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Bangalore

CERTIFICATE OF ACCREDITATION

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed*

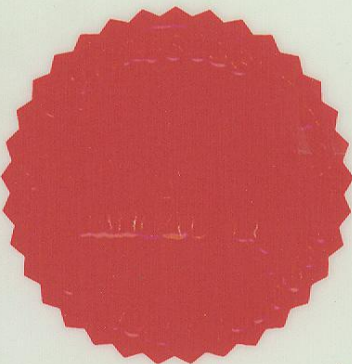
*Peer Team, is pleased to declare the
North Maharashtra University*

Jalgaon, Maharashtra, as

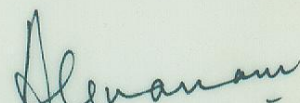
Accredited¹

at the Four star level².

(among the Universities)



Date: January 19, 2001


Chairman

1. This certification is valid for a period of 5 years with effect from the assessment academic year 2000 - 2001.
2. An institutional score (%) in the range of 55-60 denotes one star, 60-65 two stars, 65-70 three stars, 70-75 four stars, and 75 and above five stars (upper limit exclusive).

**Peer Team Report on
Institutional Accreditation of
NORTH MAHARASHTRA UNIVERSITY**

(18 – 20 December, 2000)

Section 1: Introduction

North Maharashtra University is a new institution, set up on 15 August 1990. It is a State University with 123 affiliated colleges and 28 other recognized institutions. Situated on a large and attractive campus, it came into being with a special brief to meet the educational and socio-economic needs of its hinterland, which is semi-urban to rural with a high tribal population. The trajectory of development matches the appropriate goals and objectives of a new institution of this nature, in a state where it must make room for itself alongside many established universities with distinguished traditions.

The University volunteered to be assessed by the National Assessment and Accreditation Council, Bangalore and submitted its Self-Study Report in October, 2000. NAAC constituted a Peer Team to visit the University and validate the Self-study Report. The team members comprised Prof.V.N.Rajasekaran Pillai, Director, School of Chemical Sciences, Mahatma Gandhi University, Kottayam as Chairman and Prof. Sukanta Chaudhuri, Professor of English, Jadavpur University; Dr. P.C. Mishra, Professor of Environment Sciences, Sambalpur University and Dr. Mayank Dholakia, Dean, Faculty of Management Studies, MS University of Baroda as members. The Peer Team visited the University from 18th to 20th December, 2000. Dr. Antony Stella, Deputy Adviser of NAAC, facilitated the Peer Team visit.

The Peer Team carefully studied and analysed the Self-Study Report submitted by the University. During the institutional visit, the team went through all the relevant documents; visited the departments and the facilities; and interacted with the various constituents of the institution. The academic, co-curricular, extra-curricular, sports and extension facilities of the institution were examined. The Peer Team interacted with the Management Council, the Vice-Chancellor, faculty staff and students of the University. Based on the above exercise, and keeping in mind the seven criteria identified by NAAC, the Peer Team assessed the institution for the quality of education offered there. The assessment of the institution under various criteria, the commendable features of the institution as well as the issues of concern are presented in the following pages.

Section 2: Criterion-wise Analysis

Criterion I: Curricular Aspects

The University has wisely adopted the strategy of using its limited human resources to best purpose through the concept of 'Schools' with interdisciplinary courses. This structure needs to be extended to all faculties and departments.

While the idea of interdisciplinary schools is laudable, the actual interdisciplinary content of the courses may need strengthening. While there is interaction within a school between branches of the same discipline, the scope for interaction between different schools and disciplines may be utilized further to ensure truly interdisciplinary Master's programmes. Also, the interdisciplinary potential of a single unit may sometimes need spelling out; for instance, the Department of Comparative Languages and Literature has to decide how to reconcile the comparative content of the courses with their single-language titles.

The staff strength of the schools may often need to be raised to allow optimum use of multidisciplinary resources. Many schools are offering 2-3 (in one case, 5) full-fledged courses with a staff of 6-8 members or less, sometimes even without contributory staff. A growth-oriented department like Information Technology is run entirely by staff seconded from the Computer Science Department. The ratio of contributory to full-time teachers (0.85 : 1) is very high.

