political Weekly.

3.3.3 Does the University have a University Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?

No, the University does not have Science Instrumentation Centre. There is a Central

Equipment Facility with FTIR spectrometer, Gradient PCR, Atomic Absorption Spectrophotometer and Cryo-containers that can be utilized by all faculty members and students of the University.

3.3.4 Does the University provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?

At present there is no separate hostel for research scholars, but they can avail the facility of PG hostels. The visiting scientists can stay in the University Guest House.

3.3.5 Does the University have a specialized research centre/workstation on-campus and off-campus to address the special challenges of research programs?

- **Algae Biofuel & Biomolecules Centre** (Box 2.3.1) was established in 2011. The Centre deals with the biodiversity of Microalgae and Cyanobacteria that accumulate lipid/starch/glycogen, Cultivation systems for microalgae, Biofuel and Bioprospecting especially for biopolymers and their applications, Bioremediation, aspects related to nutrition and bioactivity, evaluating the patent scenario in the field and working out economic feasibility of new systems of cultivation and biofuel/biomolecules production.
- **The Prosthecate Bacteria & Micrococcus Centre** completed its tenure in 2012. The Centre, established by the Ministry of Science & Technology worked on the taxonomy of prosthecate bacteria, Gram positive aerobic/facultatively anaerobic cocci and nutrient-stress tolerant bacteria.

There are special research centres (Boxes 2.1.3 -2.1.5) recently established for research in specific fields. These are:

- **Dr. B.R. Ambedkar Shodh Peeth**
Dr. B.R. Ambedkar Shodh Peeth has been established with an aim to promote educational, scientific and technological activities that would help achieving social justice and/or development of backward sections and help their socioeconomic and political empowerment. The Centre has a primary objective to conduct research on Dr. Bhim Rao Ambedkar's ideas/thoughts, philosophy and emancipatory movements and study their relevance, in the present situation.
- **Prithvi Raj Chauhan Historical and Cultural Research Centre (PRCHCRC)**
Ajmer has been the Centre of major upheavals in the Indian polity. Prithvi Raj Chauhan of Ajmer set up the last independent Hindu kingdom at Delhi. Its decline gave way to the Mughal empire. Therefore PRCHCRC has been established to undertake research and awareness programs on the cultural heritage and history of the state of Rajasthan
- **Sindhu Shodh Peeth**
Sindhu Shodh Peeth was established at MDS University Ajmer following a meeting of NCPSL under the Chairmanship of the Minister of the Human Resource Management held on 14.2.2015. The objective of the Sindhu Shodh Peeth is to undertake studies and research work on the Language, Literature, Art, Culture, Music, Drama, Society,

Education and History of the Sindhi population. The Peeth has been instituted for research, teaching, translation and extension activities related to Sindhi.

3.3.6 Does the University have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

Different centres of national repute were established at the University to encourage research in specialized area, they are:

- During 1999-2000, Department of Microbiology had the **Satellite Centre for Microalgal Biodiversity in Arid Zones of Rajasthan** (SCMBAZR) 1999-2002 recognized by the *Department of Biotechnology, Government of India* (Facilities created: Growth Room, Germplasm collection Centre, Gas Chromatograph with FID and basic facilities (Rs. 12,27,000/-). Total sanction: Rs. 19 lakh. The facilities created are now part of the Department of Microbiology and are available for students and faculty of the University.
- During 2000-2012, Department of Microbiology was recognised as the **Prosthecate Bacteria & Micrococcus Centre** (ProMiC) by the *Ministry of Environment & Forests, Government of India* (Facilities created for chemotaxonomy: GC cylinders and Biolog, Microwave oven, refrigerator, laptop (Rs. 6,50,000/-). Total sanction Rs. 33.61 lakh. 184 isolates were characterized. The mandate of the project included training students in taxonomy of bacteria. Twenty six scientists/teachers/medicos, 55 research scholars, 4 persons from industry, 1 from NGO were trained and 84 students were exposed to the taxonomic methods in bacteriology. Dissertations/theses for PhD (2), M.Phil. (9) and M.Sc. (28) were also completed. Eight Junior Research Fellows worked during the period of the project. One research paper was published, 8 papers were presented in seminars/conferences and 38 sequences of 16S rDNA were submitted to www.ncbi.nlm.nih.gov. Facilities created are now part of the Department of Microbiology.

All facilities are available for the students and faculty of any department of the University.

3.4 Research Publications and Awards

3.4.1 Does the University publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

Centre for ESBM biannually publishes Entrepreneurship Business Review (ISSN 2229-7294) since January 2011. Chief Editor is Prof. B.P. Saraswat Director, Centre for ESBM, MDS University Ajmer. Editors include Dr. Ashish Pareek, Dr. Deepika Upadhyaya from the Faculty of Management, MDS University Ajmer and Dr. Abhinav K Raina, Government College, Chittorgarh. It continued till 2013 but since 2014 it no issue could be brought up due to unavailability of papers for the same.

3.4.2 Give details of publications by the faculty:

- * Number of papers published in peer reviewed journals (national /international)
- * Monographs

- * Chapters in Books
- * Books edited
- * Books with ISBN with details of publishers
- * Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities, International, Complete, EBSCO host, etc.)
- * Citation Index – range / average
- * SNIP
- * SJR
- * Impact Factor – range / average
- * h-index

The details of publications of the faculty of Maharshi Dayanand Saraswati University Ajmer are depicted in the table 2.3.9. The faculty published 209 papers in the journals, 36 chapters in edited books, edited 1 book and authored 5 books.

Table 2.3.9 Publications of the faculty in the last five years

Publications	Number	Average per year	Average per year per person
Publications in Journals	209	41.80	2.09
Monographs	Nil	0	0
Chapters in Books	36	7.2	0.36
Books edited	1	0.2	0.01
Books authored	5	1	0.05

The **maximum Journal Impact Factor** (Thompson Reuter, ISI, Philadelphia) for the journals in which publications of the faculty of MDS University appeared were: Applied Energy (**5.613**), ALTEX (5.467) and Carbohydrate Polymers (4.074). **The best SCIMAGO Journal Rank** was **3.385**, **SNIP 3.146** and **H index 171** for the journal Applied Energy. The faculty earned **2246 citations in last five years** with an H index of 43. The number of papers that showed a minimum of 10 citations during this period (**i10 index**) was **43**. It is worth mentioning here that the number of faculty during this period was 20. Some of the indices of citations of faculty members are shown in the table 2.3.10.

Table 2.3.10 Citation indices of the faculty members at MDS University, Ajmer who have created account on Google Scholar

Name	All			Since 2011			Journal Indices (Max) for Journals published in			
	snoitatiC	H-xedni	I ₁₀ index	noitatiCs	H-ednix	I ₁₀ index	Impact Factor*	SCIMAGO Journal Rank	H Index	Source Normalized Impact per Paper
K.K. Sharma	1713	18	44	810	13	19	5.467	0.85	83	-
hsihAragantahB	1072	11	11	962	11	11	5.613	3.385	171	3.146
acinOMBragantah	323	6	5	251	6	5	4.074	1.445	110	1.902
Ritu Mathur	221	4	4	93	3	3	1.714	0.74	94	-
Praveen Mathur	107	5	4	74	4	3	0.474	0.24	9	-
Subroto Dutta	26	4	0	26	4	0	-	-	-	-
Deepika Upadhyaya	16	1	1	16	1	1	-	-	-	-
Ashish	14	1	1	14	1	1	3.144	2.81	68	-

Pareek						
Total	3492	50	70	2246	43	43
Average per faculty	174.6	2.5	3.5	112.3	2.15	2.15
Average per year/faculty	34.92	0.5	0.7	22.46	0.43	0.43

*Thompson Reuter Journal Impact Factor, ** Google Scholar Account not created

3.4.3 Give details of

- * **faculty serving on the editorial boards of national and international journals**
- * **faculty serving as members of steering committees of international conferences recognized by reputed organizations/societies**
- * **faculty serving on the editorial boards of national and international journals**

Half of the faculty is editor/member of the editorial boards of research journals. The details are given in the table 2.3.11.

Table 2.3.11 Faculty members who are editors in journals

Name of Faculty	Editorial Board of journal
Ashish Pareek	Member, Editorial Board, Entrepreneurship Business Review, A bi-annual Journal of Center for Entrepreneurship and Small Business Management, MDS University, Ajmer since January 2011
	Member, Editorial Board, Journal of Management Excellencia, A Journal of Department of Management Studies, Maharshi Dayanand Saraswati University, Ajmer
	Member, Editorial Board, South Asian Journal of Tourism and Heritage (SAJTH) (International Referred Research Journal), Centre for Tourism and Heritage Research, Dayanand College, Ajmer
B.P. Saraswat	Chief Editor, Entrepreneurship Business Review, A bi-annual refereed journal of Center for ESBM, MDS University, Ajmer
	Associate Editor, Indian Journal of Accounting
	Editor, SAJTH (South Asian Journal of Tourism & Heritage)
Bharti Jain	Asian Journal of Home Science
	Food Science Research Journal
	Research and Reviews : Journal of Food Science and Technology
Deepika Upadhyaya	Editor, Entrepreneurship Business Review since Jan 2011
G. Kalsi Kohli	Asian Journal of Home Science
	International Journal of Food , Nutrition and Dietetics
Manoj Kumar	Honorary Member, Editorial Advisory Board, Journal of Management and Public Policy (Listed in EBSCO International Databases)
	Honorary Member, Editorial Advisory Board, ACME Journal of Management, Ajmer
	Honorary Executive Committee Member, International Research Journal for Intellectual Science and Management
	Honorary Member, Editorial Advisory Board, Journal of Psychology and Behavioral Research, SHAPES Society, New Delhi
Neeraj Bhargava	Suresh Gyan Vihar University Journal of Engineering & Technology
	International Journal of Science, Spirituality, Business and Technology (IJSSBT)
	International Journal of Computer Applications Technology and Research (IJCATR)
	International Scientific Academy of Engineering and Technology

	Journal of Innovation & Management Engineering & Technology
Rita Mehra	Member, Advisory Board, Journal of Chemistry in Asia
	Member, Editorial Board, Journal of Natural Sciences
	Editor, Journal of Chemical, Biological and Physical Sciences
	Associate Editor, Journal of Indian Chemical Society (2006-07)
Ritu Mathur	Asian Journal of Home Science
	International Journal of Nutritional Sciences
Shiv Prasad	Member of Advisory Board of South Asian Journal of Commerce & Management, Varanasi
	Member of Advisory Board of Biannual referred International Journal ACME- Journal for Management Brilliance
	Executive Editor, International Journal of Management Excelencia, Department of Management Studies, M.D.S. University Ajmer

*** faculty serving as members of steering committees of international conferences recognized by reputed organizations/societies**

Dr. Ashish Pareek was Reviewer for United States Association for Small Business and Entrepreneurship Conference 2011 (USASBE 2011) organized at Hilton Head Island, South Carolina during January 13-16, 2011 and for the International Conference for Small Business (ICSB) 2009 World Conference Organized at COEX, Seoul, Korea during June 21-24, 2009.

Most of the faculty members have been in the steering committees of international conferences organized from time to time at the MDS University, Ajmer.

- 3rd Biennial International Conference on Entrepreneurship in Growing Economies January 22-23, 2011
- 4th Biennial International Conference on Entrepreneurship, Tourism, Environment & Energy October 11-12, 2014

Three of the national conferences of the National level Societies/Associations were also organized by the University where most of the faculty members were in the steering committees.

- 62nd All India Commerce Conference 2009
- National Conference of Indian Society of Geomatics February 3-4, 2011
- National Conference on Geomatics for Natural Resources and Climate Change with special reference to Rain-fed Agriculture & Water resources October 8-9, 2015

3.4.4 Provide details of

*** research awards received by the faculty and students**

*** national and international recognition received by the faculty from reputed professional bodies and agencies**

*** research awards received by the faculty and students**

Twelve faculty members, six Ph.D. students and five M.Sc. students have received **40** awards for their research work at various fora (Table 2.3.12). The details are:

Table 2.3.12 Research awards won by the faculty members or students of the University

Name of the Faculty member	Research awards/Scholarships/Fellowships won
Department of Environmental Science	
Dr. Praveen Mathur, Professor	Jodhpur University Merit Scholarship for PhD Czechoslovak Government Scholarship for PhD Council of Scientific and Industrial Research, Research Associateship at JNV University, Jodhpur
Department of Food Science & Nutrition	
Dr. G. Kalsi Kohli, Professor	Best poster paper presentation award entitled Household Food and Nutrition Security among Agricultural Labourers of Ajmer City, at CFTRI, Mysore.
Dr. Bharti Jain, Professor	2012: Best oral paper presentation award entitled "Medicinal and Therapeutic uses of Green Food <i>Triticum aestivum</i> " in National Seminar on Recent Advances in Botany, DAV College, Ajmer 2016: Second Best oral paper presentation award entitled Assessment of Impact of Nutrition Education on Nutrient Intake of Type II Diabetics in National Conference on "Prevention and Management of Non Communicable Diseases" held on 8 th -9 th January 2016 at IIS University Jaipur, Rajasthan
Dr. Ritu Mathur, Professor	1990: UGC NET for JRF and SRF for Ph. D. Best Oral Paper Award for " <i>Stevia Rebaudiana</i> - A Miracle Herb - Nutrient Composition and its Anti-hyperglycemic effect on Type II Diabetes Mellitus Patients" in International Conference on "Multi-disciplinary approaches to Diabetes Research & Health" from 14 th -16 th November, 2010 at the Dept of Zoology, University of Rajasthan, Jaipur and S.K Govt College, Sikar Rajasthan.
Library Science	
Dr. Ashwini Tiwari, Deputy Librarian	Best Paper Award for 'Web based Information Sources' in the National Seminar on Re-Defining the Strategic Role of Libraries in Indian Culture and Modern Society. ICSSR, under joint auspices of Mohanlal Sukhadia University Library, Udaipur and Intellectuals Society for Socio-Techno Welfare, Ghaziabad
Department of Management Studies	
Dr. Ashish Pareek, Associate Professor	Third Best Research Paper in Annual Conference of the Emerging Markets Conference Board "Listening to Consumers of Emerging Markets" held at Centre for Marketing in Emerging Economies, Indian Institute of Management Lucknow, Noida Campus (January 9-11, 2014). For Rishi, B., Pareek, A., Tak, P. (2014), "Social Comparison, Media habits and Ostentation of Luxury Fashion Brands Consumption", Conference Proceedings on CD ROM of the 2014, pp 11-16 (ISBN 978-81-928560-0-1) Best paper award at National Conference on New Age Marketing: Changing Paradigms at Institute of Management Studies, Noida (January 29, 2012) for Pareek A., Shekhawat, H., Tak, P. Consumption dreams and wish lists: Impact of demographic and psychographic factors.
Dr. Shiv Prasad, Professor	UGC Research Award for Teachers from University Grants Commission (UGC) on A Study of Service Quality, Trust and Reputation as predictors of Customer Loyalty in a Banking Environment: A Case Study of Some Public and Private Sector Banks of Rajasthan Best Research Paper 'Changing Face of Buyers Behaviour towards

	<p>on line shopping of Financial Products in India (A Case Study of Rajasthan State)' AIMA e-Journal of Management and Research, New Delhi, February 2014, Volume 8 Issue 1 / 4</p> <p>Best Research Paper 'Use of Geographic Information System for Retail Business Analysis' AIMA e-Journal of Management and Research, New Delhi, August 2012, Volume: 6 Issue: 3/4</p> <p>Best Research Paper 'Talent Management: A Propellant to Achieve Business Excellence through Talent Appraisal & Control' November 2010 Volume: 4 Issue: 4/4</p> <p>Best Research Paper 'Knowledge Creation Process& Practices and Organizational Learning: A Corridor for Reviving Value Chain Components, August 2010 Volume: 4 Issue: 3/4</p>
Department of Microbiology	
Dr. Ashish Bhatnagar, Professor	<p>2013 Third Best Paper Prize for papers published in the <i>International Journal of Molecular Science</i> (Thompson Reuter ISI Impact Factor 2.339) for the research paper "Senthil Chinnasamy, Balasubramanian Ramakrishnan, Ashish Bhatnagar and Keshav C. Das. 2009. Biomass Production Potential of a Wastewater Alga <i>Chlorella vulgaris</i> ARC 1 under Elevated Levels of CO₂ and Temperature. <i>Int. J. Mol. Sci.</i>, 10, 518-532; doi:10.3390/ijms10020518". (In: Ophelia Han 2013. <i>International Journal of Molecular Science</i> Best Paper Award 2013 <i>Int. J. Mol. Sci.</i> 2013, 14, 4372-4374; doi:10.3390/ijms14024372)</p> <p>2010 Young Scientist (Bioenergy) award by Society for Plant Research</p> <p>09.10. 2008 to 09.09.2009 Post Doctoral Research Associate: Algae production, characterization & conversion at Biorefinery & Carbon Cycling Program, Department of Biological & Agricultural Engineering, The University of Georgia, Athens, USA</p> <p>2007 In the reserve list for Commonwealth Academic Staff Fellowships</p> <p>1989-1993 Indian Agricultural Research Institute Senior Research Fellowship</p> <p>1987-89 Indian Agricultural Research Institute Junior Research Fellowship</p>
Dr. Monica Bhatnagar, Professor	<p>2014 Best Oral Paper award at Global Sustainable Biotechnology Congress 1-5 December 2014 North Maharashtra University Jalgaon</p> <p>1997 CSIR – UGC NET for JRF in Life Sciences</p> <p>1993-1997 Indian Agricultural Research Institute Senior Research Fellowship</p> <p>1994 Indian Council for Agricultural Research NET for SRF and LS in Microbiology</p> <p>1991-1993 IARI Junior Research Fellowship</p>
Ms. Hemraj Chhipa, PhD scholar	<p>Endeavour postdoctoral fellowship 2011 Advanced Functional nanomaterials Group, School of Applied Sciences, College of Science, Engineering and Health, RMIT University, Melbourne (VIC) 3001 Australia</p>
Ms. Laxmi Parwani, PhD Scholar	<p>Young Scientist award (3rd) at International Conference on Microorganisms in Environmental Management and Biotechnology, July 1-3, 2011. Barkatullah University, Bhopal for Laxmi Parwani, Monica Bhatnagar, Ashish Bhatnagar, Vinay Sharma. Biocompatible polymers from desert cyanobacteria for wound management.</p> <p>3rd best poster paper in the International Conference on Green Chemistry 7-9.12.2011. Central University Rajasthan, Kishangarh for Laxmi Parwani, Monica Bhatnagar, Ashish Bhatnagar, Vinay Sharma. A novel wound dressing based on gum acacia.</p> <p>3rd best poster paper in the International Conference on</p>

	Biotechnology: A rendezvous with Basic Sciences for Global Prosperity. 26-27 Dec. 2012. New Delhi Society for Plant Research, New Delhi for Laxmi Parwani, Monica Bhatnagar, Ashish Bhatnagar, Vinay Sharma. Potential of gum acacia in wound management: A new Approach.
Ms. Neetu Mangalani, PhD Scholar	2nd best poster paper in the International Conference on Biotechnology: A rendezvous with Basic Sciences for Global Prosperity. 26-27 Dec 2012, New Delhi. Society for Plant Research, New Delhi for Neetu Manglani, Monica Bhatnagar, Ashish Bhatnagar. Production and optimization of alkaline seine keratinase exhibiting potential dehairing activity.
Department of Population Studies	
Dr. Laxmi Thakur	Best Paper Award International Conference on Global Public Health 21-23.2.2014 at SRM University, Chennai
Department of Pure & Applied Chemistry	
Rita Mehra, Professor	Awarded Chartered Chemist by Institute of Chemists
Briz Bihari Malav, PhD Student	2015, Best Paper Submitted award for "Acoustic, volumetric and viscometric study of amino acids in aqueous lactose+NaCl solution at different temperatures" International Conference on Innovative Trends in Engineering Science & Management, Patel Group of Institutions, Indore
Amit Singh Thakur, PhD Student	2015, Best Paper Presented award for "Biomonitoring of metal pollution in the occupational environment and their associated hazards" National Conference on Multidisciplinary Approaches in Engineering, Science and Management, Patel Group of Institutions, Indore
Department of Remote Sensing & Geoinformatics	
Dr. Sarvesh Palria, Professor	2015 President's Appreciation Medal, Citation and cash by ISG , Space Applications Centre Ahmedabad 2014 President's Appreciation Medal, Citation and cash by ISRS , IIRS, Department of Space, Dehradun
Mr. Vikram Tak, Student	Second prize in Paper Presentation (Student Category) at Geomatics - 2011, National Symposium on "Impact of Climate Change with special emphasis on Desertification" Organized by ISG held at MDS university, Ajmer.
Ms. Neha Sharma, Student	First prize in Paper Presentation (Student Category) at National symposium (ISRS-2012) on "Space technology for food and environmental security" Organized by ISG and ISRS held at IARI New Delhi. Second prize in Paper Presentation (Student Category) at National symposium (ISG-ISRS 2013) on "Remote sensing and GIS for environment with special emphasis on marine and coastal dynamics" Organized by ISG and ISRS held at Andhra University, Visakhapatnam.
Ms. Pratibha Peshwa, Student	2015 1st Prize in Paper Presentation (Student Category) at National Conference on Geomatics for Natural Resources and Climate Change with special reference to Rainfed Agriculture and Water Resources (8-9 October 2015) held at MDS University Ajmer
Department of Zoology	
Mr. Vivek Sharma PhD Scholar	Travel Grant for SET foundation and MGDC (WC-8) for 8 th World Congress of Alternatives of Animal Use in Life Science Montreal, Canada 21-25 August 2011 9 th World Congress of Alternatives of Animal Use in Life Science 24-28 August 2014, Prague, Czech Republic. Excellent Poster award Japanese Society of Alternatives of Animal Use of 1000 USD+ Travel Grant , Congress Trust Germany, The SET Foundation and MGDC

*** national and international recognition received by the faculty from reputed professional bodies and agencies**

One of the papers co-authored by Ashish Bhatnagar, Department of Microbiology in 2010 in the Journal Bioresource Technology was amongst the top 25 hottest articles on the basis of the downloads it received amongst 236 journals in Agricultural and Biological Sciences published by Elsevier (Table 2.3.13). Other than this, total six faculty members and two M.Sc. students have received recognitions at national/international level.

Table 2.3.13 National/International recognitions received by the faculty or students of the University

Name of Faculty	National and International recognition received
Department of Environmental Science	
Dr. Praveen Mathur, Professor	Member, Expert Appraisal Committee (EAC) of Ministry of Environment and Forests, Govt. of India in the Sector – River valley and Hydropower for a period of two years. From July 2011- 2013
Department of Food Science & Nutrition	
Dr. G Kalsi Kohli, Professor	Registered Dietician, Dietetic Association of India Convener, Nutrition Society of India, Ajmer Chapter Fellow, Hind Agri-horticultural Society (FHAS)
Dr. Ritu Mathur, Professor	Gold Medal for securing first position in BSc. Home Science, University of Rajasthan, Jaipur Maya Devi Grover Memorial Award (Gold Medal) for securing first position in MSc Foods and Nutrition and in the combined faculty of Home Science, University of Rajasthan, Jaipur Fellow, Hind Agri-horticultural Society (FHAS)
Department of Management Studies	
Dr. Shiv Prasad, Professor	Accredited Management Teacher of All India Management Association (AIMA), New Delhi
Dr. Ashish Pareek, Associate Professor	Fellow, Indian Commerce Association
Department of Microbiology	
Dr. Ashish Bhatnagar, Professor	Amongst Top 25 of Science Direct (January to March 2010) Science Direct listed "Microalgae cultivation in a wastewater dominated by carpet mill effluents for biofuel applications" by Chinnasamy, S.; Bhatnagar, A.; Hunt, R.W.; Das, K.C. <i>Bioresource Technology</i> , 101 (9): 2010:3097-3105 at 16 th position in <i>Agricultural and Biological Sciences</i> Science Direct: A service for Elsevier Journals with a database of 2500 journals and 11 million users worldwide. Updates its list of top 25 hottest Articles based on number of downloads of an article. It has 236 journals in Agricultural and Biological Sciences. 2007 Selected for Reliance Algae Biofuel Project at Kakinada (Did not join) 1989 CSIR UGC NET(LS) for Life Sciences 1989: IARI Gold medal 1987 Bank of Baroda Cash prize for max marks in the University during graduation in economics and agricultural economics subjects 1987: Aspee Gold medal for max marks in the University during graduation in plant protection subjects 1984-1987: University Merit scholarship

Dr. Monica Bhatnagar, Professor	1997 CSIR – UGC NET for JRF in Life Sciences
	1994 Indian Council for Agricultural Research NET for SRF and LS in Microbiology
	1993 IARI Gold medal
Mr. Rishi Raj Chhipa, MSc student	Stood amongst the first 100 in CSIR JRF test
Mr. Bhupendra Verma, M.Sc. student	Qualified entrance test and joined Indian Institute of Science, Bangalore for Ph.D.
Department of Pure & Applied Chemistry	
Dr. Rita Mehra, Professor	Invited twice to deliver lecture in the Indian Science Congress in 2014 and 2016 on “Biological Monitoring-An interdisciplinary approach for evaluation of exposure to metals in work environment” and “Physico-chemical behavior of multicomponent systems using acoustic, viscometric and thermodynamic data” respectively
	Fellow, Institution of Chemists
	Fellow, Indian Council of Chemists
	Fellow, Indian Chemical Society
	Gold Medal in M.Sc. (Chemistry)

3.4.5 Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years. Does the University participate in *Shodhganga* by depositing the Ph.D.

The average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years is:

Number of M.Phil. scholars/faculty 3.5 per supervisor running M.Phil. course
 Number of Ph.D. scholars/faculty 2.45 per supervisor

The successful research scholars are required to submit a soft copy of the Ph.D. thesis for electronic dissemination through open access at UGC's Shodhganga.

3.4.6 What is the official policy of the University to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

The University is committed to undertake research with scientific integrity and in conformity with the accepted code of principles on Good Research Practices. The research scholars undergo training in Research Methodology where they learn about good practices in research and benefits of integrity in research in their career. It is mandatory to publish one research paper before submitting the Ph.D. thesis. Thesis is evaluated by two external experts and one internal expert.

No case of plagiarism has been reported till date. However, checking of plagiarism has been made mandatory and UGC has made available software-Turnitin for the purpose. Checking plagiarism will start from this session itself.

3.4.7 Does the University promote interdisciplinary research? If yes, how many interdepartmental/interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavours?

The Board of Management of the University established an interdisciplinary research centre on “Algae Biofuel & Biomolecules Centre” (ABBC) in 2011 with the condition that the University would not provide any financial assistance to the Centre. This Centre involves

nine faculty members form five different departments, namely Microbiology, Environmental Science, Food Science & Nutrition, Economics and Management and 2 adjunct members from Bengal University of Science, Kolkata and Government College Ajmer.

The collaborating faculty has proposed joint research proposals, presentations and publications. They have conducted/collaborated in the conduction of two workshops and one International Conference. Interdisciplinary proposals were submitted for funding to State Innovation Program, Bhilwara group of industries, Rajasthan DST, UGC XII plan, DBT and UGC. After presentation at DBT before experts, a revised proposal has been asked to be submitted by 8.2.16 while decision on UGC MRP is pending. Rest all were not responded to.

3.4.8 Has the University instituted any research awards? If yes, list the awards.

The University has not instituted any research award so far.

3.4.9 What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?

No such provision has been made by the University.

3.5 Consultancy

3.5.1 What is the official policy of the University for structured consultancy? List a few important consultancies undertaken by the University during the last four years.

Yes, the University has a policy for consultancy. Teacher/officer willing to provide consultancy need be enlisted at the University.

Prof. S. Palria: Creation of digital database for million plus cities under GIS based Town mapping Project- Kota City. Ministry of Home Affairs, Map Division, New Delhi (Rs. 33.25 lakhs).

3.5.2 Does the University have a university-industry cell? If yes, what is its scope and range of activities?

No there is no university-industry cell.

3.5.3 What is the mode of publicizing the expertise of the University for consultancy services? Which are the departments from whom consultancy has been sought?

There is no such provision at present.

The University allows both teachers and officers to provide consultancy services. Amongst teachers, the departments that are capable of consultancy are: Management Studies, Commerce, Environmental Science, Yogic Science & Human Consciousness, Computer Science, Pure & Applied Chemistry, Food Science & Nutrition, Microbiology, Economics, Population Studies and Remote Sensing & Geoinformatics.

Some of the areas in which the University has potential in providing consultancy include environmental impact assessment, food safety, dietetic counselling, microorganism based enterprises, family planning and gender related counselling, bio-conservation, etc. It will

lead to dissemination of research and motivate students for taking interest in research as well as for developing linkages with organizations.

3.5.4 How does the University utilize the expertise of its faculty with regard to consultancy services?

This is achieved by following norms of consultancy as adopted by the University. However, publicity or awareness requires to be improved for its full fructification.

3.5.5 List the broad areas of consultancy services provided by the University and the revenue generated during the last four years.

Department of Remote Sensing: Prof. S. Palria: Creation of digital database for million plus cities under GIS based Town mapping Project- Kota City. Ministry of Home Affairs, Map Division, New Delhi (Rs. 33.25 lakhs).

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the University sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programs which have created an impact on students' campus experience during the last four years.

Besides teaching and research, the University is also conscious about its extended responsibilities towards society. The faculty and students are sensitized for social bonding and national duties. The University places emphasis on the global priorities like entrepreneurship and skill development, societal duties, eco-consciousness and environmental awareness and conducts workshops and seminars and organizes awareness campaigns on domestic violence, gender sensitization and legal education.

Socio-economic support activities

- The University has adopted a village- Muhami for socioeconomic, educational and political upliftment (See Box 2.1.1).
- Centre for Entrepreneurship and Small Business Management is the flag bearer of extension activities at this university. It has conducted 10 Entrepreneurship development programs including EDP for Doctors, Rural EDPs in Sojat, Jalore, Gagwana, EDPs for Science & Technology students, EDPs for Engineering Students and EDP for ST students. It also conducted 35 Entrepreneurship and Skill Development Programs since September 2010. This has benefitted 921 persons.
- Department of Food Science & Nutrition undertook Workshop on Food Preservation during 8-13.10.2012 and trained 40 students.
- Department of Microbiology organizes workshops/campaigns for entrepreneurship, research and awareness. Workshop on Small Enterprises trained 85 candidates including 39 rural youth for Blue Green Algae Biofertilizer, Azolla, Spirulina and Vermicompost production.
- Department of Population Studies conducts activities related to non formal education for underprivileged people, empowerment of women, awareness for economic autonomy, domestic violence, fertility behaviour and importance of girl child.

- NSS organizes camps for social awareness and has carried out स्वच्छता अभियान.
- In 2015, the University also conducted National Level Private College Pre-medical Test (~4000 candidates) and State Level Entrance Tests: State Pre Teachers' Education Test and Pre Basic School Teachers' Course Examination (~3 lakh candidates in each examination).



Health Care

- Health Centre at Dhanvantari Bhavan (Box 2.7.1) and NSS organize camps for blood donation camps annually and frequent free health check up for staff, students and persons in the vicinity of the University. These camps included physicians and orthopedic, dental, gynecological and urological experts along with some diagnostic tests (blood sugar, CBC, blood group, Blood Pressure, lipid profile) 25.2.2016. Earlier Bone Marrow Density tests were performed.
- Department of Food Science & Nutrition creates awareness on life style diseases, nutrition and healthy eating practices.
- Department of Yoga emphasizes mental and physical health through yoga

Environmental Consciousness

- Department of Environmental Science celebrates days such as World Environment Day, Wetland Day, Wildlife Day, Forest Day, Water Day, Earth Day, Heritage Day, Migratory Day, Biological Diversity Day, Desertification and Drought Combat day, RG Akshay Urja Divas, Day for preservation of the ozone layer, Natural Disaster and National Birds Day.
- Flower show is also organized by the University annually.
- Department of Zoology Celebrates Wildlife Conservation week.
- NSS organizes camps for plantation, cleanliness, sanitation and environmental awareness.



