PEER TEAM REPORT

OF

North Maharashtra University
Jalgaon, Maharashtra.

Dates of Visit:
February 23rd, 24th, 25th and 26th of 2015.
<table>
<thead>
<tr>
<th>Criterion I: GENERAL</th>
<th>Information</th>
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<tbody>
<tr>
<td>1.1 Name &amp; Address of the Institution</td>
<td>North Maharashtra University, Jalgaon, Maharashtra</td>
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<tr>
<td>1.2 Year of Establishment</td>
<td>1990</td>
</tr>
<tr>
<td>1.3 Current Academic Activities at the Institution (Numbers)</td>
<td>-</td>
</tr>
<tr>
<td>• Faculties/ Schools</td>
<td>12 Schools, 1 Institute and 8 faculties</td>
</tr>
<tr>
<td>• Departments/ Centres</td>
<td>Departments: 56; Research centres: 6; and Satellite centers: 3.</td>
</tr>
<tr>
<td>• Programmes/ Courses offered</td>
<td>100 (UG-09, PG-49, Ph.D-37, Diploma-01 and Certificate courses-04)</td>
</tr>
<tr>
<td>• Permanent Faculty Members</td>
<td>101</td>
</tr>
<tr>
<td>• Permanent Support Staff</td>
<td>432</td>
</tr>
<tr>
<td>• Students</td>
<td>3226</td>
</tr>
</tbody>
</table>
| 1.4 Three major features in the institutional context (As perceived by the Peer Team) | • Located in rural environs with good infrastructure.  
  • Mostly caters to the needs of the socio-economically disadvantaged sections of the society mainly tribal communities. 
  • Affiliated general and professional college. |
| 1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure) | 23rd, 24th, 25th and 26th February 2015. |
| 1.6 Composition of the Peer Team which undertook the on-site visit: | |
| Chairperson | Prof. A. M. Pathan |
| Member | Prof. J.S.P Rai |
| Member | Prof. Atal Chaudhuri |
| Member | Prof. Umesh C. Goswami |
| Member- Co-Ordinator (On Site) | Prof. Niranjan Roy |
| Member | Prof. A. Venkatraman |
| Member | Prof. Harish C. Sharma |
| Member | Dr. Vijayalakshmi |
| Co-Ordinator (NAAC) | Dr. Ganesh Hegde |
## Section II: CRITERION WISE ANALYSIS

### 2.1 Curricular Aspects:

| 2.1.1 Curriculum: Design and Development | • Periodical revision of the curriculum for all programmes.  
• The programmes offered are applied, need based and a few are innovative.  
• Structured procedure is followed for development of curriculum. |
| 2.1.2 Academic Flexibility | • Certificate, diploma and advanced diploma courses added to enrich UG/PG programmes.  
• University introduced Choice Based Credit System for PG programmes from 2014-15.  
• MOUs with foreign Universities/College in select areas. |
| 2.1.3 Curriculum Enrichment | • Existence of interdisciplinary / multidisciplinary programmes aims for enrichment of curriculum.  
• Some value added and soft skill programmes introduced by the University.  
• Curriculum is revised after every 3-5 years. |
| 2.1.4 Feedback System | • Stakeholders participate under “think tank” scheme.  
• Student’s feedback system on courses and teachers need to be further strengthened.  
• Faculty members from affiliated colleges participate in designing course curriculum through participation in different statutory bodies.  
• Participation of alumni and other stakeholders in curriculum design needs to be more visible. |