The practical thrust of most programmes is indicated by the proportion of laboratory and field work. This is high to adequate in most sciences and technological subjects, but could be somewhat higher in management courses. Many courses have a job-oriented thrust, with compulsory or optional field work and/or industrial training. There is a clear overall thrust on innovative and region-based courses.

Given that the University is only ten years old, there has so far been little question of reviewing or revising the curriculum radically. However, the university is alive to the need for such review, and this is already being undertaken by various departments, through Boards of Studies and Expert Committees with a substantial number of external members. However, the basis for review might be consolidated. So far, the University has relied largely on informal feedback. We may expect a well-defined process to replace this informal means.

Social orientation and interaction in the curriculum is shown by (a) technical support to local agriculture by the School of Life Sciences and School of Chemical Sciences;

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(b) participation in industrial activity through visits and in-house training; (c) cultural interaction. Several series of endowment lectures have been founded, which is creditable in such a new university. Given this base, we may expect interaction with local agriculture, industry and the community in other areas such as Environmental and Earth Sciences, and locally appropriate applications of Information Technology and Management Science.

Criterion II: Teaching-learning and Evaluation

The University has a positive approach to innovative and interdisciplinary courses, as shown by its having developed the concept of Schools. However, this can truly bear fruit if the staff strength of each school or department is increased to optimal point, to ensure a stable core faculty. (See under Criterion I above.) The need is acute in the newer departments, above all the Department of Library and Information Science. It is heartening to note that some posts have been advertised recently. The Peer Team strongly suggests that appointments be made to them without delay.

The staff-student ratio varies widely from one school or department to another. A greater number of teachers is also required to take care of special and emerging areas and innovative training.

Special admission tests and group interviews are used to select students for high-demand courses like Information Technology and Management Studies. Elsewhere, necessarily, marks in the previous examination are the criterion for admission.

Most courses have a computer-related component. They also make extensive provision for laboratory work, field work and in-house industrial training, as well as industrial visits, seminars etc. All this testifies to a considerable measure of co-curricular activity.

There is provision for seminars and presentations to improve the students' communication skills. This may be supported by formal training in English communication.

The system of evaluation is scientifically conceived, with a format incorporating 5 graded types of questions. There is ample provision for external evaluation, as well as for pre-publication review and post-publication reevaluation. The administration of the examination system is streamlined and fully computerized. It has been cited as a

model of its kind. Examinations are conducted regularly and the results published on time.

The overall proportion of passes in university examinations is 75-85%, which is satisfactory. The proportion of first classes, 55-65%, is rather high. The number of first classes needs to be actively monitored by the faculty, in the light of students' record in previous examinations and their continuous performance in class.

The semester system is in operation in M.Sc. courses. This model may be extended to other courses as well.

A good many teachers have availed of faculty improvement programmes both within and outside the campus, and participated in seminars, conferences, workshops etc.. There is provision for study leave and sabbatical leave. The University has also conducted a number of Refresher Courses. It may explore the possibility of setting up an Academic Staff College to cater to the colleges in its own catchment area as well as from outside.

The University has introduced the self-assessment scheme for teachers. However, other means of feedback and assessment must also be considered. A substantial number of teachers are engaged in carrying out and supervising research, and in publication and project work. It is to be hoped that with the recruitment of new and active staff, this proportion will rise.

The University has 5 international research linkages, which is a good number for a young institution. However, the number of national linkages – 7, of which 2 are non-institutional – is small by comparison, and ways may be sought to extend such links. Two teachers have won national awards, and many others obtained distinctions and prestigious fellowships.

Criterion III: Research, Consultancy and Extension

The post-graduate Schools/Departments offer research programme leading to M.Phil and Ph.D degrees. The majority of the teachers are operating research projects and guiding M.Phil and Ph.D Students. A large number of research projects (31) with a total outlay of Rs 202.31 lakhs, funded by national funding agencies, are operational. The schools have well-developed research facilities, and have identified their thrust areas of research.