General Science for People

- Department of Remote Sensing & Geoinformatics celebrates Remote Sensing, GIS and Science Day.

- Department of Pure & Applied Chemistry puts up programs such as on Applications of Chemistry and Applied Chemistry.

3.6.2 How does the University promote university-neighbourhood network and student engagement, contributing to the holistic development of students and sustained community development?

- The University promotes university-neighbourhood network and student engagement through its extension activities organized by the Dean Students Welfare and National Service Scheme.
- The University has adopted a village Muhami for development and awareness programs (Box 2.1.1). The students and teachers visit this village from time to time to assess the requirements and create awareness on issues of environment, health, social justice and self employment. The Centre for ESBM organized a Skill development program for women on tailoring.
- The Centre for ESBM organized Entrepreneurship Development Programs for the villages of Sojat, Jalor and Gagwana and for Scheduled Tribes and the Department of Microbiology organized a Workshop on Small Enterprises in Microbiology on 15-16



Blood donation camp with Mayor of Ajmer, Mr. Dharmendra Gehlot and the Vice Chancellor of the University, Prof. Kailash Sodani during Swachchha Bharat Campaign

- February 2016 for the rural youth (39 nos.) to train them in the production of Azolla as animal feed, Spirulina as a superfood and Blue Green Algae Biofertilizer and Vermicomposting for organic agriculture.
- NSS unit of the University organized cleanliness drive in the University campus, Muhami and other nearby villages.
- NSS also organized camps for awareness, blood donation, plantation and environmental and health issues in the villages near the University.

3.6.3 How does the University promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programs?

The students and faculty are encouraged for participation in extension activities. Faculty members motivate students to join the NSS by way of personal counseling.

3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the University to ensure social justice and empower the underprivileged and the most vulnerable sections of society?

Students of Population studies and Social Work at the Department of Population Studies conduct social surveys, research and extension work as part of their curricular activity or project work. This includes issues related to non formal education for underprivileged people, empowerment of women, awareness for economic autonomy, domestic violence, fertility behaviour and importance of girl child.

3.6.5 Does the University have a mechanism to track the students' involvement in various social movements/activities which promote citizenship roles?

No such provision exists at present

3.6.6 Bearing in mind the objectives and expected outcomes of the extension activities organized by the University, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.

Involvement of students in such activities and programs

- Sensitizes them towards the need of social bonhomie
- Creates consciousness towards environment
- Makes them learn good health and nutritional practices
- Makes them learn communication skills
- Creates awareness for the problems of the society and its weaker sectors

These activities create an overall impact on the learner in making him a responsible citizen who is sensitive to the society and the environment to which s/he belongs to.

3.6.7 How does the University ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the University which have encouraged community participation in its activities.

Better community engagement in the extension programs of the University is ensured by

- Involving school teachers and children
- Involving Local leaders, Panchayat and MLA
- Involving NGOs and Self Help Groups, and
- Involving village level workers of health and agriculture department

3.6.8 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

The University is not aware of any award for activities/contribution to community development in the last four years. However, the programs of entrepreneurship and outreach activities for community development initiated by the University are appreciated by the Chancellor who has instructed other universities of the state to follow the MDS University model.

3.7 Collaboration

3.7.1 How has the University's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the University benefitted academically and financially because of collaborations?

The University collaborates with some national and international Institutes/agencies.

Visibility

- The flagship of **the visibility of the University in the society** is the Centre for Entrepreneurship and Small Business Management through its Entrepreneurship and Skill Development Programs supported by the Ministries of Small and Medium Enterprises, Government of India and Women and Child Development, Government of Rajasthan. It collaborated with IIE, Dehradun and Savitri Girls College to undertake these activities.
- **National and international level visibility of the University in Research** is created by the Department of Microbiology through its publications having **average SJR of 0.783, Journal Impact Factor (Thompson Reuter ISI, Philadelphia) 1.614, H-index 53.29 and more than 1000 citations**. Nineteen publications of these have resulted from collaborations. The Department of Biotechnology, Government of India recognized it as a **Satellite Centre for Microalgal Biodiversity in Rajasthan** during 1999-2002 and the Ministry of Environment & Forests, Government of India recognized it as the **Prosthecate Bacteria & Micrococcus Centre**- a collaborative unit of the Centre for Research on Bacteria & Archaea under All India Coordinated Project on Taxonomy during 2000-2012.
- **National visibility** is also impacted by the Department of Remote Sensing & Geoinformatics that garners huge funding through Ministry of Environment & Forests, Government of India and is running collaborative project.
- **Department of Yoga & Human Consciousness** provides the University a unique regional visibility, for which the University has signed a Memorandum of Understanding with Vivekanand Yoga Anusandhan Sansthan, Bengaluru.
- Almost all Diagnostic laboratories in the city and many of the state have students that have qualified PG Diploma in Laboratory Instrumentation run by the Department of Zoology in collaboration with Jawahar Lal Nehru Medical College, Ajmer.

Diversity

Collaborations with other institutions helped create multitude of activities supplementing overall personality build up of the learners. For example, the Centre for ESBM concentrated on Entrepreneurship and Skill Development activities, Department of Remote Sensing & Geoinformatics is on top of Research Grants, while Department of Microbiology has patents, high number of quality publications evident from its high citation indices and decent amount of research grants. Department of Yoga & Human Consciousness weaves in the realm of heritage and spirituality in a technology driven society.

Academic and Financial benefits

- The Department of Remote Sensing & Geoinformatics generated Rs. 1.23 crore for research projects from various funding agencies like UGC, New Delhi, MOEN, New Delhi, ISRO etc.

- The Centre for ESBM has trained 921 persons through its 45 Entrepreneurship and Skill Development Programs, of which 35 were funded through Ministries of Government of India or Rajasthan. Besides this the Ministry of Small and Medium Enterprises granted a seed money of Rs. 1 crore for the establishment of this Centre.
- The Department of Microbiology garnered Rs. 52.61 lakh for its two Centres and created facilities such as Growth Room, Germplasm collection Centre, Gas Chromatograph with FID, Biolog and basic facilities such as Dry air oven, incubator, microscopes, Microwave oven, refrigerator and laptop through these Centres. These facilities have allowed the students to undertake studies on microorganisms biodiversity (Morphotypic and biochemical diversity) and Bacterial taxonomy.
- The MoU of the Vivekanand Yoga Anusandhan Sansthan, Bengaluru with the University has made available instructors to the Department of Yoga & Human Consciousness without whom the programs offered on Yoga cannot be run at the University.

3.7.2 Mention specific examples of how these linkages promote

- * **Curriculum development**
- * **Internship**
- * **On-the-job training**
- * **Faculty exchange and development**
- * **Research**
- * **Publication**
- * **Consultancy**
- * **Extension**
- * **Student placement**
- * **Any other (please specify)**

*Curriculum development

The linkages and collaborations help in evolving the curricula through incorporating emerging and relevant areas in respective disciplines for job providers.

* Internship

These linkages certainly promote scope for internships with collaborators. Students have been placed in industries/NGOs/Self Help Groups and other institutes for training/project work for the courses in the Departments of Economics, Management, Zoology, Population Studies and Centre for ESBM.

* On-the-job training

Many students placed in industries/NGOs/Self Help Groups for training/project work for the courses in the Departments of Economics, Management, Zoology, Population Studies and Centre for ESBM are trained one to one on the job as well.

* Faculty exchange and development

The faculty regularly visits collaborators and different institutes for academic events and interactions which enhances their professional development.

The Department of Yogic Science & Human Consciousness has an MoU signed with the Vivekanand Yoga Anusandhan Sansthan (VYAS), Bengaluru. The faculty for the University is made available by this institute. Yoga students visit the VYAS as part of their curriculum and faculty also revisits for improvements.

Some faculty members have visited universities abroad for collaborative research. The following faculty visited foreign universities and reputed institutes in the country:

1. Dr. Ashish Bhatnagar, Carbon Cycling and Biorefinery Program, Department of Agricultural and Biological Engineering, The University of Georgia, Athens USA 09.10.2008 to 09.09.2009 as Post Doctoral Research Associate
2. Dr. Ashish Pareek, Szent Istvan University, Godollo, Hungary on May 30-31, 2010 for interactions with faculty and students
3. Dr. Praveen Mathur, Palacky University, Olomouc, Czech Republic as resource person in the European Union project on Hydrobiology for 3 weeks in 2014

Faculty also takes opportunity to visit institutes in the state and country for delivering lectures on invitation or act as resource persons. Some of such institutions are: Central Rice Research Institute, Cuttack (USEFI workshop); IIT, Kharagpur; Indian Agricultural Research Institute, New Delhi; National Research Centre for Spice Seeds; Tabeezi, Delhi University South Campus, Delhi; GB Pant University of Agriculture & technology, Pantnagar; Punjab University Chandigarh; Bhaskaracharya College of Applied Sciences, Delhi; Barkatullah University Bhopal; APS University, Rewa; Birla Institute of Scientific Research, Jaipur, JN Vyas University, Jodhpur, Rajasthan University, Jaipur.

The Centre for ESBM has had Prof. Jung Ha Kin, Dean, School of Tourism, Kyung In Women's College, Incheon, South Korea as the Visiting Scholar from July 1, 2010 to February 1, 2011. She studied International Tourism Business and Indian Outbound Tourist Behaviour during her stay at the Centre and also interacted with faculty and students.

*** Research**

Research activities get impetus as exchange of ideas through joint research, sample analysis, joint publication etc. The faculty in Microbiology has academic collaborations at Biorefining and Carbon Cycling Program of the University of Georgia, Athens USA, Hongkong University, Taiwan University, IARI, New Delhi, Birla Institute for Scientific Research, Jaipur, National Institute of Technology, Durgapur, Bengal Engineering and Science University, Shibpur, Howrah, Aban Infrastructure Ltd. Chennai, Central University of Rajasthan, Bandarsindari, Delhi University South Campus, New Delhi; Agharakar Research Institute, Pune; G.B. Pant University of Agriculture & Technology Pantnagar; and Rani Durgawati University, Jabalpur, Amity University, Jaipur; Banasthali Vidyapeeth, Bansathali. These collaborations have resulted in student exchange, joint proposals of research projects and joint publications. The collaborations yielded filing 4 patents in US (1 granted, 3 pending), 1 PhD, 2 MSc project work and training 1 JRF in Bacterial chemotaxonomy. Besides one faculty visited the University of Georgia, Athens USA as post doctoral research associate and another visited University of Palacky, Czeck republic as resource person in European Union project on Hydrobiology.

*** Publication**

There are 19 publications as a result of academic collaborations with other institutes.

*** Consultancy**

No collaborative consultancy has developed so far however the University is optimistic and supportive for such efforts.

*** Extension**

The University extends as well as seeks cooperation from other institutes, agencies and organizations for its extension programs.

Centre for Entrepreneurship and Small Business Management sought collaboration of Savitri Girls College for 6 of its women oriented Entrepreneurship and Skill Development Programs. It also seeks collaboration with IIE Dehradun for the conduction of EDPs. Most of these programs are funded by Ministry of Small and Medium Enterprises, Government of India or Ministry of Women and Child Development, Government of Rajasthan. Besides 10 programs had been managed by its own resources. It has conducted 10 Entrepreneurship development programsthat include EDP for Doctors, Rural EDPs in Sojat, Jalore, Gagwana, EDPs for Science & Technology students, EDPs for Engineering Students and EDP for ST students. It also conducted 35 Entrepreneurship and Skill Development Programs since September 2010 and trained 921 persons. The skills includeMultimedia & Web Designing, Interior Designing, Fashion Designing, Catering, Computer Accounting with Tally, Receptionist, Cosmetology and Beautician, Bakery Products, Desk Top Publishing (DTP), Landscape Design, Multimedia and Animation and Web Designing.

The Workshop on 'Small Enterprises in Microbiology' was organized for rural youth in collaboration with Krishi Vigyan Kendra, Tabiji. 39 rural youth participated representing various districts of the state.

*** Student placement**

The prospects of student placement are certainly enhanced due to such linkages. The students from various departments are placed in organizations like Delhi University South Campus, National Research Centre for Spice Seeds, Indian Agricultural Research Institute and GB Pant University of Agriculture & Technology.

3.7.3 Has the University signed any MoUs with institutions of national/international importance/other universities/ industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the University?

The University has an MoU with Vivekanand Yoga Anusandhan Sansthan, Banagaluru and the Centre for ESBM had MoU with Savitri Women's College, Ajmer.

3.7.4 Have the University-industry interactions resulted in the establishment/creation of highly specialized laboratories/facilities?

The Centre for ESBM has an informal tie up with Choyl School of Milling & Technology, Ajmer. The industry helps in organizing Skill Development Program in Milling Technology. Similar informal collaborations exist between Department of Microbiology and Aban Infrastructure Ltd, Chennai and Vikas WSP Ltd., Sriganganagar. Dr. Senthil Chinnasamy from the former and Dr. Sanjay Pareek from the later have delivered lectures at the Department and supported students requiring training in their industry. However no specialized facilities have been created at the University by any industry/industrial group.

CRITERION IV

**INFRASTRUCTURE AND LEARNING
RESOURCES**

4.1 Physical Facilities

4.1.1 How does the University plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

Requirements of infrastructure are discussed by the faculty in each department at the level of Departmental Committees. Plans are demanded by the State Government and the UGC. The Departmental Committees/Deans/Wardens/Sports Secretary foresee and propose requirements as per the current and future programs of learning. This includes faculty and staff, building, lecture room, laboratory and library requirements, student amenities, furnishing and consumables. The plans are placed before the committees responsible to collate the material and put up future plan for the University. This then goes through Board of Studies/Committee of Courses and Academic Council for new courses, Building committee for repair, renovation and construction requirements and Finance Committee. Matters pertaining five year plans or activities with major financial implications are finally sent to the Board of Management. Administrative requirements are placed before the Registrar by the respective sections, who then places it in front of the relevant committee. Matters suggested by the Internal Quality Assurance Cell are taken up on priority.

The construction of buildings is carried out by a Government agency- Rajasthan State Road Development Corporation. The University has a Planning and Monitoring Board with Vice-Chancellor as Chairman and Registrar as Member- Secretary along with other ex-officio and nominated members. In addition, the University has a, Building Committee and an Estate Officer (The University Engineer) ensure micro-level planning and utilization of the physical infrastructure. During the last 4-5 years following constructions were taken up/completed:

1. Dhanvantari Health Centre
2. Abdul Kalam Bhavan
3. Maitreyi Working Women's Hostel
4. Charak-the Department of Environmental Science
5. Executive Trainees' Hostel of the Centre for ESBM
6. Tourism & Hotel Management Department
7. Bharat Muni Open Air Theater
8. Kabir Cluster Classrooms
9. Cafeteria

In addition developmental works such as Parking, Boundary wall for Girls Hostel, renovation work of Departments of Foods & Nutrition and Microbiology, Extension work at Ved Vyaas Bhavan and roads were undertaken.

Visualizing the need of the students, a Student Activity Centre, Career and Counseling Cell, DSW, Proctor and Warden Offices along with other related centres have been established. In addition, the University has allotted space for Academic Staff College, State Bank of Bikaner and Jaipur (SBBJ) branch, Post Office, Fee deposition counter in the existing buildings.

4.1.2 Does the University have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

Yes, the University has a policy for creation and enhancement of infrastructure to promote good teaching-learning environment. The University has substantially added to its infrastructure in terms of space for class rooms, laboratories, faculty rooms and common

facilities. All the teaching departments have been provided with independent space which includes class rooms, seminar room, separate rooms for faculty members and separate room for Head of the Department and office space. Following important works were taken up:

1. Modernization of classrooms: Most of the departments have at least one Smart Classroom
2. Power backup through Generators in all buildings

4.1.3 How does the University create conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?

Strengthening of research facilities along with allied services is a continuous effort of university. It facilitates the same with its annual and Plan funds.

Each permanent faculty member is provided with independent furnished room with internet facility, most of them have laptops and the rest are provided with desktop computers. Library is being geared up to provide online services especially e-resources.

All science teachers also have established research laboratories in the fields of their interest. The research facilities in some of the departments have been strengthened through funding from Department of Environmental and Forests, DST, ISRO, DBT, UGC etc.

In addition to this they are allowed to procure basic equipment and some high tech equipment through the University budget.

4.1.4 Has the University provided all departments with facilities like office room, common room and separate rest rooms for women students and staff?

All the departments of the University have been provided with independent space for office room, separate room for Head of the Department and individual faculty rooms. Common room for women and separate rest rooms for women staff and students are not available at present.

4.1.5 How does the University ensure that the infrastructure facilities are disabled-friendly?

Ramps and special toilets are being created in each building as part of facilities for such students.

4.1.6 How does the University cater to the requirements of residential students? Give details of

- * Capacity of the hostels and occupancy (to be given separately for men and women)
 - * Recreational facilities in hostel/s like gymnasium, yoga centre, etc.
 - * Broadband connectivity/wi-fi facility in hostels
- * Capacity of the hostels and occupancy (to be given separately for men and women)

The University has one boys and one girls' hostel at the campus (Table 2.4.1). There is also a working women's hostel named Maitreyi. All hostels have separate kitchen and dining area and common rooms.

Table 2.4.1 Occupancy in the hostels of the University

S.No.	Name of Hostel	Boys/Girls	Capacity	Occupancy
1	Nachiketa	Boys	39	21
2	Gargi	Girls	75	60

* **Recreational facilities in hostel/s like gymnasium, yoga centre, etc.**

Open courtyard and a common hall for indoor games (Carom board, Table Tennis) and for other recreational activities have been provided in the hostels besides the outdoor facilities of games. Further, solar water geysers/electric geysers have been provided in both boys and girls hostels. Recreational facilities like LCD TV, indoor games and newspapers are available in the Common room. Women's hostel has basic gymnasium equipment (body twister, electronic jogger) for exercise. Boys Hostel has solar water heater and solar lighting in common areas and on approach road.

The University has Department of Yoga and Human Consciousness, located near hostels, where students can perform yoga in morning hours. A yoga instructor is also available for assisting in performing yoga.

* **Broadband connectivity/wi-fi facility in hostels**

Both Nachiketa and Gargi hostel have wi-fi facility.

4.1.7 Does the University offer medical facilities for its students and teaching and non-teaching staff living on campus?

Yes, the University has a Health Centre named after the sage Dhanvantari. Its building was erected with the funds made available by the UGC during 11th Plan. The center provides services to resident as well as non-resident students and faculty and staff of the University.

4.1.8 What special facilities are available on campus to promote students' interest in sports and cultural events/activities?

For holistic development of students, university has provided very good infrastructure for Sports and cultural events. The following sports facilities are available at the campus:

1. Indoor stadium with badminton court
2. Volley ball court-2
3. Basket ball court-2
4. *Kabaddi* ground
5. Two Tennis courts (One clay, one cement)
6. Hockey ground

All India interuniversity and interuniversity west zone tournaments have been organized at the campus. For such mega-events playgrounds of affiliated colleges in the city are also available.

The University has excellent facilities for cultural events. Every year, inter-college cultural competitions and all India Cultural fest '*Bani Thani*' is organized by the University. Bharat Muni Open Air Theatre with 1000 seating capacity with adequate light and sound provisions is available in the University. For such events, university has an auditorium '*Swaraj*'

Sabhagar of 250 capacity. It also has meeting halls with capacities of 65, 35 and 35, respectively.

4.2 Library as a Learning Resource



4.2.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been taken by the committee to render the library student/user friendly?

Yes. Library Advisory Committee is composed of A Professor nominated by the Vice Chancellor as Convenor, Four Faculty Members as Members, Comptroller of Finance as member and Librarian In-Charge as Member Secretary.

Functions: Allocation of funds for purchasing books, etc among various Departments; finalizing rates of discounts, short listing vendors, subscription of e-journals/e-resources, subscription of periodicals/journals.

4.2.2 Provide details of the following:

- * **Total area of the library (in Sq. Mts.)**
- * **Total seating capacity**
- * **Working hours (on working days, on holidays, before examination, during examination, during vacation)**
- * **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**
- * **Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection**

* **Total area of the library** is 5100 m² and the **seating capacity** is 107.

* **Working hours** (on working days, on holidays, before examination, during examination, during vacation) The library is open for 6 hours every working day.

* **Layout of the library** (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources) Copy attached (annexure I).

* **Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection:** Adequate sign boards showing bay guides, shelf guides regarding subject, collection have been put up in the library. Fire alarm system is installed

Ground floor for general books, reference collection and periodicals has an open access mode of collection while first floor with Theses has Closed Access mode of collection.

4.2.3 Give details of the library holdings:

- a) **Print (Numbers of books, back volumes and theses):** 50537, 4480, 3230, respectively
- b) **Average number of books added during the last three years:** 1500 pa
- c) **Non Print (Microfiche, AV):** Nil
- d) **Electronic (e-books, e-journals):** Subscribed India Stat and DELNET. Accessible at <indiastat.com> and <delnet.nic.in> respectively, using the Login ID and Password, communicated to all the Departments.
- e) **Special collections** (e.g. text books, reference books, standards, patents): Reference Volumes = 3115, not having separate text books section.
- f) **Book Banks :** Not available
- g) **Question Banks :** Some publications available shelved with general collection

4.2.4 What tools does the library deploy to provide access to the collection?

- * **OPAC:** OPAC – OPAC is available using the **SOUL 2.0 software** (INFLIBNET, UGC) at the computer system at central area before Circulation Section. The Server computer manages Databases of all the collections and we continuously submit it to the INFLIBNET Centre (UGC), Gandhinagar which is accessible on website <inlibnet.ac.in> under the option of Union Database/INDCAT. The Union Database/INDCAT is a centralized catalogue for books, serials, theses and subject experts concerned with approx. 175 universities. Hence, OPAC facility available within the library is also accessible on Internet.
- * **Electronic Resource Management package for e-journals:** Not available
- * **Federated searching tools to search articles in multiple databases:** Not available
- * **Library Website:** <mdsuajmer.ac.in/mdslibrary.htm>
- * **In-house/remote access to e-publications:** Subscribed India Stat and DELNET. Accessible at <indiastat.com> and <delnet.nic.in>, respectively.

4.2.5 To what extent is ICT deployed in the library? Give details with regard to

- * **Library automation:** The Central Library is computerized since **June 2003** having its own Server, Library LAN utilizing UGC-INFLIBNET's financial (Rs 6.50 Lacs) and technical assistance. The purchase of books, periodicals, other documents; accessing recommendations of faculty members, cataloguing, technical processing, periodicals and reference services; billing, statistics, issue-return, membership, fee-fine controls and all other library housekeeping operations are totally computerized succeeding the UGC - INFLIBNET Program. The SOUL software (developed by the INFLIBNET Centre (UGC), Ahmedabad is used for all library housekeeping applications. On-line Technical assistance is continuously available from the INFLIBNET Centre, INFOCITY, Gandhinagar.

- Instead of cards catalogue, On-line Public Access Catalogue (**OPAC**) is available for readers.
 - Technical Assistants work on computers (on LAN) at their seats for all jobs/services.
 - Have Databases of all the books, theses, periodicals, journals and members.
 - **Hardware used:** IBM Server X3500M2, 12 Lenovo Client Computers H 430 on LAN.
Laser Printer (5), DMP 132 col. (3)
Networking HUB/Unmanaged Switch (3) 16 ports.
 - **O.S., Software used:** Windows 2008 Server, Windows 7, MS-SQL Server 2008, SOUL 2.0.0.12, MS-Office, Quick Heal, Kaspersky Anti-Virus, etc.
 - **Power Supply:** Vinitec 5 KVA UPS, Emerson 2 KVA UPS
- * **Total number of computers for general access:** 10 for OPAC and internet access + 10 for staff
- * **Total numbers of printers for general access:** Laser Printer (5), DMP 132 col. for staff access.
- * **Internet bandwidth speed** * 2 mbps * 10 mbps * **√ 1 GB**
- * **Institutional Repository:** Prepared a computer on LINUX; installed dSpace. Loaded some syllabi. Working at planning and initial stage.
- * **Content management system for e-learning:** NA
- * **Participation in resource sharing networks/consortia (like INFLIBNET):** Associated with INFLIBNET Consortia since the beginning. Accessing E-Consortium since 18th May 2005 when it was started by installing VSAT 256 kbps.

4.2.6 Provide details (per month) with regard to

- * **Average number of walk-ins:** 3750 pm
- * **Average number of books issued/returned:** 4500 pm
- * **Ratio of library books to students enrolled:** 45:1
- * **Average number of books added during the last four years:** 125 pm
- * **Average number of login to OPAC :** 2400 pm
- * **Average number of login to e-resources:** Data not available
- * **Average number of e-resources downloaded/printed:** Data not available
- * **Number of IT (Information Technology) literacy trainings organized:** NA

4.2.7 Give details of specialized services provided by the library with regard to

- * **Manuscripts:** Not having manuscripts, since the library was estd. in 1988
- * **Reference:** Available

- * **Reprography/Scanning:** Available
- * **Inter-library Loan Service:** Available
- * **Information Deployment and Notification:** Available
- * **OPACS:** Facility of OPAC to readers, updated everyday
- * **Internet Access:** Under process
- * **Downloads:** Dependent on Internet access
- * **Printouts:** Not available
- * **Reading list/Bibliography compilation:** Select Bibliographic Services provided many times, such as on Panchayati Raj, Human Rights (to Department of Political Sc.), RTI Collection (to University Administration), Biodiversity (to Department of Environment Sc.), Aves and Avian fauna (to Department of Environment Sc.), etc.
- * **In-house/remote access to e-resources:** To the Departments by Campus Wide Networking under control of Department of Computer Science having NKN connectivity
- * **User Orientation:** User Awareness Program for E-Consortium to Research Scholars of Microbiology, Biotechnology, Chemistry, Zoology, Economics (since 2005). Orientation Program 'How to use OPAC & Library Services' for students, scholars of all the Departments in August (every year) and frequently to students, research scholars, Ph.D. Course Work participants, library tours.
Facility of OPAC to readers are updated everyday.
- * **Assistance in searching Databases:** Dependent on internet
- * **INFLIBNET/IUC facilities:** Established Network Access Centre in May 2005, as per the directives of the INFLIBNET Centre for INFONET Connectivity (VSAT 256 KBPS, 2 MBPS, OFC 10 MBPS)

Access to E-Journals and Databases under E-Consortium of the UGC's INFLIBNET Centre.

Contributing copy of our Database (books, journals, theses) to the INFLIBNET Centre, Ahmedabad for Union Database 'INDCAT' at the <inlibnet.ac.in>

User Awareness Program for E-Consortium of the INFLIBNET (I.U.C. of the U.G.C.) to Research Scholars of Microbiology, Biotechnology, Chemistry, Zoology, Economics (since 2005).

Regularly encourage affiliated colleges to utilize the N-LIST Programme of the INFLIBNET Centre (UGC); Sophia College, DAV College, Aryan College, Shri Pragya Mahavidyalaya, Bijainagar, S.P.U. College, Falna; Govt. Bangur College, Pali; S.D. College, Beawar, etc. N-LIST programme is particularly meant for Colleges; provides access to 95000 e-books and 4000+ e-journals.

4.2.8 Provide details of the annual library budget and the amount spent for purchasing new books and journals.

Table 2.4.2 shows the detailed budget allocation for the Library.

Table 2.4.2 Details of Annual Library Budget

2208 : CENTRAL LIBRARY				
Head Code	Nomenclature with Sub-Head	B.E. 2015-16	R.E. 2015-16	B.E. 2016-17
	Recurring			
102	Pay and allowances (out of Grant)	74.80	84.00	94.00
103	PF Contribution			
104	Medical Reimbursement	1.50	2.00	2.50
105	Traveling Expenses	0.25	0.35	0.40
107	Postage, Telegram	0.20	0.20	0.20
108	Telephone/Fax & other charges	0.35	0.35	0.35
109	Printing and Stationary	0.15	0.15	0.15
110	Contingency Expenditure	0.35	0.35	0.40
111	Contract Contingency	0.50	0.50	0.50
119	Book Binding Charges	1.00	1.00	1.00
131	Periodicals & Journals	8.50	8.50	9.00
192(A)	AMC of Photocopiers	0.22	0.22	0.22
192 (B)	Strengthening of Computerization	1.00	1.00	3.00
	Non Recurring			
202	Books	1.00	1.00	1.00
203	Furniture & Fixtures	0.01	9.00	9.00
205	Electrical & Electronic Equipments	0.01	4.00	4.00
211	Library Equipments	0.40	0.40	0.40
		90.24	113.02	126.12
		(Rs in Lakhs)		

Amount spent for purchasing new books: Rs 23.00 Lakhs – utilizing the XII Plan UGC Assistance in progress – for remaining. The total allocation is Rs 44.00 Lakhs

Amount spent for subscribing journals: Rs 8.50 Lakhs – out of the Non-Plan budget head 2208/131.

4.2.9 What initiatives has the University taken to make the library a ‘happening place’ on campus?

The University cafeteria building has been built adjacent to the Central Library. On the other hand it is easily accessible from all other Departments.

4.2.10 What are the strategies used by the library to collect feedback from its users? How is the feedback analysed and used for the improvement of the library services?

Suggestion box is fixed in the Library Building.

4.2.11 List the efforts made towards the infrastructural development of the library in the last four years.

Aluminium framed glass room has been fabricated for accessing E-Consortium/E-Resources at the left side hall and Periodicals Section at the right side hall having sufficient furniture items, computer tables, computer chairs.

4.3 IT Infrastructure

4.3.1 Does the University have a comprehensive IT policy with regard to

- **IT Service Management**
- **Information Security**
- **Network Security**
- **Risk Management**
- **Software Asset Management**
- **Open Source Resources**
- **Green Computing**

No, but the University is on the process of developing a comprehensive IT policy regarding all IT infrastructure, service, security, open source, green computing, cloud computing and management.

4.3.2 Give details of the University's computing facilities i.e., hardware and software.

- **Number of systems with individual configurations:**
Administration: PIV/quadcore: 67 with one ERP server
Teaching: Departments of Computer Science, Economics, Management Studies, Remote Sensing & Geoinformatics and the Centre for ESBM have separate Computer Laboratories. Besides each teaching department has some computers for teaching and laboratory instruments. Almost all teachers are provided with laptops.
- **Computer-student ratio:** 1:5 in Department of Computer Sciences
- **Dedicated computing facilities:** No
- **LAN facility:** Available in the Library, Department of Computer Sciences, Economics and Management. Further being developed under NMEICT by the BSNL for the campus.
- **Proprietary software:** ORACLE 9i for ERP server in administration, SPSS 13.0, ARCGIS, ARCVIEW, ISgis, Rolta Geomatica and ERDAS at Remote Sensing & Geoinformatics and MS Office and Windows (different versions).
- **Number of nodes/computers with internet facility for Teaching departments:**
200
Non teaching departments: Available 52, Additional being added: 109
- **Any other (please specify):** There is a plan to install firewall and hardware needed for latest technology means switches/routers of the range 10/100/1000 capacity, for which NME-ICT is providing the hardware on 75:25 basis

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The University takes measures to update IT infrastructure time to time. It has already executed a plan to develop university management software system, wherein phase I for the accounts and examination section is in function.

4.3.4 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages

Moodle is used for e-learning in the Department of Computer Science.

Wooqer is used as a platform in the Department of Microbiology to create its site called Microsphere to provide lectures, protocols, demonstration videos and important articles to the students. Microsphere is available both on computer as well as on mobile through the mobile app of Wooqer.