### 2.2 Teaching-Learning & Evaluation:

| 2.2.1 Student Enrolment and Profile | • Transparent, online well publicised admission process followed with strict adherence to Govt. Reservation policy.  
• Academic calendar prepared and followed for all academic activities.  
• Outstanding sports persons are given incentive. |
| 2.2.2 Catering to Student Diversity | • Girl students constitute 46% and students from socially and economically weaker sections are represented.  
• Remedial coaching for slow learners and soft skills courses through the Central Training and Placement Cell in place.  
• Advanced learners are encouraged to participate in |
<table>
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<th>Description</th>
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| 2.2.3 Teaching-Learning Process | - Academic flexibility and autonomy to various schools for effective implementation of teaching-learning process.  
- Field work is made part of the curriculum in many courses.  
- ICT enabled teaching and learning to be made more effective. |
| 2.2.4 Teacher Quality | - Well qualified and dedicated faculty with 76% having Ph.D degree.  
- Faculty members actively participated in FDPs, seminars, industrial visits; tutorials, assignments etc.  
- 9 faculty members have received awards and recognitions in the last 5 years. |
| 2.2.5 Evaluation Process and Reforms | - Transparent examination system and adoption of BAR code ensures confidentiality.  
- OMR based objective examination (MCQ) for all programmes with online delivery of question papers for professional courses.  
- Continuous assessment with evaluation system of external (60%) and internal (40%) in place. |
| 2.2.6 Student Performance and Learning Outcomes | - Performance of the students at the University examination is good.  
- Learning outcomes facilitated through innovative experiments, e-learning facilities, coaching and remedial classes.  
- Students are encouraged to undertake research activities. |
| 2.3 Research, Consultancy & Extension |  |
| 2.3.1 Promotion of Research | - Research and recognition committee monitors research activities.  
- Provision of financial assistance from Vice Chancellor’s research fund is in addition to other funding agencies.  
- Students and faculty received are given awards.  
- National and international conferences/seminars organized regularly. |
| 2.3.2 Resource Mobilization for Research | - Mobilization of funds from different agencies for research projects is excellent.  
- University allocated about 15% of the total budget for research.  
- Funds generated through collaboration and consultancy is satisfactory. |
| 2.3.3 Research Facilities | - Well-equipped laboratories.  
- ICT enabled library and e-journals through INFLIBNET.  
- Sophisticated Analytical Instrumentation Centre |
### 2.3.4 Research Publications and Awards
- Faculty members published a good number of research papers in peer reviewed journals.
- 7 Indian and 1 U.S patents awarded and another 24 applied for Indian patents.
- About 25 faculty members have received research awards.
- One faculty is FNA and few other received national and international awards.

### 2.3.5 Consultancy
- Faculty members are engaged in different types of consultancy and have generated about Rs. 1 crores.
- University-Industry interaction cell helps in consultancy activities.
- Formal consultancy mechanism is in place.

### 2.3.6 Extension Activities and Institutional Social Responsibility
- Community outreach programmes in rural and tribal areas appreciable.
- Extension activities undertaken by NSS are evident.
- Extension work through Lab to Land students and faculty member.

### 2.3.7 Collaboration
- Research collaboration with national and international levels institutions.
- Academic collaboration with Indian and Foreign Universities exist.
- Several MoUs with National and International Institutions for faculty and student exchange program.

### 2.4 Infrastructure and Learning Resources:

#### 2.4.1 Physical Facilities
- University has 660 acres of land in the main campus with 89576.7m² built up area with 3 others satellite campuses.
- Common facilities like convocation auditorium, senate hall, Audio-visual hall, medical, sports and recreation facilities exists.
- Boy’s and Girl’s Hostel facilities are good.

#### 2.4.2 Library as a Learning Resources
- ICT enabled library with good number of volumes (books, journals etc) available.
- Library has UGC-INFLIBNET facility and acquired large number of E-books and E-journals.
- Library has developed digital knowledge center and virtual class room.

#### 2.4.3 IT Infrastructure
- 2 Gbps National knowledge network available.
- Internet connectivity be extended to hostels.
- Some Wi-Fi hot spots available.

#### 2.4.4 Maintenance of Campus Facilities
- Buildings, class room’s communication network, furniture and laboratories adequately maintained.
- Budget provision made for maintenance.
- AMC for many instruments exist.

### 2.5 Student Support and Progression:

#### 2.5.1 Student Mentoring and Support
- Effective mechanism is in place Students Grievances Redressal, Anti Ragging, and Gender sensitization.
- Mentoring through various types of scholarship, award and research fellowship.
- Central Training and Placement Cell supports students for self-employment and entrepreneurship.

#### 2.5.2 Student Progression
- Students generally go for higher studies and employment.
- Coaching programmes for NET/SET, GATE and other competitive examinations exist.
- A good number of students have succeeded in NET/SET and GATE examinations.

#### 2.5.3 Student Participation and Activities
- Student’s performance in various cultural activities and sports noteworthy with many awards.
- Students are encouraged to participate in seminars/conferences and subject related competitions.
- One student participated in commonwealth games and won the medal, which is commendable.

### 2.6 Governance and Leadership:

#### 2.6.1 Institutional Vision and Leadership
- Academic and other activities of the University reflect the vision and mission statement.
- Leadership, both academic and administrative visible and participative decision making practiced.
- Stakeholders contribute to achieving the goals of the institution.