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The research work in the University is facilitated and monitored by a Board. During the last five years, the teachers have published 150 research papers, 91 in national and 59 in international journals. Out of the 61 students registered for the Ph.D degree, 48 are full-time, and 23 of them are working with fellowships. There are two post-doctoral research fellows. 55 students have been awarded Ph.D degrees during the last 10 years. The total number of books published by the teachers is only 5. Some teachers have received awards and recognition like BOYSCAST, DAAD, UNESCO, Jan Tinbergen International Young Statistician Award, Joulie Curie Memorial Lecture Award etc. However, teachers may be encouraged to publish more papers in standard journals.

The School of Life Sciences, Department of Chemical Technology, School of Chemical Sciences and Department of Computer Science have generated a revenue of Rs. 18.57 lakhs through consultancy during the last three years, the major contribution being from the School of Life Sciences. The School of Life Sciences has developed and transferred technology through university-industry linkages.

Extension activities like campus cleaning and beautification, campus literacy programmes, exhibitions, organization of open houses and cultural programmes etc. are undertaken through the N.S.S. and the Campus Diversity Initiative Project.

The University has undertaken massive teak plantation through participation of students, faculty and employees, with the aim of generating additional revenue. This has had a cohesive and morale-boosting effect on the campus population, as well as ensuring a far-sighted plan to enhance resources.

Criterion IV: Infrastructure and Learning Process

The university has a picturesque campus with an area of 525.28 acres. The major buildings are located on hillocks joined by metalled roads. The master plan has permitted logical and orderly growth of the campus, keeping adequate provision for future expansion. The campus has adequate space to accommodate the schools/departments and utilities like library, computer centre, general administrative building, health centre, boys and girls hostels, guest house etc. The maintenance of the infrastructure is ensured by a team of engineers and supporting staff headed by an Executive Engineer.

The Central Library, temporarily accommodated in the administrative building, functions under the Library Advisory Committee. It is linked to INFLIBNET and is

in the process of computerization. At present it has 15,767 books, 310 theses and 3,184 back volumes. It subscribes to 142 national and 3 international journals. During the last two years, some 4,163 books have been added at a cost of Rs 34 lakhs. The Central Library is also equipped with computers, audio and video cassettes, Internet, reprographic facility, industrial information unit and extension information service. However, the library is understaffed, and the collection and facilities are inadequate. The Central Library building should be completed on an urgent basis. There is also an urgent need to provide departmental library facilities to the schools and departments.

The university has a central computer facility equipped with Lan Server, terminals, printers, scanners and xerox machines to carry out examination work, financial accounting, administrative work, and the printing of information booklets, annual report, budget, audit report etc. The non-teaching staff of the university are provided training in computer applications to carry out their day-to-day work efficiently. All the computers are covered by annual maintenance contract.

The university has a Health Centre temporarily located in the main administrative building with 1 Resident Medical Officer, 1 Nurse, 1 Pharmacist-cum-clerk and 1 ward boy. It may be expanded by the appointment of a Lady Medical Officer, a full-time Pharmacist and a Technician. The Centre provides routine medical facilities like health check-up, pathological examination and minor surgery. The important feature of the Health Centre is the compulsory medical check-up of hostel students, employees and faculty. Their health records are also maintained. The University may think of compulsory health insurance for post-graduate students against a token contribution.

At present there is no Sports Centre. However, the University has earmarked 100 acres of land for a proposed Sports Centre to accommodate facilities for outdoor games and sports. At present, there are facilities for certain indoor and outdoor games, and a well equipped gymnasium. Incentives in the form of 10 grace marks for passing or award of class are given to the students who have participated in games and sports at the national level. Some other concession, e.g. relaxation of admission norms, may be preferable to the present form of incentive. A number of students have participated in state, regional and national-level sports and games.

The University does not have a separate Instrumentation Centre or workshop. However, the facilities of the Department of Chemical Technology, like fitting shop,

carpentry shop, machine shop, plumbing shop, welding shop etc., are made available to other departments.