In Remote Sensing & Geoinformatics department programs from ISRO are made available through Edusat and AVIEW and their online examinations e-learning through videoconferencing - lectures from ISRO Organization on the subjects. It also provides on line demonstration of the technology using mobile apps.

4.3.5 What are the new technologies deployed by the University in enhancing student learning and evaluation during the last four years and how do they meet new/future challenges?

The University has developed Smart Class Rooms in each Department having interactive board, visualizer, interactive panel and interactive pads, multimedia projector and these class rooms are regularly utilized for class room teaching and for holding seminars, conferences, workshops, etc.

4.3.6 What are the IT facilities available to individual teachers for effective teaching and quality research?

- Smart Class Room
- Multimedia Projectors
- Computers/Laptop to teachers in each Department
- LAN and WiFi facility in the campus

4.3.7 Give details of ICT-enabled classrooms/learning spaces available within the University? How are they utilized for enhancing the quality of teaching and learning?

The quality of teaching and learning has been enhanced in different departments by deployment of ICT-enabled smart class room. These class rooms are regularly utilized for class room teaching and for holding seminars, conferences, workshops, etc. in various disciplines.

4.3.8 How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the University for such initiatives?

Until now majority of faculty is already trained to use computer for teaching and research. Difficulties if any, are solved by discussions/demonstrations on one to one basis.

4.3.9 How are the computers and their accessories maintained?

All the departments maintain their computers by getting faults repaired on occurrence. AMC is in process through the UGC XII Plan General Development Assistance.

4.3.10 Does the University avail of the National Knowledge Network connectivity? If so, what are the services availed of?

YES. Till now connectivity available is of 1 GBPS supported on back end by NIC, Jaipur.

4.3.11 Does the University avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

YES, but with rider to the students to confirm the Wikipedia information through the cross references provided. Free access to internet is available to all students and faculties.

4.3.12 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the University.

University computer Centre has budget for Annual Maintenance (1.5 lakh), Consumables (CD, printer consumables) 1.6 lakh, Hardware 1.5 lakh and software 1.5 lakh (Budget estimate for 2015-16).

In addition each teaching department has Repair and maintenance budget for all equipment including computers.

4.3.13 What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?

Open environment policy will be implemented after receiving funds from NMEICT.

4.4 Maintenance of Campus Facilities

4.4.1 Does the University have an estate office/designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

Yes, there is an Office of University Engineer looking after the maintenance of buildings and also works in coordination with Building Committee and Rajasthan State Road Development Corporation for construction of new buildings. Regular maintenance of buildings including class rooms and laboratories is undertaken as and when required. The renovation works of corridors of departments, modernization of science laboratories has been done recently to improve improve the physical ambience.

An initiative was also taken to improve landscaping of the campus which includes development of parks with plantations, construction of boundaries, construction of parking lots in the vicinity of different blocks etc. Such initiatives have improved the ambience of academic environment.

4.4.2 How are the infrastructure facilities, services and equipments maintained? Give details.

The office of the University Engineer is entrusted with the regular maintenance of the infrastructural facilities like buildings. Maintenance of laboratory instruments is done at the level of Head of the Departments by hiring the technical person of local vendors dealing with scientific instruments.

Any other information regarding Infrastructure and Learning Resources which the University would like to include.

CRITERION V

**STUDENT SUPPORT AND
PROGRESSION**

5.1 Student Mentoring and Support

5.1.1 Does the University have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

Yes. The structural and functional characteristics for students support and monitoring are:

- In CBCS based learning programs, departmental advisors guide students for selection of electives, planning the program of learning, selecting project work, planning and execution and later for further studies and joining jobs. The advisor guides the prospective candidates on their choice of subjects enabling them to undergo self evaluation and opt for the appropriate course/subject combination commensurate to their aptitude, ability and interest.
- Student's confidence level, hesitation, sincerity of effort, vocabulary, speaking power, creativity in presentation are determined through the seminars and the student is guided accordingly.
- Internal assessments help in finding slow learners. Extra time and labour are devoted on such students.
- Answer books of internally evaluated assignments and quizzes are shown to the students. Their drawbacks and strong points are discussed in the classroom.
- The Dean of Students' Welfare (DSW) and hostel wardens act as mentors of students for socio-cultural and co-curricular activities. The DSW also calls meetings of Students Union and plans activities related to students' welfare.
- The University encourages and supports students for participation in NSS, sports and cultural competitions at state and national levels.
- Department/university level organizations of seminar/conferences, workshop make the student learn event management. They are able to learn extra skills/subjects and interact with the resource persons.
- UGC SC, ST & Minorities Remedial Coaching Cell with the mandate to contribute towards social equity and socio-economic mobility of the under-privileged sections of the society conducts: (i) remedial coaching at UG & PG level; (ii) coaching for entry into services; (iii) coaching for NET to Scheduled Castes, Scheduled Tribes and Minority candidates. General candidates with economically poor background may also be allowed for such coaching classes.

5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

Apart from classroom teaching and interaction, there are activities for academic monitoring:

- In the beginning of academic session, departments conduct orientation session for newly admitted students to make them familiar with introduction and scope of the course, its structure, examination pattern, marks/credit allocation, evaluation etc.

- The faculty members allocate topics for seminars and guide them to prepare and present. This improves their knowledge and communication skills.
- The remedial classes are arranged by the University through UGC SC, ST Coaching Cell for students appearing in state/national level competitive examinations like NET, ICS, RAS etc.
- The departments also conduct educational tours, field trips, nature-walk, trekking, bird watching, industry/enterprise visit.
- The Days of national/international importance are celebrated regularly by concerned departments.

Table 2.5.1 Days celebrated at the University Teaching Departments

Science Day	World population day	World Environment Day	Ozone Day	Earth Day
Wetlands Day	Remote Sensing Day	Biodiversity Day	Wildlife Day/week	Forest Day
Rajiv Gandhi Akshay Urja Divas	Combat desertification and drought day	Heritage Day	Water Day	GIS day
Migratory Day				

5.1.3 Does the University have any personal enhancement and development schemes such as career counselling, soft skill development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

There is no formal scheme in the University for personal enhancement and development. Departments perform career counseling on their own. Departments also organize lectures and seminars for the purpose.

Department of Management Studies conducts seminars from time to time for all students of the University (Box 2.5.1).

Box 2.5.1 Student seminars for personality development

Department of Management Studies organized

1. Educational Seminar on "*Emerging Career Opportunities in Management*" June 15, 2012
2. Series of Extension Lectures on "*Emotional Intelligence and Management*" April 26, 2012
3. Seminar on "*How to Succeed in Job Interviews*" May 04, 2012
4. Seminar on "*How to Enter into Group Discussions*" May 05, 2012
5. Seminar on "*Reading Skills for Academic Success*" May 07, 2012

Orientation to well being

Department of Population Studies organizes lectures/workshops/seminars to generate awareness about women issues, especially reproductive health and hygiene, legal issues and adolescent health.

Department of Food Science & Nutrition celebrates Nutrition week wherein awareness is generated for healthy food habits and special diet needs for women, children, old aged and patients of life style diseases.

Department of Environmental Science organizes programs to create awareness towards pollution related health issues, while Department of Microbiology has introduced a Foundation course on Health & Hygiene. Yoga Department conducts programs for the physical and mental well being of the students.

Others

- The Hostel Wardens counsel the hostel inmates and help in solving their day to day problems.
- The Dean Students' Welfare encourages students for participation in cultural and co-curricular activities.
- The NSS unit of the University conducts activities concerned with the society.

5.1.4 Does the University provide assistance to students for obtaining educational loans from banks and other financial institutions?

Yes, the University provides necessary certificate/verification to students who intend to obtain educational loan from the banks.

5.1.5 Does the University publish its updated prospectus and handbook annually? If yes, what are the main issues/activities/information included/provided to students through these documents? Is there a provision for online access?

Yes, the University publishes its updated Prospectus annually which is provided to prospective students seeking admission to academic programs offered at the campus. Annual Report of the University is also prepared every year for submission to the State Government.

Prospectus includes:

- Introductory information about the University
- Programs of learning offered by various departments
- Eligibility for each program
- Process of admission
- Reservation for different categories
- Concessions for sports and extracurricular activities in admission
- Admission procedure for International students
- Academic calendar
- Fee structure for various courses
- Financial assistance/scholarships available
- Centres and different cells of the University
- Resources, facilities and amenities for the students
- Rules for discipline, anti-ragging rules, committees etc.

5.1.6 Specify the type and number of university scholarships/freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M. Phil./Ph.D./Diploma/others (please specify).

The University provides the following fellowships/scholarships (Table 2.5.2):

- University Fellowships: One university fellowship worth of Rs 6000/- is provided to research students of the campus in each faculty.
- Departmental fellowships: One fellowship worth Rs 5000/- is provided to research students in each teaching department of the University.
- Professional Faculty Fund Fellowship: in courses where Professional faculty Fund is charged, one fellowship of Rs 250/- per month for twelve months is awarded in Part I and Part II of the course. This fellowship is awarded to meritorious students i.e. first in the merit list of admitted students for the first year and scoring highest marks in I and II semester combined in aggregate for the second year.
- Mrs. Jaganbai Maya Devi scholarship of Rs. 3000/- per annum, one each to the toppers in M.Sc. Microbiology Previous and Final year.
- Need-cum-merit scholarship: This scholarship is provided to meritorious poor students to enable them to pursue higher education. The scholarships are awarded after thorough scrutiny of applications regarding income of parents and academic performance. The annual income of parents/guardian of the applicant from all sources should not exceed Rs. 2.50 Lacs.
- Students Assistantship: The University has a provision of student assistantship where the students of each department, if willing, may be asked to perform various duties to assist in administrative work of the department, for which they are paid in the scheme of Earn-while-you-Learn.
- Scholarships for SC, ST, OBC and PWD students: Social Justice and Empowerment Department of state government disburses scholarship to the students of SC/ST/OBC/PWD categories.

Table 2.5.2 Scholarships/fellowships disbursed by the University

Year	Beneficiaries	Type of Scholarship	Rate per annum	Amount per annum
2011-12	2	Jaganbai Mayadevi	3000/-	6,000/-
2013-14	42	Professional Faculty Fund Merit Scholarship	3000/-	1,26,000/-
	2	Jaganbai Mayadevi	3000/-	6,000/-
2014-15	30	Professional Faculty Fund Merit Scholarship	3000/-	90,000/-
	2	Jaganbai Mayadevi	3000/-	6,000/-
2015-16	33	Professional Faculty Fund Merit Scholarship	3000/-	99,000/-
	2	Jaganbai Mayadevi	3000/-	6,000/-
TOTAL	113			3,39,000/-

- Besides financial assistance from various government agencies is made available to the students (Table 2.5.3).

Table 2.5.3 Scholarships/fellowships disbursed by different funding agencies

Year	Program	Students	Type of Scholarship	Amount
2010-11	UG	11	Post Metric Scholarship Social Justice & Empowerment Deptt, GOR	
	PG	106		
	M. Phil.	2	Rajiv Gandhi National Fellowship	5,00,000/-
		1	ICSSR	2,40,000/-
	Ph.D.	-	-	-
2011-12	UG	9	Post Metric Scholarship Social Justice & Empowerment Deptt, GOR	
	PG	70		
	M. Phil.	12	Rajiv Gandhi National Fellowship	26,00,000/-
	Ph.D.	2	Rajiv Gandhi National Fellowship	4,00,000/-
2012-13	UG	4	Post Metric Scholarship Social Justice & Empowerment Deptt, GOR	
	PG	97		
	M. Phil.	1	Rajiv Gandhi National Fellowship	2,00,000/-
	Ph.D.	-	-	-
	Diploma	5	Post Metric Scholarship Social Justice & Empowerment Deptt, GOR	
2013-14	UG	16		
	PG	124		
	M. Phil.	-	-	-
	Ph.D.	-	-	-
	Diploma	3	Post Metric Scholarship Social Justice & Empowerment Deptt, GOR	
2014-15	UG	87		
	PG	182		
	M. Phil.	-	-	-
	Ph.D.	-	-	-
	Diploma	6	Post Metric Scholarship Social Justice & Empowerment Deptt, GOR	
				Need cum merit scholarship (@ Rs. 15,000/- pa)
	TOTAL	738		39,55,000/- +

5.1.7 What percentage of students receives financial assistance from the state government, central government and other national agencies (*Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.*)? 12%

5.1.8 Does the University have an International Student Cell to attract foreign students and cater to their needs?

The Dean Students Welfare looks after the international students seeking admission to various programs of the University. The admissions are made as per the rules of the Ministry of Foreign affairs and Ministry of Human Resource Development, Government of India.

5.1.9 Does the University provide assistance to students for obtaining educational loans from banks and other financial institutions?

Yes, the University assists the students for obtaining educational loans from banks by providing the required certificates and documents for the purpose.

5.1.10 **What types of support services are available for**

- * **overseas students**
- * **physically challenged/differently-abled students**
- * **SC/ST, OBC and economically weaker sections**
- * **students participating in various competitions/conferences in India and abroad**
- * **health centre, health insurance etc.**
- * **skill development (spoken English, computer literacy, etc.)**
- * **performance enhancement for slow learners**
- * **exposure of students to other institutions of higher learning/ corporate/ business houses, etc.**
- * **publication of student magazines**

Overseas Students

- Teachers and senior students of the concerned department assist the overseas students for their adjustment in changing environment.
- Hostel facility is available for foreign students. Local students help them in getting private rented accommodation if they want to live outside the campus.

Physically Challenged/differently-abled students

- Facility of ramps and special toilets to ensure easy access of these students to class rooms is available.
- Provision of providing writer for visually challenged and students who are unable to write in examinations.
- Personalized attention is also given by the teachers and students of the department.

SC/ST, OBC and economically weaker sections

- Providing scholarships to such students as per the schemes of the University, state and state government, whichever is applicable.
- Need-based fee concessions are given as per the rules of the University.
- Informal coaching and remedial classes are arranged for weaker students.
- Free coaching is also provided to those who appear in national and state level competitive examinations
- Tuition fee is not charged from the students of SC, ST category and women students

Students participating in various competitions/conferences in India and abroad

- Students are encouraged to participate in academic events like conferences, seminars in India and abroad for which expert guidance for writing abstract and preparing presentation is provided to them.
- Easy access to library, internet and IT facility.
- Students are provided travel concessions for rail and bus particularly for attending conferences, seminars, workshops in the country.

- Students are informed of funding agencies extending travel assistance to the students

Health centre, health insurance etc.

- The University has Health centre with qualified doctor and associated staff.
- The University facilities for Indoor and Outdoor games.
- Yoga learning facility is also available for all students.
- University covers each student by an insurance of Rs. 1 lakh against accidental death/permanent disability, upto Rs. 50,000/- for partial disability and up to Rs. 50000/- of medical expenses against a minimum of 24 hour of admission in hospital.

Skill development (spoken English, computer literacy, etc.)

- Students have access to Computer facility in the departments and the Central Library. Most of the programs of learning at the University campus include courses related to or based on computer applications.
- Seminars in the teaching Departments stress on the improvement of communication skills of students.
- Students have to make presentation for evaluation of their project works in some of the PG and diploma programs.
- Centre for ESBM runs short term Entrepreneurship and Skill Development Programs (Table 2.1.4, Box 2.1.2) wherein 921 have participated.
- Department of Food Science & Nutrition conducted Workshop on Food Preservation for 40 students in October 2012.
- Department of Management Studies ran seminars on personality development and presentation skills (Box 2.5.1) for the students of the University.
- Department of Microbiology runs (Table 2.1.5) 17 courses in M.Sc. Microbiology that are oriented towards skill development suitable for food, biofuel, biofertilizer, biopesticide, brewery, pharmaceutical, bioremediation and other industries. These courses are available for students of other departments running under choice based credit system. It also conducts short term programs (Box 2.1.2, Table 2.1.4) such as workshops and trainings for skill development for enterprising persons (See Evaluative report of the department) wherein 111 persons have been trained.
- Research directorate of the University runs a course on Research Methodology for the students enrolled for PhD.
- UGC Academic Staff College has run special summer and winter schools of research methodology (Table 3.1.1).
- For Staff: As per the Circular of the Government of Rajasthan, an employee can acquire computer literacy by registering to a course called RSCIT from any IT GYAN Kendra. On completion of this course, the fee paid by the employee is reimbursed by the employer. IT GYAN Kendras are available in all cities of Rajasthan.

Performance enhancement for slow learners

- Close monitoring of the progress of such students by the concerned faculty member and by engaging remedial classes.

Exposure of students to other institutions of higher learning/ corporate/ business houses, etc.

- Students are encouraged to participate in seminars, workshops etc. organized by other institutions.

- Students undergo training with companies, institutes and organizations as part of their curriculum and/or for project work in courses like MBA, Economics and Environmental Science.
- Study tours, short visits and field trips are conducted by many departments.
- Students interact with students of other universities during Interuniversity Cultural fest.

Publication of student magazines

- The Department of Microbiology has a wall magazine titled 'ZoomIn', while Department of Economics has "*Artha Tantra*"
- Some departments publish the profile of department/students for circulation to attract more students in the academic programs of the department.

5.1.11 Does the University provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defence Services, NET/SET and any other competitive examinations? If yes, what is the outcome?

The teachers of various departments provide guidance to students who appear in state and national level competitive examinations. They provide books and related material of their subject. The University librarian also helps students in providing books above the quota assigned to them for regular courses on the recommendation of the Head of the department.

In addition to departmental guidance, the Remedial Coaching Classes were being organized for students of SC/ST/OBC and weaker section appearing in competitive examinations but this had to be discontinued for want of funds.

5.1.12 Mention the policies of the University for enhancing student participation in sports and extracurricular activities through strategies/schemes such as

- * additional academic support and academic flexibility in examinations
- * special dietary requirements, sports uniform and materials
- * any other (please specify)

- There is provision of leave of absence for the students participating in sports and extracurricular activities and internal assessments are adjusted for them.
- Relaxation in attendance is also provided to the students participating in sports.
- There is a provision of weightage/concessions in admissions for the sports and co-curricular activities. Games recognized for weightage are: Athletics (including cross country race), Aquatics (swimming, diving, water polo), Badminton, Basketball, Chess, Cricket, Cycling, Football, Gymnastics, Hockey, *Kabaddi*, *Kho-kho*, Table tennis, Volleyball, Hand ball, Wrestling, Weight lifting, Judo, Boxing, Wall climbing, Tennis, Shooting and Archery (Table 2.5.4).

Table 2.5.4 Weightage of marks/concessions in the sports category for admission

S. No.	Achievement	Concession	Certificate should be issued by
1	Represented the Nation in the games and sports in International Tournaments	Admission on minimum passing marks	Federation of Indian Sports, Ministry of Sports, Sports Council of University, Sports

	sponsored by the Ministry of Educational and Social Welfare of Indian Government		Council of State sponsored by All India Universities Association
2	Member of winners/runners-up team or holder of first three positions in individual events, university level, national play	Admission on minimum passing marks	Federation of Indian Sports Ministry of Sports, Sports Council of University, Sports Council of State sponsored by All India Universities Association
3	Represented the state of Rajasthan in sports in School at National Tournaments	Admission on minimum passing marks	Federation of Indian Sports, Ministry of Sports, Sports Council of University, Sports Council of State sponsored by All India Universities Association
4	Represented the University in Inter-University Tournament	Weightage of 5% of the total aggregate of marks prescribed for the qualifying examination while preparing the merit	Sports Council of University
5	Represented the State of Rajasthan in sports in the National Championship held under the auspices of the National Federation	Weightage of 5% of the total aggregate of marks prescribed for the qualifying examination while preparing the merit	Sports Council of State
6	Represented the sports Championship sponsored by State Education Department of Member of winners/ runners-up team or holder of first three positions in individual events sponsored by University Sports Board or Directorate of Sanskrit Education	Weightage of 3% of the total aggregate of marks prescribed for the qualifying examination while preparing the merit	Officer of Deputy Director level/ Sports Council of University/ Signed by Organizing Secretary authorized by Directorate of Sanskrit Education
7	Represented the College in Inter-University Tournament sponsored by University Sports Board or Directorate of Sanskrit Education	Weightage of 2% of the total aggregate of marks prescribed for the qualifying examination while preparing the merit	Officer of Deputy Director level/ Sports Council of University/ Signed by Organizing Secretary authorized by Directorate of Sanskrit Education
MOUNTAINEERING, ROCK AND WALL CLIMBING			
1	Represented the Nation in International Expedition organized by recognized agencies	Admission on minimum passing marks	
2	Participation in Mountaineering Expedition organized by University on peaks which are 20,000 feet and above marks	Weightage of 4% of the total aggregate of marks prescribed for the qualifying examination while preparing the merit	
3	Advanced Course Organized by the University or recognized	Weightage of 3% of the total aggregate of agencies marks prescribed for the qualifying examination while preparing the merit	
4	Basic Course in Mountaineering organized by the University	Weightage of 2% of the total or the aggregate of marks prescribed for the qualifying while preparing the merit.	

Special dietary requirements, sports uniform and materials

- Actual Travel (IInd class Rail, Bus) with 50 Rs. They are provided refreshment worth Rs. 40/- per person per match.
- DA for coaching camp and interuniversity participation: Rs. 225/-
- Conveyance charges per change Rs. 40/-
- Coolie charges Rs. 20/-
- Refreshment charges per match Rs. 40/-
- Special refreshment charges for winners and runners up Rs. 50/-
- Kit money Rs. 1100/-
- First aid material Rs. 100/-
- For intercollegiate events, DA is Rs. 120/-, sports kit Rs. 500/-, Refreshment Rs. 25/, Local conveyance Rs. 25/- and TA as above.
- Medal winners in inter university games are given cash award of Rs. 12000/- for Gold, Rs. 9000/- for Silver and Rs. 6000/- for Bronze. Similarly West zone and South West zone tournaments are given cash awards of Rs. 10,000/- for Gold medal; Rs. 7000/- for Silver medal and Bronze medal Rs. 5000/- along with stitched Raymond blazer in each category.

5.1.13 Does the University have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

Yes, the University has an institutionalized mechanism for student's placement and for development of entrepreneurship skills among students. The objectives are achieved as follows:

- The Placement Cell at the Centre and the Department of Management Studies provides guidance related to job opportunities in different sectors, preparation of *Curriculum Viti* and inviting companies/organizations for conducting interview and selection of students for jobs (See Box 2.5.1 and point 5.1.14). The Placement cell also invites experts to deliver lectures on personality development.
- The Centre for Entrepreneurship and Small Business Management established with support from Ministry of Small Scale Industries, Government of India organizes short term training programs related to small business and to develop entrepreneurial skills. It is the only university based centre for the development of entrepreneurship in the country.
- Entrepreneurship oriented programs are also organized by the Department of Microbiology
- In other departments of the University faculty counsels students regarding placement opportunities and personality development.

5.1.14 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

Companies that conducted placement at the Department of Management at MDS University Ajmer are listed in table 2.5.5.

Table 2.5.5 Companies that conducted campus selections at the Department of Management, MDS University Ajmer

Year	Company	Placements done
2013-14	ICICI Prudential	14
	Reliance Capital	4
	Bajaj Capital	4
2014-15	ICICI Bank	20
	Samriddhi Builder	4
	Luxur Paints	2
	Sharekhan Capital	2
2015-16	ICICI Bank	8
	FUEL Foundation	3
	ITC Ltd	Expected

5.1.15 Does the University have a registered Alumni Association? If yes, what are its activities and contributions to the development of the University?

No. the Alumni Association of the University is not registered. The University has an alumni cell.

- A university wide database of 2229 alumni (till 2010) was created through telephone, emails and social media.
- First University wide Alumni meet was held on 8th May 2010.
- Feedback showed 475 as employed or moved on for higher education
- Prior to this, individual departments were organizing their separate alumni meets.
- Work has been started by the members to contact more alumni of the University.

5.1.16 Does the University have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

The University has constituted a Students *Grievance Redressal Cell for the students' Union Election* and for the examinations. Grievances related to Admissions are looked after by the *Admission Board*. The *Proctorial Board* of the University deals with the security, disciplinary and other problems of students.

Box 2.5.2 Composition of Grievance Redressal Committee

- Registrar: Convener
- Comptroller of Finance: Member
- Prof. Bharti Jain: Member
- Deputy Registrar (Legal): Member Secretary
- In Charge of the branch/section concerned with the grievance: Special Invitee

Student may file a written complaint/grievance with these offices or the offices of Head of the Department or Dean Students' Welfare or the Registrar, who then forward it to the Cell/board/examination section, wherein the grievance is looked into. If needed, student is asked to meet in person to present his/her case. The matter is probed into and a resolution is presented to the student.

Other than this, the Vice Chancellor ordered to form a Grievance Redressal Committee to look into all sorts of grievances including staff, students and other stakeholders. It came into existence in 2016. The constitution of the Committee is as per the Box 2.5.2.

5.1.17 Does the University promote a gender-sensitive environment by (i) conducting gender related programs (ii) establishing cell and mechanism to deal with issues related to sexual harassment? Give details.

In the University, the Department of Population Studies conducts activities related to empowerment of women, awareness for economic autonomy, domestic violence, fertility behaviour and importance of girl child. Gender related workshops/conferences/ seminars organized by this department and held at the University are as below:

1. Two day workshop (15-16, March, 2013) on 'Awareness towards women harassment at Institution and Workplace'
2. National Seminar on 'Women Empowerment' on 22-23 March 2013.

There is a Women Harassment Removal Committee (WHRC) (Box 2.5.3) for looking into the cases of Women harassment at the campus. The composition of the Committee and phone numbers of the members are informed in the Prospectus of the University and displayed on the boards in the buildings of the University. Any student, staff member, teacher may file the complaint to the Convener of the WHRC, who then convenes the meeting of the Committee. Recommendations for action, if any required against the person concerned are then forwarded to the Vice Chancellor.

Box 2.5.3 Woman Harassment Removal Committee

Convener: Prof. Laxmi Tahkur
 Member: Prof. Gulraj K. Kohli
 Member: Prof. Monica Bhatnagar
 Non Teaching Member: Ms. Kalpana Soni
 Male Member: Prof. Shiv Prasad
 NGO Representative: Ms. Shagufta Khan

5.1.18 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

Yes, the University has an Anti-Ragging Squad (Box 2.5.4) as per the directives of the Honorable Supreme Court and the guidelines of the UGC.

It comprises of Dean Students Welfare as convener, two senior faculty members as members and Chief Proctor as Member Secretary. The University follows the directions and provisions of the Act of Anti-ragging strictly to check the menace of ragging and ensure a cordial environment in the campus. The telephone numbers of members of Anti-ragging Squad are mentioned in the University Prospectus so that students may contact in case of ragging instances. Boards and Notices displaying the UGC Regulations on curbing the menace of ragging in the University are displayed at the Office of the Dean Students' Welfare and are printed in the Prospectus.

Box 2.5.4 Anti Ragging Squad

- Dean Students' Welfare: Convener
- Prof. Monica Bhatnagar: Member
- Dr. Deepika Upadhyaya: Member
- Chief Proctor: Prof. Subroto Dutta-Member Secretary

No case of ragging has been reported in the University during last four years.

5.1.19 How does the University elicit the cooperation of all its stakeholders to ensure the overall development of its students?

The University elicits the cooperation of all its stakeholders to ensure over all development of the students in the following way:

- The teachers are entrusted with overall responsibility of mentoring students their department.
- Informal discussions of teachers with students and their parents are held for taking feedback for overall development of students.
- Teachers are involved in designing, updating the syllabi and reforming pedagogy of teaching and research.
- The Student Union and representatives are also involved in organizing different activities and in decision and execution of various curricular and co-curricular activities.
- The University Planning and Development Board takes initiatives for the overall development of the University.

5.1.20 How does the University ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

The University organizes separate sports and cultural events for women during the annual meets and sends teams for such events and rewards the winners. For intercollegiate events also the financial support is as mentioned at 5.1.12.

- The Sports Board notifies information regarding inter-college and inter-university competitions well in advance to ensure maximum participation.
- Different committees usually with a lady teacher form University/affiliated college as convener are constituted for smooth organization of cultural and sports activities. Female teachers as team manager are appointed for inter-university sports competitions.

5.2 Student Progression

5.2.1 What is the student strength of the University for the current academic year? Analyse the Program-wise data and provide the trends for the last four years.

Table 2.5.6 Student strength in the Departments of the University Campus

Department	Year	Student strength	Department	Year	Student strength
Botany (M.Sc. Botany)	2012-13	42	Commerce (M. Com EAFM, ABST, BA)	2012-13	37
	2013-14	55		2013-14	44
	2014-15	34		2014-15	106
	2015-16	50		2015-16	169
Computer	2012-13	68	Economics	2012-13	48

Science (MCA, MCA LE, MSc CS/M Tech CS)	2013-14	48	(MA Economics, MBA Business Economics, M.Phil.)	2013-14	63
	2014-15	64		2014-15	49
	2015-16	60		2015-16	57
Education (Master of Education)	2012-13	25	Environmental Science (M.Sc., Diploma Industrial Safety, Health & Environment)	2012-13	60
	2013-14	23		2013-14	41
	2014-15	69		2014-15	33
	2015-16	75		2015-16	43
Food Science & Nutrition (M.Sc. F & N, Adv Diploma Food & Health Security, BSc)	2012-13	42	Department of Law (LLM)	2012-13	46
	2013-14	41		2013-14	24
	2014-15	45		2014-15	25
	2015-16	50		2015-16	38
Hindi (M.A. Hindi)			History (M.A. History)	2012-13	15
				2013-14	31
				2014-15	44
	2015-16	11		2015-16	49
Journalism & Mass Communication (M.A.)	2012-13	11	Library & Information Science (Master of Lib & Inf Sci)		
	2013-14	13			
	2014-15	20		2015-16	10
	2015-16	08			
Management Studies (MBA, MBA Serv Mgmt)	2012-13	59	Microbiology (M.Sc. Microbiology)	2012-13	31
	2013-14	65		2013-14	31
	2014-15	60		2014-15	24
	2015-16	60		2015-16	29
Political Science (M.A. Political Science)	2012-13	37	Population Studies (M.A. Pop. Stud., MA Social Work)	2012-13	47
	2013-14	55		2013-14	47
	2014-15	49		2014-15	51
	2015-16	41		2015-16	57
Pure & Applied Chemistry (M.Sc. Applied Chemistry, M.Sc. Chemistry)	2012-13	67	Remote Sensing & Geoinformatics (M.Sc. Remote Sensing & Geoinformatics)	2012-13	18
	2013-14	77		2013-14	17
	2014-15	85		2014-15	14
	2015-16	84		2015-16	23
Sanskrit (M.A. Vedic Vangamaya)	2012-13	4	Yoga (Master in Yoga Studies and Therapy Management, DYEHS, YICC, B.Sc.)	2012-13	38
	2013-14	9		2013-14	34
	2014-15	0		2014-15	71
	2015-16	0		2015-16	120
Zoology (M.Sc. Zoology, PGDLTI)	2012-13	43			
	2013-14	45			
	2014-15	69			
	2015-16	77			

5.2.2 What is the program-wise completion rate during the time span stipulated by the University?

All programs of learning are time bound and complete within the stipulated time limit set by the University.

5.2.3 What is the number and percentage of students who appeared/ qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT /GRE/TOFEL/GMAT/Central/State services, Defence, Civil Services, etc.?

Since placements and results of various qualifying tests usually take time, therefore this data has been prepared for the years 2010-2014 (Table 2.5.7).