#### 2.6.2 Strategy Development and Deployment
- University has a perspective plan in form of Vision 2020 and 2040 documents.
- Decentralized decision making through various committees involving stakeholders visible.
- Academic flexibility and autonomy to different schools has helped in progress towards excellence.

#### 2.6.3 Faculty Empowerment Strategies
- Faculty Development Program exist.
- Seed money for research to encourage research activities.
- Awards and recognition for research by the University for Faculty Members.

#### 2.6.4 Financial Management and Resource Mobilization
- Annual budget prepared and approved by statutory bodies of the University.
- Internal and external audit mechanisms exist.
### 2.6.5 Internal Quality Assurance System
- IQAC, established in 2006, needs to be further strengthened.
- Benchmarks for quality assurance created by IQAC.
- Implementation of CBCS through IQAC.

### 2.7 Innovation and Best Practices:

#### 2.7.1 Environment Consciousness
- Environmental consciousness led to implementation of various eco-friendly initiatives like solar/LED street light, water heaters in hostels exits.
- Biodiversity Park and Tribal Centre are in the process of establishment.
- Green audit initiated.

#### 2.7.2 Innovations
- Lab to land and Lab to industry adopted.
- Online services through e-suvridha and students’ helpline.
- Formation of ‘Think Tank’ for planning and development of the University.

#### 2.7.3 Best Practices
- Community engagement through Lab to land and Lab to industry.
- Skill training and placement.
- Environmental consciousness and rain water harvesting.
- SAP-ERP and BI software used in financial management.
- School of Thought for Value Education.

### Section III: OVERALL ANALYSIS

#### 3.1 Institutional Strengths
- A large campus with good infrastructure facilities.
- Effective and dynamic leadership.
- Committed faculty and non-teaching staff.
- Providing safe drinking water facilities.
- Transparent examination system.
- Recognition of School of Studies by funding agencies.

#### 3.2 Institutional Weaknesses
- Shortage of permanent teaching staff.
- Location of the University.
- Limited employment opportunities at the local level.
- Lack of students’ diversity.
- IQAC is not functioning properly.

#### 3.3 Institutional Opportunities
- Motivating rural and tribal students who are first generation learners.
- Promotion of inclusive growth by adopting new
relevant courses and technologies.
- To make use of enthusiastic alumni association (NMUPSA) for developmental activities.
- To cater to the local and global needs.

### 3.4 Institutional Challenges

- Preparing the students for global competition.
- Motivating students for better communication skill, better employability and entrepreneurship.
- To strive for cooperation and support from different stakeholders, including the State Government.
- To enhance the academic ambience and rigor by identifying more research centres in affiliated colleges.

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### Section IV: Recommendations for Quality Enhancement of the Institution

- Efforts be made for recruitment of additional faculty positions for increasing teacher-student ratio.
- Measures need to be taken for proper implementation of CBSE system.
- School of Social Sciences, Arts and Humanities need to be further strengthened.
- Satellite centers be made viable by introducing regular programmes.
- Internal transport system to connect various units be planned.
- Efforts be made for proper maintenance and upgrading sports facilities.
- Training in various teaching aids should be provided to the teachers.
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<th>Name</th>
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<tr>
<td>2. Prof. J. S. P. Rai</td>
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<td>26.2.15</td>
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<td>3. Prof. Atal Chaudhuri</td>
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<td>26.2.15</td>
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<td>4. Dr. Umesh C. Goswami</td>
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Place: Jalgaon, Maharashtra.  
Date: 26\(^{th}\) February 2015.
North Maharashtra University, Jalgaon has been reaccredited in the third cycle by NAAC with a ranking of “A“ Grade. It is a remarkable feat that North Maharashtra University has achieved “A” grade in its Silver Jubilee Year.

The NAAC Peer Team visited the North Maharashtra University from 23rd Feb. to 26th Feb.2015. The Peer team comprised of eight members headed by Prof.A.M.Pathan. The Peer team visited all academic schools and departments, administrative departments as well as the three sub-centres at Dhule, Amalner and Nandurbar. The team assessed, verified and closely scrutinized all the parameters and presented the final report to NAAC, Bangalore.

The NAAC Committee convened a meeting on 1st May and the university was accreditated with “A“ grade which was then displayed on the NAAC website.

