

**State-wise Analysis
of
Accreditation Reports – Madhya Pradesh**



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

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Map on Cover Page Source : www.censusindia.net/results/2001maps/mpd01.html
Map on the Cover Page not to scale

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FOREWORD

The National Assessment and Accreditation Council has envisaged in its vision and mission to make quality the defining element of Higher Education in India. NAAC has already come out with Eight State wise Analysis Reports of Accredited Institutions - Tamil Nadu, Karnataka, Kerala, Haryana, North East, Maharashtra, West Bengal, Punjab. As and when the number of Accredited Institutions increase the existing reports are updated and analysed further.

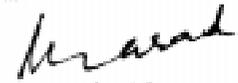
Though the number of Accredited Institutions is only forty-nine in the state of Madhya Pradesh, NAAC has done the State-wise Analysis for the state of Madhya Pradesh with the hope that it will help the State government, Universities and other relevant agencies to look for quality improvements in Higher Education in the state. Further it also helps the policymakers to find out various measures for improving quality in Higher Educational Institutions for the benefit of the students *per se*.

The whole State-wise Analysis of Accreditation Reports in the state of Madhya Pradesh is based on the data provided by the institutions in the form of the self Study Reports and the onsite visiting team validating it, presenting/recommending to NAAC in the form of a Peer Team Report and an overall score sheet. The frame of reference of this document is to study the Peer Team Reports from the point of the quality sustenance and quality enhancement measures of Higher Education Institutions in the state.

I wish to place on record for the efforts put by the authors Prof. S. D. Tripathi, Former Vice-Chancellor of Rani Durgawathi University, Jabalpur and Awadesh Pratap Singh University, Rewa, at present Professor of Mathematics in the Harish Chandra Research Institute, Allahabad, Uttar Pradesh and Mr. B. S. Ponmudiraj, Assistant Adviser, NAAC.

I like to acknowledge the help rendered by Dr. Shashi Rai, Principal, Sarojini Naidu Government Girls Post Graduate (Autonomous) College, Bhopal, Madhya Pradesh; Mr. Kiran R. Jere, Statistician, NAAC ; and Mr. Veerendra Vikram Awasthi, Research Scholar, Harish Chandra Research Institute , Allahabad, Uttar Pradesh.

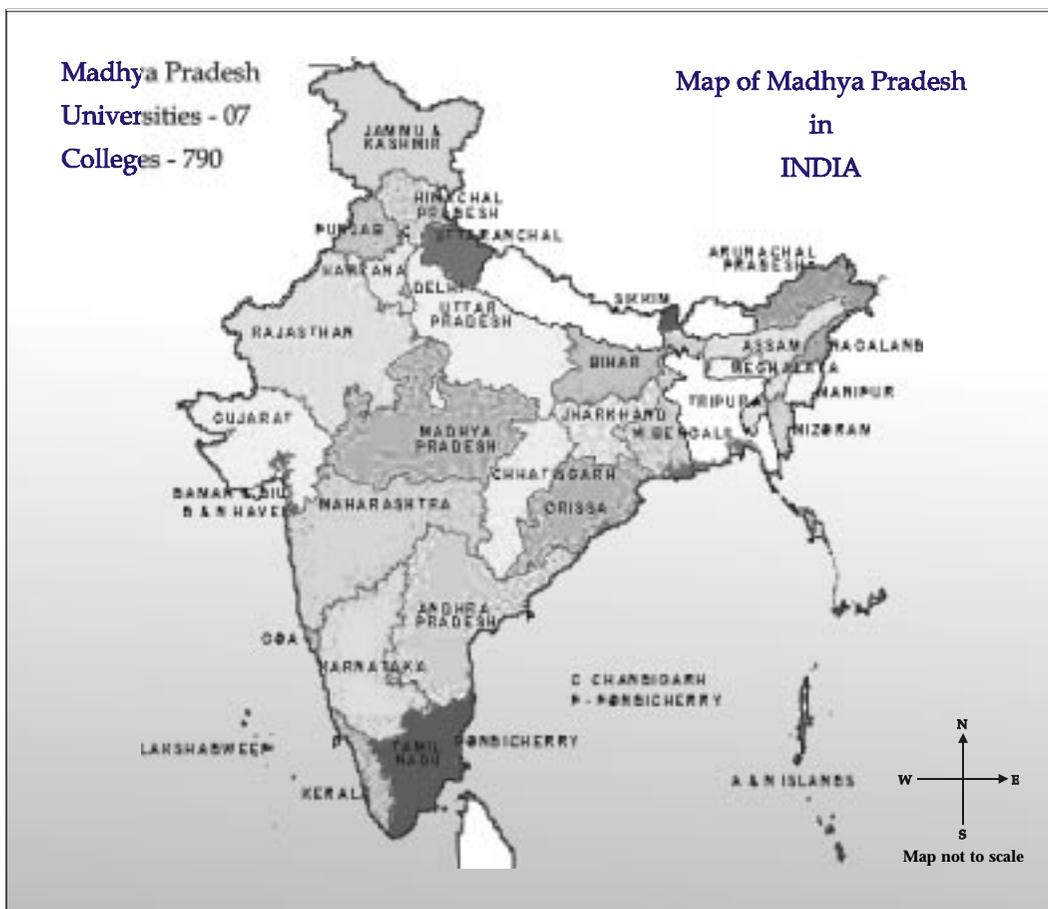
At the time of preparation of this report there were seven Universities and Forty-two Colleges accredited by NAAC (as on 20th May 2005). I am sure this document will help the policy makers, the state government and the Institutions to capitalize upon the strengths of the seven criteria which were detailed out; and to determine other courses of action for the implementation of recommendations.



(V. S. Prasad)
Director

I. MADHYA PRADESH

1.1 Introduction



Source : <http://www.censusindia.net/results/2001maps/index.html>

The State of Madhya Pradesh (abbreviated as M.P. from hereonwards) was recently (on November 1, 2000) bifurcated by the Government of India into two states viz., the state of Madhya Pradesh and the state of Chhattisgarh. The undivided

Madhya Pradesh itself was created wayback on November 1, 1956 when the “reorganization of states” was undertaken by the Govt of India. The State of M.P. is centrally located - the geographical center of the country is about 40 km north of the city of Jabalpur. The present area of the state after bifurcation is 3,08,000 sq km and its population (according to 2001 census) is about 6 crores. Approximately, 15% of its population comprises of scheduled castes, whereas 20% are scheduled tribes- the population of scheduled tribes in current Madhya Pradesh is one of the largest in the country, not withstanding the fact that a chunk of the tribal belt has gone into the state of Chhatisgarh.

The current map of Madhya Pradesh



Source : www.censusindia.net/results/2001maps/mpd01.html

Historically, Madhya Pradesh has been ruled by kings of the “Gupta Dynasty”. It was, in fact, a part of Harshvardhan’s empire. Chandels were the most prosperous tribe of kings who ruled over this part of the country and created some beautiful monuments in the form of temples. The world famous Khajuraho temples, situated in the northern part of M.P. and constructed during 10th or 11th century, were built by Chandel kings. The state had been ruled by Mughal kings starting

from Akbar until his descendants. With the decline of Mughals, Marathas had also succeeded in controlling this part of the country before our independence from British rule in 1947.

The state of Madhya Pradesh is gifted with a lot of natural wealth. It is full of ponds, lakes, rivers, forests and minerals of all kinds. Bhopal, the capital city of M.P., is known as the “city of lakes” whereas Jabalpur has been known as the “city of ponds”. The national forests of Kanha and Bandhavgarh are world-famous wild life sanctuaries. The three important regions are called **Vindhya region**, **Mahakoshal region** and the **Malwa region**. The gentle hills of Vindhya Mountains traverse the entire state, starting in the East from the Vindhya region and moving towards south-west until the Malwa region of the state.

II. EDUCATION SCENARIO OF THE STATE OF MADHYA PRADESH

2.1 Pre-Independence Times

The part of the country lying in the state of Madhya Pradesh has a heavy concentration of schedule tribes (ST). Most of the people residing in this part of the nation have migrated from the neighbouring states of U.P., Maharashtra, Gujarat etc. As a result, the local culture of M.P. is highly influenced by the original life-style of these states. It's somewhat strange to note that before independence, there was only one university in the whole state, viz., the Sagar University, and that too was started in 1946, just before independence of the country. There were very few degree colleges in M.P. affiliated to this university; some of the good colleges even from amongst this small number were affiliated to the universities of Nagpur and Agra. Even though the state was rich in terms of natural wealth like forests, minerals etc, the number of industries was very small. There were only limited employment opportunities for the youth of this part of the country. One of the main reasons for the lack of opportunities was the lack of facilities for higher education. Bright young students who could afford to go for higher education used to go to the universities of Allahabad, Banaras, Agra and those situated in metropolitan cities. However, all of this changed rapidly, sometime after independence, particularly when the state of Madhya Pradesh was created in 1956. A number of universities, which were affiliating-cum- residential, covering important cities of Madhya Pradesh, were established. All of these universities focussed mainly on post-graduate teaching and research. The undergraduate teaching was systematically delegated to various affiliated/constituent colleges, and this particular trend continues even today. A couple of agricultural universities, one at Jabalpur and the other at Raipur were also started besides a number of autonomous engineering and medical colleges which were affiliated to the traditional universities.

2.2 Higher Education after Independence and formation of Chhattisgarh

After its creation in 1956, Madhya Pradesh moved quite rapidly in developing the network of its institutions of higher education. As mentioned earlier, Sagar University was the only university in Madhya Pradesh before the independence of the country. However, starting from 1956, the state Governments of M.P. took effective steps in establishing a number of universities spread across the entire state. There were 9 universities in the undivided Madhya Pradesh, but two of them viz., Pt Ravi Shankar Shukla University, Raipur and Guru Ghasidas University, Bilaspur, went to the new state of Chhattisgarh. Thus, at present there are 7 traditional universities in M.P. having a total of 790 affiliated colleges in addition to the following specialized Universities.

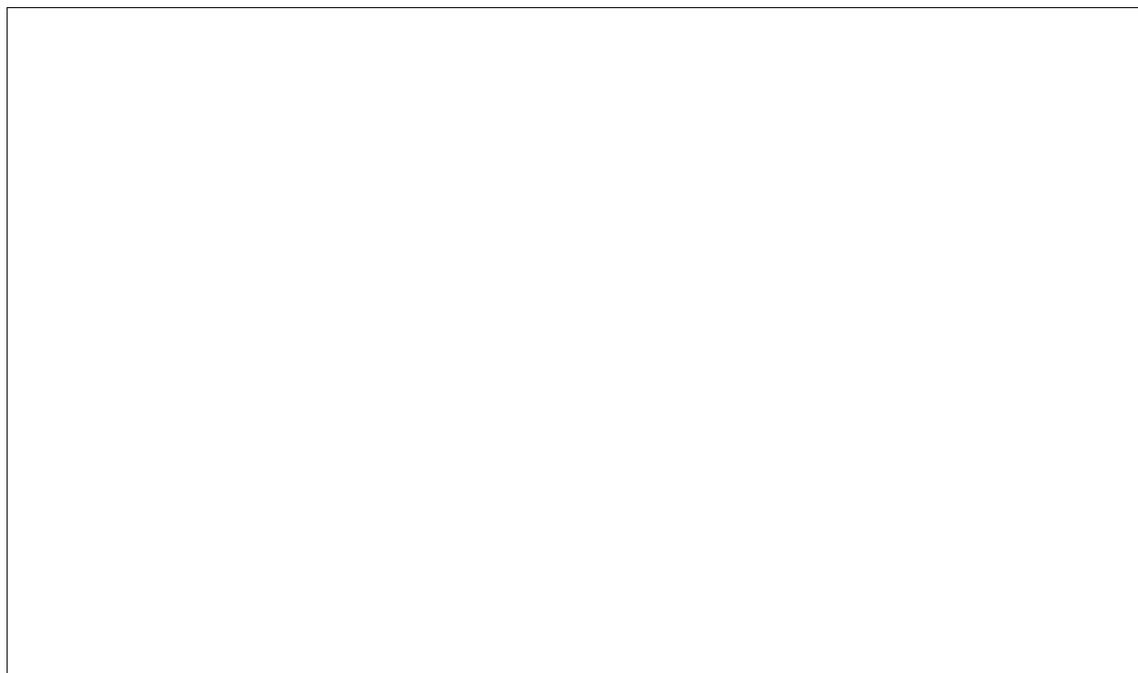
- Atal Behari Vajpayee Indian Institute of Information Technology & Management, Gwalior.
- Jawaharlal Nehru Krsihi Vishwavidyalaya, Jabalpur.
- Lakshmi Bai National Institute of Physical Education, Gwalior.
- Law Institute University, Bhopal.
- Madhya Pradesh Bhoj (Open) University, Bhopal.
- Maharishi Mahesh Yogi Vedic Vishwavidyalaya, Jabalpur.
- Mahatma Gandhi Gramodaya Vishwavidyalaya, Chitrakoot.
- Makhanlal Chaturvedi Rashtriya Patrakarita Vishwavidyalaya, Bhopal.
- Maulana Azad National Institute of Technology, Bhopal.
- Rajiv Gandhi Pradyogiki Vishwavidyalaya, Bhopal.