Table 2.5.7 Number of students that qualified national/state level tests/examinations

Examination	Number of students qualified											
	Rem	Bot	Comp	Env	Food	Mic	Zoo	Che	Eco	His	Pol	Total
UGC/CSIR NET		2	2	2	2	5		8	13	5	2	41
ICAR NET						1						1
GATE						2		2				4
UGC BSR meritorious scholarship						1						1
SET		5	2	9		3	2	4				25
Defence/Paramilitary Services (CRPF)		1				1						2
Civil Services												0
State Services (RAS, RPS, etc)		2				1				2		5
Police							2					2
Statistical Officers									6			6
Probationary Officer						1			1			2
Govt institute lecturership									2 U C 6 S	2		8
PTET		21										21
University RET		3										3
Others	20											20
Total	20	34	4	11	2	15	4	14	28	7	2	141

U: University, C: College, S: School

Bot: Botany, Che: Pure & Applied Chemistry, Comp: Computer Science, Eco: Economics, Env: Environmental Science; Food: Food Science & Nutrition; His: History, Mic: Microbiology, Pol: Political Science, Rem: Remote Sensing & Geoinformatics, Zoo: Zoology

Other departments could not collect the data.

5.2.4 Provide category-wise details regarding the number of Ph.D./ D.Litt./D.Sc. theses submitted/ accepted/ resubmitted/ rejected in the last four years.

At the University Teaching Departments, 45 candidates have been awarded Ph.D. in the last 4 years. The table 2.5.8a shows Ph.D. awarded by the University and Table 2.5.8b shows the number of theses submitted, accepted, resubmitted and rejected while table 2.5.9 shows category wise number of students that were awarded Ph.D. at the Departments of the University campus.

Table 2.5.8a Faculty wise Ph. D. awarded (2012-15) at the University

Faculty	2012	2013	2014	2015	Total
Arts	25	07	23	05	60
Fine Arts	04	01	04	00	09
Social Science	36	24	29	18	107
Commerce	11	03	05	01	20
Science	38	23	23	06	90
Education	06	09	01	02	18
Management	01	00	09	01	11
Total	121	67	94	33	315

Table 2.5.8b Number of PhD theses submitted at the University campus

Degree	Submitted	Accepted	Resubmitted	Rejected
D. Sc.	Nil	Nil	Nil	Nil
D. Litt.	Nil	Nil	Nil	Nil
Ph.D.				
2012	13	13	01	Nil
2013	14	14	Nil	Nil
2014	08	08	Nil	Nil
2015	10	10	Nil	Nil

Table 2.5.9 Category wise number of students awarded Ph.D. at University Campus during 2012-2015

Category	2012		2013		2014		2015	
	M	F	M	F	M	F	M	F
Gen	3	7	2	1	0	4	0	2
SC	0	0	0	0	1	0	1	1
ST	0	0	0	0	1	0	0	0
OBC	5	2	1	2	0	0	0	0
Total	8	9	3	3	2	4	1	3

5.3 Student Participation and Activities

5.3.1. List the range of sports, cultural and extracurricular activities available to students. Furnish the program calendar and provide details of students' participation.

The following playgrounds and Courts are available in the University:

1. Basket ball
2. Volley ball
3. *Kabaddi*
4. Badminton
5. Tennis
6. Hockey

Articles are available for the following games:

1. Power lifting
2. Weight lifting
3. Foot ball

4. Hockey
5. Cricket
6. Volley ball
7. Basket ball
8. Badminton
9. Lawn Tennis
10. Soft Ball
11. Hand Ball

The University has a Sports Board constituted by the Board of Management. It has following members:

1. Two members of the Board of Management nominated by the Board of Management
2. One Professor/Head of the Department nominated by the Vice Chancellor
3. Head of the Department of Physical Education
4. Commissioner, College Education, Jaipur
5. Four teachers of Physical Education including one from the University or College
6. Principal/Physical Education Teacher from the institute organizing Women's tournament
7. Principal/Physical Education Teacher from the institute organizing Athletics
8. Two captains (One woman, one man)
9. Secretary, Member who is Physical Education Teacher and nominated by the Vice Chancellor
10. Registrar, MDS University Ajmer
11. Finance Officer of the University
12. University Engineer

Participation of students in sports: Teams are regularly sent for intercollegiate and university tournaments (2.5.10). The University has left its imprint in West Zone Inter University Volleyball and Basketball tournaments (Table 2.5.11).

Table 2.5.10 Teams of MDS University sent for participation in 2015 in West Zone tournaments of AIU

S. No.	Team and place of tournament	M/W
1	Kabaddi, Swami Ramteerth Marathwada University, Nanded	M
2	Badminton, LNIP Gwalior	M/W
3	Chess, Dr. BS Ambedkar Marathwada University, Aurangabad	M
4	Volley ball, TITRGPV, Bhopal	M
5	Basketball, Rajasthan University, Jaipur	W
6	Boxing, Kurukshetra University, Kurukshetra	W
7	Kho-kho, Mumbai University, Mumbai	W
8	Kabaddi, Mumbai University, Mumbai	W
9	Cricket, Mumbai University, Mumbai	W
10	Football, Rajasthan University, Jaipur	M
11	Hockey, Rani Durgavati University, Jabalpur	M
12	Hockey, MLS University, Udaipur	W
13	Gymnastics, Punjabi University, Patiala	M
14	Cricket, Dr. HSG University, Sagar	M
15	Kho-kho, SRTM University, Nanded	M
16	Wrestling, Mysore University, Mysore	M
17	Weightlifting and Body Building, Acahrya Nagarjun University, Guntur	M

18	Volleyball, Sant Ghatge Baba University, Amarawati	W
19	Soft ball, Lovely Prof University, Jalandhar	M
20	Handball, Janardan Rai ARB University, Jalandhar	M/W

Table 2.5.11 Positions of MDS University in West Zone Inter University tournaments

Year	Tournament	Men/Women	Position
2011-12	Volleyball held at Dr. HS G University Sagar	M	Runners up
2012-13	Volley ball held at North Gujarat University, Patan	M	Runners up
2013-14	Volley Ball held at Shivaji University, Kolhapur	M	Runners up
2013-14	Basketball held at North Gujarat University, Patan	M	Runners up

The University has also hosted many tournaments during the last five years (Table 2.5.12).

Table 2.5.12 Tournaments organized by the University

Year	Tournament hosted	Teams Participated	Positions
17 to 22.12.2010	Kabaddi (M), West Zone Interuniversity	37	I. Shivaji Univ Kolhapur II. Bharti Vidyapeeth, Pune III. Mumbai Univ, Mumbai IV. SGB Amravati Univ. Amravati
25 to 30.12.2010	Kabaddi (M) Interzonal Tournaments	14	I. MD Univ. Rohtak II. CCS Univ Meerut III. Mangalore Univ Mangalore
15 to 20.11.2010	Basket Ball South West Zone Inter University	56	I. Univ of Madras, Chennai II. SRM Univ Kattankulathur III. Kannur Univ Kannur IV. Anna Univ. Thirunelveli
23 to 27.11.2010	All India Interzonal Basketball (W) Tournament	08	I. Kurukshetra Univ, Kurukshetra II. Univ of Madras, Chennai III. Delhi Univ, Delhi IV. Kannur Univ Kannur
2 to 7.1.2010	Tennis West Zone Inter University tournament	28	I. Univ of Pune II. Gujarat Univ, Ahmedabad III. DAV Indore IV. LNUPE Gwalior

National Service Scheme:

The overall aim of National Service Scheme is to orient the student youth to community service during their student life. This is to inculcate the sense of social service and their responsibility towards society, so that they can serve the nation with core objectives of values and morality after completion of their studies (Table 2.5.13). Therefore, it is necessary to arouse the social conscience of the students, and to provide them an opportunity to work with the people in the villages and rural areas. It is felt that their interaction with the common villagers will expose them to the realities of life and bring about a change in their social perception. The volunteers of NSS get certificate of completion of NNS participation for two years. The activities of the NSS are as below:

1. Regular Activities

1. Tree plantation
2. Lecture on entrepreneurship and self employment

3. Lecture on aids awareness
4. Poster exhibition and documentary
5. Lecture and Quiz on environment issues
6. Flag Day Celebration for Communal Harmony
7. Motivation of children towards School education
8. Celebrate International Yoga Day on 21st June (started from 2015)
9. Worked in "Swatch Bharat Abhiyaan" on 2nd October (started from 2015)

2. Camp Activities

Special Camping forms an integral part of National Service Scheme. It has special appeal to the youth as it provides unique opportunities to the students for group-living, collective experience sharing and constant interaction with community.

Environment enrichment programs were organized in adopted village in the year 2015 with the theme of "Healthy Youth for Healthy India". The NSS units organized two days camp from 15th September-16th September 2015 in Muhami Village, which is adopted by M.D.S. University, Ajmer as per the direction of the Governor and Chancellor of Rajasthan to develop and uplift the village. The camp activities were organized in a rural village. Projects were selected according to the needs of the rural life. During the Camp days Volunteers were involved in different activities. The highlights of the camps include-

1. Inaugural function and Pilot survey to assess the Socio-Economic Status of the villagers.
2. Plan for literacy promotion and basic facilities like drinking water, *pucca/kutchha* road, school shed/buildings, etc. Such projects may be undertaken through a process of mutual consultation between the University and village
3. Make people and students of school aware about the country's development in different fields and the need for peoples' participation in the task of Nation-building.
4. Plantation of trees in the village and the University campus
5. Lecture on Health through yoga with demonstration.
6. Assessment of Nutritional Status of children
7. Stage shows and Procession creating awareness on social problems, education, cleanliness etc.
8. Lecture on Importance of Good Nutrition for Health and Environmental Awareness
9. Health Check up
10. Poster competition on Adverse Child Sex Ratio and Combating Sex Selection for Enhancing Dignity of Girl Child in Rajasthan
11. Cleaning of the campus within the aspirant drive "Swatch Bharat Abhiyaan"
12. Adult Education and Family planning
13. *Nukkad Natak*
14. Assessment of Mid day meal

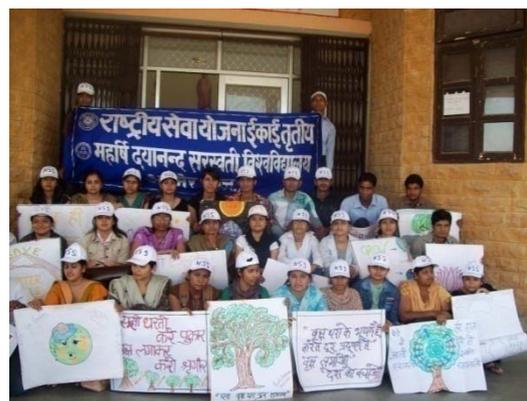


Table 2.5.13 Statistics of NSS Volunteers for the year 2015- 2016

NSS Units	Program Officer	NSS Volunteers	Male	Female
NSS Unit I	Prof. Praveen Mathur	102	39	63
NSS Unit II	Prof. Shiv Dayal Singh	100	68	32
NSS Unit III	Dr. Ashish Pareek	111	59	52
All Units	Total Volunteers	313	166	147

Advisory Committee for NSS 2015-16

1	Prof. Praveen Mathur Department of Environmental Science	Convener
2	Prof. Shiv Dayal Singh Department of Economics	Member
3.	Prof. Ritu Mathur Department of Food Science and Nutrition	Member
4.	Dr. Lara sharma Department of Yogic Science and Human Consciousness	Member
5	Shri Lal Singh Resident of adopted village Muhami	Member
6	Sheeghrata Shivhare Student Representative	Member
7	Sudha Choudhary Student Representative	Member
8	Dr. Ashish Pareek Department of Management Studies	Member Secretary

For cultural activities see point 5.3.2.

5.3.2. Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University/State/ Zonal/National/ International, etc. during the last four years.

The University encourages students for participation in co-curricular, extra-curricular and cultural activities. Every year the University organizes Interuniversity and inter-college cultural fest.

Table 2.5.14 Winners of different events in the cultural festivals hosted by the University

Event	Inter University	Name of Student, College
2012		
2013 First positioners		
Poster Making Mandna (Group) Light Vocal Song(Regnl)Single Western Vocal- Single Indian Classical Dance (Solo) Mime Dumb Charade	All India Inter University Cultural Festival (Bani Thani) organized at the University	Dipendra, MDSU,Ajmer Shiwani & Group, MDSU Judi M Siril, MDSU Rosmin Sunny, MDSU Virendra, MDSU Kapil & Group, MDU Archna & Group, MDSU

Several Events/Cultural Fest were hosted by the University during the last five years (Table 2.5.15). The 30th West Zone Inter University Youth Festival 2014 of the Association of Indian Universities was organized at the University, in which 34

universities participated and the number of participants exceeded 1200.



Mumbai University Mumbai, winners of 30th West Zone Inter University Youth Festival 2014

Table 2.5.15 Important cultural events organized by the University

Year	Event hosted	Number of Colleges/Universities participated	Total Events performed
2012	ICCC	25 Colleges	25
	BANI THANI	15 Universities	11
2013	ICCC	26 Colleges	21
	BANI THANI	09 Universities	21
2014	ICCC	15 Colleges	25
	UNIFEST WZ	34 Universities	23
2015	ICCC	10 Colleges	24

5.3.3. Does the University conduct special drives/campaigns for students to promote heritage consciousness?

The University has been named after Maharshi Dayanand Saraswati who established *Arya Samaj*, made Indian conscious of its inheritance of Vedas, made the masses aware about them and revived the practice of *Yagna*.

There is a conscious effort to name the buildings of the University after the sages, saints and people who made India great.

- **Names of the Buildings**

Brihaspati Bhawan is the Vice Chancellor's secretariat, Chanakya Bhawan and Maharana Pratap Bhawan are the two administrative blocks, Saraswat Bhawan is Library, Kanad Bhawan – Science Block, Nagarjun Bhawan-Department of Chemistry, Vikramaditya Bhawan is for Department of Management, Commerce and Centre for ESBM, Ved Vyas Bhawan was established for Bharat Vidya Adhyayan Sansthaan and currently harbours Departments of Sanskrit and Journalism & Mass Communication, Charak Bhawan is for Department of Environmental Science, Valmiki Bhawan-Departments of Social Sciences, Kabir Bhawan is for cluster classrooms, Aryabhata Bhawan for Computer Sciences, Maitreyi is Working Women's Hostel, Gargi- Girls Hostel, Nachiketa-Boys' Hostel, Swami Shraddhanand Atithi Graha, Rabindra Nath Tagore Guest House for Academic Staff College, Dhanwantari-Health Centre and Abdul Kalam Shodh Bhawan for the three new Shodh Peeths (see Annexure II).

Other programs and activities of the University that depict its agenda to promote heritage consciousness are as below:

- **Establishment of Centres/peeth**

The University has established two research centres related to the heritage of the nation:

1. Prithviraj Centre for Historical and Cultural Research to take care of the culture, heritage and history of the state of Rajasthan. Besides the Department of History runs a Master's degree course in History.
2. Sindhu Shodh Peeth is created for research on the Sindhi culture, history, art and heritage.

- **Yoga department**

The Department of Yoga at the Patanjali Bhavan had been created to not only preserve the great Indian heritage of Yoga but also disseminate it for the general well being of the people.

- **The Departments of Sanskrit and Hindi**

The Department of Sanskrit was created to run Master's degree courses in Sanskrit and Vedic Vangamaya, while Department of Hindi runs Master's degree course in Hindi.

- **The Department of Pure & Applied Chemistry**

The Department of Pure & Applied Chemistry organized a program "Chemistry of Divinity" on 13.10.2014 to apprise students about the relation of facts in chemistry and science with Ancient Vedic Literature, Hanuman Chaalisa, Divine number 108 etc.

5.3.4. How does the University involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/materials brought out by the students during the last four academic sessions.

Except for the Wall magazines being run by some of the departments such as *Artha Tantra* in Economics and ZoomIN in Microbiology, currently there is no such provision in the University.

Department of Remote Sensing & Geoinformatics, Department of Zoology and Department of Microbiology encourage even M.Sc. students to publish research papers.

1. **Swati Tak**, A.K. Sharma, A.S. Rajawat, Ajai and S. Palria 2014 Assessment of glacier Health in Alaknanda, sub Basin of Ganga using Remote Sensing and GIS Techniques. International Journal of Advanced Remote Sensing and GIS 3(1): 598-605. ISSN 2320-0243.
2. **Neha Sharma**, D Ram Rajak, R.K. Jain, Sarvesh Palria and J.S. Parihar 2014 Monitoring rabi crop area using multi-year MODIS data: A Case study of Gujarat, India, Journal of Geomatics. 8(2): 211- 215.
3. Sharma Vivek, Lawaniya, N. K., **Yadav, D., Jangid, A. K., Dhawal, O., Yadav, O., Sharma, S.** And Sharma, K.K. (2015): Records of White-naped Woodpecker (*Chrysocolptes festivus*), from Todgarh Raoli Wildlife Sanctuary, Rajasthan. Journal of New Biological Reports, Vol. 4(3): 243-246.

4. Sharma Vivek, **Kumawat, R.K., Meena, D., Yadav, D., Kumar, A., Kumawat, N.K.** and Sharma, K.K. (2015): Sighting of Western Reef Egret *Egretta gularis* in Sirohi District, Rajasthan. Indian BIRDS, Vol. 10(5): 125.
5. Sharma Vivek, **Sharma, L., Rakesh, K.K.** and Sharma, K.K. (2015): Sighting of Partial albino Common House Crow *Corvus splendense* from Central Aravalli foothills, Ajmer, Rajasthan. Journal of New Biological Reports, Vol. 4(2): 162-163.
6. Sharma Vivek, **Meena Dinesh, Kumawat, R. K., Yadav Divaker, Kumawat, N. K.** and Sharma, K.K. (2014): Mining and habitat encroachment: a major threat to the population of *Hemidactylus triedrus* at central Aravalli foothills, Rajasthan, India. International Journal of Environment & Animal Conservation, Vol. 3 (2), 01-08.
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5.3.5. Does the University have a Student Council or any other similar body? Give details on its constitution, activities and funding.

Yes, the University has an elected Students Union with following constitution:

Students Union

The Cabinet

- President
- Vice-president
- General Secretary

- Joint Secretary
- Treasurer
- Sports Secretary
- Cultural Secretary
- Literary Secretary
- Spokesperson

General Body

1. The members of the cabinet
2. Four Professors nominated by the Vice Chancellor
3. Class Representatives
4. Research Scholars' representative
5. Dean Students' Welfare and ADSW



Patron

The Vice Chancellor is the patron of the Students' Union

The Student's Union is responsible for bringing up the issues related with the welfare of students before the University authorities. Besides, they actively participate as part of organizing committees of sports and co-curricular activities in the Campus. Fee collected from the students under the head of Student Union fee is used for funding the activities of Student Union. Besides, the University also grants funds for organizing various functions/events by the Student Union (Table 2.5.16).

Table 2.5.16 Budgetary allocations for Students Welfare Activities

Head Code	Nomenclature with subhead	Actual 2013-14	Rev Bud Estimate 2014-15	Rs. in lakhs
				Bud Est 2015-16
1	Students Youth Festival	7.40	40.00	10.50
2	Cultural Function & Celebration Day	0.71	1.30	1.30
3	Remuneration and other expenses on guests	-	1.00	1.00
4	Awards & Prizes	0.05	0.50	0.50
5	Interdepartmental Activities	-	0.50	0.50
6	Conduct of Election of Student Union	1.71	4.00	4.00
	Total	9.87	47.30	17.80

The University was the first in the State to introduce OMR sheets as ballot paper in the elections of the students union in 2015-16.

5.3.6. Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

Currently there is no such provision.

Any other information regarding Student Support and Progression which the University would like to include.

CRITERION VI

**GOVERNANCE, LEADERSHIP AND
MANAGEMENT**

6.1 Institutional Vision and Leadership

6.1.1 State the vision and the mission of the University.

Vision

Enlightened India and Holistic Education

Knowledge is one and inseparable. But oneness does not mean uniformity. The key, for the development is dynamism, novelty and elasticity of courses and diversity of information channels. Indian system of education was organic, open and integral and the name Veda was assigned to all kinds of knowledge. Its use was not restricted to the four *samhitas* of the Vedas. We would like to reassert and revive this spirit, while we frame our curricula.

In the present university teaching system, different departments virtually serve as separate compartments, without any cross flow of information. There is lack of mobility and transfer of information between the faculties. We wish our science students to know basic postulates of Social sciences as well as our Social science students to be aware of the fast changes which are taking place in the field of sciences.

We understand that this can only be done when a composite curriculum is evolved. We propose to progress gradually towards this end. We aim to compose the diversity of knowledge and novelty of information. It's a challenge. We may face difficulties, but the challenge has to be met and we will be able to do it. It is a vital necessity for a resurgent India.

We wish to design curricula of new courses in a holistic way, so that a student is free to opt for subjects of his/her choice. For the academic interaction of the subjects and to make them free of repetitions in courses and facilities, we would look for the possibilities to form Centres of related subjects.

Society - Education Symbiosis

Main function of the University is to find alternatives to fulfil the needs of the society. Today's education system however stands aloof of our populations and their needs. On the basis of resources, we have three economic populations, tribal, rural and urban. We have a network of institutions devoted to agriculture and industry but, despite having a large section of populations of tribes living in forests and hills, none of our universities addresses to their economics and sociology. We dream of a university which is based on an organic relationship between society and education.

Specialization

We wish there is no repetition of courses being taught at the University campus and the colleges. Higher education aims at generating specialized employment based on advanced technology. Universities generate such specialists. Number of such employment opportunities cannot be very high for ever. This requires a dynamic research structure. We wish that departments of old basic subjects would change themselves according to the time and need of the society. The diversity, specialty and specialization of subjects shall impart distinct identity to the teaching departments of the University and colleges.

India and Indian Diaspora

Populations of many countries of the world have people of Indian origin as principal components. Such people are connected with India in terms of their religious beliefs, rituals, culture and language. An education system encompassing their cultural and religious needs will bring them emotionally closer to us. But current education system lacks it. To create an

intense cultural relationship with the people of Indian origin we will strive to impart a standard cultural, moral and religious education. This will help in creating a standard education system for the youth of Indian origin. On the other hand education on the religious beliefs, rituals, culture and language of these countries will create new opportunities of employment for the youth of the country.

Leadership in Education

Universities in India do not connect us to the people who were naturally connected to us due to geography, history and cultural environment. For example, India shared geography and a long history with South East Asia and Middle East. As inheritors of Indic civilization we had contacts of commerce, trade and culture with all ancient civilizations of the world. But, incidentally we have lost every living connection with their inheritors and in the process have lost most of the goodwill. After Independence they did see with natural expectation towards us, but we missed the opportunity for which destiny had prepared us. We have education that is of international standards and yet is sufficiently cheaper than other countries. If we try, then we can attract ample of students from African, Middle Eastern and South Eastern countries. This is essential to improve the financial status of our universities and also to impart them proper autonomy. We will have to show signs of leadership and promise to the neighbouring countries in the Indian education machine.

Teaching Languages

Languages play the role of channels of communication amongst cultures. There is already a global concern over extinction of languages. It is the linguistic diversity of the earth that holds the treasure of knowledge and culture based on the ethnic wisdom and experiences of people. Degree of danger of extinction is higher for local languages. Languages are dying, they are losing their nature and identity and are getting polluted. On the other hand there is deplorable neglect of teaching of languages, both Indian and foreign, leaving all space to only one language that is English. This neglect however is illogical when we wish to progress towards one world in socio-economic terms. As the boundaries of the countries are getting diluted, it will be the golden opportunity for the Indian youth to establish themselves as entrepreneurs, teachers and scientists throughout the world if we impart them linguistic skills and knowledge of cultures in the numerous countries on the earth. In the process, they will also become cultural ambassadors of India. We wish that globalization must benefit Indian youth in establishing anywhere in the world and not just in English speaking countries.

Technological Edge

Civilizations move on the wheels of technology. The need of resurgent India is to catch the spirit of time and blend it with the self ethos, so that in a civilizational dialogue it is able to define its word. We will have to keep pace in the field of science and technology, but simultaneously will have to prepare the students to dig deeper in the mental realms of existence and earn for them a more or less stress free term of life on this planet.

Synergy and Social participation

A society, how so ever strong and prosperous will always remain insecure amongst neighbours who are exploited and marginalized. In an ocean of have nots, islands of haves cannot be sustained for long. For a durable and secure future for mankind we wish to target education on social symbiosis and not competition for selfish ends. Social marginalization can be reduced only by generating self esteem and sense of participation amongst the downtrodden. Role of educational institutions towards social outcasts and poor has been underlined in the education policy passed by the parliament. Maharshi Dayanand Saraswati University will make intensive and visible efforts towards its social commitment.

Resolution

We commit ourselves to make India a nation which can think ahead of time and march with the kind of dignity a glorious civilization moves. We would think of opportunities and create opportunities. It is a huge task. But it has got to be done and we will do it. We wish to build a system of knowledge which will produce technology for the people and not one which produces only *technocoolies* to serve the interests of super powers.

Mission

Maharshi Dayanand Saraswati University Ajmer desires to move forward the frontiers of human knowledge and enrich and elevate the citizens of the state and nation through imparting education in both traditional and emerging disciplines along with reckoning the Indian traditions and cultural heritage. The mission of the University is:

To contribute to the super ordinate goal of nation building through realization of civilizational roles and civilizational goals in a global setting by creating and managing knowledge for social evolution, by inculcating values among youth and creating a climate of innovation and learning addressed to all segments of society.

The University embodies the spirit of excellence in teaching, research, creative activity and community development through following objectives:

- Imparting education in various branches of learning
- Undertaking research in various branches of learning for the advancement of learning,
 - Undertaking extension education programs.
 - Training college teachers to up-date their knowledge. (Reinvigorate the teachers and teaching)
 - Organizing specially designed programs in teaching methodologies and pedagogy.
 - Undertaking updating and modernizing curricula and examination system, and
 - Take up such other work or activity or project as the University may deem proper to undertake in order to achieve its objectives.

6.1.2 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

Yes, the mission statement of the University is wholesome and all inclusive. Currently the University runs a mix of programs of learning that has traditional courses, professional courses, vocational courses, courses oriented towards our heritage, culture and languages, and also towards environmental consciousness, Courses for the skill improvement and entrepreneurship, job oriented courses and Foundation courses for the personality improvement. It also runs short term training programs and workshops to develop skill and enterprises.

6.1.3 How is the leadership involved

- * in ensuring the organization's management system development, implementation and continuous improvement?
- * in interacting with its stakeholders?
- * in reinforcing a culture of excellence?
- * in identifying organizational needs and striving to fulfil them?

*** in ensuring the organization's management system development, implementation and continuous improvement?**

The structure of the organization is as per the Ajmer University Act 1987. The Governor of Rajasthan is the Chancellor of the University. The Chancellor may give any direction for the upliftment of quality and quantity of higher education as well as enhancing reach and access of the people to the higher education within the provisions of University Act and the Statutes. The Vice Chancellor, The Board of Management (BoM), Academic Council (AC), Finance Committee (FC), Board of Studies (BoS) are the statutory bodies and form the management system of the University.

The BOM is an executive body which is empowered to take all decisions related to academic and administrative functioning under the provisions of the University Act. It consists of the following members:

- Vice Chancellor; : Ex-officio Chairman
- One Dean of the faculties nominated by the Vice-Chancellor
- Two Professors of the University nominated by the Vice-Chancellor (both not being from the same faculty)
- Two teachers of affiliated colleges; other than Professors, Deans, Heads of University Departments, Directors and Principals, who possess at least ten years of experience of teaching in degree or post-graduate classes on 1st January immediately preceding the year in which elections are held, to be elected in the manner prescribed by the Ordinance of the University;
- One eminent educationist nominated by the Chancellor, not being a teacher connected with the University or any college or institution affiliated with the University;
- One eminent educationist to be nominated by the State Government not being a teacher connected with the State Government not being a teacher connected with the University or any College or institution affiliated to the University
- Two members of the State Legislative Assembly nominated by the Speaker.
- Secretary to the Government, Department of Education, Government of Rajasthan;
- Secretary to the Government; Department of Finance, Government of Rajasthan;
- Secretary to the Government; Department of Planning, Government of Rajasthan;
- Pro-Vice Chancellor, if any;
- Director of College Education, Government of Rajasthan; and
- Registrar of the University: Member Secretary.

The Vice Chancellor is the Chairman of the BOM, AC, FC, and all the selection committees of the University. Besides this the University has an Internal Quality Assessment Cell (IQAC) with following composition:

*** in identifying organizational needs and striving to fulfil them?**

The composition of all top policy making monitoring and executive bodies viz. Board of Management, Academic Council, Finance Committee, Planning and Monitoring and Internal Quality Assessment Cell include members representing stakeholders from the society, regulators and planners from the government and educationists from colleges, institutes and the University, who put up their voice for all activities and issues related to the University and higher education.

The University has a separate Planning and Monitoring Board to execute its developmental activities catering to the needs of the stakeholders.

All major financial decisions are approved by the Finance Committee of the University under the chairmanship of the Vice-Chancellor. Finance rules of the government are followed for tendering and all purchases.

*** in reinforcing a culture of excellence?**

The University plans to initiate reward and punishment system.

Officers taking quick decisions and facilitating a faster implementation of plans and policies shall be rewarded. A good officer, if finds a procedural problem must also guide the proper procedure to achieve the goal. If an officer only points out problem or cites one reason at a time for not undertaking an activity, then it indicates wrong intentions of the officer. Therefore such person, who delays and/or impedes any activity, must be initially warned and then punished.

The University will define time limits for a timely disposal of files related to different issues.

*** in interacting with its stakeholders?**

- The stakeholders of the University are represented in various statutory bodies and committees constituted by the University. The students have direct access to faculty members, Heads of the Departments, Deans and Vice Chancellor and interact with them.
- Students also have access to Registrar, Controller of examinations, Comptroller of finance and other officers of the University.
- Representatives of Students' Union, Employees Welfare Council and civil society interact with the Vice- Chancellor from time to time.

*** in interacting with its investors?**

The University is funded by the State Government and the UGC. As per the requirements of these funding agencies, plans are proposed and based on them annual and final reports are submitted to them. The same way University interacts with other funding agencies supporting research activities in the University.

*** in reinforcing a culture of excellence?**

The students' feedback on teachers is yet to be started. However, self appraisal reports of teachers and annual confidential reports of non-teaching employees are means for reviewing and reinforcing academic and administrative performance.

The teachers of the University and affiliated colleges, state government officers and public representatives are the part of BOM of the University who raise the concerns of different stakeholders and affect the decisions of the University and evaluate functioning of the University towards excellence.

The departments guide their students for their academic pursuit and help them for better performance.

*** in identifying organizational needs and striving to fulfill them?**

The University teachers take lead in identifying organizational needs and put up at appropriate platforms for their fulfillment.

Leadership of the Vice Chancellor at the top lead to the establishment of three research centres: Sindhu Shodhpeeth, Prithvi Raj Chauhan Centre for Historical and Cultural Research and Ambedkar Shodhpeeth and also in the introduction of several new programs of learning such as MA in Hindi, M Com in BA and ABST, B. Ed., LLM, M. Tech. (Computer Science), B.Sc. (Foods & Nutrition), MBA (Service sector), B.Sc. (Naturopathy & Yogic Science), MBA (e-commerce), Master in Yoga Studies and Therapy Management.

Efforts of teachers fructified in the establishment of Centre for Entrepreneurship and Small Business Management, Algae Biofuel & Biomolecules Centre, Prosthecate Bacteria & Micrococcus Centre, and the Satellite Centre for Microalgal Biodiversity in Arid Zones of Rajasthan.

Refresher/Orientation courses are planned by the Directorial Board of the UGC Human Resource Development Centre in coordination with the teaching departments of the University whereas the Departments and Centres plan and organize Short term programs, Workshops, Training, Conferences, Seminars and Symposia. New programs of learning leading to Diploma, PG diploma, and degree (UG/PG) are also proposed by the faculty.