The Peer team expressed its satisfaction at the excellent infrastructural facilities, eco-friendly environment, dynamic leadership, committed teaching and non-teaching staff, transparent examination system, drinking water facilities, the research grants procured by the university from various funding agencies and other innovative programs. The Peer team appreciated the “Lab to Land“ and “Lab to Industry“ projects, e-Suvidha facilities available to students, the V.C.helpline and the Think-Tank’s developmental perspective. The social and community outreach programs conducted through Lab to Land, the human resource development initiatives, training programmes, the water harvesting projects, SAP-ERP adopted by the Finance Dept. were specially mentioned in the report. The University’s efforts to provide value education through the pioneering School of Thoughts was mentioned as one of the best practices by the Peer team. Solar energy LED lights, solar heaters in the hostels, the bio-diversity park proposal and the “Tribal Academy“ initiatives were also acknowledged by the Peer team.

North Maharashtra University’s endeavours to provide quality education to the tribal and rural students mostly first generation learners were commended. Innovative courses, technology assisted learning display the inclusive policy of the university. The MoU’s signed with foreign universities was a means to provide employment opportunities to the students of this region. The Peer team acknowledged the interdisciplinary approach, the CBCGS, on-line admission, academic calendar, the excellent achievements in sports, the VC Research Motivation Scheme, Academic flexibility, the state-of-art laboratories, sustainable human resource development as well as the roadmap of the future Vision-2040 document in the final report.
Also as per the recent survey of leading magazines *India Today*(in 2014)& *Career 360* (in 2015) North Maharashtra University has been ranked No.1 in Maharashtra State Universities and 28th amongst 742 Indian Universities in India.

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प्रेस नोट

उत्तर महाराष्ट्र विद्यापीठला नंक पुर्णप्रम्बेंकनाच्या तिसर्या साध्यात 3.05 गुणांश ‘अ’ मानकाने प्राप्त ज्ञात आहे. विद्यापीठले उक्त कृत्त व्यासाचे ‘अ’ श्रेणी प्राप्त केली आहे. विद्यापीठाच्या रोप्य महोत्सवात वर्ष सुरु असून या वर्षात ‘अ’श्रेणी प्राप्त ज्ञात हे विशेष.

दिनांक 23 ते 26 फेब्रुवारी, 2015 दरम्यान उत्तर महाराष्ट्र विद्यापीठला नंक पीढी टीमसे भेट दिली होती. प्रा. ए.एम.पदार्शण वाच्याचा अध्यक्षेवाळी आठ सदस्यांचा व टीममध्ये सहभाग होता. व टीमने विद्यापीठातील सर्व शैक्षणिक विनिर्देश, प्रशासकीय विनिर्देश, तसेच घुटने, नंदनवर व अमतंत्रे या तीन उपकरणांना भेटी देत विद्यापीठाच्या प्रमाणीय संबोधनाने भागीली केली होती. व नंकाना आपला अहवाल सादर केला होता. बंगाडूर ह्ये नंकाच्या स्थाप्तीमत 1 में रोजी बेटक ज्ञात आणि व्यास उत्तर महाराष्ट्र विद्यापीठला ‘अ’ मानकाने देण्यावर शिक्षकांमध्ये करण्यात आला. राष्ट्रीय मूल्यांकन व प्रमाणाने (नंक) परिषदेच्या संकेतस्थापन हे मानकाने जाहीर करण्यात आले आहे.

विद्यापीठाचा अत्यंत उत्कृष्ट व पारंपारिक सुविधांसह असलेला परिसर, परिणामवर्ग व तडकदार नेतृत्व, ध्येयमयी आणि कार्यकृतक विज्ञान व शिक्षककर्ते, कार्यकर्ता फलदेखील पारदर्शीपणा, पिण्याच्या पाण्याच्या उत्तम सुविधा आणि विविध विण्यांच्या संख्येमयांत्रिक प्रशासनांना मिळालेले निमित्ती, नाविन्यूरूरूप उपक्रम वाच्यांचा जोरावर नंकाने दिलेल्या अहवाळप्रमाणे विद्यापीठात हे ‘अ’ मानकाने प्राप्त ज्ञात आहे.

या समावेशाच्या अहवालाच्या विद्यापीठाच्या आपली निरक्षणे नंदविली आहेत. यामध्ये “प्रयोगशाळा ते जिमन” आणि “प्रयोगशाळा ते उद्देश” हे नाविन्यूरूरूप उपक्रम, ई-सुविधांदरे विद्यापीठाना दिली जाणारी ऑनलाईन सेवा, विद्यापीठाच्या हेल्पलाइन, विद्यापीठाच्या नियोजन आणि विकासासाठी स्थायिक करण्यात आलेला "थिक-टॉक" या आवर्जून उल्लेख करण्यात आला आहे.