A Medical University/Health University is also in the pipeline. The names of the seven traditional universities, their years of establishment and the number of colleges affiliated to each of them are given in the following table:

Table 1: Details of colleges affiliated to various universities of M.P

S.No.	Name of the University	Year of Establishment	Number of affiliated Colleges
1	Awadhesh Pratap Singh University, Rewa.	1968	78
2	Burkatullah University, Bhopal.	1970	228
3	Devi Ahilya Vishwavidyalaya, Indore.	1964	106
4	Dr. Harisingh Gour University, Sagar.	1946	82
5	Jiwaji University, Gwalior.	1964	118
6	Rani Durgawati Vishwavidyalaya, Jabalpur.	1956	112
7	Vikram University, Ujjain.	1957	66
TOTAL			790

Source : Peer Team Reports



(i) Awadhesh Pratap Singh University, Rewa

This university, established in the year 1968, is a teaching-cum-affiliating university having its area of jurisdiction in five districts viz., Rewa, Satna, Sidhi, Shahadol and Umaria. The University is named after a great freedom fighter and scholar Shri Awadhesh Pratap Singh and has a campus spread over an area of 294 acres. The university has 13 teaching departments under the faculties of Arts, Science, Social Science, Life Science, Management and Education. It has 78 affiliated colleges out of which 4 are autonomous- all of these autonomous colleges are Govt colleges of long standing and have good reputation. The university has 18 P.G.Centers in affiliated colleges and runs 20 self-financing job-oriented courses on its campus besides having a Distance Education Center.

(ii) Barkatullah University, Bhopal

This university, initially named as Bhopal University, was established in the year 1970 and has a campus area of about 360 acres. Its area of jurisdiction consists of Bhopal, Sehore, Raisen, Vidisha, Hoshangabad, Raigarh and Betul. Being situated in the capital of Madhya Pradesh, the university developed and expanded in terms of physical facilities very quickly. By now it has 9 Faculties consisting of

25 teaching departments, an Institute of Distance Education and 228 affiliated colleges. It has 4 autonomous institutes, 2 constituent colleges and runs about 26 self-financing courses. The university has a nice campus with spacious departmental buildings, good guest courses being run by the university, the number of permanent teaching faculty needs to be increased and care has to be taken in granting affiliation to colleges which do not have adequate facilities.

(iii) Devi Ahilya Vishwavidyalaya, Indore

Initially named as the University of Indore, this university was established in the year 1972 in the industrial city of Indore and has developed significantly, specially in technical and professional education. It offers about 90 different courses and has 106 affiliated colleges. Some of these colleges are about 100 years old. Its area of jurisdiction consists of the districts of Indore, Jhabua, Dhar, Khargone and Khandwa. This university has been a pioneering institution in introducing the concept of self-financing courses at least in the northern part of the country. It has well-defined goals and objectives laying high emphasis on emerging fields in technical and job-oriented education. The management, computer/electronics education provided by this university has been quite popular. The university has been awarded handsome grants from the UGC, CSIR, DBT, DST and AICTE for its research and innovative programmes. The Inter university Consortium of DAE is situated in the campus of the university and has noticeably facilitated research activities of the science departments of the university.

(iv) Dr Hari Singh Gour University, Sagar

This is the oldest and largest university of Madhya Pradesh established in 1946 before independence of the country, and was known as “Saugar University”. It was renamed in 1983 after the name of Dr Harisingh Gour, a famous jurist, educationist and a statesman coming from that region. The university, under the stewardship of the first three vice-chancellors viz., Dr Harisingh Gour, Prof R.P.Tripathi and Pt Dwarika Prasad Mishra, laid a solid foundation of higher education by appointing reputed scholars in all of its departments. It has a sprawling campus covering an area of 1312 acres on Patharia hills with beautiful natural surroundings including a forest of 100 acres. The university has 82

colleges affiliated to it and has 36 teaching departments offering about 182 programmes on the campus. This is the only university of M.P., which runs its undergraduate courses on its campus and has a faculty strength of 211 permanent and 81 temporary teachers. Despite the fact that the university has huge manpower and good infra-structure, its research output and their quality, needs improvement. It may be mentioned that the university is trying its best to overcome its conservatism by introducing some houses, modern auditorium and a beautiful vice-chancellor's bungalow. Considering the large number of progressive steps and starting self-financing courses in subjects like Computer Science and Business Administration and also offering some consultancy services, some of the departments of the university have won special supports from the UGC, New Delhi.

(v) Jiwaji University, Gwalior

This university, named after a famous king of the Scindia family, was established in the year 1964 and has a campus area of about 248 acres. The university has 118 affiliated colleges, out of which 6 are granted the status of autonomous colleges – some of these colleges are about 100 years old and they indeed formed the backbone on which the university itself was formed. Presently, the university has 21 teaching departments offering courses in Arts, Science, Law, Medicine, Engineering, Education, Management etc. The university offers about 38 self-financing courses and has a faculty strength of about 80 teachers. The university has a decent infra-structure including a well set-up sports complex providing international level sports and gymnasium facilities to its students.

(vi) Rani Durgawati Vishwavidyalaya, Jabalpur

This university, formerly known as the University of Jabalpur, was established in the year 1956 as a teaching-cum-affiliating university. Since 1961, the university has been functioning from its campus in Saraswati Vihar, Pachpedi, Jabalpur. The campus is spread in about 100 acres of land and lies in the cantonment area occupied by the army. The university was renamed as Rani Durgawati Vishwavidyalaya in 1983 after the Gond tribal Queen Rani Durgawati of Garha,

district Mandla, and has its area of jurisdiction over the districts of Jabalpur, Katni, Mandla, Seoni and Balaghat. The city of Jabalpur, known as Sanskardhani of Madhya Pradesh, is quite well-known for its educational institutions. The university has 112 affiliated colleges most of which are located in the district/ tahsil headquarters and are Govt-funded. About 66 colleges are Govt colleges and the remaining 47, are self-financing. Besides having a number of strong departments in the faculties of Arts, Science and Social Sciences, the university has competed and won the schemes of UGC, New Delhi, to get substantial research grants and a number of other projects. The Academic Staff College and the Macro-molecular Research Centers (MRC) have done commendable work. Among its affiliated colleges, the Govt Science Model College (earlier known as Robertson College) and the College of Materials Management run by the Ministry of Defense, Govt of India, have had excellent records of providing quality education.

(vii) Vikram University, Ujjain

This university, established in 1957, has inherited its name from the legendary king Samrat Vikramaditya, and has well-defined objectives including the one seeking to make the historical city of Ujjain, a Center of excellence in multi-dimensional scholarship. The Kalidas Academy, an autonomous institution, works jointly with the university for the development of Sanskrit language. The university, lying in the Malwa region of the state of Madhya Pradesh, has its area of jurisdiction over the districts of Ujjain, Ratlam, Mandsaur, Shajapur and Dewas. It has a campus spread over 330 acres of land and has 66 affiliated colleges, 2 constituent colleges and an autonomous college. As is the case with most of the M.P. universities, this university also has only P.G teaching and research on the campus. There are 18 such teaching departments, each one known as a School of Studies, under 6 different faculties of Arts, Science, Life Science, Social Science, Management etc. The university has worked hard successfully to make its examination system very transparent and efficient. It has provided commendable support to teaching and research, but shortage of teachers in some schools has been a serious impediment.

Spurt in Higher Education

Immediately after the undivided M.P. came into existence in 1956, the state govt started giving higher education its due importance and priority. The fact that the neighbouring states of U.P, Maharastra, Gujarat etc., had better standards and facilities for higher education, the state govts, one after the other, have taken steps to pull the state of M.P. from an educationally backward state into a fast developing state. A number of new Universities and degree colleges were established. The Department of Higher Education, Govt. of M. P., took remarkable steps in encouraging its youth to seek competition at the national level. Madhya Pradesh, for the first time in our country, created the State UGC of its own on the pattern of central UGC to streamline and support the field of Higher Education. Unfortunately, however, because of political reasons the State UGC was abolished after some time and its functioning was taken over by the Dept. of Higher Education, Govt of M.P., again.

Co-ordination Committee

The Madhya Pradesh Vishwavidyalya Adhiniyam, 1973 provides for the formation of a high-powered Co-ordination Committee under the Chairmanship of the Kuladhipati, the Governor of M.P. , who is the ex-officio Chancellor of all the M.P. universities. The members of the committee consist of all Vice-Chancellors of the state, Rectors of all the universities, Secretary, Higher Education, Commissioner, Higher Education, Secretary, Finance, Secretary, Law and the Secretary to the Governor of M.P. Secretary of Higher Education is the ex-officio secretary of the Co-ordination Committee. By convention, the Chief Minister and the Education Minister of the state are always special invitees in the meetings. The Co-ordination Committee is, therefore, the most powerful body which takes all the important policy decisions on the functioning and development of higher education of the state, thus ensuring uniformity of standards at the state and at the national level. The Co-ordination Committee approves the ordinances and the statutes of all the universities. From time to time the Co-ordination Committee examines the statutes and the ordinances of universities and suggests necessary modifications. Most of the guidelines of the UGC, New Delhi, are also approved and implemented by the Co-ordination Committee. This is a unique

progressive concept which has been practiced by the state of M.P. for the growth and development of higher education and is working well.