There are two hostels on the campus, one for boys and the other for girls. They are well maintained and administered. Two more hostels are under construction.

Criterion V: Students Support and Progression

The prospectus is brought out annually with adequate information, and made available to students at the time of admission. Prospective students are also informed about admission through advertisement in local and national newspapers. In future, such information will be available through the recently launched University website. A few departments like Computer Science, Information Technology and Management have attracted students from other states. The University follows the Govt. of India rules with regard to the admission of foreign students, but it has no foreign student at present. The drop-out rate is negligible and the success rate is high.

There is no formal career counselling service. However, the teachers participate in academic and career counselling. The University does not have a Placement Cell. However, a few schools/departments arrange interviews to provide employment opportunities to students. The team feels there should be a formal set-up for career counselling and placement.

Although no formal mechanism existed earlier to collect feedback from the students on the curriculum, teaching methods etc., the University has decided in principle to collect feedback from the 2000-2001 session. Alumni Associations have also been formed in a few departments.

Financial aid is received from the State Government in the form of Block Grant for students from economically backward classes and children of ex-service personnel. A notable feature of the university is the establishment of the Ekalavya Training Centre at Dhule in 1992, with patronage from the State Tribal Development Department, to provide guidance and overall development for students in general and tribal students in particular.

Criterion VI : Organization and Management

The University governance is based on the Maharashtra Universities Act, 1994, Statutes and Ordinances. This provides for a detailed structure of authorities, officers, bodies and committees, defining the nature of the positions with corresponding powers and duties.

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The management is supported by guidelines incorporated in Statutes, Ordinances, Rules & Regulations and Directories. The entire framework ensures effective functioning of the University.

Our detailed examination revealed that vital administrative processes are functioning reasonably well. This includes the following considerations.

- Purchase and procurement processes have been laid down and followed rigorously.
- Financial management and accounting processes are computerized. There is evidence of an effective accounting system with up-to-date maintenance of accounts.
- Academic processes such as admissions and examinations are effectively administered. In particular, the examination system, catering for the entire population of over 90,000 students (including affiliated colleges) is fairly foolproof. There has been a significant reduction in the incidence of unfair means during examinations. Results are declared on schedule.
- Internal audit processes are rigorous, ensuring almost no audit objection from the Government auditors.
- The academic calendar is scrupulously prepared and followed.
- The reservation policy laid down by the State Government is enforced through a BC Cell. The University adheres strictly to the roster system for backward class employees.
- Teaching staff are appointed as per prescribed UGC norms. There is, however, a need to make a concerted effort to fill the vacant teaching positions.

The University carries out its affiliating function effectively. In all aspects of management such as staff selection, academic audit, conduct of examinations, regular monitoring and development of affiliated colleges, the University complies with prescribed UGC or State Government guidelines.

Resources generated by the University for its various projects are of reasonable amount, and the fee structure follows State Government guidelines, with the exception of self-financed courses. The University has an efficient system of investing surplus funds and has so far earned around Rs. 8 crores from interest since its inception.

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There have also been a few good initiatives taken by the University to improve the administrative and management processes. These are :

- Computer literacy training for the staff
- Emphasis on enhancing personal efficiency
- Management Skills Development Programme

Total involvement of the different sections of the University community is ensured through periodic meetings and interactions. The overall spirit of commitment and co-operation on campus is commendable.

The University has a number of welfare programmes for the employees like provision of staff quarters, vehicle loan and loan for personal computer, conveyance to employees at concessional rate, co-operative credit society, Group Insurance Scheme etc. It also provides leave travel concession to the employees. There is a Grievance Committee constituted by the University Management Council to consider the grievances of the employees (other than dismissal, removal, demotion etc.). In addition to this, the Vice-chancellor and the Registrar may be approached for redressal of grievances.

Criterion VII: Healthy Practices

Despite being a new and relatively small university with a rural hinterland, the North Maharashtra University has been able to embark upon several healthy initiatives.