Reforms related to Accounts and Finance, Examination and Administrative activities are undertaken by the Registrar and other officers on the basis of feedback from the stakeholders.

Amenities for students are generated on the basis of feedback from the student union, Dean Students' Welfare and teaching and non teaching staff. Similarly those for staff are generated on the basis of feedback from the staff.

6.1.4 Were any of the top leadership positions of the University vacant for more than a year? If so, state the reasons.

No. Sometimes till the time new Vice Chancellor is not appointed then the charge is given to the Divisional Commissioner/Senior Faculty Member as per the order of the Chancellor of the MDS University as a stop gap arrangement.

6.1.5 Does the University ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

Yes, most of the positions in various statutory bodies are duly filled in time, and the meetings are held regularly as per schedule.

6.1.6 Does the University promote a culture of participative management? If yes, indicate the levels of participative management.

Yes, the University promotes the culture of participative management. In the highest body of the University, various members are from different spheres and classes i.e. University teachers, college representatives, government officers, educationists, public representatives etc. The faculty members are also represented in various statutory bodies like AC, BoS, Planning and Monitoring Board, Building committee and take decisions for smooth function of the University.

6.1.7 Give details of the academic and administrative leadership provided by the University to its affiliated colleges and the support and encouragement given to them to become autonomous.

The Maharshi Dayanand Saraswati University is an affiliating university and cater to the needs of colleges situated in its jurisdiction. The University provides academic leadership to all affiliated colleges pertaining to:

- **Affiliation:** A College within the University jurisdiction, on satisfying the conditions specified in the acts and statutes may be affiliated to the University. The college seeking affiliation to the University apply to the Registrar within such time limits as may be specified by the Ordinances of the University with a view to satisfying the University on the matters, such as, constitution of governing body, financial status, infrastructure, classrooms, laboratories, library, faculty etc. On recommendation of the Academic Council, final decision on affiliation is taken by the Board of Management of the University on the report of the Authority and shall take a final decision.
- **Syllabi and curricula:** The University involves college teachers as members of Board of Studies, Academic Council etc. The syllabi and necessary guideline for teaching and learning is provided to affiliated colleges.
- **Examination:** The University provides all support to conduct examinations. The University supplies the examination material and provides finances to the colleges for conduct of examinations. Subsequently answer sheets are evaluated and results are declared in time.
- **Sports and Cultural participations:** The University provides a platform for students of affiliated colleges by their participation in different sports and cultural activities organized by the University.
- The administrative leadership to the affiliated colleges is provided by the government /governing bodies of colleges. A list of PG Colleges affiliated to the University is given in the table 2.6.1.

Table 2.6.1 List of Colleges affiliated to the University and recognized for post graduate teaching

S. No.	Name of the College
1	Alok Vigyan Mahavidyalaya, Kekri (Ajmer)
2	Arya Narayani Devi TT College, Danta (Ajmer)
3	Aryabhatta International College of Technology & Education, Ajmer
4	Aryan International College, Ajmer
5	Beawar College of Management, Science & Technology, Beawar

6	Dayanand College Ajmer
7	SPR Government College Ajmer
8	Government College, Kekri
9	Shri RLKL Patni Government College, Kishangarh
10	Sh. GS Gurjar Government College, Nasirabad (Ajmer)
11	Government Girls College Ajmer
12	Government Law College Ajmer
13	Hukumchand Noble Institute of Science & Technology, Ajmer
14	RVVSP Shramjivi College Ajmer
15	SD Government College Beawar
16	Sanskriti Computer Education College, Beawar
17	Shri Pragya Mahavidyalaya Bijainagar
18	Sophia Girls College Ajmer
19	Star Infotech College Ajmer
20	A.S.T.A. Mahavidyalaya Gangapur (Bhilwara)
21	Government Law College, Bhilwara
21	Indira Professional Sansthan Gulabpura Bhilwara
22	Kanchan Devi College of Computer Science, Bhilwara
23	MLV Government College Bhilwara
24	PSB Government College Shahpura Bhilwara
25	Roopi Devi Kanya Mahavidyalaya Mandal Bhilwara
26	SMM Government Girls College Bhilwara
27	Smt SD Mathur Kanya Mahavidyalaya Bhilwara
28	Vidya Professional & Technical College Bhilwara
29	Swasthya Kalyan Institute of Naturopathy & Yoga Science Sitapura Jaipur
30	Agarwal College, Merta City, Nagaur
31	BR Mirdha Government College Merta City, Nagaur
32	Apex College, Noorpura Bye Pass, Makrana, Nagaur
33	Bangur College, Deedwana
34	Kuchaman College, Kuchaman City, Nagaur
35	Marawar Mahavidyalaya, Degana Junction, Nagaur
36	Dev Kanya Mahavidyalay, Deoli Tonk
37	Eminent Academic Girls College, Diggi, Malpura
38	Government College, Deoli Tonk
39	Government Girls College, Tonk
40	Government College, Tonk
41	Kanya Mahavidyalaya Niwai Tonk
42	Maharana Pratap Mahavidyalaya Uniyara, Tonk
43	Dr. Ambedkar Mahavidyalaya, Panchkulya Darwaja, Tonk
44	Nehru Mahavidyalaya Tonk
45	Rajeev Gandhi Mahavidyalaya, Kookar (Tonk)
46	Saint Soldier Mahavidyalaya Tonk
47	Sh. Tagaur College, Kuchaman City, Nagaur
48	Rajasthan Anchalik Mahavidyalaya, Asind, Bhilwara
49	Sita Devi Mahavidyalaya, Bhilwara
50	Nishchaya Mahavidyalaya, Nagaur
51	Star Infotech College, Deoli, Tonk
52	Adarsh College, Kuchaman City, Nagaur
53	Rajeev Gandhi Mahavidyalaya Moulasar, Nagaur
54	Dezyne College, Ajmer
55	Sanskar College of Graduation, Peeplu Tonk
56	Marwar Mahavidyalaya Kuchaman City, Nagaur
57	Panna Dhay College, Tonk
58	Vivek Mahavidyalaya, Tonk

6.1.8 Have any provisions been incorporated/introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

Yes, the University, as per the provisions of Act and Statutes, provide for conferment of degrees to its autonomous colleges.

As mentioned in the Ajmer University Act 1987, Ch. VII (31), an affiliated college may seek an autonomous status by the University in the matter of admission of students, prescribing the course of studies, imparting instruction and training, holding of examinations and the powers to make necessary rules for the purpose. The status of autonomy may be granted initially for a period of five years subject to review by an expert committee to be constituted for this purpose. The committee shall comprised of one nominee of the University, one nominee of the State Government, one nominee of the University Grants Commission, one Principal of an autonomous college to be nominated by the Vice-Chancellor and an officer of the University. The Board shall cause every autonomous College, institution or department to be inspected from time to time

6.1.9 How does the University groom leadership at various levels? Give details.

- Teachers are nominated to different committees constituted from time to time to facilitate administrative workings, thus providing them administrative exposure and opportunity to participate in decision making.

- Besides statutory positions, the faculty members have been appointed as Dean Student Welfare, Proctor, Director Research, Director, Academic Staff College, dean PG Studies, Dean of Colleges, Incharge NSS and as such they are groomed for taking various tasks and inculcate leadership.

- The students are encouraged to participate in various activities such as sports, cultural and other co-curricular for their all round development.

- The elections of students union are held every year to make them democratically conscious and attentive citizens of the country. Also, Teachers' Association, Officers' Association Non-teaching Employees Association discuss concerning issues with the University authorities time to time.

6.1.10 Has the University evolved a knowledge management strategy? If yes, give details.

The University has taken some initiatives for knowledge management strategy. For example:

- The Central Library has a repository of all the PhD theses of the University, which is open to access by scholars.

- The library has been receiving several online resources through INFLIBNET to access peer-reviewed e-journals, e-books, e-database etc.

- The faculty members have financial support from the University for attending and participating in seminars/conferences in India and abroad.

- Departments are provided financial support to organize academic events like seminars, conferences, workshops etc.

6.1.11 How are the following values reflected in the functioning of the University?

*** Contributing to national development**

* **Fostering global competencies among students**

* **Inculcating a sound value system among students promoting use of technology**

* **Quest for excellence**

* **Contributing to national development**

• **Teaching and learning programs:** The alumni of the teaching and learning programs of the University are/were working in the defence, law and order maintenance, banking, insurance, Health, Pharma, Cement, Textile and Petro industries, environment, food, fertilizer, railways, electricity board, science and education sector. Many of them are themselves entrepreneurs. Several of them are also placed in universities abroad. Alumni serving in almost all important sectors and at positions that are influential, where policy making and/or execution may be important, in itself affects nation building by this University in the in a short span of 29 years.

• **Short term learning programs:** Conduction of Entrepreneurship and Skill Development Programs, Workshops and Trainings on skill development creates a wide impact.

• **Seminars and conferences:** University has been organizing national and international seminars, conferences, tournaments and cultural fests

• **Research:** The University faculty has been engaged in carrying out research relevant to national and regional needs.

• **Awareness:** The days of nation's relevance are celebrated by the departments (Table 5.1.1) – National Science Day, Rajiv Gandhi Akshay Oorja Divas, Biodiversity Day, Wildlife Day, World Population day, World Environment Day, World Heritage Day and Water Day.

• **Extension:** The University through NSS, organizes activities focusing of national issues like clean India Mission, Rural development and environmental and health awareness.

* **Fostering global competencies among students**

• The syllabi of the academic program are at par with institutes of high ranking at global level.

• Many teachers of the University have exposure of universities abroad and they update students about academic pattern and life as International students.

• Study tours are conducted to expose students in environment outside the University.

* **inculcating a sound value system among students**

• The University is named after a great scholar of Vedas and social reformer - Maharshi Dayanand Saraswati. Therefore, students imbibe and inculcate values and truthfulness in life.

• Buildings of the University have been named after ancient mythology which reckon the students, employees and visitors about state of our knowledge and scholars during ancient period.

- There are programs such as Vedic Vangamaya, yoga and human consciousness also display the efforts of the University to provide value based education and to foster an environment conducive for the growth and enrichment of moral and spiritual values.
- Value based education is imparted to students, supplemented by lectures/ talks delivered by eminent thinkers, environmental and social icons through various programs of the University.
- Also, human values like cooperation, dedication, tolerance etc. are instilled by participation in co-curricular activities and sports.

*** Promoting use of technology**

The University promotes use of ICT in administrative and academic functioning. The University website is user-friendly for retrieval of information about admissions, academic programs, and all other information pertaining to stakeholders.

*** Quest for excellence**

- The University provided an ambience of academic environment and work culture for learning and excellence in academic endeavor.
- The University promotes entrepreneurial skills to students so that they can put their skills for self employment and become job providers.
- The University spires for excellence through synergistic approach of Indian traditional knowledge and modern technologies.
- Training and orientation programs are arranged for administrative staff to upgrade their knowledge and skill.

6.2 Strategy Development and Deployment

6.2.1 Does the University have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

- * Vision and mission**
- * Teaching and learning**
- * Research and development**
- * Community engagement**
- * Human resource planning and development**
- * Industry interaction**
- * Internationalisation**

Yes, the University has a perspective plan for its Vision 2020.

*** Vision and mission**

To realize its Mission and Vision for year 2020, the University has drafted an action plan that takes care of its vision and mission.

*** Teaching and learning**

The action plan 2020 states at page 8 "The University will move towards cafeteria approach of curricula. Pedagogy system will be modernized" and then in the same program talks of "introducing virtual laboratories". By introducing Choice Based Credit System on experimental basis in two programs of learning, the University has already put its step forward for the Cafeteria Approach.

Smart classrooms in almost all departments and use of Moodle, Wooqer, AVIEW by the teachers is in line of the action plan 2020. Prodissector Frog, Digital Frog 2.4 and PhysioX and ARCGIS, ARCVIEW, ISgis, Rolta Geomatica and ERDAS in the laboratories of Zoology and Remote Sensing & Geoinformatics is a foot forward for Virtual Laboratories.

* Research and development

The action plan 2020 on page 13 states: "Generation of knowledge is the main facet that differentiates a university from a college. The knowledge is generated through research. Therefore the University will strengthen its research further. The focus shall be on technology development and/or solving the regional problems along with its basic goal to seek the truth through fundamental research work."

In the Criterion three of this report, please see points 3.1.4 and 3.3.5, the interdisciplinary research centre: Algae Biofuel & Biomolecules Centre, 3.2.2 filing of patents 3.2.3 ongoing projects, 3.2.6 a.

completed projects in last four years; all show what research has been done/being done on applied aspects.

Point 3.2.6 a. completed projects in last four years includes a project Prosthecate Bacteria & Micrococcus Centre targeted to basic research on biodiversity of microorganisms (Rs. 33.61 lakhs, 2000-2012) while 3.3.5 shows about recently established basic and applied research centres named after BR Ambedkar, Prithviraj Chauhan and Sindhu Shodh Peeth.

Box 2.6.1 Gender Sensitization Activities

1. Two day workshop on 'Awareness towards women harassment at Institution and Workplace' (15-16, March, 2013)
2. National Seminar on 'Women Empowerment' (22-23 March 2013).

* Community engagement

Sub head Social responsibility in the Action plan 2020 states: "Considering immediate needs of the society, we will introduce short duration employment oriented courses or ones that may be completed by the students while studying for other courses. Knowledge and information based industry and services are the best source of employment today. In the coming years, Traditional and Modern Technology for rural/tribal mass, Bioinformatics and Nanotechnology based programs shall be introduced."

This has been undertaken in various ways: The University, adopted a village- Muhami; it organizes conferences and seminars, conducts several community oriented and engagement programs through NSS and Health Centre and runs short term training programs/workshops through the Centre for ESBM, Department of Microbiology, Department of Food Science & Nutrition (Table 2.1.4) and Department of Population Studies (Box 2.6.1).

* Human resource planning and development

No, there is no specific mention of human resource planning but for the human resource development, other than the entrepreneurship and employment generating programs, a Bharat Vidya Adhyayan Sankul was established to impart information and knowledge on language education, people of Indian origin and global requirements and to conserve and expand our heritage and identity. It was planned to have 1. Centre for Languages and Culture – to teach Indian and foreign languages and culture related to them; 2. Centre for Indological Studies- to deal with entire Indian heritage, culture, traditions and the civilization; 3. Center for Trans-India Indian Studies - to cater to the emotional and

educational needs of people of Indian origin and to make efforts to associate them with mainstream India; 4. Centre for Performing Arts- to develop aesthetic elements amongst the youth, as arts (Drama, Dance, Fine Arts, Music, Sculpture, Wood craft, Clay and pottery, Animation and Photography etc.) help development of mankind and its civilization and also affect our global identity; and 5. Centre for Tribal Studies and Development- to prove our social worthiness this centre was to focus on tribes, their culture, their problems and their rights and to find solutions to their problems.

The Bharat Vidya Adhyayan Sankul was established on self financing mode, but lack of students due to high fee structures and lack of permanent positions forced the Sankul to close down.

* Industry interaction

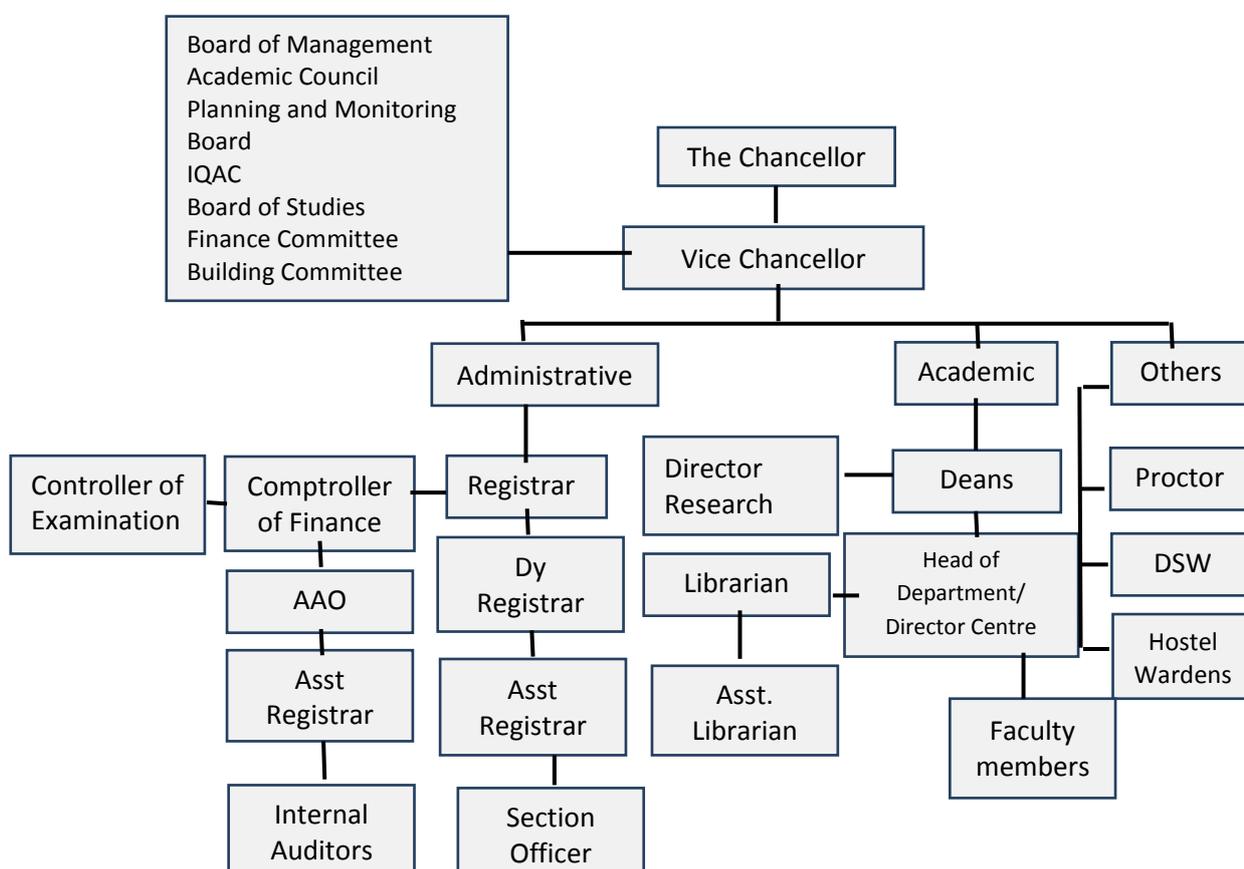
The Action Plan states its aspiration at page 7: "Become a leading University in the region by addressing aspirations of all stakeholders including youth, society and industry, by

- Offering quality value based education;
- Assuming social responsibility for continued support and contribution to learning needs of the society

And at last page of the Plan it discusses about Knowledge and information based industry and services as the best source of employment.

The University runs programs of learning in Computer Applications and Science, Applied Chemistry, Economics, Entrepreneurship and Small Business Management, Food Science & Nutrition, Microbiology, Management Studies and Remote Sensing & Geoinformatics, all of which are oriented towards enterprise and employability in industry.

Flow Chart showing administrative set up of the University



* Internationalisation

Ensure international posture and status- addressing the needs for a globalized world, establishing linkages and collaborations

6.2.2 Describe the University's internal organizational structure and decision making processes and their effectiveness.

The organizational structure of the University is laid down as per the provisions of the University. The Governor of the state is the Chancellor who appoints the Vice Chancellor in consultation with the government. All the statutory bodies/sections/academic departments are under the administrative and academic control of the Vice Chancellor as per the procedures and provisions of the act. The structure is shown in the flowchart below:

In addition to this, the University has also set up its Internal Quality Assurance Cell (IQAC) in accordance with the guidelines of the NACC to develop quality system for achieving academic excellence. All the major decisions in the University are taken in accordance with the provisions of University act, Statutes, Ordinances and Rules and Regulations of the University.

6.2.3 Does the University have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

The University has a policy of periodic review of the functioning of its constituents while preparing the annual report which is submitted to the government every year. The Self Appraisal reports from teachers and officers are evaluated at the time of their promotions. The departments are also evaluated by the Vice Chancellor. The annual reports are forwarded to the Assembly and presented before the Chancellor of the University during the Vice Chancellors' Coordination Committee meetings.

The Vice Chancellor also review the performance of academic departments regarding teaching of courses and ongoing research in the department.

6.2.4 Does the University encourage its academic departments to function independently and autonomously and how does it ensure accountability?

Yes, the University encourages its academic department to function independently and autonomously within its broad policy framework. The Head of the Department (HoD) in consultation with the teachers/departmental council and Board of Studies ensure smooth functioning of all academic activities. The HoDs have full autonomy regarding inviting the faculty for teaching purposes and carrying out research in the departments. The departments are provided financial powers and a permanent imprest amount to fulfill day to day requirements.

6.2.5 During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?

Yes there have been court cases against the University. By the end of 2015 a total of 75 cases were pending in the courts. A summary of the yearswise details is given in the table 2.6.2.

Table 2.6.2 Yearwise data of the court cases filed against and by the University

Year	Cases filed against the University			Cases filed by the University		
	Cases pending	Cases won	Cases lost	Cases pending	Cases won	Cases lost
2012	05	16	07	03	-	-
2013	07	07	12	-	-	01
2014	14	08	04	03	03	06
2015	26	04	02	-	-	-

- The critical issue involved was whether under the University regulations, a pensioner was entitled to have the period of ad hoc services counted for pensionary benefits. The D.B. of the Hon'ble Rajasthan High Court interpreted the regulations to mean that continuous service without any break for almost 12 years makes the employee to be working in an officiating capacity and therefore held that he is entitled to pensionary benefits accordingly. The Hon'ble Rajasthan High Court decided some cases relying upon the judgement delivered in Sh. Mool Singh Tanwar's case and the University has moved the Hon'ble Supreme Court where the matter is pending.
- The critical issue pertained to Rules 7 and 11 of Ordinance 157-A, which in a nutshell, state that the marks shall be counted and that the increase in marks shall be counted and that the increase in marks obtained as a result of revaluation shall not be taken into account for preparing the merit list. The D.B. of the Hon'ble Rajasthan High Court held the above rules to be unreasonable and ultra-vires to the provision of Art. 14 of the Constitution and struck them down.
- In most other cases decisions were based on facts and they were in personam and not in rem.

6.2.6 How does the University ensure that grievances/complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

The University ensures proper care of its employees and students. Various cells and committees are active for taking complaints and grievances and resolve timely. The University has an Anti-ragging Committee under the control of the Dean Students' Welfare. It keeps vigil in the campus as well as in the hostels. Ragging related grievances and complaints of the students are lodged with the Dean Students' Welfare, who sets up a fact finding team and submits its report to the Vic Chancellor for final decision. A Cell to Combat Sexual Harassment also exists to solve and resolve the grievances and complaints lodged by the students and teachers. The Head of the Departments also take care of the grievances and complaints of the students. Periodic review is taken by the Dean Students' Welfare and the Chief Proctor.

6.2.7 Does the University have a mechanism for analyzing student feedback on

institutional performance? If yes, what was the institutional response?

No formal mechanism has been evolved for analyzing student feedback on institutional performance. However, representatives of the student Union interact with teachers, registrar and the Vice chancellor of the University and give their feedback for improvement of facilities for student community.

6.2.8 Does the University conduct performance audit of the various departments?

The University has set up Internal Quality Assurance Cell (IQAC) under the chairmanship of the Vice Chancellor. The IQAC meetings are held periodically to assess the performance of departments, however, a formal academic audit has not been initiated so far.

6.2.9 What mechanisms have been evolved by the University to identify the developmental needs of its affiliated institutions?

The University has a mechanism to identify developmental needs of affiliated colleges. When a college applies for affiliation, the University constitutes an inspection committee that visits the college and assesses its infrastructure, human resources and support requirements as per the norms laid down by the University. The college has to fulfill requirements in stipulated time. The request for approval of new courses or increase in the intake of students in a course is duly verified and suitable recommendation is made by the inspection committee for approval.

6.2.10 Does the University have a vibrant College Development Council (CDC)/Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.

Yes, there is an office of College Development Council (CDC) wherein a Deputy Registrar acts as Director-in-charge and heads the office having one section officer, one steno, one LDC and one peon.

Functions of CDC:

- Liaison between colleges, university and the University Grants Commission
- Acting as a conduit for submission of proposal of the colleges to the University Grants Commission for funding of research and academic activities
- Administrative assistance to the developmental work, academic and research growth in the colleges affiliated to not only the MDS University, Ajmer but also those affiliated to the Kota University and MGS University Bikaner.
- Inspect the works of capital nature at the colleges that are undertaken through the UGC grants

Achievements

In 2015-16, 27 proposals for Minor research projects, 2 for Teachers Research Fellowship, 4 proposals for Development Assistance to colleges, 4 proposals for autonomy to colleges, 3 for organization of seminars and national seminars have been processed and Utilization Certificates for UGC grants for 4 colleges under

different heads were sent to the UGC. Yearwise details are shown in the table 2.6.3.

Table 2.6.3 Yearwise details of activities performed by the College Development Council

S. No.	Activities	Number of activities			
		2012-13	2013-14	2014-15	2015-16
1	Submission of Minor Research Proposals			43 (granted)	27
2	Teacher Research Fellowships	4 (forwarded)	8 forwarded 4 (granted)	12 (awarded)	2
3	Seminar/Conference organization			13 (granted)	3
4	Development Assistance to the Colleges		12 (granted)	48 (granted)	4
5	Inspection of the Colleges	17	15		
6	Processing Utilization Certificates				4
7	Autonomy to the colleges				4
8	Grant for Golden Jubilee of the College		1 (granted)		
9	Faculty Development Program		4 (granted)		
10	IQAC establishment			2 (granted)	
11	Salary reimbursement for substitute teacher		3 (granted)	8 (granted)	

6.3 Faculty Empowerment Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

All possible efforts have been made to enhance the professional development of teaching and non-teaching staff of the University. The University encourages the faculty and staff members:

- To participate in workshops, seminar and conferences organized by other educational institutions and other organizations in India and abroad. Academic leave is sanctioned for such participation.
- The University grants academic leave to the faculty members to present project proposals by funding agencies and for their research work in other organizations.
- University also has the provision of study leave to pursue post doctoral research in universities/organizations in India and abroad.
- The faculty members are also encouraged to go for research collaborations and enter Memorandum of Understanding with international and national universities and research institutions.

- Teachers going for orientation programs and refresher courses are treated as 'on duty'.

6.3.2 What is the outcome of the review of various appraisal methods used by the University? List the important decisions.

There is a provision of seeking self appraisal of the teaching staff in the format prescribed earlier by the University Grants Commission. Similarly, non-teaching sections and teaching departments and centres are required to submit an annual progress report by February end. Review of these appraisals and the annual reports keeps the staff conscious of their progress and efforts and helps them compare themselves *vis a vis* others. Such a competitive approach to bring the section/department in the limelight helps improvement in the functioning of the organization.

However, the University plans to improve the annual report system further by scoring the progress of departments, asking Heads of the Departments to present annual progress report in front of the Vice Chancellor, all teachers, registrar and the Finance Officer and by linking grants to these scores. Similarly best scientific work based on maximum citation index of the year and/or number of patents granted in a year and/or maximum journal impact factors in which publications have been made may form the criteria to pick the best scientist/scientist of the year. Picking the best scientist may include teachers of the affiliated colleges also. Such a person may be given a token grant of Rs. 1 to 5 lakh to conduct further research, engage personnel on contract for research and/or procure instruments and consumables. Criteria will be evolved also to pick the teacher of the year and the best extension and environmental activists under Institutional Social Responsibility.

Amongst non teaching staff too, awards shall be instituted for rapid disposals of the files, innovative office practices and for the facilitator of the year.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years?

Yes, the University has made provisions for welfare schemes for teaching and non-teaching staff of the University. The percentage of employees that have been benefitted from different welfare schemes are depicted in table 2.6.4:

Table 2.6.4 Percentage of employees that have taken advantage of welfare schemes of the University

S. No.	Schemes	Percent staff who availed it
1	Teachers Welfare Fund	2
2	Staff Welfare Fund	10
3	House Building Loan	90
4	Vehicle Loan	90
5	Medical reimbursement	80
6	Festival Advance for Non Teaching staff	70
7	Grain Advance for Non teaching staff	95
8	Tuition fee reimbursement to non income tax payee employees	20

6.3.4 What are the measures taken by the University for attracting and retaining

eminent faculty?

No such measures are taken by the University.

6.3.5 Has the University conducted a gender audit during the last four years? If yes, mention a few salient findings.

No such measures are taken by the University.

6.3.6 Does the University conduct any gender sensitization programs for its faculty?

The Department of Population Studies in the University conducts activities related to empowerment of women, awareness for economic autonomy, domestic violence, fertility behaviour and importance of girl child. Gender related workshops/ conferences/ seminars are also organized by this department (Box 2.6.1).

6.3.7 What is the impact of the University's Academic Staff College Programs in enhancing the competencies of the University faculty?

The diversity and quality of courses and the interactions with the resource persons rendered variety of benefits to the participants for their professional and career development. Some of these are:

- Improvement in imparting quality education and research
- Motivation for learning, research and innovation
- Motivation for innovation and adoption of modern aids in teaching
- Development of linkages for collaborative research.
- Exposure of college teachers to the various university programs, library facilities and research laboratories and development of collaborations with the faculty at the University

6.4 Financial Management and Resource Mobilization**6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?**

The financial resources are used to achieve the objectives of the University. The budget (plan and non-plan) is prepared based on the requirements of academic and administrative functions every year and placed before the Finance Committee for approval. The Budget Estimates of the University are also prepared as per the plan requirements of the UGC and the State Government.

Items/services which are not available on DGS & D or University rate contract and costing upto Rs. 10,000/- may be procured on the basis of single quotation.

The University has two Purchase Committees. 1. For the Purchase of Stores of Rs. 10,001 to 1,00,000/-, there is Purchase Sub Committee to procure items through limited tenders after the approval of the competent authority 2. For the Purchase of Stores of Rs.1,00,001 to 2,00,000/-, there is University Purchase Committee (UPC) to procure items after approval of the competent authority by inviting limited tenders along with placing advertisement on University web portal. The UPC also procures items costing Rs. 2,00,001 to 25,00,000/- after approval of the competent authority by inviting open tenders along with placing the advertisement on University web portal as well as in News papers.

The UPC and SPC comprise of at least three members, out of which one is the Comptroller of Finance for the UPC and his/her representative in case of Purchase Sub Committee and the other is the Head of the Office/Officer who initiated the demand for the stores. The presence of Comptroller/his/her representative in the meetings of these committees is mandatory. Experts/Technical Officers are associated with these committees in case of the purchases involving a technical aspect. The recommendations of the UPC are put up for the approval of the Vice Chancellor.

The Heads of the Departments/Office may procure items up to Rs. 5000/- in Science and Rs. 2000/- in social science on single quotation basis for day-to-day requirement from authorized dealers/cooperative societies, stores or bhandars, authorized stockists, Government Departments, Corporations, shops, retail shops of manufactures and established retailers. The Head of the Department of Science Faculty has full power to procure equipment through DGS & D or University rate contract after having sought approval of the item from the Vice Chancellor on the basis of budget available in a particular budget head. Items not available on rate contract are procured through tender.

The office furniture is procured through the General Administration Department that places the matter in front of the University Purchase Committee/Sub Purchase Committee.

Once procured, the items are physically verified by an Inspection Committee and then the bills are sent for payment to the Accounts & Finance Section for further processing.

6.4.2 Does the University have a mechanism for internal and external audit? Give details.

The Internal Audit is done by the accounts section of the University every year. Initially university appoints a chartered accountant firm to audit accounts, whose observations are taken into account and complied in accordance with the Budget & Finance provisions/rules of the University.