Re-naming of the universities

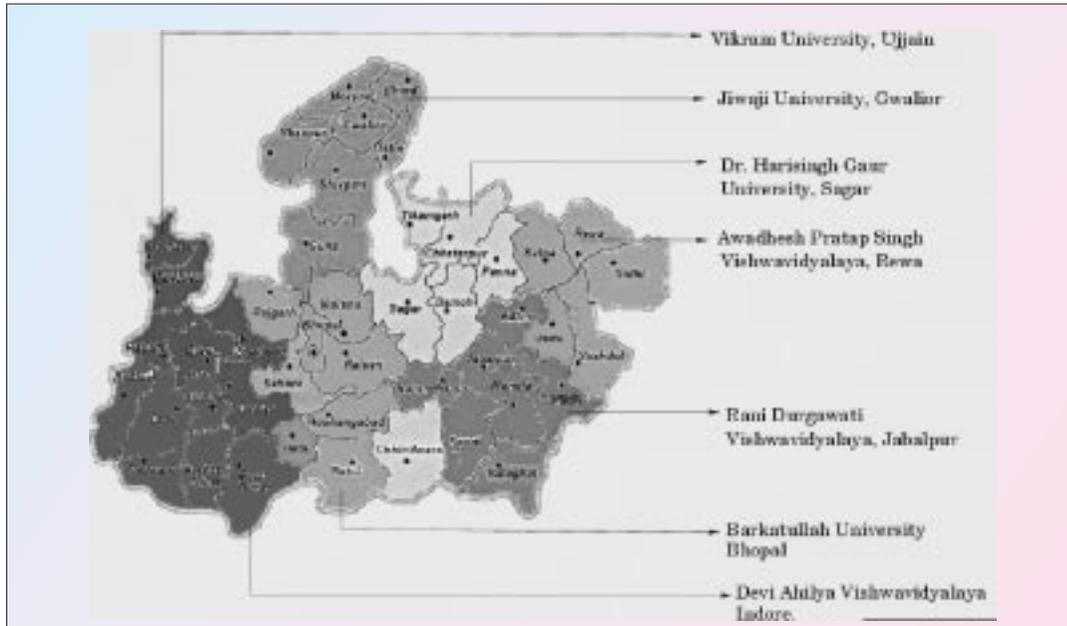
The Sagar University of Madhya Pradesh has the distinction of being the largest and oldest university of the state which continues to run undergraduate programmes like B.A., B.Sc., B. Com. even today. The M.P. Vishwavidyalay Adhiniyam, 1973 was passed by the State Assembly making drastic changes in the functioning of Higher education in the state . Through an important decision outlined in this Act, the universities of Indore, Jabalpur, Bhopal, Ujjain, Sagar, Rewa, Bilaspur and Raipur were renamed after eminent personalities of the respective regions of the state. As mentioned earlier, **the universities of Raipur and Bilaspur now belong to the state of Chhatisgarh.** The areas of jurisdiction of all the universities were clearly defined. The courses of studies were changed and modernized by the Central Board of Studies under the supervision of the State UGC. All these efforts have yielded good results not only in terms of quantity but also in terms of quality of higher education in M.P. The following table gives the present names of the universities of Madhya Pradesh and also their areas of jurisdiction:

Table 2: Showing names of M.P. Universities and their areas of jurisdiction

Name of the University	Headquarters	Territorial Jurisdiction (Area comprised within the limits of revenue districts)
Doctor Harisingh Gour University, Sagar	Sagar	Sagar, Tikamgarh, Chhattarpur, Panna, Chhindwara and Damoh
Vikram Vishwavidyalaya, Ujjain	Ujjain	Ujjain, Ratlam, Mandsaur, Shajapur and Dewas.
Rani Durgawati Vishwavidyalaya, Jabalpur	Jabalpur	Jabalpur, Mandala, Seoni, Balaghat, Katni, Narsinghpur and Dindori.
Devi Ahilya Vishwavidyalaya, Indore	Indore	Indore, Jhabua, Dhar, Khargone (West Niwar) and Khandwa (East Nimar).
Jiwaji Vishwavidyalaya, Gwalior	Gwalior	Gwalior, Bhind, Morena, Shivpuri, Guna and Datia
Awadhesh Pratap Singh Vishwavidyalaya, Rewa	Rewa	Rewa Rewa, Satna, Sidhi and Shahdol.
Barkatullah Vishwavidyalaya, Bhopal	Bhopal	Bhopal, Sehore, Raisen, Vidisha, Hoshangabad, Raigarh and Betul.

Source : M. P. University Act, 1973.

The following map clearly indicates the areas of jurisdiction of each M.P. University.



One of the main consequences of the declaration of the areas of jurisdiction was, that any degree college, Govt or Private, located in the area of jurisdiction of a particular university will be affiliated only to that university, not to any other university. Prior to this Act, however, Sagar university had the largest number of colleges affiliated to it even though they were located in the close vicinity of other universities. Another consequence of this Act was that all the universities of the State got equal opportunity for development and expansion. When the concept of self-financing courses, e.g. BBA, BCA, MBA, MCA, Biotechnology etc caught the imagination of state universities, every university started having its own Center for Distance Education/ Correspondence Education/Continuing Education. The concept of Private students was replaced by Centers for Distance Learning on the lines of Indira Gandhi National Open University(IGNOU), New Delhi. Every university started its own chain of Study Centers located in remote areas of its areas of jurisdiction so that employed and poor students can appear in the university examinations, and acquire the desired education and degree at their door-steps.

Autonomous Colleges of M.P.

The Ministry of Higher Education in M.P. has been very concerned about the quality of education being provided to the students of the state. As a token of encouragement, they rewarded several well-known colleges of repute and declared them as “Colleges of Excellence”. This provided them some additional grants for the library, laboratories, sports and other infrastructures. At the national level, the University Grants Commission, New Delhi has a scheme to identify good colleges throughout the country and give them “autonomous status “. M.P.Govt took advantage of this scheme of UGC and encouraged its colleges to apply for autonomy to their respective universities who were also asked to give autonomous status to as many deserving colleges as possible. As a result of this scheme every university of M.P. took steps to grant autonomous status to a few of its selected colleges.

At present there are a total of 22 affiliated colleges in MP, (all Govt colleges), which are autonomous. This afforded a very good opportunity to good colleges to consolidate their infrastructure and improve the quality of their education much better than before.

Table 3: Govt Colleges

S No	List of colleges	Number
1	Total number of Govt Colleges	311
2	Post-Graduate colleges	82
3	Degree Colleges	229
4	Girls Colleges	54
5	Autonomous Colleges	22
6	Colleges in Tribal Areas	57
7	Colleges in non-tribal areas	254

Source: Deptt. of Higher Education, Govt. of M. P., Annual Report 2004-05

Table 4: List of Non Government Colleges of Madhya Pradesh (Affiliated to Universities of M. P.)

S. No	Name of the University	Non Government Receiving Grant	Non Government not Receiving Grant	Total Non Government Colleges.
1	Awadhesh Pratap Singh University, Rewa	8	32	40
2	Burkatullah University, Bhopal	13	119	132
3	Devi Ahilya Vishwavidyalaya, Indore	14	62	76
4	Dr. Harisingh Gour University, Sagar	7	29	36
5	Jiwaji University, Gwalior	14	54	68
6	Rani Durgawati Vishwavidyalaya, Jabalpur	15	50	65
7	Vikram University, Ujjain	5	25	30
	TOTAL	76	371	447

Source: Deptt. of Higher Education, Govt. of M. P., Annual Report 2004-05

2.3 NAAC Accreditation

Like several other states, Madhya Pradesh has also witnessed an unprecedented growth in the number of educational institutions of higher learning over the last few years. A glance at Tables ...will show that, by now, there are about 752 colleges (leaving out engineering and medical colleges) affiliated to various universities of M.P. The Barkatullah University, Bhopal has the largest number of affiliated colleges whereas the Vikram University, Ujjain has the smallest number of affiliated colleges. It should be pointed out that out of these there are 311 Govt colleges and 447 non-Govt colleges. Out of these 447, there are 76 colleges which are receiving grants from the Govt, whereas 371 colleges are self-financing, most of which have come up only recently. In fact, when the state of M.P. was created, there were very few people willing to invest in higher education, but things have

now changed dramatically. People having money are eager to start not only the engineering and medical institutions, but also colleges imparting traditional education in the faculties of Arts, Science and Commerce. The emphasis of these new colleges has been to start job-oriented courses in these faculties. It has been occasionally reported in newspapers that some of these colleges, affiliated to Barkatullah University, did not have enough infra-structural facilities to properly run these new courses. On the basis of actual investigation, the department of Higher Education has taken the strict action of derecognizing some of these colleges. It must be mentioned, however, that most of the Govt colleges have been found to have adequate infrastructural facilities to run these courses efficiently. With regard to the shortage of teachers, it must be mentioned that there has been a Govt ban on the recruitment of new teachers because the Govt has been trying to implement its reservation policy for SC/ST candidates. As a result, most of these courses are being conducted with the help of guest faculty from other universities or even from allied departments, thereby affecting adversely, the quality of education imparted to the students. The NAAC assessment of these colleges is likely to arrest this undesirable trend or at least compel them to improve themselves. The following table gives the number of Govt as well as non-Govt colleges having UG and PG programmes which are recognised under Section 2(f) and 12(B) of the UGC, New Delhi.

Table 5: Number of Colleges recognised under 2(f) & 12 (B)

Name of the University	Govt. Colleges 2f, 12(B):UG	Non-Govt. Colleges 2f, 12(B):UG	Govt. Colleges 2f, 12(B):PG	Non-Govt. Colleges 2f, 12(B):PG	Govt. Colleges only 2f :UG	Non-Govt. Colleges only 2f :UG	Govt. Colleges only 2f :PG	Non-Govt. Colleges only 2f :PG	Total	No. of Institutions Accredited
Awadhesh Pratap Singh University, Rewa.	19	7	9	6	11	-	-	-	52	1
Burkatullah University, Bhopal.	22	12	23	4	6	1	-	1	69	12
Devi Ahilya, Vishwavidyalaya Indore.	22	7	17	8	1	1	-	1	57	7
Dr. Harisingh Gaur University, Sagar.	19	10	10	-	14	1	-	-	54	1
Jiwaji University, Gwalior.	22	15	13	6	1	-	-	-	57	6
Rani Durgawati Vishwavidyalaya Jabalpur.	21	23	15	9	-	-	-	-	68	11
Vikram University, Ujjain.	17	11	17	1	1	2	-	-	49	4

Source : Directory of Colleges – Recognised under section 2(f) & 12(B) of the UGC Act 1956 (Updated on 31st March 2004)

It's gratifying to observe that by now all the seven universities of the state of Madhya Pradesh have been accredited by NAAC; some offered themselves very early and were assessed under the star-system of grading, whereas the remaining universities went for accreditation later and were graded under the new nine-point grading scale in accordance with the following table:

Table 6 : Old Grading according to the star system

Old Grading system	
Grade	Institutional Score (Upper limit Exclusive)
A*****	≥ 75
A****	70-75
A***	65-70
A**	60-65
A*	55-60

Source : NAAC Publication

Table 7 : New Grading according to the nine-point scale

New Grading system	
Grade	Institutional Score (Upper limit Exclusive)
A ⁺⁺	95-100
A ⁺	90-95
A	85-90
B ⁺⁺	80-85
B ⁺	75-80
B	70-75
C ⁺⁺	65-70
C ⁺	60-65
C	55-60

The department of Higher Education, Govt of M.P., has issued instructions that all the colleges affiliated to various universities of the state should undergo accreditation process by NAAC as soon as possible. A number of colleges, which have a rather good reputation, have already gone for this assessment, but this number is quite low as compared to the states of Maharashtra, Haryana and Punjab.

The following table gives the list of universities/colleges of M.P. that have been accredited by NAAC. Though, by now, all the universities of the state have been assessed by NAAC, out of 752 colleges only 42 have been assessed by NAAC up to May 25, 2005. This means by now only 5.5% of the colleges of Madhya Pradesh have been assessed by NAAC. Out of these 42 colleges, 30 colleges are Govt-funded, i.e., about 75% NAAC-accredited colleges are Govt colleges and the rest are self-financing colleges. The poor response for NAAC accreditation by the colleges of M.P. is a matter of concern for the Department of Higher Education, specially because most of the funding agencies like UGC, CSIR, DST etc. at the national level have made prior assessment of the college by NAAC, a condition for any kind of financial support.

Table 8: List of Universities Accredited by NAAC as on 20 May 2005 along with their scores and grades

S.No	Name of the Institution	C1	C2	C3	C4	C5	C6	C7	Overall Score	Grade
1	Awadhesh Pratap Singh University, Rewa Madhya Pradesh	72	68	57	70	65	60	57	65.05	C++
2	Burkatullah University, Bhopal, Madhya Pradesh	80	70	75	78	75	60	72	73.15	B
3	Devi Ahilya, Vishwavidyalaya, Indore, Madhya Pradesh	70	74	74	70	72	68	70	71.6	A****
4	Dr. Harisingh Gour University, Sagar, Madhya Pradesh	70	70	70	71	70	72	67	70.05	A****
5	Jiwaji University, Gwalior, Madhya Pradesh	70	71	73	74	66	68	69	70.6	A****
6	Rani Durgawati Vishwavidyalaya, Jabalpur, Madhya Pradesh	82	81	85	78	75	80	77	80.2	B++
7	Vikram University, Ujjain, Madhya Pradesh	72	72	70	71	65	69	67	70.05	A****

Source: NAAC, Bangalore.