- It has the distinction of having initiated in the state of Maharashtra the concept of Schools offering interdisciplinary and applied programmes under one roof.
- The University has initiated collaborative efforts with national and international institutions. In particular, the efforts of the School of Life Sciences, School of Physical Sciences, School of Chemical Sciences and Department of Chemical Technology are noteworthy. But such efforts can be more broad-based to cover more schools and departments.
- The University's focus on vibrant interaction with the regional industry and community is also noteworthy. There have been instances of co-operation in the form of technology transfers, farmer education to improve yields, and placement of students in projects as well as jobs.
- There is a significant effort at enriching campus life as well as the academic ambience through events such as blood donation camps, Krishi Vidnyan Yatra, Vidnyan Jattha, tree plantation programmes and the Campus Diversity Initiatives supporting scientific exhibitions on themes like AIDS, drug abuse, environmental pollution and so on. Teak plantation on 110 acres of land utilising bio-tech input

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from the School of Life Sciences through a massive voluntary effort, with the goal of generating financial resources in the long term, is commendable.

- There is also adequate encouragement for students to participate in youth festivals, cultural events, Open House celebrations, Science Day celebrations, debates, sports and other cultural initiatives. There is an overall impression of enthusiasm in promoting all-round development of the students and other sections of the University community. Such initiatives have resulted in enriching the campus life.
- Students and teachers have come together with voluntary *Shramadan* on projects such as cleaning the campus and setting up the teak plantation.
- There are praiseworthy efforts at making the University socially relevant, as evidenced through demonstration of bio-tech inputs to the local farming community.
- Poojya Sane Guruji Sanskar Kendra, a Centre adopted by the University, has been doing excellent integration work. It promotes the teaching and practice of ethics and high standards of accountability among all sections of the community. Under the aegis of the centre, eminent personalities have been invited by the University to deliver lectures on relevant themes. The initiative of the University in this direction is commendable.
- The Mahatma Gandhi Tatwadnyan Mandir at Dhule has done some pioneering work in promoting Gandhian thought and its application in day-to-day life.
- The Ekalavya Centre has been set up at Dhule to promote developmental and awareness programmes among the youth in general and tribal youth in particular.

All told, one is left with a favourable impression about the healthy practices on the campus. The University has embarked upon these initiatives at an early stage. The effort needs to be sustained in the long term.

Section III: Overall Analysis

The Peer Team, after going through the Self-Study report and visiting the various academic and physical facilities of North Maharashtra University, built up over a short span of ten years, appreciates the efforts of the university towards achieving its goal. The University shows reassuring evidence of planned development, aimed at specific areas and building up specific strengths to further certain defined goals. Working with a relatively small staff base and limited resources, it has wisely begun with courses having a practical content in the fields of science, technology and management. A limited start has been made with language and literature. We hope, however, that this repertoire will gradually be extended to a wider range of pursuits and disciplines, so that the University can take its place as a full-fledged intellectual centre. In particular, it is necessary to set

up departments/schools in the social sciences, perhaps with a similarly practical orientation. Also, care should be taken to ensure that application-based programmes, however valuable in themselves, are sufficiently based in the fundamental principles of the discipline.

As regards infrastructural development, the University has made notable progress in ten years of existence. Most of the main facilities required on a campus have been instituted, and many administrative systems put in place, notably a streamlined and computerized examination system. The provision of infrastructure to the teaching departments is under way, but the process needs to be speeded up and enhanced.

In a word, North Maharashtra University shows considerable promise of growth, and the will to achieve such growth. This report is meant to aid that process. The recommendations and suggestions given below are intended to that end.

The Team would like to commend the university for its many good practices, particularly

- introduction of need-based and practical courses.
- adopting the Schools concept for interdisciplinary teaching and research, ensuring optimum use of human and other resources.
- collaboration with national and international institutions.
- development and transfer of technologies through university-industry linkages.
- establishment of a University Computer Centre and spread of computer awareness.
- efforts to generate additional resources through consultancy and technology transfer.
- operation of externally funded research projects.
- efficient conduct of examination and time-bound publication of results.
- participation of students, employees and teachers in *Shramadan* for development and extension activities.
- establishment of Ekalavya Tribal Centre for the benefit of tribal students.
- inculcating civic values in students through various programmes and activities.