One Senior Accounts Officer, One Assistant Accounts Officer and one Accountant have been deputed by the Government of Rajasthan for internal audit cell. The external audit is done for each financial year ending by a team of auditors from the office of the Accountant General of Audit.

6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

Regular audit of university accounts is done by the Auditor General of India. This has been completed till the year 2013-14 but the report is still awaited. Till now no Major/Draft paras have been pointed out and General Audit paras are regularly complied with by the University. A report for the last audit is enclosed as Annexure III.

6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

Unaudited Income and Expenditure Statement for the last four years is as follows:

S. No.	Item	Year wise details of Income and Expenditure (Rs in lakhs)			
		2011-12	2012-13	2013-14	2014-15
1	Receipts-Non Plan	3735.91	3706.27	4424.08	4923.37
2	Receipts-Plan (UGC)	219.10	305.89	345.87	19.32
	Total Receipts	3955.01	4012.16	4769.95	4942.69
3	Expenditure- Non Plan	2504.62	3327.15	3093.31	3599.12
4	Expenditure-Plan (UGC)	358.29	278.52	66.48	102.00
	Total Expenditure	2862.91	3605.67	3159.79	3701.12

6.4.5 Narrate the efforts taken by the University for resource mobilization.

Apart from the grants sanctioned by UGC and internal receipt (fee from students), the University encourages faculty members to submit project proposals to funding agencies for mobilizing resources. The University also prepares plans and explores different schemes of the UGC and the Government of Rajasthan for financial support to the University.

During last 4 years eight externally funded projects worth Rs. 1.70 crore were completed and six projects worth Rs. 96.72 lakh are ongoing. In addition, Rs. 1.13 crore were granted by the UGC during 12th Plan for the Laboratory and Library Equipment. The University also generates funds from examination fee and self financing courses. It receives grant for salary and infrastructure from the State Government every year.

6.4.6 Is there any provision for the University to create a corpus fund? If yes, give details.

The University has created a corpus fund for need cum merit scholarship from the fee collected from the students of Self financed courses. It has been instituted from the session 2010-11. This fund is utilized to provide financial assistance to the poor (parent/guardian's income <Rs. 2.5 lakh per annum) and meritorious students in the form of scholarships to enable them to complete their studies. Accordingly, minimum one scholarship is available for each of the course at the University campus. The scholarship is worth Rs. 10000/- per annum for hostlers and Rs. 5000/- pa for others alongwith course fee refund for upto Rs. 10000/- pa.

6.5 Internal Quality Assurance System

6.5.1 Does the University conduct an academic audit of its departments? If yes, give details.

No formal academic audit is carried out for academic departments. However, Heads of the Departments take a stock of teaching, research and extension activities of the department every year. The report is submitted to the academic section/committee constituted by the Vice Chancellor for the compilation and preparation of Annual Report for submission to the government.

6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the University to improve teaching, learning and evaluation?

Based on the performance of the students, the academic status of the department is discussed in the meeting of heads of the departments chaired by the Vice Chancellor.

Specific measures are taken up accordingly by the administration to improve teaching, learning and evaluation.

6.5.3 Is there a central body within the University to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

There is no any central body within the University to review the teaching learning process. However, Heads of departments review the performance and outcome of teaching and learning processes of their departments.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

The IQAC of the University is on the way to prepare a strategy for institutionalizing quality assurance.

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the University for implementation?

Following decisions have been taken which were put before the authorities.

- To increase the green cover and develop various parks and lawns.
- To hold Convocation regularly.
- To construct the rain water harvesting system in a step wise manner
- To strengthen use of ICT in administrative as well as in academic functioning and make the campus Wi-Fi.
- To step up extension activities of the University and adopt a village for socioeconomic and environmental development.
- To start the process of reaccreditation with NAAC

6.5.6 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

The IQAC of the University has two external members. The members are experienced in corporate working and in higher education. One of the members had been on the post of Vice Chancellor and also in the panel of assessors of NAAC. The external members are invited to the meetings for their suggestions for quality enhancement. In the last meeting of IQAC, the members have prepared an outline for preparation of SSR for reaccreditation of the University.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

The IQAC has not conducted any study on the incremental academic growth of students from disadvantaged section of society. The individual departments, however, assess their

academic growth of such students in different programs.

6.5.8 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

The academic departments are reviewed yearly at the time of preparation of Annual report. The Vice Chancellor informally interacts with Head of the Departments regarding performance of the academic departments. The problems encountered in teaching and research are brought into the notice of the Vice Chancellor, who then advises/guides the faculty/staff/student.

The Registrar takes the review of work allotted to different sections of the University, periodically. The Vice Chancellor also takes review of work related to the preparations for the examinations for the semester and annual schemes. After taking this review, the schedule of declaration of results is prepared in advance.

Any other information regarding Governance, Leadership and Management which the University would like to include.

Sixth Convocation Ceremony of the University was held on October 5th, 2015 to confer degrees on >3.79 lakh students who qualified during 2008 to 2014. 271 gold medals were also given away.

Promotions of teachers under Career Advancement Scheme of the UGC were done recently in 2015 that were due since 2010 or before. Similarly appointments of four administrative officers were done in 2015.

CRITERION VII

**INNOVATIONS AND BEST
PRACTICES**

7.1 Environmental Consciousness

7.1.1 Does the University conduct a Green Audit of its campus?

Yes, the University conducts Green Audit of the campus time to time through the Department of Environmental Science. The spots of high energy consumption have been identified and instructions are displayed for consumption of low energy. Hostels, Canteen, residential quarters are provided separate electric meters.

The Department of environmental Science has a Nature Club promoted by WWF-India Nature, through which awareness programs are organized for environmental consciousness among students. The students of Department of Botany under the supervision of the faculty of the University conduct the survey of flora and assess density and diversity of plant species in the campus which is one of the indices of green audit.

7.1.2 What are the initiatives taken by the University to make the campus eco-friendly?

- * Energy conservation
- * Use of renewable energy
- * Water harvesting
- * Check dam construction
- * Efforts for Carbon neutrality
- * Plantation
- * Hazardous waste management
- * e-waste management
- * any other (please specify)

* Energy conservation

Immediately after admission, the students in most of the departments are informed of their academic, institutional, social and environmental responsibilities. During this period they are also asked to take care of means of energy conservation such as putting off lights while vacating any room, not leaving laptops/computers 'ON' on sleep mode, putting off switches of instruments that are not in use, sharing vehicles to reduce CO₂ foot print, conserving energy and saving money, etc.

The University has made efforts for energy conservation through:

- Installation of energy efficient Light Emitting Diodes (LEDs) and fluorescent lamps in place of incandescent bulbs.
- The office staff, teachers and students are sensitized to use the electricity judiciously.
- Most of the buildings of the University have been constructed with provision of natural light so that consumption of electricity is reduced during day time.

* Use of renewable energy

- Major initiative for the use of renewable energy has been taken by the University. Following measures were taken for the use of renewable energy in the campus:

- Solar heaters were installed in the University Guests House and Hostels.
- A total of 20 solar panels (size 3' x 2') fitted with photovoltaic cells have been installed on approach road of Boys hostel and Environmental Science Department.
- Dining rooms and study rooms in the Boys' hostel are lit through solar energy.
- The University is in process to install solar lights along with all internal roads of the campus.
- The University is also in process of establishing an Energy Park in the campus to promote public awareness on the use of renewable energy for which the University has received a positive response from Ministry of New and Renewable Energy Sources (MNRES), Govt. of India. The site has been allotted for the same.

*** Water harvesting**

- Rainwater harvesting system is in operation in the newly constructed building of *Nachiketa* Boy's Hostel of the University. Roof water is stored in a ground tank for use in plantation and other purposes.
- The University is located in the terrain of Aravalli ranges of Pushkar gap, over a mild slope. Therefore, a large quantity of water is lost through runoff from the campus. To get water security and for use this rain water, a waterbody was developed near Ghoogra village in the vicinity of university campus. It is used by the villagers and for recharge of aquifer which ensures water availability in the bore wells of the University.

*** Check dam construction**

The University is located in the Aravalli range of Ajmer. Maximum rainfall of 500-800 mm/year is received during the rainy season. In order to check the soil erosion of terrain slope and for aquifer recharge, small check dams need to be constructed in the campus. One check dam is being erected near *Charak Bhavan* to collect water. Due to new rail line Madar –Pushkar sector across the campus, the flow direction of rain water is diverted. However, the entire water from the University land is collected in a pond near Ghoogra village to enhance the aquifer recharge in the entire area of the University.

*** Efforts for Carbon neutrality**

Carbon neutrality means the action taken by the individuals and organizations to achieve a zero carbon footprint. Sincere efforts have been made by the University for achieving 'Zero Carbon Emission' campus through following measures:

- Promote the use of non polluting (non CFC) refrigerators and air conditioners.
- Emission test certificate is mandatory for the vehicles of college staff.
- Plastic bags are banned in the University campus and in the canteen.
- Use of paper cups and paper plates is promoted for tea and snacks by the staff and students.

- Cigarette and tobacco products are strictly banned in the campus.

Extensive plantation has been undertaken in the campus so that carbon dioxide during may be absorbed. There are 1312 trees in the campus that serve as the CO₂ sink.

Plantations



given in the table 2.7.1.

The University observes *Vanotsava* every year after the first 1-2 rains of season. Extensive plantation is done by the teaching and non-teaching staff of the University. The University site is rocky with high content of calcium carbonate in soil. Therefore, a number of microsites with clay-loam soil were developed for successful plantations. With this practice now the campus is lush green with indigenous trees. Now the University campus is developed with beautiful landscaping of lawns and parks.

Most of the roadside trees are properly named with common and botanical names. The ground vegetation of the campus represents a typical flora of semi-arid climate. However, many avenue and shady trees are planted on road side. The list of main tree species planted in the campus is

Table 2.7.1 Some of the trees in the MDS University campus

S. No.	Botanical name	Vernacular/local name	Numbers
	<i>Acacia auriculiformis</i>		01
1	<i>Acacia catechu</i>	Kutch tree	
2	<i>Acacia leucophloea</i>	Ronjh	
3	<i>Acacia nilotica</i>	Kikar	
4	<i>Acacia senegal</i>	Gum Arabic tree	
5	<i>Aegel marmelos</i>	Bael	12
6	<i>Albizia lebbeck</i>		60
7	<i>Alstonia scholaris</i>	Indian Devil tree	150
8	<i>Anthocephalus indicus</i>	Kadamb	10
9	<i>Azadirachta indica</i>	Neem	450
10	<i>Bauhinia variegata</i>	Kachnaar	60
11		Black berry	20

12	<i>Bombyx mulberricum</i>	Mulberry/ Shahtoot	01
13		Bottle Plam	40
14	<i>Bougainvillia</i>		1500
15	<i>Butea monosperma</i>	Palaash/Dhaak	01
16	<i>Calliandra</i>		100
17	<i>Callistemon lanceolatus</i>	Bottle brush	50
18	<i>Capparis decidua</i>	Kair	
19	<i>Cassia fistula</i>	Amaltas	10
20	<i>Cassia javanica</i>		20
21	<i>Cassia levigata</i>		20
22	<i>Cassia siamea</i>		180
23	<i>Chukrasia</i>		50
24	<i>Cordia mixa</i>	Lasura, plum	15
25	<i>Delbergia sissoo</i>	Shisham, India rosewood	20
26	<i>Delonix regia</i>	Gulmohar	210
27	<i>Eucalyptus sp.</i>	Safeda	
28	<i>Ficus religiosa</i>	Pipal	10
29	<i>Ficus benghalensis</i>	Bargad	
30	<i>Ficus benjamina</i>		100
31	<i>Grewia asiatica</i>	Phalsa	10
32	<i>Jacaranda</i>		50
33	<i>Kigellia pinnata</i>		50
34	<i>Mangifera indica</i>	Aam	10
35	<i>Melia azidaracht</i>	Mahaneem?	50
36	<i>Mimusops elangi</i>		50
37	<i>Nerium oleander</i>	Kaner	60
38	<i>Peltophorum</i>		50
39	<i>Phyllanthus emblica</i>	Aonla	30
40	<i>Pithecellobium dulce</i>	Jangal jalebi	
41	<i>Plumeria alba</i>		110
42	<i>Polyalthia longifolia</i>		20
43	<i>Pongamia glabra</i>		300
44	<i>Pongamia pinnata</i>	Karanj	
45	<i>Prosopis cineraria</i>	Khejri	
46	<i>Psidium guajava</i>	Amarood	15
47	<i>Saraca ashoka</i>	Ashoka tree	
48	<i>Spathodea</i>		100
49	<i>Tabebuia rosea</i>		60
50	<i>Tecomella undulata</i>	Rohida	
51	<i>Terminalia arjuna</i>	Arjun tree	80
52	<i>Thevetia</i>		750
	TOTAL		4885

There are 1312 trees in the campus excluding young saplings and tree seedlings. Shannon & Weaver's Diversity index for the university campus is >1.148 .

Shrubberies (Mostly Bougainvillea and Relia) of 2-3 meter width have also been erected near the administrative blocks (i.e., Chanakya and Maharana Pratap Bhavan) and near the Vice Chancellor's residence (Bharti Bhavan).

Lawns: The University has developed lawns near the main buildings of administrative and examination blocks. A big lawn is developed at the main entrance side where major events like Convocation are held.

With its beautiful panoramic view of pink stone architecture, standing amidst the plants, the University aims to make the campus a soothing, peaceful place for the seekers of knowledge and aims to extend its plantation in a way that the campus turns itself into the lungs of the city of the Ajmer.

***Hazardous waste management**

No such policy exists at present.

*** e-waste management**

The University has plans to start an e-waste management system so that e-waste is properly stored and handed over to an approved agency for its proper disposal.

Promotion of Environmental Awareness

The University regularly organizes environmental awareness programs.

- The Department of Environmental Science observes the days of environmental relevance. During the past five years following awareness programs and activities were organized:
 - World Wetlands Day – 2nd February
 - National Safety Day – 4th March
 - World Water Day – 22nd March
 - World Environment Day- 5th June
 - International Day for biological Diversity – 22nd May
 - Earth Day- 22nd April
 - Wildlife Week- 1-7th October
 - Ozone Day – 16th September
 - Rajiv Gandhi *Akshay Urja Divas* Renewable Energy Day -20th August
 - National Bird Day -22nd November
- Besides observance of these days, students are encouraged to inculcate passion for nature and wildlife. The field excursions are arranged for study of flora and fauna of the region.
- The Department of Environmental Science also display Exhibitions on avian species and other fauna of Aravalli region.
- Open competition of Nature Photography is also conducted for students and employees of the University.
- Department of Zoology celebrates wildlife week every year during 1st-7th October.
- Department of Microbiology arranges trips to the nearby hills and water streams to make student aware of such rare features as microbiotic crusts in soils, rock crusts, desert varnish, resurrection plants and microorganisms such as lichens.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have

created a positive impact on the functioning of the University.

Success of a university in achieving its goals and objectives is based on teachers and students with ideas and innovations in their respective field. Therefore, the governance of the University promotes a culture of stimulating interaction and discussions and leads to constructive criticism and creativity. Maharshi Dayanand Saraswati University has strived to introduce many innovative actions in teaching, research, linking Indian heritage to university and in entrepreneurship and examinations. Such innovations have created a positive impact on the functioning of the University. Various innovative functions initiated by the University are:

Innovation in Teaching

Teachers of the University use modern technologies in teaching. There is a trend of moving towards virtual learning. Besides teaching through Power Point presentations, which is a routine practice of teachers, some of the departments/teachers have adopted innovative methods as:

- e-learning methodology involving use of **Moodle** by department of Computer Science.
- “Microsphere” on a platform provided by **Wooqer** created by the Department of Microbiology. Students receive E-mail and SMS for each new lecture uploaded in the form of presentation file and additional resource material on the topics.
- The students of the Department of Remote Sensing use **AVIEW** and **ARCGIS, ARCVIEW, ISgis, Rolta Geomatica** and **ERDAS**.
- The Department of Zoology engages some laboratory classes in virtual mode using software: **Prodissector Frog, Digital Frog 2.4** and **PhysioX**.

In addition to the use of ICT in teaching, there are other innovative approaches, the departments have developed for teaching and learning. Some of these methods are:

- **Learning through argumentation:** Faculty at Microbiology has started Socratic seminars ensuring at least one such class in a month to help develop critical thinking, and speaking and learning skills.
- **Learning through games:** Centre for ESBM, Department of Management and Commerce use Management Games, Role plays, Syndicated discussions, Panel discussions and Case studies.
- **Computational thinking with an aim to structure problems in order to find solutions for them:** Case studies/Field work/project work/dissertations are taken up with a specific aim to show the student how to decompose the problem (breaking into smaller ones), recognize patterns (how related problems have been solved earlier), identify and develop steps to reach the solution (flow chart/algorithms) and refine these steps (debugging). This helps mastering the art of thinking and handling complex situations.

- **Learning Innovation and Incidental learning:** Case studies/Field work/project work/dissertations are taken up in many departments to make the student learn scientific planning, execution, analysis and drawing inference through experiments/activities/experiences.
- **Crossover learning:** Informal settings of learning are used to enrich the student by experiences through everyday life. Field trips, Visits to industry, enterprise, museum, and wildlife sanctuary, awareness campaigns, exhibitions, bird watching, tracking, project work are the methods adopted by the faculty.
- **Learning by doing:** Skill based and experiment oriented courses use learning by doing. Students are given experiments or a problem for which they have to find solution by planning and performing an experiment.
- **Learning through participation and responsibility:** In some departments, students are given responsibilities of laboratory/library/departmental society/ club/ magazines/wall magazines/ departmental seminars to inculcate responsibility, participation, leadership and a sense of ownership.
- The University was first in the state to begin courses and establish departments in subjects like Applied Chemistry, Environmental Science, Foods & Nutrition, Microbiology, Population Studies, Remote Sensing & Geoinformatics and Yoga and Human Consciousness. Later on many Universities in the state started these courses seeing the employment opportunities lying therein. The campus also offers some unique academic programs in environmental management, food and health security, industrial safety, health and environment, laboratory technology & instrumentation.



Innovation in Research

- **Algae Biofuel & Biomolecules Centre**

The 'Algae Biofuel and Biomolecules Center' (ABBC) was established by the University at the Department of Microbiology. It is the only center of this kind in the country. As an interdisciplinary approach of research, following five departments of the University work together across the disciplines:

- Microbiology
- Environmental Science
- Food science & nutrition
- Economics
- Management Studies

The objectives of the ABBC are:

- Technology development for algae biodiesel production
- Technology development for alternate algae biofuels development
- Capability building (HRD & Information dissemination)
- Technology development for non-fuel biomolecules from the spent algal biomass
- Technology demonstration and Environmental Impact Assessment
- Feasibility assessment
- Technology dissemination, IPR and human resource requirement assessment

The thrust areas identified for the participating faculty of each department are as in table 2.7.2.

Table 2.7.2 Disciplines in Algae Biofuel & Biomolecules Centre

Department	Area of work
1 Department of Microbiology	Algae biodiversity, Biofuel, Mass cultivation, Spent biomass utilization, Nutrient mobilization from waste for algae cultivation, Microbial diversity, Induction of lipid/storage accumulation.
2 Department of Food Science and Nutrition	Nutritional value of algal material, Animal feed and food supplements, toxicity and toxic elements in algal biomass
3 Department of Environmental Science	Waste remediation and technology demonstration through development of energy park, EIA, LCA, Fate of heavy metals in algae cultivation and application in biofuels.
4 Department of Economics	Socioeconomics and venture capitalism in algae
5 Department of Management and CESBM	IPR and biofuel production in India, Global venture capital in biofuel industry and its role in India.

Box 2.7.1 lists collaborating faculty members in the Algae Biofuel & Biomolecules Centre.

Box 2.7.1 Faculty of the University associated with Algae Biofuel & Biomolecules Centre

Dr. Ashish Bhatnagar, Professor	Department of Microbiology
Dr. Monica Bhatnagar, Professor	
Dr. Praveen Mathur, Professor	
Dr. Subroto Dutta, Professor	Department of Environmental Science
Dr. Bharti Jain, Professor	Department of Food Science & Nutrition
Dr. Ritu Mathur, Professor	
Dr. Shiv Dayal Singh, Professor	Department of Economics
Dr. Ashish Pareek, Associate Professor	Department of Management Studies
Dr. Deepika Upadhyaya, Associate Professor	

The ABBC Network: The ABBC has academic collaborations with Biorefining and Carbon Cycling Program of the University of Georgia, Athens USA, Indian Agricultural Research Institute, New Delhi, Birla Institute for Scientific Research, Jaipur, Indian

Institute of Engineering, Science & Technology, Shibpur (WB), Aban Infrastructure Ltd. Chennai, Central University of Rajasthan, Bandarsindari, Banasthali Vidyapeeth, Bansathali and SPC Govt College Ajmer. These collaborations have resulted in student exchange, joint proposals of research projects, workshops and joint publications.

Activities of the ABBC have yielded 5 papers in journals having an average SJR of 1.344, average Journal Impact Factor of 2.961 and average H-index 64.2, one book chapter in a book published by Wiley, 11 presentations in seminars/conferences and 6 invited lectures.

The ABBC organized a Workshop on Algae Cultivation and Biofuel Production (26-31 July 2013) and was academic collaborator for the 4th Biennial International Conference on Entrepreneurship, Tourism, Environment and Energy (11-12 October, 2014) and Workshop on Small Enterprises in Microbiology (15-16, February 2016).

The faculty associated with the Algae Biofuel & Biomolecules Centre has also introduced two courses MIC 433 Energy and Alternative Energy (1L), MIC 427 Sk Biofuel & Bioenergy (3L+2P) in MSc Microbiology. A student opting these with MIC 426 Sk Bioprocess Engineering (4L + 2P) and/or MIC 435 Biostatistics & Computational Biology (4L) for completing degree of M.Sc. Microbiology will be given degree of M.Sc. Microbiology with a certificate of specialization on Biofuel & Bioenergy.

- **Prithvi Raj Chauhan Historical and Cultural Research Centre (PRCHCRC)**

Ajmer has been the Centre of major upheavals in the Indian polity. The end of the last independent Hindu kingdom of Prithvi Raj Chauhan of Ajmer signified birth of non-Hindu empire at Delhi. Later at the Fort of Akbar at Ajmer Jehangir handed out permit to the East India Company for trade in India that laid the foundation for British rule in India. Further after Aurangzeb, Saiyad brothers played king making at Delhi. They belonged to Ajmer. Chauhans to Turks to Mewar to Marwar to Mughals to Marathas to British, Ajmer has seen all shades of rulers and thus is one of the most important cities in the history of India.

In view of this, the Prithviraj Chauhan Historical and Cultural Research Centre has been established to undertake research and awareness programs on the cultural heritage and history of the state of Rajasthan. The University has allocated Rs. one Crore as fixed deposit for running and maintaining the centre.

- **Sindhu Shodh Peeth**

Sindhu Shodh Peeth was established at MDS University Ajmer following a meeting of NCPSL under the Chairmanship of the Minister of the Human Resource Development held on 14.2.2015. The objective of the Sindhu Shodh Peeth is to undertake studies and research work on the History, Culture, Language, Literature and Art of the Sindhi population. The Peeth has been instituted for research, teaching, translation and extension activities related to Sindhi. The centre has been allocated Rs. one Crore as fixed deposit for running and maintaining it. An additional grant of Rs. one Crore has also been sanctioned by the Ministry of Human Resource Development, Government of India.

Innovation in Skill Development

Recently, the Government of India has taken initiative for skill development programs in colleges and universities. However, Maharshi Dayanand Saraswati University conceived and crystallized its efforts for the development of entrepreneurial skills among students in 2004 by establishing a Center for Entrepreneur and Small Business Management (CESBM). It was established to make students capable of starting their own enterprises, which would not only make them self sufficient but would also generate employment for others. The center has conducted short term training programs where more than 1000 were trained for skills in Multimedia & Web Designing, Interior Designing, Fashion Designing, Catering, Computer Accounting with Tally, Receptionist, Cosmetology and Beautician, Bakery Products, Desk Top Publishing (DTP), Landscape Design, Multimedia and Animation and Web Designing. Later on the University promoted other departments such as Food Science & Nutrition and Microbiology also to initiate short term skill development programs.

Many students after getting short training were benefitted either in accelerating their family profession or developing their own enterprises or establishing business.

Innovation in Bridging Indian Heritage with New Knowledge

Maharshi Dayanand Saraswati University is striving to inculcate the values, ethos and ancient Indian knowledge in the young, impressionable minds by blending them with modern knowledge of Science. The University is named after a great social reformer Maharshi Dayanand Saraswati, who enlightened and disseminated the knowledge of *Vedas* and established the *Arya Samaj* movement. He worked in Ajmer during his last years of life.

Nomenclature of Buildings: The names of the buildings in the University are after the ancient sages and great philosophers, social reformers and humanitarians of the day.

The Lineup of Programs of Learning: The programs of learning at the University are a journey from the ancient to modern. The journey starts with the ancient Indian heritage and culture covered by programs like Yoga and Vedic Vangamaya (study of Vedas). It passes through the programs on Sindhu Civilization and Culture and travels into History and Culture of the state at Prithvi Raj Centre, then moves into traditional subjects such as Ambedkar Studies, Botany, Chemistry, Commerce, Economics, Hindi, History, Journalism & Mass Communication, Library Science, Political Science and Zoology and finally culminates at subjects such as Applied Chemistry, Biofuel & Biomolecules, Computer science, Entrepreneurship, Food Science & Nutrition, Environmental Science, Management, Microbiology, Population studies and Remote Sensing.

Thus despite limitations of faculty the Maharshi Dayanand Saraswati University Ajmer has created a unique bridge between the ancient Indian knowledge with that of the modern day. It is expected that once the entire programs of learning offered in the campus are run under Choice Based Credit System, then each department/Centre/Shodhpeeth will also be able to introduce some Foundation Courses that would ultimately serve the purpose of providing student a wholesome knowledge.

Innovation in Examination

The University was first to use CCTV camera, jammers, biometric attendance, 2 sets of printed question papers for random selection, entry of number of questions attempted and left unattempted by the student and verification by the invigilator and signature of government observers on each OMR sheet in PCPMT.

In 2015 the University conducted examinations of 2,62,599 students studying in the campus and its 272 affiliated colleges spread in four districts of Rajasthan. Therefore to ensure reliability and validity with transparency in examinations, reforms of computerization have been undertaken in examination systems of the University. Besides it, Quick Response (QR) Code system for tracking of question papers and answer books and is also being introduced in marksheets are being introduced in the next session.

The University has taken various security measures like:

- Security features on degree (13): Invisible print, Penetrating ink for serial no., barcode print, Void pantograph, microlettering of university name, computer based security border, prismatic printing, blind embossing, secure printing, MDSU watermark, spelling mistake, background based security flower and UV hologram
- Compulsory CCTV in examination centres (private)
- Sitting plan of examination room/hall generated by the University and made available online to the centre

Other examination reforms are:

- Question paper pattern as per competitive examinations
- Compulsory papers on MCQ and OMR sheet
- Completing revaluation within 45 days which was 90 days earlier
- Examination fee reconciliation immediately through E-mitra
- Old Tabulation registers of the examination are being digitised.
- University is moving towards online affiliation process.

Others

- For the first time in the State the University introduced OMR sheets as ballot paper in the elections of the students union saving a lot of time in the counting of the votes.

7.3 Best Practices

7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the University.

Best Practice 1:

Established Centre for Entrepreneurship and Small Business Management (CEBSM)

1. Title of the Practice

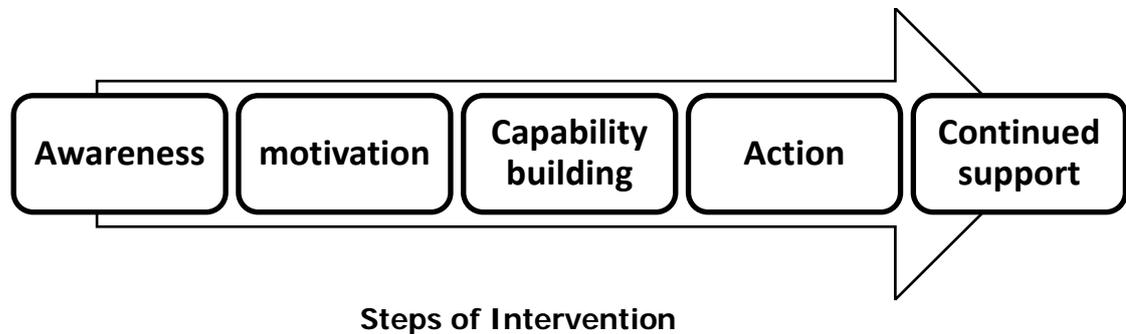
Motivating youth for self-employment, preparing entrepreneurs and in turn generating employment

2. Objectives of the Practice

The main objective of the practice is to motivate youth towards self-employment through developing entrepreneurial skills and training as well as through offering degree programs in area of entrepreneurship and small business management. The University has established a 'Centre for Entrepreneurship and Small Business Management (CESBM) with the support of Ministry of Small Scale Industries, Government of India. It is the only University based centre of its kind in the country.

Vision:

Creating an entrepreneurial climate in the region by having an entrepreneurial culture and ensuring an unabated supply of entrepreneurs and to become leading Entrepreneurship Development Institute in the world.



The Unique Selling Proposition (USP) of CESBM has focus on:

- Guidance and motivation of youth towards self-employment by a pool of experts.
- Inclusion of courses like Business Plan Development, Family Business Management, Small Business Management and Environment, Venture Creation, Growth Strategy, Creativity & Innovation for Entrepreneurs in the long term programs of learning.
- Offering MBA (E-Commerce), a state-of-the-art course in E-Commerce space

3. The Context

The majority of students at the University are from rural belt. After some years of study they need to support their family. Many of them are inclined towards self-employment. Such students need guidance and training in the field of their choice. Also in Rajasthan there are families engaged in small traditional business. They need skills for quality oriented managerial skills to maintain pace with the changing markets.

The present government has emphasized development of entrepreneurial climate in universities and institutions and made provisions for the establishment of incubation centers at the Universities. Recently Prime Minister of India has launched 'Startup India' to encourage the youth towards entrepreneurship so that they become employers rather than employment seekers. Startup is a flagship initiative of the Government, intended to build a strong eco-system for nurturing innovation and Startups in the country that will drive sustainable economic growth and generate large scale employment opportunities.

Maharshi Dayanand Saraswati University had already envisioned establishing a school/centre of such learning long time back. The idea fructified when the then Minister of Small Scale Industries, Government of India, Smt. Vasundhara Raje visited the University in 2002 in a function and asked the University to submit a proposal of Entrepreneurship Development Institute to her Ministry. The University undertook the initiative and received Rs one crore in 2004 for the establishment of the Centre for Entrepreneurship & Small Business Management.

4. The Practice

The Centre offers flexibility in the choice of program of learning and training schedules in

view of the diversity of students in their learning capabilities, time devoted for higher education and entrepreneurial choices. The centre has taken up the following activities since its inception:

- Teaching (Academic Courses)
- Training (Entrepreneurship and Skill Development Short & Long Term Courses)
- Extension Activities: Awareness Camps, Faculty Development Program, etc.