Table 9 : List of Colleges Accredited by NAAC as on 20 May 2005 along with their scores and grade

S.No	Name of the Institution	C1	C2	C3	C4	C5	C6	C7	Overall Score	Grade
1	College of Materials Management (Autonomous), Jabalpur, Madhya Pradesh	76	80	64	84	76	74	78	77.2	A****
2	G. S. College of Commerce & Economics, Jabalpur, Madhya Pradesh.	75	77	73	74	76	74	73	75.35	B+
3	Government Arts & Commerce College, Bhanwarkuna, Indore.	71	75	75	65	65	70	65	70.6	B
4	Govt. Autonomous P. G. College, Chhindwara.	70	78	75	80	70	75	70	74.9	B+
5	Government Geetanjali Girls College, Bhopal, Madhya Pradesh.	70	72	69	74	70	70	70	71.35	B
6	Government Girls P. G. College, Ujjain.	85	86	80	80	88	86	87	85	A
7	Government Girls P. G. College, (Autonomous), Moti Tabela, Indore.	80	90	70	70	80	70	70	78.5	B+
8	Government Model Autonomous Holkar Science College (Autonomous), Indore, Madhya Pradesh.	60	70	65	76	70	68	65	68.2	A***
9	Government Model Science College, Jhansi Road, Gwalior.	80	85	75	90	75	80	70	81.75	B++
10	Government Model Science College(Autonomous), Jabalpur, Madhya Pradesh.	86	93	90	93	80	80	90	89	A
11	Government Motilal Vigyan Mahavidyalaya, Jahangirabad, Bhopal.	75	79	60	81	72	77	66	75.75	B+
12	Government P. G. College, Pipariya.	70	62	55	60	60	60	50	60.55	C+

S.No	Name of the Institution	C1	C2	C3	C4	C5	C6	C7	Overall Score	Grade
13	Government P. G. College, Khargone	75	75	62	68	70	77	65	72	B
14	Government P. G. College, Neemuch, Madhya Pradesh.	75	78	70	70	75	75	77	75.4	B ⁺
15	Government Post Graduate College, Morena, Madhya Pradesh.	75	65	70	60	60	70	60	65	C ⁺⁺
16	Government Post Graduate College, Seoni, Madhya Pradesh.	75	75	73	80	66	63	72	73.25	B
17	Govt. Hamidia Arts & Commerce College, Bhopal.	75	80	65	80	65	70	70	75.25	B ⁺
18	Govt. Home Science P. G. College, Hoshangabad, Madhya Pradesh.	68	70	60	70	70	60	70	68.3	C ⁺⁺
19	Govt. J. S. T. P. G. College, Balaghat, Madhya Pradesh.	75	80	70	75	70	75	75	76.25	B ⁺
20	Govt. M. B. Arts & Commerce Autonomous College for Women, Jabalpur, Madhya Pradesh.	90	95	95	90	95	95	90	93	A ⁺
21	Govt. M. H. College of Home Science & Science for Women, Jabalpur, Madhya Pradesh.	80	85	70	90	73	78	73	80.4	B ⁺⁺
22	Govt. Mahakoshal Arts & Commerce Autonomous College, Jabalpur, Madhya Pradesh.	80	84	82	82	80	80	84	82.1	B ⁺⁺
23	Govt. Maharani Laxmi Bai Girls P. G. (Autonomous) College, Bhopal, Madhya Pradesh.	73	84	78	80	81	75	86	80.15	B ⁺⁺
24	Govt. Narmada Post Graduate College (Autonomous), Hoshangabad	70	80	45	79	76	73	71	75.2	B ⁺
25	Govt. Nutan Girls P. G. College, Kila Maidan, Indore.	70	80	65	70	70	70	65	73.25	B
26	Gyanmandir College, Neemuch.	75	65	60	60	68	77	60	66	C ⁺⁺
27	Institute For Excellence in Higher Education, Kaliyasot Dam, Bhopal.	90	95	80	75	85	85	85	86.75	A
28	Kamla Raja Girls Autonomous P. G. College, Gwalior, Madhya Pradesh.	80	70	75	80	70	70	60	72.5	B

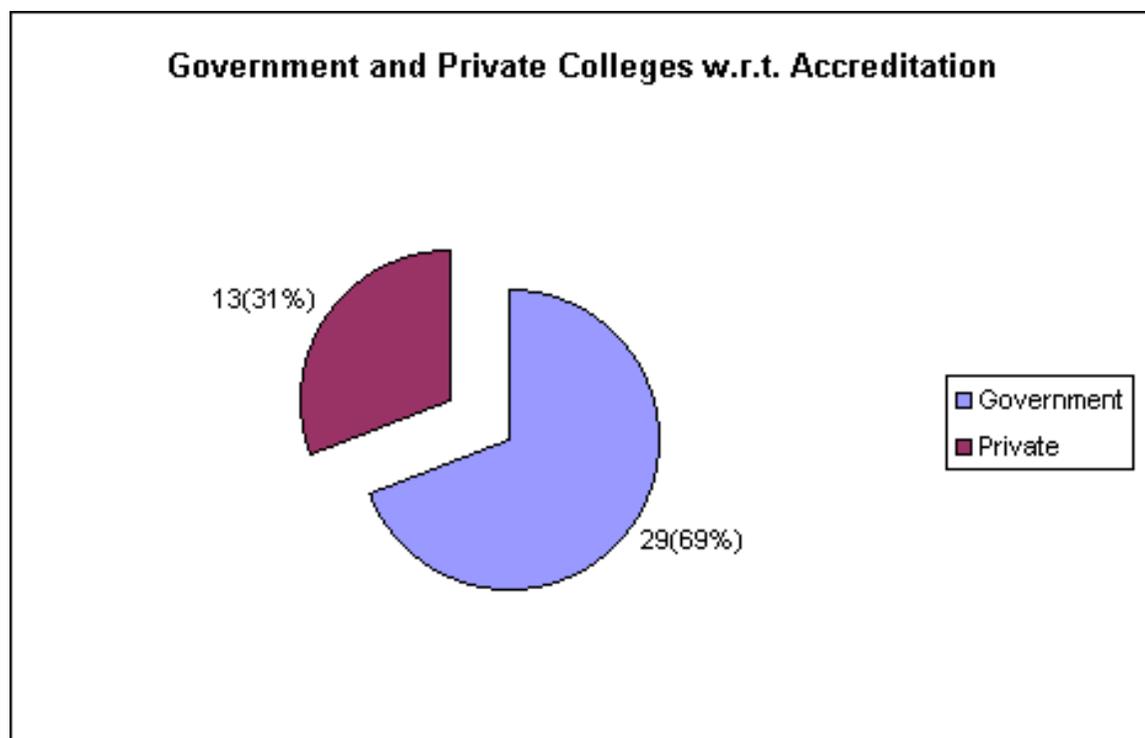
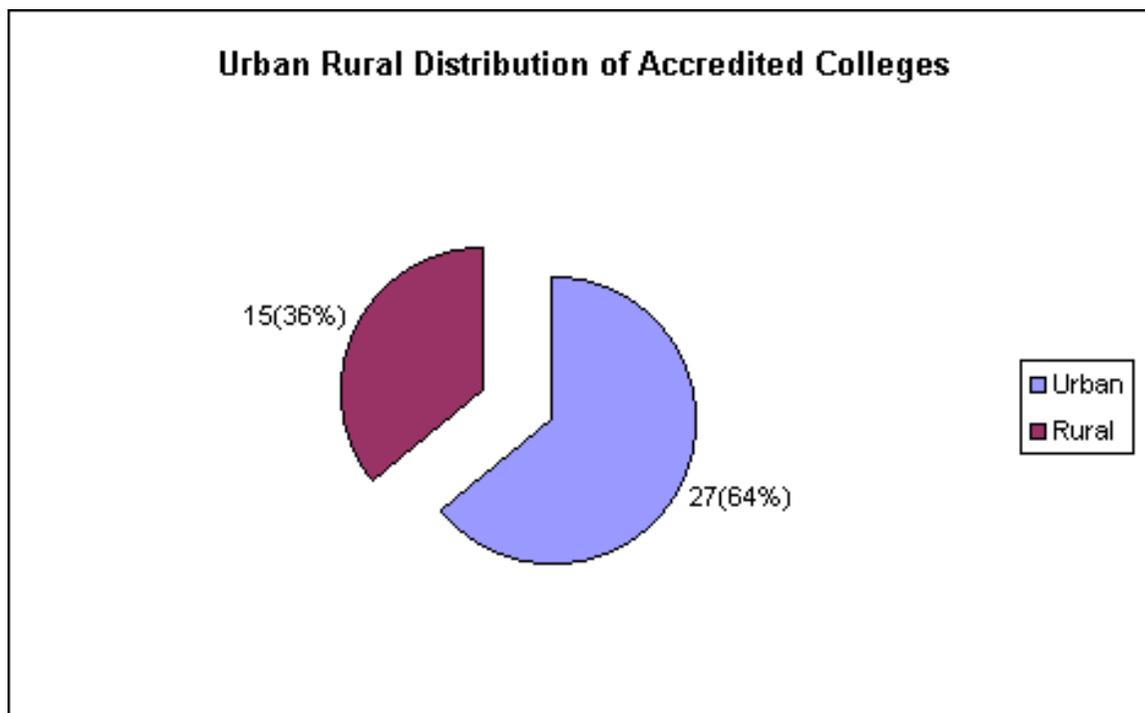
S.No	Name of the Institution	C1	C2	C3	C4	C5	C6	C7	Overall Score	Grade
29	Kasturba Gram Rural Institute (Autonomous Girls Degree College), Kasturba Gram, Indore.	85	80	70	80	75	75	70	77.75	B ⁺
30	Lokmanya Tilak Education College, Madhavanagar, Ujjain.	70	70	60	55	65	70	nil	66	C ⁺⁺
31	Maharani Laxmi Bai Government College of Excellence, Gwalior, Madhya Pradesh	80	82	90	85	75	75	80	81.05	B ⁺⁺
32	Mata Gujri Mahila Mahavidyalaya, Jabalpur	90	90	90	80	90	90	90	88.5	A
33	Pt. Shambhoo Nath Shukla Government P. G. College (Autonomous), Shahdol	80	80	50	65	60	70	65	70.25	B
34	Rani Durgawati Government Post Graduate College, Mandala.	65	75	70	75	70	70	75	72.75	B
35	S. N. Government P. G. College, Khandwa.	75	78	68	70	72	80	72	75	B ⁺
36	Sarojini Naydu Govt. Girls P. G. (Autonomous) College, Bhopal, Madhya Pradesh.	80	70	80	70	70	80	65	73	B
37	Sri Sathya Sai College for Women (Department of Education), Bhopal.	70	87.5	80	80	70	86.6	nil	82	B ⁺⁺
38	Sri Sathya Sai College for Women, Bhopal.	75	80	70	80	75	75	75	77.5	B ⁺
39	Vijaya Raje Girls Government Postgraduate College, Gwalior, Madhya Pradesh.	70	75	80	70	70	75	75	73.5	B
40	Ravindra College, Bhopal	61	70	60	65	60	70	nil	66.6	C ⁺⁺
41	College of Life Sciences, Mandre Mata Hill, Gwalior	75	80	70	75	70	80	65	75.75	B ⁺
42	St. Aloysius College, Jabalpur.	92	95	90	90	92	95	92	93.1	A ⁺

Looking at table 9, one observes that response to undergo quality assessment by NAAC in Madhya Pradesh has been better from the colleges affiliated to Devi Ahilya Vishwavidyalaya, Indore and Rani Durgavati Vishwavidyalaya, Jabalpur as compared to other universities. Even though there are 10 colleges from Barkatullah University, Bhopal that have been assessed by NAAC, the percentage of this university is less than those from the two universities at Indore and Bhopal. It must be mentioned that the Department of Higher Education, Govt of M.P., have to issue strict instructions to all of its colleges to definitely go for NAAC assessment by a certain date or else they will be left behind in getting themselves tested for quality checks. There is hardly any doubt that any kind of delay or reluctance on the part of colleges of M.P. to avoid assessment by NAAC is likely to have adverse affect on the quality of Higher Education being imparted by such colleges.