प्रयोगशाळा ते जिमन, प्रयोगशाळा ते उद्देश या माध्यमातून विचित्र समुदायस्थित साधन जाणारा संवाद, सर्वांतम व कुशल मनुष्यव्यक्ती विद्यापीठाच्या दिले जाणारे प्रशिक्षण व रोजगार रोप्यं, विद्यापीठातील उत्तम परिवारण सांगणे वापराच्या पाणी साठविकायासाठी केलेली व्यवस्था, वित्त विनिर्देशक संप्राणालीचं केलेला अवलंब तसेच मूल्यशिक्षणसाठी सुरु करण्यात आलेली विचाराधारा प्रशास्त यांचा उल्लेख विद्यापीठातील बेस्ट प्रक्टिसेस महूरून या अहवालात करण्यात आला आहे. सुलभ परिवारणसाठी विद्यापीठाने विवेशाचे पालने उचललेली असून एलाइट परदेश, वस्तुधारातील पाणीचे हिंदसे तसेच जेवणिविभागात पाक्या आणि आदिवासी अकादमी स्थायिक करण्यासाठी सुरु करण्यात आलेली प्रक्रिया याचाही उल्लेख अहवालात आहे.

पान 2 वर
प्रामोद आणि विशेषतः आदिवासी भागातील उच्च शिक्षणार्थ आलेल्या पहिल्या पिठौला हे विद्यापीठ प्रेमाधायी ठरत आहेत. नाविन्य्यूत्तर अभ्यासक्रम व तत्त्वाधारणसंबंध व सर्वसमावेशकता हि विद्यापीठांत विस्तारात संही आहेत. अनेक नायकशील राज्य-आंतरराज्य संस्था व विद्यापीठांत झालेले सामंजस्य करावे, आंतरराज्यांत संस्था अथवा क्रिस्टस्विच क्विज़ वेब्रोरेक्सिटी चॉर्स वेस क्रेर्डिट सिस्टेम, प्रवेशांति ऑनलाइन घटनाचा पारदर्शिक कण करण्याचा आलेला वापर, शिक्षणातील विविधशिक्षक, क्रोडण्ड क्षेत्रांत नैपूण्य प्राप्त केलेल्या विद्यार्थ्यांचे केल्यांना वाहून येण्यासाठी, शिक्षक आणि शिक्षणकर्ता कर्मचाऱ्यांसाठी सुरू करण्याचा आलेला वापर असे परिस्थिती योजना, केंद्रीय प्रशिक्षण आणि नियुक्ती कक्षासारख्या दिले जाणारे प्रशिक्षण आणि रोजगार, शिक्षणातील विभागांना देणारे आलेली शिक्षणांनी संशोधनातील उत्तम सहभाग, संशोधनासाठी विविध माहितीमातृत्व देणारे आलेली शिक्षणांनी संशोधनातील उत्तम सहभाग, संशोधनासाठी विविध माहितीमातृत्व देणारे आलेली शिक्षणांनी संशोधनातील उत्तम सहभाग, संशोधनासाठी विविध माहितीमातृत्व देणारे आलेली शिक्षणांनी संशोधनातील उत्तम सहभाग, संशोधनासाठी विविध माहितीमातृत्व देणारे आलेली शिक्षणांनी संशोधनातील उत्तम सहभाग, संशोधनासाठी विविध माहितीमातृत्व देणारे आलेली शिक्षणांनी संशोधनातील उत्तम सहभाग, संशोधनासाठी विविध माहितीमातृत्व देणारे आलेली शिक्षणांनी संशोधनातील उट्यूम सहभाग, संशोधनासाठी विविध माहितीसा उत्तम सहभाग, संशोधनासाठी विविध माहिती तयार करण्यात आलेला पवित्र दिवस (क्रीजन 2040) आराखडा यांचा आवाहन या अहवालात उल्लेख करण्यात आला आहे.

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दिनांकः 7 मे, 2015

प्रति,
मा. संपादक / प्रतिनिधी,

कृपया, उपरोक्त बातची आपल्या लोकप्रिय दैनिकतांतून प्रसिद्ध करण्यात यावी, ही विनंती.

आपल्या विविधांू.

(सुनील पाटोल)
जनसंपर्क अधिकारी