The center offers both long term degree programs and short term courses/training programs:

- Long Tem Courses
 - Master of Business Administration (Dual Specialization)
 - Master of Business Administration (Executive Program)
 - Master of Business Administration (E-Commerce)
 - Bachelor of Business Administration (Entrepreneurship & Family Business Management) (discontinued in academic session 2015-16)
- Short Term Courses:
 - Entrepreneurship Development Program (EDP)
 - Entrepreneurship and Skill Development Program (ESDP)
 - Entrepreneurship Awareness Campus (EAC)
- Recently the Center has started RS-CIT courses and became of the Gyan-Kendra

5. Evidence of Success

The centre has designed a wide array of entrepreneurial programs with both horizontal and vertical flexibility. It is worth mentioning that in the initial stage, the student intake was 36 in MBA (E&FBM) and 25 in MBA (EP), which has been increased to 135 in long-term regular courses and 921 in short term programs. The Center has come up as a self-sufficient ecosystem with a Balance Sheet >Rs 10 Crore. The following activities and actions state the 'Success Story' of the CESBM:

- Organized Ten (10) Entrepreneurship Development Programs in association with governmental agencies, which include EDP for Doctors, Rural EDPs in Sojat, Jalore, Gagwana, EDPs for Science & Technology students, EDPs for Engineering Students and EDP for ST students
- As an outcome many enterprises had been set up and many students of Center are helping in the family businesses or expanded their own business to next higher level.
- Organized many Entrepreneurial Awareness Camps for students of various streams
- As per an MOU with one of the Women College of the city organized Six Programs with CDC, Savitri College for the benefit and creation of women entrepreneurs
- Organized Three 21 days refresher courses in Entrepreneurship for College and University teachers
- Organized Four International Biennial Conference on Entrepreneurship in 2005, 2007, 2011 and 2014

- Contributed in Entrepreneurial research through publication of journal "Entrepreneurship Business Review (EBR)"
- Recently RKCL has given Center a Special Gyan Kendra Status in Ajmer to organize RS-CIT courses at Ajmer
- Center has signed Memorandum of Understanding (MoU) with Ministry of Women and Child Development, Government of Rajasthan during May 2015

Skill Development Programs

Centre for ESBM has organised Entrepreneurship and Skill Development Programs (ESDP's) which were sponsored by Ministry of MSME, New Delhi through our partner Institute IIE, Dehradun. The programs were in the following trades:

- ✓ Multimedia & Web Designing
- ✓ Interior Designing
- ✓ Fashion Designing
- ✓ Catering
- ✓ Computer Accounting with Tally
- ✓ Receptionist
- ✓ Cosmetology and Beautician
- ✓ Bakery Products
- ✓ Desk Top Publishing (DTP)
- ✓ Landscape Design
- ✓ Multimedia and Animation
- ✓ Web Designing

The short term programs are popular among the students because of flexibility and in modules and short span of time (125 to 300 hours of duration).



The centre functions with the aim to develop entrepreneurial skills among the students of the region and has extended its activities in different colleges also. In this way, it is

contributing to the national mission of motivating youth towards self-employment and developing entrepreneurial skills for bright future.

6. Problems encountered and resources required

The CESBM is self-sufficient for conducting activities at the University level. However, in view of the demand and need of programs at regional level, it is to be strengthened in terms of infrastructure and human resources. Problems encountered on this issue are:

- Shortage of Manpower: Center is organizing its activities through the University Faculty members, who have additional responsibility or charge in addition to their basic parent departments responsibilities. We are forced to use contractual staff, which results in disruption in continuity of long term and sustained action. This has resulted in difficulties related to:
 - Creating and maintaining linkage and support with Employment Department, DIC Ajmer and other financial institutions working in the Entrepreneurship Development space in Ajmer
 - Inadequate follow up and tracking: Due to lack of manpower the trained candidates cannot be properly followed up and tracked.
- Infrastructure: In the changing scenario, for scaling up the activities of the Center there is a need to revamp and strengthen the infrastructure of the Center.

7. Notes

The Centre for ESBM, with the help of Ministry of MSME, Government of India and State Government can emerge as a Nodal Agency for Ajmer District and further for the entire state of Rajasthan for the delivery and execution of any of the Government's Skill Development Schemes.

Best Practice 2:

Yoga Practice and Education

1. Title of the Practice:

Imparting Yoga Education: Ancient Indian knowledge and Way of healthy Living with sound mind

2. Objectives of the Practice: (100 words)

Yoga helps in self discipline and self-control leading to immense amount of awareness and concentration and higher level of consciousness. Yoga education could help to equip a person with basic knowledge about one's personality, to learn to handle oneself well in all life situations, to learn techniques of gaining good health, to develop a mind capable of discriminating between the real and the unreal and to face the dualities of life with equanimity.

The aims and objectives of Yoga education are:

- 1) To enable the student to have good health
- 2) To practice mental hygiene
- 3) To possess emotional stability
- 4) To integrate moral values
- 5) To attain higher level of consciousness

All these objectives could be dealt with in an integrated manner.

3. The Context

Globalization has led to longer work hours, day-night schedules, simultaneously urbanization has led to longer durations of movement to and from the work place to the home. This has created a very busy and tense life style that does not allow sufficient time to care for the self and the family. On the other hand, there is a lot of burden of studies on students. Inability to cope with so many duties might result in a state of mental depression that may lead to severe adverse actions a person may take including suicide.

Recently the UN General Assembly recognised the importance of Yoga and declared 21st of June as World Yoga Day or International Day of Yoga every year. The declaration was done after the call by the Indian Prime Minister, Shri Narendra Modi to the United Nations General Assembly on 27th of September in 2014 during his address to the UN General Assembly. He emphasized that Yoga is an invaluable gift of our ancient tradition. It embodies unity of mind and body, thought and action, restraint and fulfilment, harmony between man and nature and a holistic approach to health and well being. It is in this context that learning of Yoga gained importance today. But having a foresight, the University launched this program in June 1996.

4. The Practice: (400 words)

The Department of Yoga & Human Consciousness aims at not only teaching Yoga but going beyond the dissemination of knowledge and build a healthy society.

The Department of Yoga offers Certificate, Diploma and Degree (UG and PG) programs. The curricula for these programs were prepared by renowned experts in the field of yoga- Dr. H.R. Nagendra, Chancellor of Vivekanand Yoga Anusandhan Sansthan, Bangalore and Dr. Pushplata Garg an expert in the Yoga practice. Apart from degree programs, short term training programs are offered to the students and employees of the University in the morning and evening hours.

- The curriculum prepared focuses on therapy through Yoga and health management techniques verified by the modern science. At graduate level, the curriculum has thrust on naturopathy and yoga. The department is also offering a Foundation Course: Stress busting through Yoga for all students of the University.
- The trainers/instructors of the University also visit townships, Police lines, jail and schools for the demonstration of yoga practice.

The Yoga science has emerged as one of the important disciplines at international level. However, there are challenges to mould the masses for a regular practice in daily life. Though yoga is a practice for sound body and sound mind, but degree or diploma in this area is not well accepted in the market with respect to jobs and placements.

5. Evidences of success (200 words)

The University launched this program in early ninety's. Since then a number of students have qualified different programs of learning offered at the Department of Yogic Science and Human Consciousness. The success of the practice is evident from

- About a thousand students received training from the department since its inception.
- The department has organized programs at different schools, colleges and other organizations in the state. Over 50,000 participants were the beneficiary of yoga practice.

- The department has observed a positive trend in the public and consciousness towards yoga practice.
- The pass out students are well placed as Yoga therapists at 'AYUSH'
- Students also placed in educational institutes, universities, schools etc.
- Many students got jobs in hotels, resorts and hospitals.
- The University employees and teachers are also benefitted from yoga practice.

6. Problems encountered and resources required (150 words)

The Yoga practice does not require much resources and infrastructure. However, being a University that aims to achieve excellence in practice, there are many difficulties to be resolved. These are:

- The scarcity of well qualified research oriented faculty for post graduate and research programs.
- The extension services cannot be undertaken without proper identification of sites and people in that area.
- Creating awareness in the public is a big challenge
- Yoga is also a practice helpful to different patients and persons with some mental and physical ailments. Therefore, linkage with hospitals, dispensaries is necessary for extending institutional responsibility towards patients.

7. Notes

Different programs of yogic science and practice provide flexibility to students and the public in general. The short term programs are open to general public. After learning of yoga techniques, they can practice it in daily life and keep the mind and body healthy. Therefore, contribution of the University is not only to keep its employees and students healthy, but also the society at large.

ANNEXURES

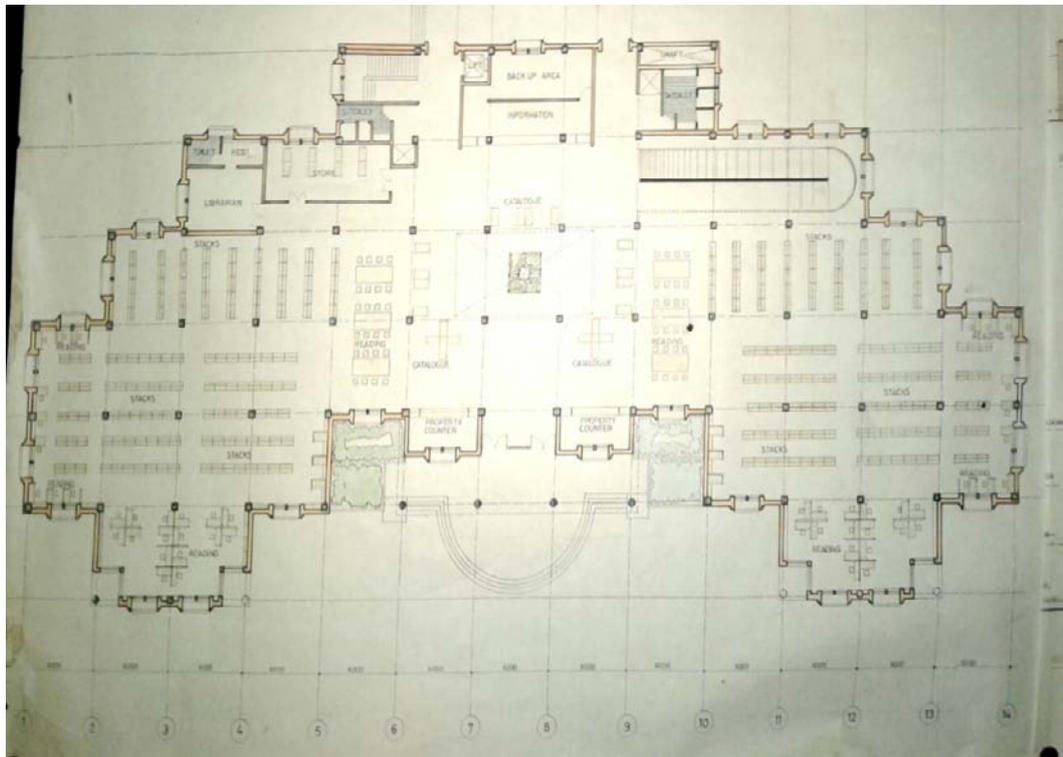
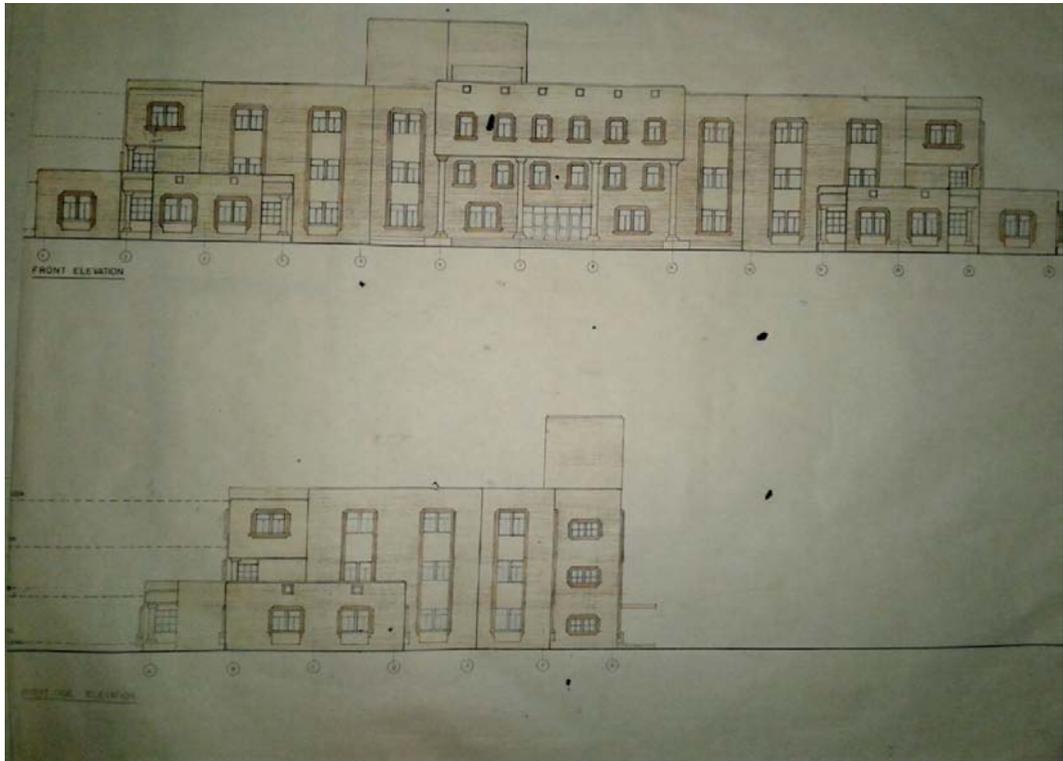


**MAHARSHI DAYANAND SARASWATI
UNIVERSITY**

AJMER

Annexure I

Map of the Library



Annexure II

Information on the personalities after whom the Buildings have been named

महर्षि दयानन्द सरस्वती (1824 ई. से 1883 ई.)

वेद के ईश्वरीय ज्ञान का शाश्वत स्रोत प्रतिस्थापित कर 'वेदों की ओर लौटो' का मूल मंत्र देने वाले स्वामी विरजानंद के शिष्य स्वामी दयानंद ने सत्यान्वेषण द्वारा समाज को अस्पृश्यता मुक्त, आडम्बर विहीन और भेदभाव रहित मानवतावाद का संदेश दिया। आर्यसमाज की स्थापना कर स्वराज, स्वदेशी, स्वभाषा, शुद्धि आंदोलन द्वारा राष्ट्र चेतना की जागृति की। स्त्री शिक्षा हेतु अनवरत प्रयत्नरत रहे।

बृहस्पति

नवग्रहों में पूज्य, देवताओं के गुरु बृहस्पति, सर्वज्ञाता, बुद्धिदाता, ज्ञानप्रदाता, मंगलकर्ता माने जाते हैं। जीवन में निरन्तर सफलता एवं उत्कर्ष के लिये इनकी आराधना की जाती है। पीत रंग युक्त बृहस्पति इन्द्रिय संयम एवं एकाग्र होकर ज्ञान साधना की प्रेरणा प्रदान करता है। ज्ञान, मंगल कार्य, उत्कर्ष एवं सफलता के लिए बृहस्पति की आराधना की जाती है। ब्रह्मा के सृष्टि सृजन के बाद उत्पन्न बृहस्पति एक प्रसिद्ध देवता एवं महान् प्रजापति माने गये जो सुनीपा (श्रद्धा) के गर्भ से उत्पन्न ऋषि अंगिरस के पुत्र हैं और देवगुरु के रूप में प्रतिष्ठित हैं। भाषाशास्त्र में बृहस्पति को आदि आचार्य माना जाता है। बृहस्पति सौर मण्डल का सबसे बड़ा ग्रह माना जाता है जिसे गुरु के नाम से भी जाना जाता है।

चाणक्य

(चौथी शताब्दी ई.पू.)

चाणक्य एवं कौटिल्य के नाम से प्रसिद्ध राजनीति के अमृत ग्रंथ "अर्थशास्त्र के रचयिता विष्णुगुप्त अखण्ड भारत के प्रथम सूत्रधार माने जाते हैं जिन्होंने राजत्व के श्रेष्ठ आदर्श, राजा के कर्तव्य, अधिकार, प्रजाहित, कर प्रणाली, न्याय प्रणाली, युद्ध पद्धति, दण्ड विधान, नगरीय शासन जैसे विषयों पर नीतिगत व्यवस्था के माध्यम से भारत के शासकों एवं शासितों को मार्गदर्शन प्रदान किया।

महाराणा प्रताप

(1540-1597 ई.)

सच्चे स्वदेशाभिमानी, स्वतंत्रता के पुजारी, रणकुशल, स्वार्थ त्यागी, नीतिज्ञ, दृढ़ प्रतिज्ञ, धैर्यवान, सच्चे वीर, सामाजिक समरसता का संदेश देने वाले, कष्ट-सहिष्णु, भक्ति, शक्ति एवं कर्तव्य पालन में अग्रणी महाराणा प्रताप विश्व में एकमात्र सम्राट माने जाते हैं। जिन्होंने स्वर्ण-रजत के स्थान पर पत्तल में भोजन किया। कोमल शैया के स्थान पर भूमि पर शयन किया। शत्रु से अपने देश की स्वतंत्रता की आजीवन रक्षा करते हुए मेवाड़ को एकछत्र जनोपयोगी जनकल्याणकारी शासन प्रदान किया। कठोर जीवन जीते हुए भी व कभी नतमस्तक नहीं हुए।

सारस्वत

ज्ञान, प्रज्ञा, मेधा की अधिष्ठात्री देवी माँ सरस्वती के ज्ञानमय प्रकाश का विशेषण सारस्वत है, जिससे बौद्धिक और मानवीय गुणों की लोक प्रतिष्ठा सजीव होती है। भारतीय परंपरा में ज्ञानमयी मां सरस्वती से संबद्ध सारस्वत व्रत का उल्लेख भी मिलता है जो बसन्त पंचमी को मनाया जाता है। जो सरस्वती से संबद्ध है, वह 'सारस्वत' है।

महर्षि कणाद (छठी शताब्दी ई.पू.)

परमाणु भौतिकी के आधार वैशेषिक सूत्र के रचयिता, सोमशर्मा के पुत्र कण-अणु सिद्धान्त के प्रवर्तक, शिवभक्त महर्षि कणाद ने पदार्थ की संरचना एवं उनके गुण धर्म की विवेचना कर सिद्ध किया कि सभी पदार्थों में ऐसी सत्ता अवस्थित है जो भौतिक नहीं है। 'विशेषा व्यवच्छेद तत्त्वनिश्चयः व्यवहारतीव्यर्थ वैशेषिकः अर्थात् निश्चय पूर्वक व्यवहार करने वाले को वैशेषिक कहा जाता है। भारतीय दर्शन परम्परा की तत्व मीमांसा में तत्वचर्या पर द्रव्य, गुण, सामान्य, विशेष आदि पदार्थों की आचार्य कणाद ने उत्कृष्ट व्याख्या प्रस्तुत की है। यूरोप में डाल्टन ने पार्टिकल थ्योरी (कण सिद्धान्त) वर्ष 1803 ईस्वी में प्रतिपादित की।

रसायनाचार्य नागार्जुन (दूसरी शताब्दी ई.पू.)

श्री शैल पर्वत पर मठ स्थापित कर सभी प्रकार के शोध अनुसंधान करने वाले, दुर्ग-गुजरात निवासी रसायनाचार्य विद्वान नागार्जुन का ताम्र (ताँबा) धातु को स्वर्ण में परिवर्तित कर महाकौशल राज्य को अकाल एवं भूख से मुक्ति दिलाने का श्रेय दिया जाता है। इन्होंने पारे की भस्म बनाने एवं अन्य धातुओं की मारणविधि का अनुसंधान कर शरीर को रोगमुक्त करने की प्रक्रिया का आविष्कार किया। रसरत्नाकर, रसेन्हमंगल, आरोग्यमंजरी, नागार्जुन संहिता, नागार्जुन तंत्र, नागार्जुन कल्प, रतिशास्त्र, योगशास्त्र इनकी प्रमुख रचनाएं हैं।

नागार्जुन शून्यवाद के प्रवर्तक थे जिसके अनुसार इन्द्रियातीत स्थिर तत्व शून्य से ही सृष्टि की प्रत्येक वस्तु की पूर्णता है जो अनिवार्य एवं अवर्णनीय है।

महर्षि चरक (200 ई.)

अनवरत चलते रहकर चिकित्सा विज्ञान से जन-जन को स्वास्थ्य सूत्रों की शिक्षा देने वाले चरक महान आयुर्वेदाचार्य थे। यह तामस मनु के सप्त ऋषियों में से एक माने जाने हैं। इनके द्वारा सृजित 'चरकाध्वय्यू' का वर्णन ब्रह्माण्ड पुराण और वायु पुराण में प्राप्त होता है। सम्राट कनिष्क के राजवैद्य, शेषनाग का अवतार एवं चरक संहिता के रचयिता के रूप में महर्षि चरक प्रतिष्ठित हैं। महर्षि चरक ने चिकित्सक को दयावान, सदाचारी एवं प्रतिज्ञापालक होने का परामर्श दिया है।

आर्यभट्ट (पांचवी शताब्दी 476 ई.)

ज्योतिष एवं खगोल विज्ञान के विद्वान गणितज्ञ आर्यभट्ट का जन्म 476 ई. में कुसुमपुर (पटना) में हुआ था। इन्होंने अपने ग्रन्थ 'आर्यभट्टीय' में गीतिकापाद, गणितपाद, कालक्रिया पाद और गोलपाद आदि चार भागों में गणित के अनेक सूत्रों का प्रतिपादन किया। पृथ्वी स्वयं अपनी धुरी पर घूमती है इस सिद्धान्त का प्रथम निरूपण किया। यह भी खोज की कि ग्रह स्वयं प्रकाशित न होकर सूर्य के प्रकाश से ही प्रकाशमान होते हैं। सूर्यग्रहण व चन्द्रग्रहण के कारण बताते हुये सूर्य को पूर्णतः स्थिर एवं अन्य ग्रहों द्वारा उसकी परिक्रमा का सिद्धान्त स्थापित किया। बाद में यूरोप में यह सिद्धान्त गैलीलियो ने 1610 ईस्वमी में प्रतिपादित किया कि पृथ्वी सूर्य की परिक्रमा करती है।

महर्षि वाल्मीकि

आदि कवि महर्षि वाल्मीकि भृगु ऋषि की वंश परंपरा के पोषक हैं। महर्षि वाल्मीकि ने संस्कृत महाकाव्य रामायण की रचना अनुष्टुप छन्द में की। मान्यता है कि मिथुन रत, क्रोंच में से एक के बाण लगने पर उसका करुण आर्तनाद सुनकर निषाद वाल्मीकि के कंठ से आदि काव्य-श्लोक के स्वर प्रस्फुटित हुए थे।

विक्रमादित्य (380-414 ई.)

गुप्त राजवंश के महान् सम्राट समुद्रगुप्त के पुत्र यशस्वी सम्राट चन्द्रगुप्त विक्रमादित्य, भारतीय धर्म संस्कृति के पुनरुद्धारक कुशल एवं प्रजापालक शासक, कूटनीतिज्ञ, महान विजेता, श्रेष्ठतम वित्त एवं आर्थिक प्रबंधक, साहित्य, कला एवं विज्ञान के संरक्षक थे। इन्होंने भारत के वैभव को वैश्विक मंच पर संस्थापित कर प्राचीन भारत में स्वर्णयुग की कल्पना को साकार किया। वे 'शकरि' की उपाधि से भी प्रतिष्ठित थे।

ए.पी.जे. अब्दुल कलाम

अब्दुल पाकिर जैनुलाबदीन अब्दुल कलाम, छोटे से धनुषकोडि गांव से मिसाईलमैन एवं जनता के राष्ट्रपति के रूप में लोक प्रतिष्ठित हुये। अभियन्ता और भारत के महान वैज्ञानिक के रूप में विख्यात। रक्षा अनुसंधान एवं विकास संगठन के व्यवस्थापक के रूप में कलाम ने भारत के अंतरिक्ष कार्यक्रम, मिसाईल विकास प्रक्षेपण यान प्रौद्योगिकी के विकास और द्वितीय परमाणु परीक्षण (पोखरण) में निर्णायक भूमिका निभाई। इन्होंने शिक्षा के माध्यम से भारत को 21 वीं शताब्दी का समृद्ध, ऊर्जावान एवं सशक्त राष्ट्र बनाने का संकल्प दिया। भारत में सर्वोच्च नागरिक सम्मान भारत रत्न इन्हें प्रदान किया गया। डॉ. कलाम ने अग्नि की उड़ान, टर्निंग पॉइन्ट्स, इग्नाइटेड माइन्ड्स, इन्डोमिटेबल स्पिरिट एवं इन्डिया 2020 जैसी कई प्रेरक पुस्तकें लिखी।

कबीर (15वीं शताब्दी)

मध्यकाल में भक्ति आंदोलन के अग्रगण्य, धर्म एवं समाज सुधारक, रामानंद के शिष्य, निर्गुण पंथी संत कबीर एक फक्कड़ साधु थे। उनके श्रीमुख से प्रस्फुटित वचनों एवं उपदेशों को उनके शिष्यों द्वारा, कबीर की वाणी के रूप में संकलित किया गया। इन्होंने

समाज और धर्म में व्याप्त आड़म्बरों का प्रखर खण्डन किया। कबीर एक जनकवि, सहज, सरल संत थे जिन्होंने अपनी वाणी से सधुक्कड़ी जैसी नवीन भाषा को उन्नत किया और प्रचलित पाखण्डों पर प्रहार करते हुये मानव धर्म को संस्थापित करने का प्रयत्न किया।

वेद व्यास (महाकाव्य काल)

विख्यात महाकाव्यकार, कर्म, ज्ञान, भक्ति के समन्वयकर्ता, श्रीमद्भगवद्गीता जैसे यथार्थ जीवन दर्शन के रचयिता महर्षि वेद व्यास भारतीय धर्म, दर्शन, सांस्कृतिक मौलिक मूल्यों की शाश्वत सत्ता को विश्वव्यापी मानव जगत् तक पहुँचाने वाले निष्णात विद्वान् चिंतक रहे हैं। महर्षि वेद व्यास विश्व विख्यात “महाभारत” के प्रणेता हैं। उनकी गुरु—गंभीर वाणी की महिमा अतुल्य है। कहा गया है कि जो “महाभारत” में नहीं है, वह “भारत” में नहीं है।

पतंजली (द्वितीय शताब्दी ई.पू.)

योग दर्शन के प्रणेता, अष्टांग योग के माध्यम से विश्व मानव को अध्यात्म का संदेश देकर तन—मन की शुद्धि से जीवन के अंतिम लक्ष्य मोक्ष तक पहुँचाने का सन्मार्ग प्रदर्शित करने वाले महर्षि पतंजलि, राजा पुष्पमित्र सुंग के द्वारा सम्पादित अश्वमेध यज्ञ के मुख्य पुरोहित थे। महावीर एवं बुद्ध की ध्यान साधना में भी योगदर्शन का महत्व परिलक्षित होता है।

एकलव्य (महाकाव्य काल)

एकलव्य महाकाव्य युगीन एक निषादक था जिसने धनुष विद्या में प्रवीणता प्राप्त कर भारतीय परम्परा में गुरु महिमा को प्रतिष्ठित किया। महाभारत के अनुसार यह निषाद राजा हिरण्यधनु का पुत्र था। इसने आचार्य द्रोण की मूर्ति को गुरु मानकर उनकी प्रतिमा के सामने निरन्तर अभ्यास किया और महान धनुर्धर अर्जुन के समकक्ष दक्षता प्राप्त की थी। महाभारत के आदिपर्व में उल्लेख मिलता है कि इन्होंने अपने गुरु आचार्य द्रोण को गुरु दक्षिणा के रूप में अपना अंगूठा दिया था। इसलिए आज भी शिष्य शिरोमणि एकलव्य को आदर योग्य माना जाता है।

भरत मुनि (12वीं शताब्दी)

साहित्य शास्त्र के आधारभूत ग्रन्थ नाट्य शास्त्र के सृजनकर्ता थे। उनकी इस रचना को गन्धर्व वेद में पंचमवेद कहा गया है। गीत—संगीत, काव्य रस एवं अभिनय की सूक्ष्म व्याख्या के साथ ही भारतीय जीवन मूल्यों से युक्त यह ग्रंथ साहित्य और कला के संस्कारों का निरूपण करता है। संपूर्ण भारतीय काव्यशास्त्र के प्रथम सूत्रधार भरतमुनि का साहित्य कला और काव्यशास्त्र के क्षेत्र में अप्रतिम एवं अविस्मरणीय योगदान है।

मैत्रेयी (वैदिक काल)

आर्य संस्कृति में स्त्री का सम्मान होना संस्कृति के उच्चतम जीवन मूल्य को उजागर करता है। लोपामुद्रा, गार्गी की श्रृंखला में मैत्रेयी महान वैदिक ऋषिका मंत्रदष्टा होने के साथ

ब्रह्मवादिनी थी। ऋषिका मैत्रेयी महान् ऋषि याज्ञवल्क्य की पत्नी थीं जिन्होंने शुक्लयजुर्वेद नामक ग्रंथ की वाजसनयी संहिता लिखी थी। मैत्रेयी के साथ ब्रह्मवादिनी गार्गी भी इनकी पत्नी थी। मैत्रेयी का धर्म एवं अध्यात्म में महत्वपूर्ण योगदान रहा है। परम्परागत संवाद शैली एवं दृष्टांत वर्णन से बृहदारण्यक उपनिषद् में ऋषि याज्ञवल्क्य एवं ऋषिका गार्गी और मैत्रेयी के संवाद प्रति संवाद में संसार की नश्वरता की अमरता एवं धर्मदर्शन की सूक्ष्म व्याख्या प्राप्त होती है।

नचिकेता (वैदिक काल)

उपनिषद्कालीन एक प्रसिद्ध ऋषि-पुत्र नचिकेता की आध्यात्मिक उत्थान में महत्वपूर्ण भूमिका रही है। तैत्तरीय ब्राह्मण (3:2:9) विश्व प्रसिद्ध “यम-नचिकेता संवाद” में उन्हें वाजश्रव ऋषि का पुत्र तथा गौतम गौत्रीय बताया गया है। कठोपनिषद् के अनुसार नचिकेता की आत्म तत्त्व को जानने की गम्भीर जिज्ञासा ने अध्यात्म को नवीन ऊँचाइयाँ प्रदान की। नचिकेता की माता का नाम आरुणि औद्दालिक था। नचिकेता की कथा में श्रेय और प्रेय के बीच का महत्त्व भारतीय संस्कृति को उजागर करता है। नचिकेता भारतीय अध्यात्म ज्ञान का पर्याय माने जाते हैं। नचिकेता ‘अथातो ब्रह्म जिज्ञासा’ का जीवन्त प्रतिरूप थे।

गार्गी (वैदिक काल)

‘यत्र नार्यस्तु पूज्यन्ते रमन्ते तत्र देवता’ को चरितार्थ करने वाली वैदिक ऋषिका गार्गी प्राचीन काल में स्त्री प्रज्ञा का उच्चतम प्रमाण है। उत्तर वैदिक युगीन ऋषिका गार्गी तत्त्ववेत्ता एवं वेद की ऋचाओं की द्रष्टा मानी जाती हैं। वैदिक ऋषि परम्परा में गर्ग गोत्र में उत्पन्न गार्गी ब्रह्मवादिनी ऋषिका रही हैं जो ऋषि याज्ञवल्क्य की धर्मपत्नी और मंत्रद्रष्टा ऋषिका थीं। इसका वर्णन बृहदारण्यक उपनिषद् में प्राप्त होता है। मानवीय इतिहास एवं धर्म संस्कृति में स्त्रियों की महत्वपूर्ण भूमिका गार्गी के योगदान से उजागर होती है।

धन्वन्तरि

भारतीय आयुर्वेद के प्रवर्तक आचार्य धन्वन्तरि भगवान विष्णु के तेरहवें अवतार माने जाते हैं। प्रतिष्ठित ऋषि दीर्घतमा के पुत्र, समुद्र मंथन के चौदह रत्नों में मान्य धन्वन्तरि देवताओं के वैद्यराज थे। मान्यता है कि इन्द्र देव ने इन्हें आयुर्वेद का संपूर्ण ज्ञान प्रदान कर लोक कल्याणार्थ भू-लोक में भेजा था। धन्वन्तरि द्वारा प्रणीत एवं प्रवृत्त आयुर्वेद शास्त्र आज भी मानव मात्र का कल्याण कर रहा है।

स्वामी श्रद्धानन्द (1856 ई. से 1926 ई.)