Table 10: University-wise Accredited Colleges

S. No.	Name of the University	Number of affiliated Colleges	Number of NAAC Accredited Colleges
1	Awadhesh Pratap Singh University, Rewa	78	1
2	Burkatullah University, Bhopal	228	12
3	Devi Ahilya, Vishwavidyalaya, Indore	106	7
4	Dr. Harisingh Gour University, Sagar,	82	1
5	Jiwaji University, Gwalior	118	6
6	Rani Durgawati Vishwavidyalaya, Jabalpur	112	11
7	Vikram University, Ujjain,	66	4
TOTAL		790	42

Source: NAAC, Bangalore.



III. COMPARATIVE ANALYSIS OF ACCREDITED UNIVERSITIES IN MADHYA PRADESH

3.1 Quantitative Aspects

(i) Objectives

The primary objective of the National Assessment and Accreditation Council (NAAC) is to assess and accredit institutions of higher education viz., universities and degree colleges affiliated to various universities, keeping the declared mission of NAAC. This is done first through a well-defined process of self-assessment by the institution itself and then by a Peer team appointed by NAAC which makes an on-the-spot visit of the institution. The expert- committee (Peer Team), after carefully going through the data supplied by the institution in the form of its Self-Study Report, validates the report and recommends a suitable grade based on its assessment. The report prepared by the Peer Team, as part of the assessment and accreditation, is a truthful evaluation of the quality of education being imparted by the institution. The Peer Team report also contains some important recommendations for consideration of the institution concerned, keeping in mind the seven criteria laid down by NAAC.

The NAAC has also taken up the task of analyzing the Peer Team reports of all the institutions of higher education in a particular region/state so as to provide a consolidated evaluation with the following objectives:

1. To provide guidelines for further improvement of higher educational institutions, and
2. To understand the validity of the instrument applied by NAAC for the assessment process.

As mentioned earlier, all the seven universities of the state of Madhya Pradesh have already undergone the NAAC assessment and have been accredited by NAAC. As the following table shows, the universities of Indore, Sagar, Gwalior

and Ujjain have been assessed and graded under the old grading system where as the remaining three universities viz., the universities at Rewa, Bhopal and Jabalpur have been assessed and graded under the new grading system. All the four universities that have been graded under the old grading system have been awarded four stars and looking just to their grades, one cannot really have any idea about the comparative strength of these four universities. In this sense the new grading system adopted by NAAC is far more precise. Under the new grading system, APS university, Rewa has been awarded grade C++, Barkatullah University, Bhopal has been awarded grade B, and Rani Durgawati University, Jabalpur has been awarded grade B++.

Table 11: Universities accredited under old-grading system

<i>S.N.</i>	<i>Name of the University</i>	<i>Grade</i>
1	Devi Ahilya University, Indore	A****
2	Dr Harisingh Gour University, Sagar	A****
3	Jiwaji University, Gwalior	A****
4	Vikram Univeristy, Ujjain	A****

Source: NAAC, Bangalore.

Table 12: Universities accredited under new-grading system

<i>S.N.</i>	<i>Name of the University</i>	<i>Grade</i>
1	Awadhesh Pratap Singh University, Rewa	C++
2	Barkatullah University, Bhopal	B
3	Rani Durgawati Vishwavidyalaya, Jabalpur	B++

Source: NAAC, Bangalore.

Since all the universities of Madhya Pradesh have been assessed and awarded grades by the NAAC, there is sufficient data for a critical analysis of all the accredited institutions of M.P. The main objective of this analysis is to identify the common problems affecting the quality of higher education in M.P. as a whole, and to examine the possible solutions/recommendations reflected in the peer team

reports. This analysis will help the policy makers, in the State Govt and in private managements, and other key players in higher education to adopt various strategies for improvement and to implement the quality initiatives in the higher education system of our country. This analysis will also help the institutions to understand the criterion-wise aspects of their own institutions in comparison with other sister-institutions, and will prompt them to undertake quality improvements at their own level. Best practices prevalent in one institution can easily be followed/adopted by others. The stake-holders will also have an opportunity to form a clear idea about the importance of quality factor in the field of higher education.

(ii) Assumptions

The present analysis of reports has been done making the following assumptions:

1. Every peer team report reflects the commendations, areas of concerns and recommendations.
2. The reports will have facts and figures which have been authentically verified and agreed upon by the members of the peer team and authorities of the institution so that the contents of the self-study reports are properly reflected.

(iii) Methodology

Both the quantitative techniques based on overall scores and criterion-wise scores and the qualitative techniques based on commendations, recommendations and the issues of concern have been applied in the present analysis. Details of individual reports on the institutions that have been analysed are available on the website www.naac-india.com

(iv) Quantitative Techniques

Based on the practical experience of working for several years, the methods of assessment and grading have undergone some drastic changes to make it better and more precise. The first method was to award percentile marking for ten criteria and an overall average score. The second method was percentile

calculation for seven criteria and overall score percentage with a grading under star system (A* to A****). The third and present method is percentile marking for seven criteria, an overall average score in percentage with a nine-point grading viz., C, C+, C++, B, B+, B++, A, A+, A++ in ascending order. Because the institutions which are being analysed fall within the last two categories, the criterion-wise score and the overall percentile scores are taken as comparative data for the quantitative analysis.

For convenience of analysis and to get a genuinely comparative picture, the universities are grouped into two categories based on their grades.

1. The first category consists of the universities at Indore, Sagar, Gwalior and Ujjain which have been graded under the old grading system of stars. All these universities have been awarded the four star status, viz., A****.
2. The second category consists of the universities at Rewa, Bhopal and Jabalpur which have been graded under the new grading system of nine-point scale. APS University, Rewa has been given grade C++, Brakatullah University, Bhopal have been awarded grade B, and the Rani Durgawati University at Jabalpur has been awarded B++.

(v) Qualitative Techniques

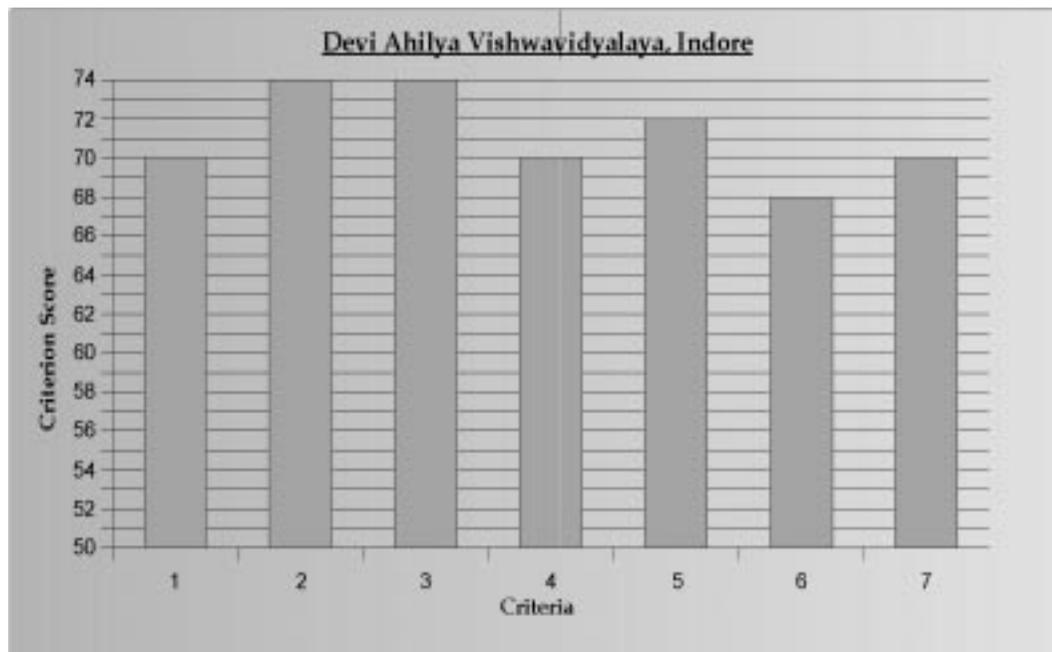
The overall quantitative analysis alone is obviously inadequate. To make it more precise, a separate chapter highlighting the criterion-wise analysis of M.P. universities alongwith the quality enhancement measures suggested by the expert committee is given in continuation of the quantitative analysis.

Category 1

Devi Ahilya Vishwavidyalaya, Indore

This university, known for its pioneering role in professional and technical education, was established in the year 1964. On the day of its assessment viz., July 30- August 3, 2000, the university had about 5,000 students on the rolls on the campus, and about 1 lac students enrolled in its 106 affiliated colleges. The university acquired its NAAC accreditation in the same year and was awarded grade A***, i.e., four-star status.

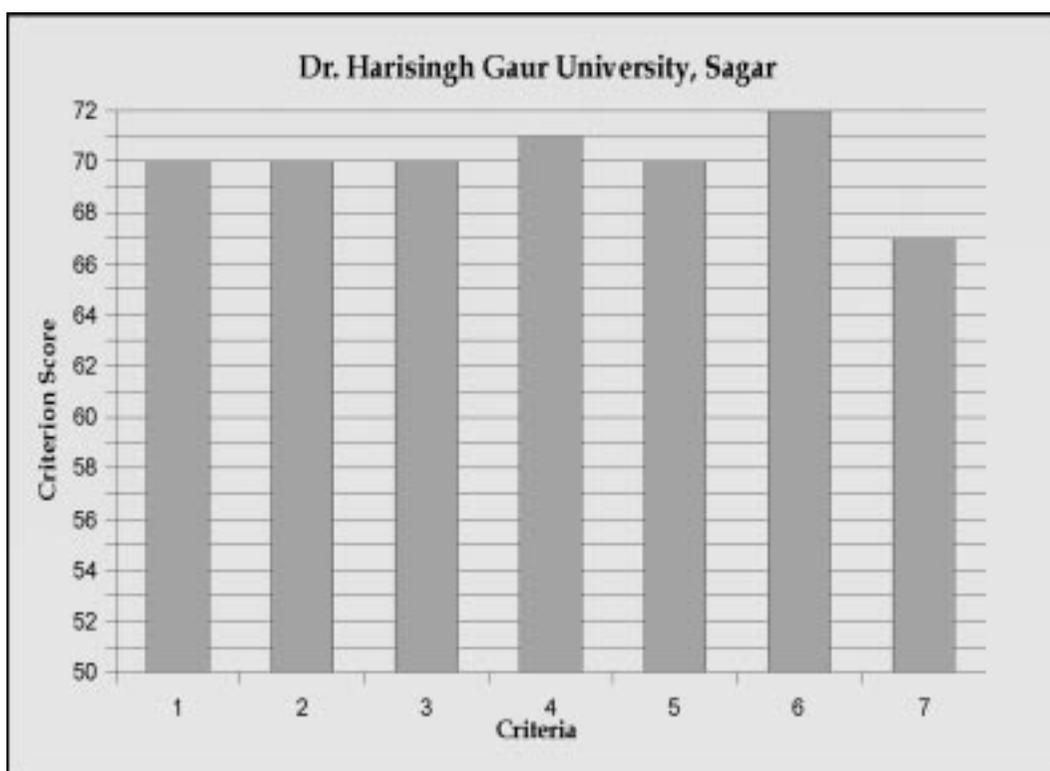
Figure shows the criterion-wise scores of DAVV, Indore:



Dr Harisingh Gour University, Sagar

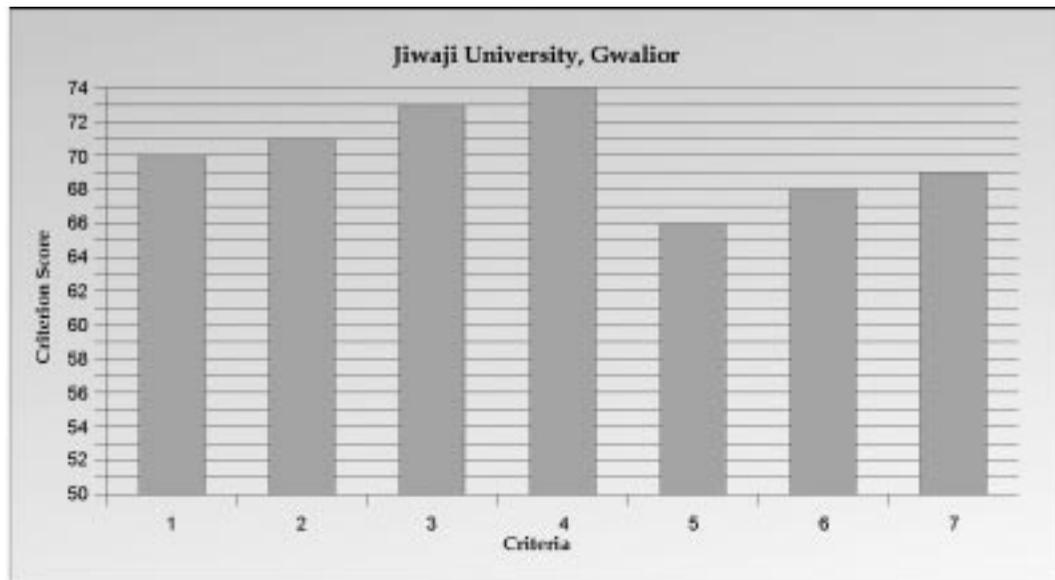
This is the oldest and largest university of Madhya Pradesh established in 1946, just before independence of the country. With a beautiful campus, the university has presently 36 teaching departments and 82 affiliated colleges. The unique feature of this university is that it runs both undergraduate and post-graduate programmes on its campus and so the number of students on the campus during the peer team visit was about 7000. The university acquired its NAAC accreditation during the year 2000 under the star grading system and it was given a four-star status viz., A****.

Figure shows the criterion-wise score of Dr Harisingh Gour University, Sagar



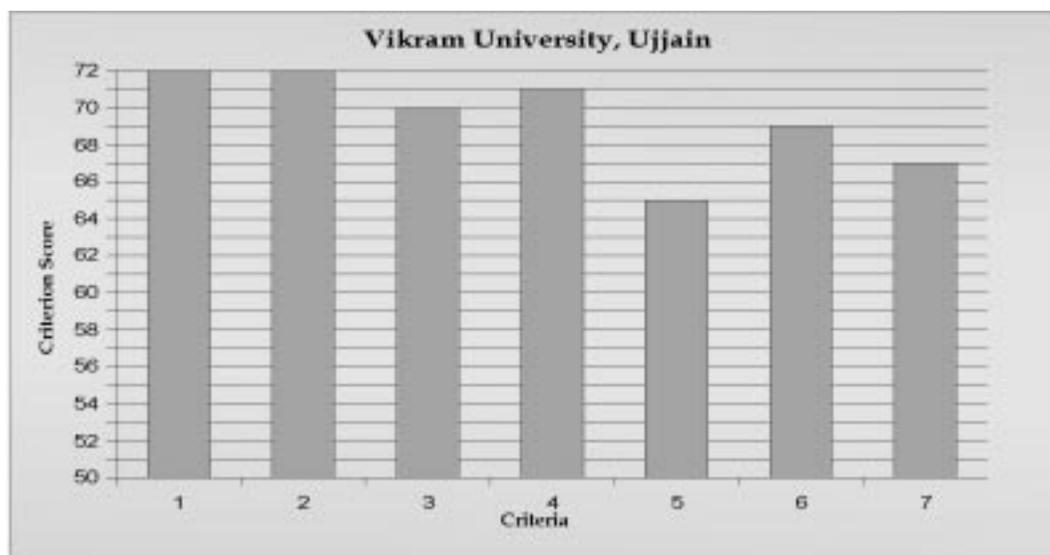
Jiwaji University, Gwalior

Established in the year 1964, Jiwaji University, Gwalior has 21 teaching departments and 118 affiliated colleges. It had a faculty strength of about 80 and about 2223 students on the rolls on the campus during the time when the peer team visited the university in the year 2001. The university was accredited by NAAC in the same year and got the four-star status, i.e., A**** under the old grading system. Figure shows the criterion-wise scores of Jiwaji University, Gwalior.



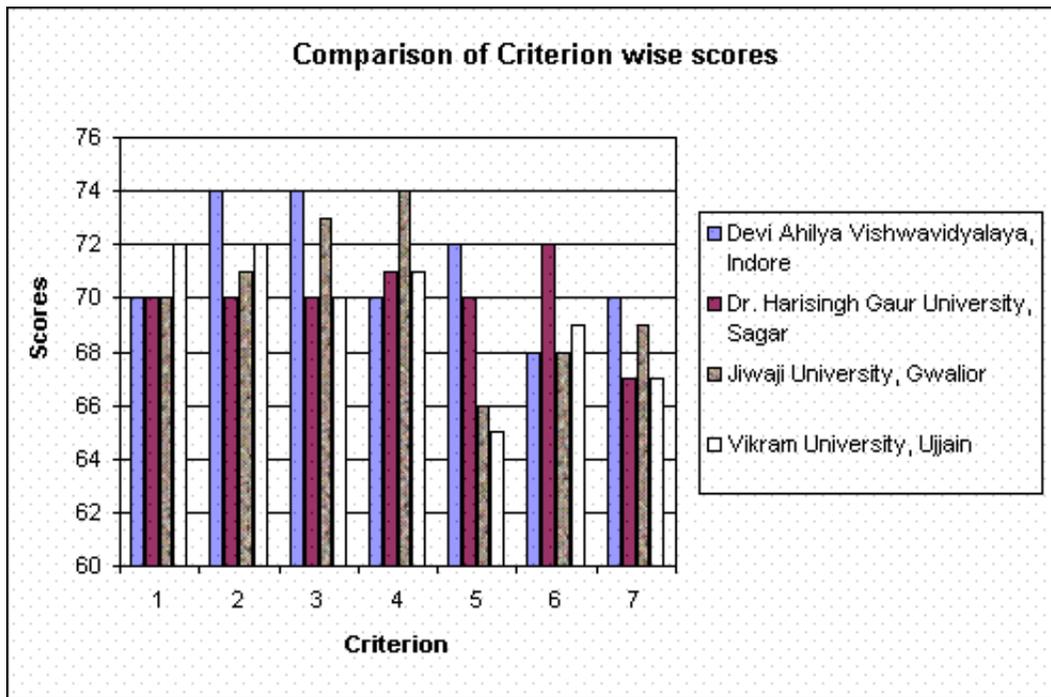
Vikram University, Ujjain

Vikram University, Ujjain was established in the year 1957 and has 18 teaching departments. It has about 69 affiliated colleges some of which have been recognized as research centers. There are 101 teachers who take care of 66 different programmes including degrees, diplomas and certificate courses. The Peer Team visited the university during March 2002 for NAAC accreditation, and the university was accredited in the same year getting a four-star status, i.e., it got A**** grade under the old grading system. Figure shows the criterion-wise score of Vikram University, Ujjain.



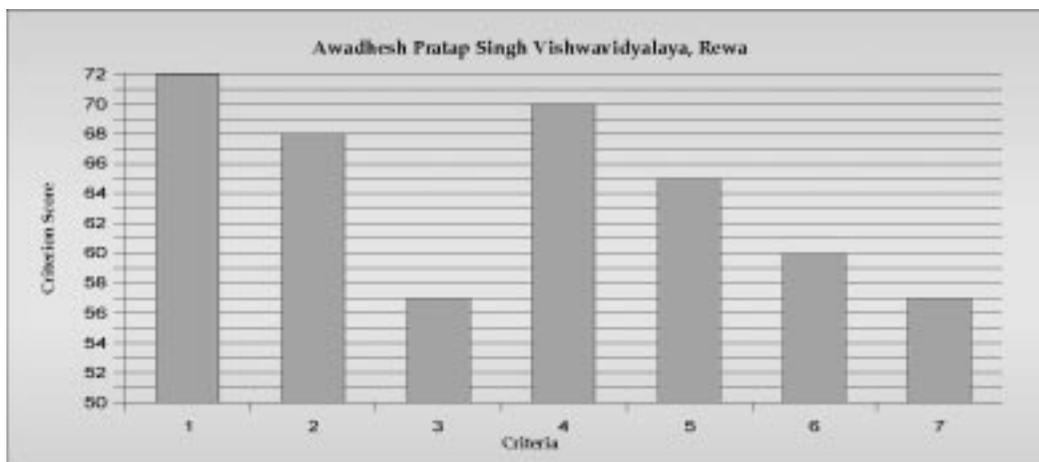
Comparison of criterion-wise scores of category-1 universities

The following figure gives a clear comparative idea of the criterion-wise institutional scores of the four M.P. Universities viz., those at Indore, Sagar, Gwalior and Ujjain, which were accredited by NAAC under the old star-system:

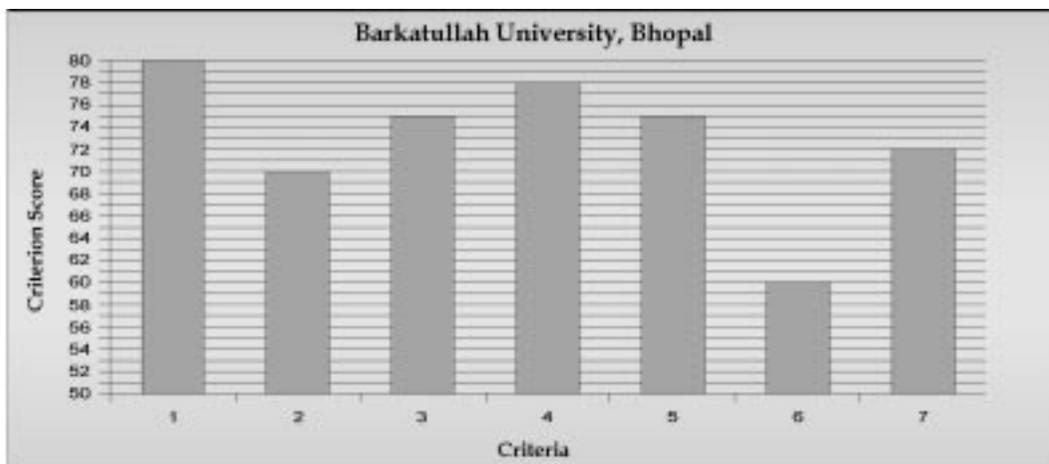


Category 2

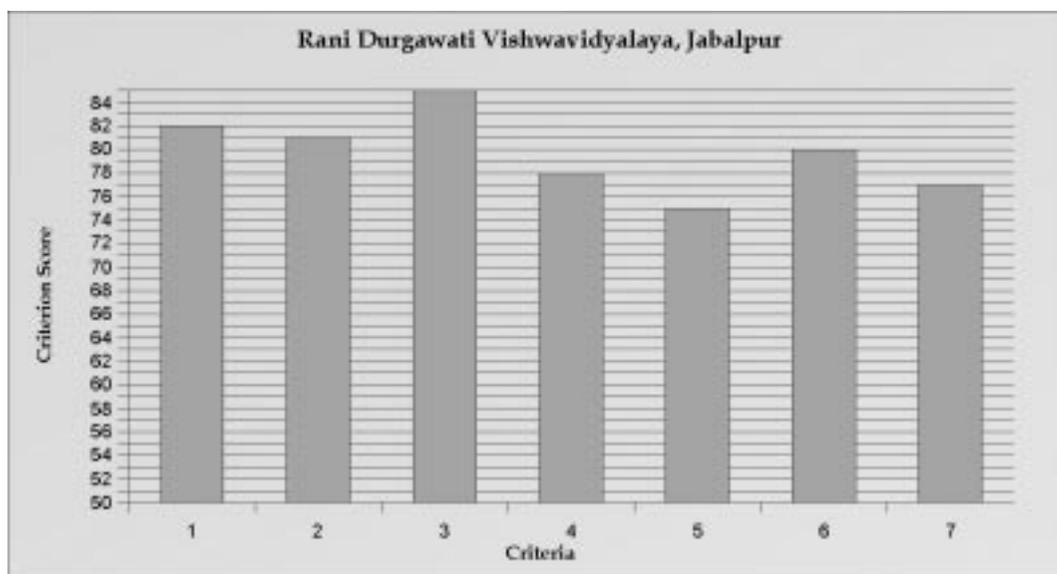
Awadhesh Pratap Singh University, Rewa



Barkatullah University, Bhopal

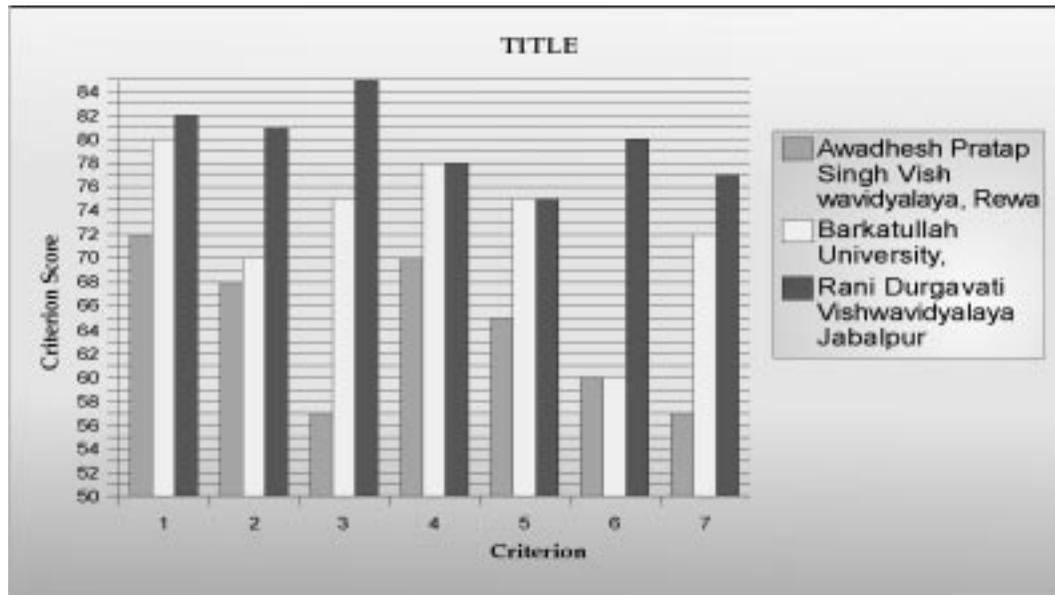


Rani Durgawati Vishwavidyalaya, Jabalpur



Comparison of criterion-wise scores of category-2 universities

The following figure gives a clear comparative idea of the criterion-wise institutional scores of the three M.P. universities viz., those at Rewa, Bhopal, and Jabalpur, which were accredited by NAAC under the new grading system on a 9-point scale



The following table shows that the universities at Indore and Sagar went for NAAC accreditation first and they were followed by the universities at Gwalior and Ujjain. All these four universities were graded under the old star-grading system. On the other hand, the universities at Bhopal, Jabalpur and Rewa were last to be accredited- this was done during the year 2002. Whatever be the reasons, an amount of credit should be given to the universities which complied with the UGC guidelines for NAAC- accreditation first.

Table 13: Years of first NAAC Assessment

S.No	University	Year of Assessment
1	Awadhesh Pratap Singh Vishwavidyalaya, Rewa	2002
2	Barkatullah Univeristy, Bhopal	2002
3	Devi Ahilya Vishwavidyalaya, Indore.	2000
4	Dr. Hari Singh Gaur University, Sagar	2000
5	Jiwaji Univeristy, Gwalior	2001
6	Rani Durgawati Vishwavidyalaya, Jabalpur.	2002
7	Vikram Univeristy, Ujjain.	2001

Source: NAAC, Bangalore.

3.2 Qualitative Aspects: Criterion-wise Appraisal

Criterion-I: Curricular Aspects Status of Individual Universities and Suggestions

APS University, Rewa

APS University, Rewa offers various UG and PG programmes leading up to D.Litt and D.Sc as the highest degrees of the university. The courses are regularly revised and updated by the statutory bodies like Board of Studies of different subjects and the Academic Council. The UG programmes are changed by the Central Board of Studies and finally approved by the Coordination Committee of all the M.P. Universities. The university offers a number of job-oriented self-financing courses. However, a greater need is felt for offering courses having more flexibility and of interdisciplinary nature keeping regional needs in mind. The peer team also felt that the specific objectives of the university must be clearly stated to operationalise the curricula being offered.

Suggestions

The mission statement and the specific objectives of the University must be clearly stated to contextualize and operationalise the curricula to be offered. There is need for offering more relevant courses having flexibility in the choice of courses so as to promote interdisciplinary programmes. Regional needs must be taken care of while revising the syllabi. Feedback from students and faculty needs must be initiated.

Barkatullah University, Bhopal

This university offers a wide range of programmes from certificate courses, UG degrees, PG degrees and Ph D degrees up to post-doctoral research. Many of these programmes are job-oriented and are run under the self-financing scheme, charging reasonably high fees from students. There is a Board of Studies in each subject which meets regularly to review the syllabi. The university has adopted the model syllabus recommended by the UGC, but since the number of teachers is low, the syllabus is often framed around the available outside expertise. As a result, the syllabi of some departments are more modern as compared to other departments.

Though the university has good placement records in certain courses, departments like that of Mathematics, Chemistry and Languages are yet to be created. The UG syllabus is revised by the Central Board of Studies for all the M.P. Universities.

Suggestions

Courses in Arts and Literature required for character building and personality development of the students should be added. The university should give priority for starting important departments like the Department of Mathematics, Department of Chemistry and Languages. The number of teachers in some of the departments is much less than required- this should be rectified as soon as possible.

Devi Ahilya Vishwavidyalaya, Indore

The university, being known for its pioneering role in augmenting the technical and professional courses, has a fair mix of general and self-financing courses, which is indeed a strength for the university, for a sound financial base and for imparting quality education. Continuous internal evaluation followed by semester-end viva voce examination is a strong curricular aspect of the university. Furthermore, the timely conduct of the examinations and declaration of results of the University Teaching Departments, is also a major strength of the university. The university has developed a number of significant linkages of research with institutions from within and outside the country. The non-appointment of Deans in a number of Faculties and shortage of teachers in some of the departments is a disturbing aspect of curricular activities, which has to be looked into as soon as possible.

Suggestions

Filling up of the vacant teaching positions and appointment of Deans of some Faculties are matters of concern. Feedback mechanism from students about quality of teaching should be ensured. Some departments are carrying on without the presence of minimum critical faculty. Interdisciplinary aspects of curricular activities need to be strengthened through development of courses across Centers and Schools which would lead to an optimal use of academic resources of the university.

Dr Harisingh Gour University, Sagar

The university runs several UG, PG and research programmes in traditional as well as emerging areas of higher education. The Courses in Environment Management, Forest Management, Communication and Journalism are offered through Distance Education mode. The syllabi are regularly revised and updated by the concerned Boards of Studies while the Academic Council finally approves them for implementation. The Planning and Evaluation Board does its job by considering the contemporary needs of the students. The university has been successfully running some job-oriented courses in accordance with the current trend in Madhya Pradesh. Some of the traditional courses like Marathi has not attracted students since 1992.

Suggestions

Syllabi should be revised and updated for each subject regularly and every year. Introduction of choice-based credit system may allow the students to choose programmes of their liking which may even out the strength in all courses. Boards of Studies should have more representation from industries, outside users and other universities.

Jiwaji University, Gwalior

The University formulated the curricula of new programmes by appointing Expert Committees, using curricula framed by national resources like UGC and through its own Boards of Studies each of which has at least two experts from outside the university. It takes not more than 6 months to start a new programme. Curricula are reviewed by respective Boards and Faculties in their meetings held twice a year. In a few subjects like Zoology, the courses are revised more frequently than others. The university has started a multidisciplinary approach by starting courses in Biotechnology, Environmental Chemistry and Eco-planning.

Suggestions

In certain subjects, the revision of courses is more often than other subjects. An attempt by the Academic Council should be made to ensure a review of the syllabi regularly in each subject every year.

Rani Durgawati Vishwavidyalaya, Jabalpur

The programmes offered by this university cover a fairly wide range of options, and are geared to achieve the objectives of the University, which is located in the tribal and backward regions of Madhya Pradesh. The initiation of a large number of self-financing courses during the past five years by the university, are commendable. The curricula followed by the university are those initiated quite recently by the UGC in 2002. As provided in the University Act, the revision of syllabi of various courses of studies is done first by the Board of Studies of each subject, and then it is ratified by the Academic Council of the university before its implementation. A suitable mechanism for obtaining the feedback on programmes from different stakeholders is yet to be developed.

Suggestions

The university should consider evolving a suitable mechanism for obtaining a feedback on programmes offered by it from various stakeholders.

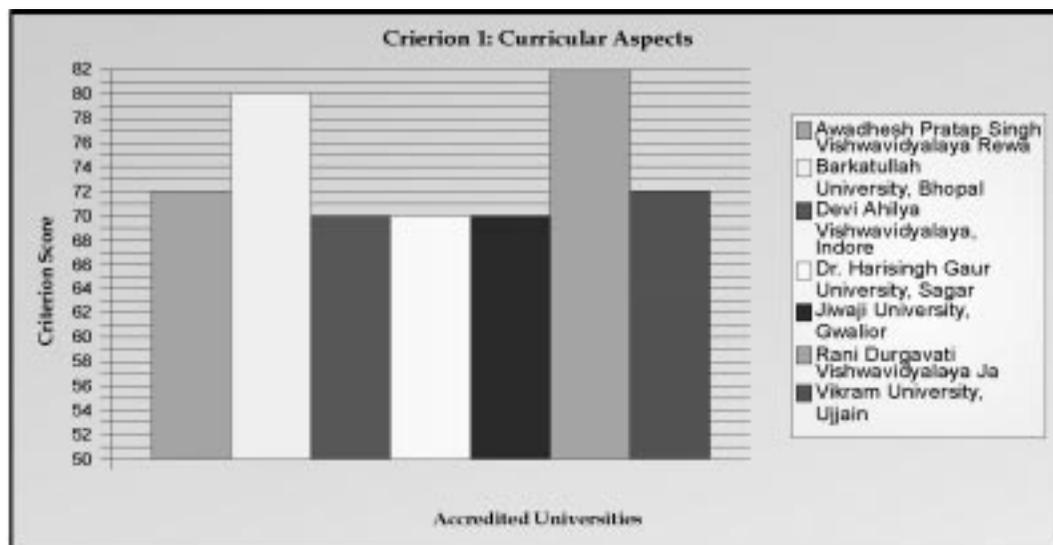
Vikram University, Ujjain

The university offers more than 60 different programmes ranging from Certificate courses, UG and PG courses leading up to Research Degrees. As is the case with other universities, Vikram University also revises its courses of syllabi through a Board of Studies in every subject having two external experts. The system allows flexibility in starting new courses and new programmes. Programmes like M.Sc in Environmental Management are popular. Considering the local needs, the university has started a course on Jyotivigyan. Looking to the scarcity of water in Malwa region where the university is located, the department of Geology has started a course on Hydrology and Water Resource Management. It has also started a number of self-financing job-oriented courses in accordance with the guidelines of the Coordination Committee.