While commending the above features and practices, the Peer Team would invite the University to consider:

- the necessity of widening the range of disciplines to include more of humanities, social sciences and basic sciences.
- providing adequate inputs in the form of staff and infrastructure to the departments launched in the last one to two years.
- developing student feedback in a comprehensive way through questionnaires and other structured formats to improve academic inputs and services for the students.



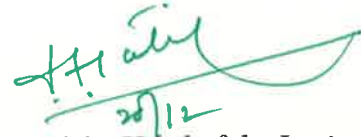
- establishing a Student Placement Cell as well as a Counselling Service.
- activating an Alumni Association.
- launching University postgraduate programmes in law and education, as they are not currently available either at the University or in affiliated colleges.
- speedy construction of the Central Library Building.
- subscribing to standard international journals.
- augmenting the library collection and facilities, and setting up departmental libraries.
- fully equipping the Health Centre and appointing more staff.
- establishing a Sports Complex.
- establishing a University Science Instrumentation Centre.
- publishing more results of research work in standard journals.
- ensuring better telecom and Internet facilities, and expanding the Computer Area Network (CAN).
- ensuring better communications by setting up an STD booth.

The Peer Team wishes to record its appreciation of the goodwill and cooperation extended by the University. The Team wishes the University all success in its endeavours.

Signatures of the Peer Team:

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4. 

I have gone through the report and I accept it.



Signature of the Head of the Institution

VICE CHANCELLOR,
North Maharashtra University,
JALGAON. 425001



Departmental Evaluation

School of Physical Sciences

The School of Physical Science, established in 1991, conducts M.Sc. programmes and research in Materials Science, Energy Studies and Electronics. The M.Sc. programmes are different from those conducted in the affiliated colleges. The semester pattern of curriculum is followed. There is continuous evaluation and internal assessment to the extent of 40 % of the total marks for the M.Sc. courses. The syllabus is periodically revised. The infrastructural facilities can be rated as good. The teachers are motivated for teaching as well as research. The quantum of sponsored major research projects that the teachers have brought to the School is commendable. Attempts have been initiated by the teachers for collaboration with the local industries in their research. The applied orientation of the teaching programmes can be attributed as a reason for the poor performance of the P.G. Students in the CSIR-UGC National level Eligibility Test; steps have to be taken to provide suitable orientation so that some of the students get the an opportunity to enter the research and teaching profession. Participation in and conduct of national seminars in the broader disciplines of Physics have to be promoted in order that the research groups in the School may function at a national level. *Score - 74*

School of Mathematical Sciences

The School, established in 1991, offers M.Sc. and Ph.D. programmes in Computational Mathematics and Industrial Statistics. Periodical revision of syllabus, continuous evaluation and internal assessment for the M.Sc. programmes are effectively implemented. Teachers regularly update their knowledge and expertise by participation in workshops and seminars. Interaction with peers is also evident. Research activities are good, as are computational facilities and the physical infrastructure of the School. Linkage with industry as well as with other institutions is commendable. It is a matter of concern that very few students qualify in the UGC-NET and CSIR-JRF examinations. Steps have to be taken to attract more full-time students for research in the School. *Score 70*

Department of Chemical Technology

The Department conducts B.E. programmes in Chemical Engineering and Chemical Technology with specialization in Plastics, Paints, Oils, Fats, Waxes & Food as well as Ph.D. research in Chemical technology. All the faculty members are involved in research. There are publications in the area of polymer technology, as well as interaction with industry for job training and project work. There are sponsored research projects from various funding agencies. Extra-curricular and extension

activities are undertaken by the Department very effectively. The laboratories and workshop are reasonably well-equipped. Region-relevant problems are being taken up by the Department. Collaborative research projects, joint training programmes and inter-Department facility sharing with the Chemical Sciences department would add to the performance of the Department. *Score-70*

School of Chemical Sciences :

Established in 1992, the School offers M.Sc. programmes in Polymer Chemistry, Industrial Chemistry and Pesticides and Agrochemicals and Ph.D. research in related areas. There are a number of sponsored minor and major research projects. Instrumental facilities are good. In the design and conduct of the Pesticides and Agrochemicals course, industry involvement is effectively made use of. Most of the teachers have a good a publication record. It is a matter of concern that neither the school nor the University Library is subscribing at least to a few international journals. Modern approaches in teaching as well as practicals are followed. The students are encouraged to participate in extension activities related to their studies.