आर्य समाज को सद् नेतृत्व प्रदान करने वाले, बनारस में गुरुकुल कांगड़ी नामक विख्यात शिक्षण संस्थान के संस्थापक, युवा छात्रों में राष्ट्रीय चेतना का संचार करने को कटिबद्ध स्वामी श्रद्धानन्द ने 1991 में रोलेट एक्ट विरोधी सत्याग्रह का नेतृत्व किया। इन्होंने समाज सुधार, जातिवाद विरोध, बाल विवाह का विरोध, विधवा पुनर्विवाह का समर्थन, स्त्री शिक्षा को प्रोत्साहन और अनाथों का उद्धार करने हेतु दलित उद्धार सभा की स्थापना की।

रवीन्द्रनाथ टैगोर

कविवर 'गुरुदेव' रविन्द्र नाथ टैगोर श्री देवेन्द्रनाथ टैगोर के पुत्र थे। वे उत्कृष्ट साहित्यकार एवं कला मर्मज्ञ होने के साथ ही विश्वप्रसिद्ध 'शांति-निकेतन' एवं 'विश्वभारती' शिक्षाकुलों के संस्थापक भी थे। उनकी महान् कृति 'गीतांजलि' के लिए उन्हें सन् 1912 में नोबेल पुरस्कार भी मिला। कवि रवीन्द्र स्वाधीनता-संघर्ष के भी प्रेरणास्पद पुरोधा रहे। वे भारत के राष्ट्रगान जनगण-मन के रचयिता हैं। गोल्पोगुच्छो उनकी 84 लघु कथाओं का संग्रह है। काबुलीवाला, घॉरे-बायरे, शेशेर काँबिता, गोरा, चंडालिका एवं क्षुदित पाषाण उनकी कुछ कालजयी कृतियाँ हैं।

Annexure III

Audit Report

Report of the Audit Team of the Office of the Accountant General.

C.O.F. OFFICE
No. 538
28/5/15
135 R60
28/5
VICE-CHANCELLORS
804
28/5/15

कार्यालय प्रधान, महालेखाकार (सामान्य एवं सामाजिक क्षेत्र लेखापरीक्षा) विभाग, जयपुर ।
 दिनांक: सा. एवं सा. क्षे. - 11/11/15

कर्मांक: सा. एवं सा. क्षे. - 11/11/15

सेवा में,
 कालपति
 महर्षि दयानंद सरस्वती
 विश्वविद्यालय, अजमेर

विषय:- आपके विभाग के लेखों की अवधि 2012-13 के लिये निरीक्षण प्रतिवेदन।

महोदय,
 उपरोक्त निरीक्षण प्रतिवेदन इसमें अंकित की गई अनियमितताओं का शीघ्र निपटारा करने हेतु संलग्न की जाती है एवं निवेदन किया जाता है कि निरीक्षण प्रतिवेदन की अनुच्छेदोंनुसार अनुपालना एक माह की अवधि में इस कार्यालय को प्रस्तुत करें।
 अतः निरीक्षण प्रतिवेदन उप महालेखाकार (सा. एवं सा. क्षे. 11/11/15) द्वारा अनुमोदित है।

संलग्न:- निरीक्षण प्रतिवेदन

ध्वजदीप,
 बरि: लेखापरीक्षा अधिकारी
 सा. एवं सा. क्षे. - 11/11/15

कर्मांक: प्रतिनिधि मय निरीक्षण प्रतिवेदन के निम्नलिखित को सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित है:-

1.
2.
3.

बरि: लेखापरीक्षा अधिकारी
 सा. एवं सा. क्षे. - 11/11/15

9414278979
 5805

Annexure IV

UGC Letter of regarding certificate of recognition

Copy attached with the print version.

University Grants Commission
Bahadur Shah Zafar Marg,
New Delhi-110002.

No. F. 5-12/87(CPP-I)

Dated: October 8th 1993

Office Memorandum

A new University named now as Maharshi Dayanand Saraswati University, Ajmer (Formerly Ajmer University, Ajmer) was established by an Ordinance issued by the Hon'ble Governor of Rajasthan (Ordinance Number 14/ 1987 dated 23rd July, 1987). The name of the said university was included in the list of Universities maintained by the University Grants Commission under Section 2 (f) of the U.G.C. Act 1956.

The said University is hereby, declared fit to receive central assistance in terms of the rules framed under Section 12 (B) of the UGC Act, 1956.

Sd/-

(Dr. P.H. Sethumadhava Rao)
Joint Secretary.

Copy To:-

1. The Registrar, Maharshi Dayanand Saraswati University, Ajmer.
2. The Secretary to the Government of India, Ministry of Human Resource Development (Department of Education), New Delhi.
3. The Secretary to the Government of Rajasthan, Higher Education, Jaipur.
4. J.S. (3) UGC, New Delhi.
5. SO (SU – II), UGC, New Delhi.
6. SO (FD – III), UGC, New Delhi.
7. All Officers/ Sections, UGC, New Delhi.

Attest

 Registered
 Maharshi Dayanand Saraswati University
 AJMER

Sd/
(R.L. Sondhi)
Under Secretary.

Annexure V

Academic Programs Offered

Please see Table 2.1.6 Programs of learning offered at the University Campus
(including Ph.D.) at Page 43-45

**Complete list of learning programs available for affiliated colleges may be
seen as below:**

Table 2.1.7. Certificate, Diploma, Advanced Diploma and PG Diploma programs at
Page 45-46

Table 2.1.8 Graduate degree programs at Page 46

Table 2.1.9 PG Degree programs at Page 46-47

Table 2.1.10 M.Phil. Programs at Page 48

Research programs leading to Ph.D.

- | | |
|---|------------------------|
| 1. Accountancy & Business Statistics | 16. Economics |
| 2. Business Administration | 17. Geography |
| 3. Economic Administration & Financial Management | 18. History |
| 4. Management | 19. Political Science |
| 5. Botany | 20. Population Studies |
| 6. Chemistry | 21. Philosophy |
| 7. Computer Science | 22. Sociology |
| 8. Environmental Science | 23. Education |
| 9. Foods & Nutrition | 24. English |
| 10. Geology | 25. Hindi |
| 11. Mathematics | 26. Sanskrit |
| 12. Microbiology | 27. Sindhi |
| 13. Physics | 28. Urdu |
| 14. Remote Sensing & Geoinformatics | 29. Drawing & Painting |
| 15. Zoology | 30. Law |

Annexure VI

Copy of Accreditation Certificate and Peer Team Report of NAAC



Quality Profile

Name of the Institution : Maharshi Dayanand Saraswati University
Place : Ajmer, Rajasthan

Criterion	Criterion Score (S)	Weightage (W)	Criterion X Weightage (C ₁ W)
I. Curricular Aspects	81	15	1200
II. Teaching-Learning and Evaluation	80	25	2000
III. Research, Consultancy and Extension	85	15	1275
IV. Infrastructure and Learning Resources	90	15	1350
V. Student Support and Progression	75	10	750
VI. Organization and Management	71	10	710
VII. Healthy Practices	85	10	850
		100	Σ C ₁ W = 8025

$$\text{Institutional Score} = \frac{\sum C_1 W}{\sum W} = \frac{8025}{100} = 80.25$$

Handwritten Signature
Director

EC/31/04

(371)

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Peer Team Report on
Institutional Accreditation of
Maharshi Dayanand Saraswati University
Ajmer, Rajasthan

29-31 July 2004

NAAC

National Assessment and Accreditation Council

An Autonomous Institution of the University Grants Commission
2/4, Dr. Rajkumar Road, P. O. Box. No. 1005, Anajinnagar, Bangalore, India

Peer Team Report on Institutional Accreditation of Maharshi Dayanand Saraswati University Ajmer, Rajasthan

Section 1: Introduction

Maharshi Dayanand Saraswati University, Ajmer, Rajasthan, was established as the University of Ajmer through promulgation of an Ordinance by the Governor of Rajasthan on August 1, 1987, after the bifurcation of the University of Rajasthan. To start with it was positioned as a University for colleges. It was renamed Maharshi Dayanand Saraswati University, Ajmer, on May 5, 1992. The University has a campus of 142 acres, situated in urban surroundings. It is the largest affiliating University in the state of Rajasthan. At present, there are 89 affiliated colleges, covering 9 districts of the state, out of which 34 colleges are government Colleges.

The objectives of the University are: Imparting education in various branches, advancement of learning and research in various fields undertaking extension education programmes; providing training to College teachers to up-date their knowledge, organizing specially designed Orientation Programmes in teaching methodology and pedagogy, and updating and modernizing curricula and education reform.

Initially the University was established to manage Colleges and conduct examination. Later, as per the requirements of the University Grants Commission, teaching departments were created in 1990; and teaching was introduced on the campus during 1991-92. In the first phase, it was restricted to non-conventional and professional post-graduate programmes. Subsequently, in 2000 teaching of some conventional

Peer Team Report of Maharshi Dayanand Saraswati University, Ajmer, Rajasthan

[Signature]

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post-graduate programmes was introduced on the campus, with specializations that were not available in the colleges of the region. Recognition by the UGC under the Act 12 B was obtained in 1993.

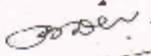
Five departments of Botany, History, Mathematics, Political Science and Zoology were started in 1991. The Department of Economics was added in 1992. Three Departments of Microbiology, Population Studies, and Management were started during 1993. During 1994, three more Departments of Chemistry, Computer Application, and Food and Nutrition were added. The Department of Environmental Studies was added in 1997. Yoga Centre was established in 1998. The Departments of Commerce and Remote Sensing were started in 1998 and 2002 respectively. At present there are in all 14 Departments and one Centre on the campus. Nearly half of the Departments deal with applied subjects.

There are in all 65 teachers on the campus: 33 permanent teachers and 32 guest faculty. Out of the permanent teachers, 38 hold Ph. D. degree. Out of the guest teachers, 6 hold Ph. D. degree, while one is an M. Phil.

There are 366 administrative staff (349 men and 17 women) and 22 technical and supporting staff (20 men and 2 women).

There are 564 students at the Post-graduate level (321 boys and 243 girls); 30 M. Phil. level (20 boys and 10 girls); 125 at the Ph. D level (63 boys and 62 girls); 36 under in Diploma and Certificate Courses (21 boys and 5 girls) studying in the University. During the session in 2002-03, 2,69,993 students including those from affiliated colleges appeared at the annual examinations.

The University volunteered to be assessed and accredited in order to address the requirements of both internal and external stakeholders, with their specific attention that : a) it would allow them greater transparency and access to teaching, learning, and education processes; and b) that this should allow this University to review their process

2


for continuous improvement and sensitization for their consumers' concerns. A Self Study Report was submitted by the University to the NAAC, Bangalore in December 2003. In response to this request, the NAAC constituted a Peer Team consisting of Prof. Bhoomitra Dev, Former Vice Chancellor of Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur, and Mahatma Jyotiiba Phule Rohilkhand University, as Chairman; Prof. L. N. Dahiya, Former Pro-Vice-Chancellor of M.D. University, Professor, Department of Commerce, Maharshi Dayanand University, Rohtak-124001, Prof. A.S. Narang, Registrar, Indira Gandhi National Open University, Maidan Garhi, New Delhi - 110068 and Prof. Mayank Dholakia, Dean, Faculty of Management, M. S. University of Baroda, Vadodra-390002, Gujarat, as Members. Mr. Ganesh Hegde, Adviser, NAAC coordinated the Peer Team visit.

The Peer Team carefully read and analyzed the Self-study Report prior to the visit. The Team visited the University for 3 days from July 29th to July 31st, 2004. It extensively interacted with the Vice-Chancellor, Board of Management, Alumni parents, representative groups of students, Registrar, Finance Officer, Director, College Development Council, Director, Academic Staff College, Controller of Examinations, and Principals of the affiliated colleges; visited the Departments on the campus; interacted with teachers, employees and assessed various academic activities and support services. The Team also studied the academic, co-curricular, extra-mural, and extension programmes of the University, and validated the relevant available information documents. Based on the above exercise, the Peer Team assessed the University for the quality of teaching, research and extension and other allied activities in terms of the seven criteria identified by the NAAC. The assessment of the University on the seven criteria of the NAAC framework and the issues of concern related to the criteria are presented in the sections below.

Section 2 : Criterion - wise Analysis

Criterion I: Curricular Aspects

The University offers 36 academic programmes through 14 teaching departments to meet its mission and objectives. These programmes range from traditional to career-oriented ones and from certificate to Ph.D. courses. While some of these programmes are of conventional nature, several courses are in front line areas. These programmes, wherever required, are approved of by the regulatory authorities like UGC, AICTE etc. The University has recently initiated several more need-based courses having employment potential, like Environmental Science, Population Studies, Business Economics, Microbiology, Remote Sensing, Food and Nutrition which do not generally exist in other universities of the state. The University has now started seven programmes under self-financing scheme. There are no programmes under distance education schemes. Besides the University teaching departments, the University is also monitoring several of these academic programmes in 89 affiliated colleges in the State. However, more innovative programmes are offered only on the University campus and in few colleges. The colleges in remote areas, due to lack of infrastructure, teaching faculty and lack of demand do not offer these courses.

As per the provision, the curricula are reviewed and updated by various Board of Studies (BOS). Nearly 50 to 60 percent of the members of BOS are external, drawn from different universities in the country. It takes six months to 18 months to introduce a new programme. The Board of Studies formulate new programmes and revise the existing ones by multiple methods such as National Curricular sources, consultation with experts, committees and other neighboring universities. While the National curricular framework, as recommended by UGC, has been implemented in several departments with modifications, the process of adoption is under way in some others. During the last year, two U.G. and three P.G. courses were revised. Several departments have a good

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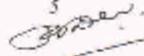
interaction with reputed faculties and laboratories in the country for curricular up-gradation.

Some of the programmes are of fairly good standard. These include Environmental Science, Remote Sensing, Microbiology, Botany and Zoology. In respect of these courses, curricula include components like laboratory work, training, field work and project work. Social Sciences programmes need curricula modifications, up-gradation and better infrastructure facilities at least in differing degrees. The University has a plan to launch new programmes in Physics, languages, Pharmaceutical Chemistry, Bio-technology etc.

Strengthening of communication skills, social adaptability and ethical and environmental concerns should be essential features of the new programmes to be introduced in future in the University. Attempts can also be made through curricular design for sensitization, towards traditional culture, concern for social issues and value oriented objectives.

Criterion II : Teaching - learning and Evaluation

The students in the University departments are admitted to different courses primarily on the basis of academic record in the qualifying examination. The University has a transparent admission system. Depending on the nature of courses, there are variations in teaching-learning processes. A majority of faculty members follow conventional teaching methods. It is an appropriate time for them to adopt the modern teaching pedagogy with the help of multimedia; and encourage students to initiate interactive learning sessions with the objective of paradigm shift from teacher centred-learning to learner-centric teaching. The success rate of students in P.G. classes as per SSR is 85 per cent which is reasonably good. However, the drop-out rate in several departments is quite high for which reasons should be located for remedial measures. There is no provision for bridge courses to meet the needs of the students, pursuing inter-disciplinary courses. Remedial course is also not available. Similarly, there is also no coaching centre for SC/ST students to prepare them for various competitive examinations. For this, the University can approach the UGC which provides liberal grants for the same.

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The pattern of examination at present is annual. Except in a few programmes, there is no provision for internal assessment. The University has a moderately good record of conducting examinations and announcing results in time. Results are generally announced within 45 days of the completion of examinations. During the last year (2002-03) 2,69,993 students appeared for various examinations in the University and affiliated colleges. The pattern of question papers is not in conformity with proposed examination reforms planned by UGC. The University follows door evaluation method instead of central evaluation. There also exists a provision for re-evaluation. However, moderation system is not in existence. While early declaration of examination results is appreciable, outsourcing of this component for computerisation requires necessary safeguards.

There are 33 permanent faculty members. In addition, there are 32 guest faculty too. The full time teachers are qualified (28 are Ph. D) sharing 36 percent of the total teaching load. The bulk of it is shared by guest faculty. The recruitment of faculty is made as per norms and guidelines of the UGC and State Government. About 33 percent of the teachers have at least one step higher qualification than the mandatory requirement.

The teaching staff in general is motivated and dedicated. A few teachers have received awards and distinctions. One teacher has won the AICTE - Career Award for young teachers. The faculty members are encouraged to attend/organize seminars, conferences, workshops refresher courses etc., to keep themselves abreast with the latest developments. 24 teachers participated in national/international conferences during last three years. Academic Staff College which was set up in 2001, is also active in these academic activities. The University offers refresher courses in Chemistry, Botany, Zoology, Environmental Science, Political Science, Economics and History. The University follows self-appraisal method of teacher evaluation. There is no formal system of teacher evaluation and feedback from the students.

The central library with about 38000 books, 18 foreign journals and 151 Indian journals caters to the needs of the students and faculty. The University library is partly

computerized and has limited internet facilities. There is a seating capacity for about 150 students. It works from 12:00 AM to 4:30 P.M. Arrangements may be made to keep the library open for longer hours and on holidays and Sunday. Only three departments, viz. Department of Economics, Computer Application and Department of Management Studies have small departmental libraries for teachers and students while in some others the process of setting up their own libraries is on.

Students are motivated to develop cultural skills and social service attitude through NSS programmes and other extension activities. The University does not conduct academic audit of its affiliated colleges. College Development Council (CDC) headed by a full time Director acts as a link between the UGC and the affiliated colleges. The Peer Team is of the view that more academic activities and other issues relating to College teachers, students and the non-teaching staff should fall under its umbrella in the development of these Colleges. The University has not yet established strong linkages with industry and business though it has collaborations with international institutions.

Criterion III: Research, Consultancy and Extension

Despite being a young and small University with 33 full-time teachers, the University has made good efforts to promote research. Many of its Departments have only one or two full-time teachers. It is noteworthy that despite the constraints of size and numbers, many of its teachers and departments are engaged in individual and collaborative research. There is evidence of relationships with National and International level funding agencies like UGC, AICTE, CSIR, ICSSR, DST, Euro Commission, UNDP, governmental departments etc. The size of funding is reasonably good and there is clarity on research thrust areas, which are relevant also to the local / State level needs of the community. There is evidence showing the Publication of research papers (41 in International and 189 in National Journals) and articles by the Faculty members and a fairly strong record of conducting as well as participating in the Seminars, Workshops and Conferences. The impact factors of some of the Research Papers are reasonably high.

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About 90 percent teachers are engaged in active research and are guiding M. Phil. and Ph.D. students. While there is positive mindset towards promoting research, no institutional consultancy services are offered. There is no separate brochure or document brought out by the University highlighting competence and expertise of faculty for consultancy work. The number of students currently registered for Ph. D. is 125, which is appreciable. There are twelve ongoing sponsored research projects with a total outlay of Rs. 196.56 lakhs. Departments of Botany, Micro-biology, Environmental Science, Chemistry, Management, Commerce and Political Science have some research infrastructure and ongoing research projects. There is no institutional co-ordinating mechanism to promote and monitor research. A positive feature is that a Centre for Entrepreneurship and Small Business Management (CESBM), with support from Department of Small Scale Industries, Government of India, is being set up with a total grant of Rs. 2.14 crores.

One faculty member has been assigned the task of co-ordinating extension activities. Broad features of the extension work relate to community development, social work, health and hygiene awareness, adult education and literacy, AIDS awareness, blood donation camps etc. These are performed through various forms including NSS and students' events. Some departments also organize extension activities.

Criterion IV: Infrastructure and Learning Resources

Over the years of its existence, the University has been able to build basic infrastructure. The University is located on 142 acres of land. There is a Master Plan to develop the campus. Total area under all floors of all buildings is projected at 113826 sq. meters, when the campus is fully developed. However, it was observed that the University is facing a severe resource crunch due to paucity of State funding. There are no hostel facilities made available for the students at present. Girls Hostel with 50 rooms is under construction with an outlay of Rs. 1.78 Crore (UGC IX Plan). A boys hostel is also planned.



Learning infrastructure is just basic, but can be significantly improved to serve research and educational needs of its stakeholders. Many departments are cramped for space. However, the situation will improve after the completion of construction.

Library has about 38,000 books and subscribes to 151 Indian as well as 18 International Journals. The Library has received a small grant under INFLIBNET, and has been able to manage basic level computerization. VSAT facility with ERNET connecting is being set-up. Limited Internet access is available to students at departmental level. There is a small central Computer Centre with 11 computers, which serves the computing needs of the University administration and examination system. Audio-visual facilities are available in some departments and as and when needed, are shared by other departments.

The University has in-house maintenance staff to take care of all installed equipments, supervised by an Assistant Engineer. There is a canteen for students, which is functioning from a temporary structure. I-Net Centre, started recently, provides photocopying, fax and Internet facilities to students at reasonable rates.

The University has a formal grievance redressal system in place for students and employees. A Women's Harassment Removal Committee has also been constituted recently. At present, there is a health care facility available on the campus, which provides health services by allopath and homeopath doctors.

Criterion V: Student Support and Progression

Total number of students last year has been reported as 680 from within the State, 9 from other states. The increase in comparison to last two years seems to be significant. Both in 2001 and 2002 reported admission was 395 each year. In 2004-2005 the total number of students admitted was 689 (384 boys and 305 girls). It has been reported that in 2001, 195 students appeared at various examinations. Out of these, 171 passed, (134 securing first division). In 2002, 213 students appeared at various examinations, 186 passed and (120 securing first division). For the academic year 2003 the pass percentage

was more than 85 per cent. Both pass percentage and number of students securing first division is quite significant.

The only mechanism to provide information to students about admission and other requirements seems to be through prospectus of the institution. These are reported to be published annually. The Prospectus gives guidance about admission and completion requirements, the fee structure, financial and support services, etc. The University does not have website of its own to provide continuous information. Brochures, profiles or bulletins of information about University in general are not available. However, brochures for some professional courses are prepared and made available to the interested students. The University publishes a news letter annually.

The University provides some scholarships and free-ships to students from the financial aid from the State Government specifically for that purpose, from professional faculty funds and some endowments. During the year 2003-2004, Rs. 8.94 lakh was disbursed to the eligible students. It is reported that in 2003-04, 249 students were the beneficiaries of financial aid and scholarships. Out of these, only two were awarded on the basis of merit. All others are from the Government departments for the welfare of students from the weaker sections of the society. Notably, there is no provision of awarding University Scholarships for the meritorious students or research at Ph.D. level.

Mechanisms for providing academic counseling, apart from regular teaching are not specific although it is reported that teachers are available for counseling.

The University has one Placement Cell in the Department of Management under the charge of one faculty member. During last year, 17 students of the Department are reported to have been benefitted from this. There is no information about placement assistance or employment of students from other Departments. Career counseling facilities, in general, are not available. The University does not report any mechanism to assist or encourage students for self-employment. There is no Alumni Association of Students at the University level, but some departments have such Associations.

With regard to recreation/leisure time facilities, there is an indoor stadium with badminton and table tennis facilities. Outdoor facilities include courts for Tennis, Basket Ball and Volley-Ball. At present, there are no play grounds. Co-curricular, extra-curricular cultural activities are encouraged. Subject associations are also there. The University also organizes essay competitions, debates, quiz competitions, cultural events etc. and sends teams to Inter-University and inter-institution competitions. Students of the University have shown reasonably good performance at State and National levels. University does not have any MoU with industries that can provide to the students job opportunities or training while learning. It is reported that University holds awareness campaigns in collaboration with NGOs and other organizations aimed at all-round personality development of learners.

Criterion VI: Organization and Management

The University is a State University mandated to teach and affiliate colleges/institutions. The highest management body of the University is Board of Management consisting of a Chairman (Vice-Chancellor) and 15 members. Out of 15 members, 6 are ex-officio (4 Govt. of Rajasthan officials and two University officers), 3 are nominated by the Vice-Chancellor, and one each by the Chancellor and State Government, two by the Speaker of State Assembly, two elected from amongst the teachers of the affiliated Colleges. These two positions so far have remained vacant. The University has not conducted the required elections, reportedly because of non-availability of adequate lists of electorate from the colleges. The other bodies of the University are Academic Council, Board of Studies and Faculties and Departmental Councils. All these seem to be quite representative.

During last two years, the Board of Management, on an average met only once a year. During the last two years one meeting each of AC and Board of studies and faculties are reported. University reports that during last year only one non-teaching staff member attended training Programme. With regard to Financial management the University is guided by statutes. The main finance controlling body is the finance Committee

constituted by the Vice-Chancellor, as its chairman, a nominee of the state government, the comptroller and a nominee of the Board.

The University has a limited source of income in the form of fees and other receipts. It is, therefore, dependent on the Government Grants-in-Aids. During the last year, the University received just Rs. 1 lakh as plan grant and no grant under non-plan head from the State Government. The University itself, has not made any efforts to raise funds. It obviously has limited scope to increase fees etc. There is dire need to mobilize resources from possible sources. At present, due to insufficient funds the process of development seems to be very slow.

The University does not have any internal audit mechanism. The annual accounts including the balance sheets are audited by the auditor appointed by the State Government. The University accounts were last audited by the Government auditors in 2002.

In general, the University does not have sufficient administrative and financial autonomy. It is quite dependent on State Government. In comparison to needs of development and enrichment of faculty and maintenance of high standards of education, its resources are too limited.

Criterion VII: Healthy Practices

- * It is commendable that the University is imparting quality education at affordable costs, this being a hallmark of its strategy.
- * It is appreciable that nearly half of the departments deal with career oriented courses.
- * The University has made reasonably good efforts to have on-going research projects from the UGC, AICTE, CSIR, ICSSR, DST and DRT.
- * Receipt of Euro Commission sponsored multinational project in the Department of Botany is commendable.

- * Award of a UGC-sponsored DAAD Sandwich Fellowship as well as Commonwealth Fellowship by A.C.U. UK is appreciated.
- * Algal Germplasm collection of the arid zone species with the help of DBT is good.
- * An effort to breed Drosophila under laboratory conditions is good.
- * The Department of Environmental Studies has grown well into an important resource centre.
- * Establishment of the Department of Remote Sensing is appreciable.
- * The University has a good Auditorium and Seminar halls.
- * The buildings of the University give an aesthetic look.
- * The University has a committed faculty.
- * Harmonious relationship between different stake-holders on the campus is appreciated.

Section 3: Overall analysis

Based on in-depth Criterion-wise assessment, The Peer Team presents the following issues of concern/suggestions for consideration by the University :-

- * In most of the Departments, there is an immediate need for the appointment of requisite faculty, without which the University cannot develop fully. This has led the University to depend on a very large number of outside faculty and the research scholars.
- * In order to have a vibrant campus life, the University may consider completing the construction of the hostel-buildings urgently.
- * The University may further increase the green cover, supported by water harvesting to cope with the drought like conditions the area.
- * The University may consider having Students Amenities Centre on the campus.
- * There is an acute need for having bus service to facilitate transportation of students from distant places.
- * The University may also look into the possibility of having value added courses, as suggested by the UGC.

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- * There is also a need to promote University - Industry interaction and offer consultancies wherever feasible.
- * Counseling activities for the students may also be strengthened.
- * The University may also consider strengthening of Information-Communication Technology and faster knowledge flow on the campus.
- * The University may consider making the photocopies of the evaluated answer books available to the students; holding Semester Examination and starting continuous internal evaluation with suitable weightage in the annual examination.
- * The practice of having feed back from the students about their campus-experience, as also their feedback on teaching may be suitably considered.
- * The University may also weigh the provision of having a few fellowships for those students who have not got any from the outside sources.
- * The University may also consider fixing eligibility to allow some of the teachers in certain under-graduate colleges also for guiding research.
- * Possibility of having more sports and sports-fields on the campus may also be weighed.
- * The Academic Staff College may consider innovative methods to elucidate teaching of the most modern and difficult topics.
- * As research, consultancy and extension form an important component of vibrant academic ambience in a University, more efforts in a focused manner are desirable.
- * The University can attract foreign students to build up international linkages by creating suitable infrastructure for their stay and transport. Academic alliances with Universities abroad can also be sought.
- * The University may look into the possibility of making the library a vibrant place by innovative ways to attract the readers.
- * The possibility of publishing abstracts of Ph.D. thesis and M. Phil. dissertations submitted in the University/State/Country may be weighed.
- * To co-ordinate and promote research and enhance teaching-learning process outcomes at the University level, the University may consider setting up of a Quality Assurance Cell.
- * The Peer Team suggests that a more intensive effort be made to offer skill-upgradation training programmes for non-teaching employees.

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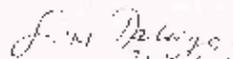
The Peer Team wishes to record its appreciation for the enormous amount of goodwill and co-operation extended by the institution during the visit. The effort of the Board of Management, Vice-Chancellor, Registrar, Faculty and staff in fostering and maintaining an academic atmosphere and culture in the University campus is well appreciated. The Peer Team appreciates the dynamic and visionary leadership of the Vice-Chancellor, and wishes that the University will make great strides in academics, research and Publications in the years to come.

Name and signature of the peer team members

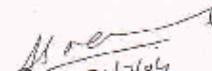
1. Name of the Chairperson : Prof. Bhoomitra Dev


31-07-2004
Signature:

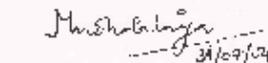
2. Name of the Member : Prof. L. N. Dahiya


31-7-2004
Signature:

3. Name of the Member : Prof. A. S. Narang

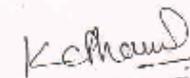

31/7/04
Signature:

4. Name of the Member : Prof. Mayank Dholakia


31/07/04
Signature:

I agree with the observations and recommendations made by the peer team in this report.

Name & Signature of the Head of the Institution


31/7/04
Prof. K. C. Sharma
Vice-Chancellor

Date : 31st July 2004

Place : Ajmer

Annexure VII

List of affiliated colleges that are NAAC accredited

S. No.	Name of the Institution	Institutional CGPA	Grade	Accreditation valid upto
1	Arya Narayani Devi TT College, Ajmer	2.29	B	2/3/2020
2	Central Academy Teachers Training College, Pragati Nagar, Kotra, Ajmer	2.69	B	20/4/2017
3	Chhoti Devi Memorial Girls B.Ed. College, Ladnu Road (Dist Nagaur), Deedwana	2.81	B	4/7/2017
4	Dr. BR Ambedkar B.Ed. College, Tonk	2.47	B	14/9/2017
5	Eminent TT Girls College, Jaipur Road, Diggi, Dist Tonk, Malpura	2.22	B	4/7/2017
6	Geetanjali B.Ed. College, Tal. Makrana, Dist Nagour, Borawar	2.28	B	26/3/2016
7	Government Bangur College, Deedwana, Nagaur	2.68	B	18/2/2021
8	Samrat Prithvi Raj Chauhan Government College, Ajmer	2.86	B	26/3/2016
9	Government College, Baheer Road, Tonk	2.51	B	24/6/2020
10	Government College, Kekri, Ajmer	1.52	C	14/11/2020
11	Government Girls College, Tonk	1.80	C	30/4/2020
12	MLV Government College, Bhilwara	2.52	B	18/2/2021
13	Motherland Girls Teachers Training College, Dist Tonk	2.28	B	30/4/2020
14	SD Government College, Ajmer	2.63	B	26/3/2016
15	SMM Government Girls College, Bhilwara	2.46	B	18/1/2021
16	Saint Soldier Mahila TT College, Tonk	2.14	B	22/3/2018