Score-72

School of Life Sciences

School of Life Sciences established in 1991 offers M.Sc. programmes in applied branches of Biology i.e. Microbiology, Biochemistry and Biotechnology. The research achievements of the faculty in the form of operating a large number of Agrobiotechnology based research projects and developing and transferring technologies to farmers and industrial sectors are commendable. Generation of additional revenues to the extent of Rs. 14.0 lakhs during the last two years is very much encouraging. The teachers of the School have received national and international recognition and are committed to the quality education. The students passing out from the School are being absorbed in educational institutions and industries. The School will definitely reach to the status of reputed institutions of the country with such continued quality education and research activities. *Score-74*

Department of Comparative Languages and Literature

Too small as yet to be viable, even with two new teacher arriving soon. Very small collection of books. Needs to think out its aims and programmes much more, and determine whether to work towards comparative as single-language programmes.

Department of Library and Information Science

Still in a very rudimentary state. The only teacher for Library Science is also the only trained Librarian in the Central Library. Few books, and no journals, computer or

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other equipment for the teaching department as distinct from the Library. Basic staff and infrastructure needed urgently.

Pratap Centre for Philosophy

Has a firm basis in an established and well-known institution. After a m----- period, the present staff are making active efforts to start courses, publish two journals and revive the centre. However, the new MA course under way needs more thinking out.

Score - 62

Department of Computer Science

Established in August, 1994, the Department conducts two programmes namely, M.C.A. (3 years' duration) and M.Sc. (Computer Science). There are four full time teachers and five contributory teachers. Intake capacity for both programmes is 60 students each.

Both programmes have contemporary curriculum incorporating components such as: theoretical computing, artificial intelligence, neural networks, different operating system platforms, RDBMS and computer languages. The curricular design incorporates recent advancement in the software field. The Department has strong IT infrastructure consisting of more than 80 computers divided into four labs: UNIX/NT, RDBMS, AS400 and Internet. During the short span of its existence, there has been significant research output including two papers in international journals. During the last two years, through the conduct of training programmes, it earned a revenue of Rs. 2.9 lakhs. This effort is commendable. As an area of concern, the department needs to put further efforts at strengthening Internet facility. Curriculum wise, the components on Internet/Web Technology and e-business tools could be further strengthened particularly in the M.C.A. programme.

Score - 74

Department of Information Technology

The Department, established in July, 1999, offers M.Sc. (I.T.) programme. Present batch has 30 students. The programme is self-financing in nature. It is currently being looked after by Department of Computer Science and is not functioning independently.

School
~~Department~~ of Environmental and
Earth Sciences .

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The School, established during Jan. 1999, offers M.Sc. Programme in Environmental Science at present with three teaching staff. The School has a high potential. More input to the form of staff and infrastructure is required.

Department of Management Studies

Established in June, 1991, the Department operates two programmes, viz. Bachelor of Business Studies (BBS) and Master of Business Administration (MBA).

The Department has, at present, only 3 full-time teachers and is supported by 14 contributory teachers. It subscribes to 18 journals and periodicals. On a positive note, the department offers six areas of specialization in the M.B.A. programme and has plans to start specialization in Systems. Its course syllabi are contemporary in nature and reflect recent developments in the field of management. In terms of areas of concern, the Department needs to set up its own I.T. infrastructure, increase the number of full-time teachers by filling vacant positions (currently four positions are vacant) and significantly strengthen its efforts on research output. There is a limited focus on research and consultancy. While there is good work being done to ensure placements for students, there is a scope for making industry interface more vibrant by helping industries in terms of management development training programmes.

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Score - 64

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