Suggestions

Shortage of teachers in the Russian language and Computer Science Department is a matter of concern, and attention should be paid to improve the situation at the earliest.

The following graph gives comparative institutional scores on the quality of Curricular Aspects of all the M.P. Universities



Criterion II: Teaching, Learning and Evaluation Status of Individual Universities and Suggestions

APS University, Rewa

- Admission is done on the basis of merit subject to Govt rules and regulations
- About 5% students are from outside the state of M.P.
- The number of teaching days conforms to the UGC norm
- Classroom instructions are the main form of teaching and learning process
- The university practices door evaluation while a central system of evaluation is also done in some courses
- About 40% of the teaching positions are lying vacant due to a ban on recruitment by the State Govt.
- The university doesn't have a formal system of feed-back mechanism, which is very desirable.
- There are national/international linkages for enrichment of research and academic activities, which needs to be strengthened.

Suggestions

- *Consideration to be given to internal assessment and continuous evaluation*
- *Care should be taken to declare results on time both for regular as well as revaluation cases.*
- *The vacant positions should be filled up soon so that teaching and research activities do not suffer*
- *Better educational technology needs to be introduced in teaching and learning process.*

Barkatullah University, Bhopal

- Admissions are done through different methods in different programmes. These include consideration of merit, entrance test, interviews, academic records and their various combinations.
- The cut-off percentage is generally low.
- The number of re-evaluation cases is high and requires serious thinking.
- The number of teachers is low and very little recruitment has been made in the recent past. A majority of temporary teachers are only PG teachers.

- Even though there is a Computer Center, the automation in the university work is yet to pick up.
- The placement in self-financing courses is 100% , which is commendable.
- Some of the departments have good national and international linkages including some industries for placement and training of students.
- The examinations are held in time and the results are also declared in time.

Suggestions

- *Maintenance of the Computer Center should get priority.*
- *USIC is not being utilized properly. The students and staff must be made aware of the facilities available so that they can make good use of this facility.*
- *Interface with computers developed by the Physics Department should be encouraged and spread to other departments.*
- *The number of teachers participating in seminars/conferences and workshops must be increased further.*

Devi Ahilya Vishwavidyalaya, Indore

- Selecting students for admission combining all India/state level tests, viva voce examination and academic records of the students ensures the admission of most talented students, and that is a strength for the university.
- Extensive use of library, computer/internet facilities by students and faculty as a means of teaching-learning activity is another strength of the university.
- Showing evaluated scripts to the students is a commendable feature of the transparency of the examination system.
- Wide ranging national/international links with institutions of repute and the overall research culture in some departments doing excellent work is encouraging.

Suggestions

- *Failure to fill up the vacant positions and depending mostly on guest faculty/temporary teachers is a matter of concern.*
- *A full-length review of the examination system after every 12 years is very desirable. Some departments have not carried out revision of courses with desired regularity.*

- *University should start special courses for students coming from rural tribal background.*
- *Faculty should make meaningful use of the study and sabbatical leave periods much more than what they have done so far.*

Dr Harisingh Gour University, Sagar

- The students are admitted on the basis of their entry qualifications and in some courses, the admission is given on the basis of an entrance test.
- Project work, seminars, internal assessment and field training of students in some programmes enhances their capability significantly.
- Central valuation helps in the declaration of results on time.
- Teaching staff is mostly qualified and have Ph.D. which helps them get research projects and consultancy works bringing money to the university also.

Suggestions

- *Shortage of teaching faculty in some departments hampers the work and should be rectified soon.*
- *More national and international seminars/conferences must be organised.*
- *Teaching should be supplemented with new innovative techniques and use of modern teaching aids*
- *Internet facility should be made available to all the departments and students.*

Jiwaji University, Gwalior

- The admission in various professional programmes are based on All India Entrance Examinations. Number of applications is about 12 times the number of seats available, mainly because of professional programmes.
- The number of teaching days on the average per year is 260, but there are no bridge courses for weaker sections of students.
- The Distance Education Programme of the university is popular because of the variety of courses and learning packages.
- Most of the teachers are Ph.D.degree holders. Revision of curricula in various subjects is done regularly. The teachers are encouraged to participate in workshops/conferences and they have linkages with good institutions of the country.

- In sports, there are ample opportunities and the university students have performed well by competing at the regional and national levels.
- Declaration of results is on time because of Central Valuation.

Suggestions

- *Creativity in class-room teaching needs to be emphasized. The university may think of introducing the credit system of teaching and use more audio-visual aids in teaching and learning.*
- *The present evaluation method of university examinations has been followed for the last 10 years and needs to be reviewed.*
- *Methods should be devised to get feedback from students as well as peers on the quality of performance of the teachers. The faculty improvement programmes should be further strengthened.*

Rani Durgawati Vishwavidyalaya, Jabalpur

- Entrance Tests are conducted for career-oriented courses, but for general admissions a combination of academic records, interviews and tests is used.
- The university follows both the semester pattern as well as the annual pattern of teaching and examinations. Internal assessment is given 20% weightage in exams.
- Participation of teaching faculty in Seminars, Conferences and Workshops is quite substantial and this is indicative of their keeping themselves updated in terms of the latest in their subjects.
- Teachers have benefitted from the Faculty Improvement Programmes by using study and sabbatical leaves. National and international linkages have been profitably maintained for quite some time.

Suggestions

- *No bridge or remedial courses have been arranged for the benefit of handicapped students. Since the university is situated in a tribal belt, it's necessary to have these courses so that students coming from rural or backward regions are not left behind in getting proper education. These programmes can be organized with the assistance of UGC and Department of Tribal Welfare, Govt of India.*

- *Use of teaching techniques, other than classroom teaching, like use of audio-visual aids may be further encouraged.*

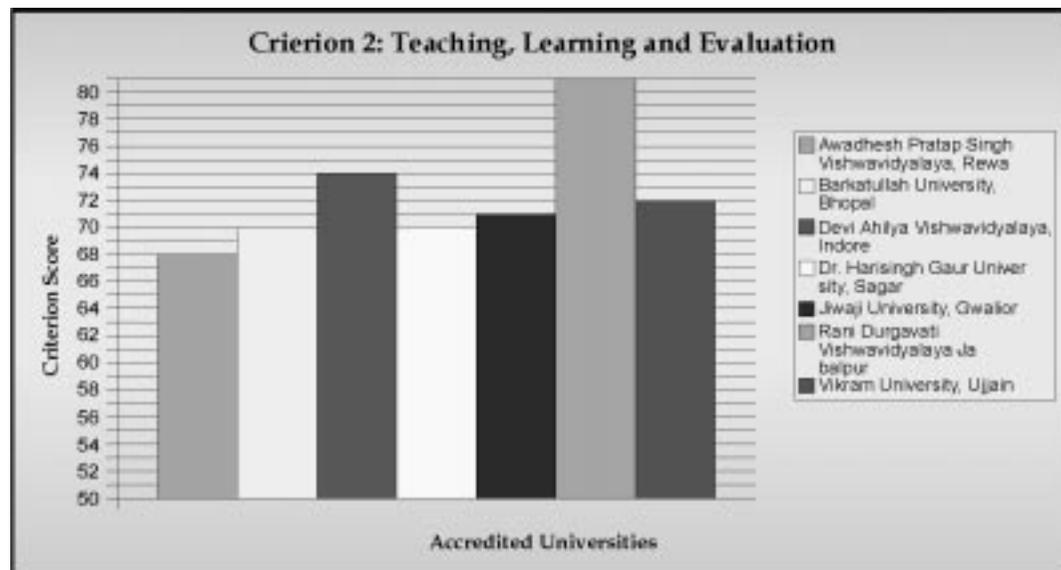
Vikram University, Ujjain

- Admission to courses of studies are made on the basis of academic records. However, in professional and self-financing courses, admission is based on entrance tests and interviews.
- University departments have their own libraries. The infrastructure needed for teaching and learning is good; girl students have been provided with separate study rooms in several departments.
- Teachers are adequately qualified and committed to their profession. There is self-appraisal scheme under which every teacher is required to submit his own evaluation.
- Several teachers have received state/national awards in recognition of their merit and work.
- The exams are conducted regularly and the results are declared on time due to a good combination of central valuation and door valuation.

Suggestions

- *The university should explore the possibility of continuous assessment and monitoring of students' progress. Innovations in setting of question papers to avoid selective study by students must be made.*
- *Vacant posts must be filled as soon as possible to strengthen teaching and learning activities properly.*
- *The university should think of introducing bridge and remedial courses for the disadvantaged class of students. These could also prove useful for interdisciplinary programmes of the university.*

The following graph gives a comparative graphical picture of the institutional scores of all the M.P. Universities with regard to teaching, learning and evaluation



Criterion III: Research, Consultancy and Extension Status of Individual Universities and Suggestions

APS University, Rewa

- Most of the teachers are engaged in doing and guiding research, but only a few are engaged with major research projects. The Department of Chemistry has the maximum share in major research projects.
- During the last five years, about 470 Ph.Ds have been produced including those guided by teachers of affiliated colleges. About 150 research papers and 5 books have been published by the teachers during the last 3 years.
- Department of Chemistry has collaboration with EPCO.
- The NSS Unit and the Department of Psychology are providing extension services of the university.

Suggestions

- *The university departments need to attract more fellows for their research activities through grants of major research projects.*
- *The university should apply to UGC for schemes such as DRS/SAP and COSIST for enhancing its research atmosphere.*
- *Consultancy needs should be developed as a concept and should thereafter be operationalized.*
- *The Department of Adult and Continuing Education needs to play a vital role in extension programmes.*

Barkatullah University, Bhopal

- About 90% of the teaching staff is engaged in research. Most of the departments have Ph.D. programmes.
- During the last 5 years, about 231 students were awarded Ph.D. degrees by the university. During the same period, the faculty published 500 research papers and 40 books.

- Research facilities appear to be impressive particularly in the departments of Physics, Microbiology and Aquaculture. The first two departments have COSIST and DSA programmes of the UGC and the third is getting a grant of 1.5 crore under various projects.
- Departments of Physics, Microbiology and Sociology have won DRS status of the UGC.
- The university has organized an average of 2 international and 5 national seminars per year.
- The Department of Adult and Continuing Education is doing yeoman work by adopting villages and training women and youth for various entrepreneurship programmes.

Suggestions

- *The university needs to maintain and properly utilize its USIC unit .*
- *The collaborations of the university with CCMB and RRL labs need to be strengthened.*
- *The university is advised to set up an R&D CELL to encourage and coordinate sponsored research and consultancy activities.*

Devi Ahilya Vishwavidyalaya, Indore

- The university has turned out about 300 Ph.Ds during the last 3 years, and at present it has 190 full-time and 119 part-time research scholars working for their Ph.D. degrees in various subjects. Library and laboratories are well-equipped for teaching as well as research.
- Science departments have attracted sizeable research grants from national funding agencies like UGC, DST, DAE, CSIR, DBT, AICTE etc. Two departments have won SAP status and one department has been granted COSIST by the UGC.
- A number of major research projects are in operation having a total of Rs 7 crore annual budget. In some departments, the high quantum of research is reflected in the large number of publications in reputed journals.
- The Institute of Education has generated funds for the university by offering consultancy work.
- The department of Adult and Continuing Education and the NSS unit of the

university are doing extension work and have won awards. The AVRC of the University has produced several programmes of valuable use to the society.

Suggestions

- *Maintenance of instruments by the science departments needs improvement. The USIC of the university should be made a center of activity.*
- *Institutes of Management Studies and Computer Science should also offer consultancy services like the Institute of Education.*
- *The University Minority Cell is working with success, but its programmes need to be publicized.*
- *The Library is currently subscribing to only 10 international research journals, but this number should be increased.*

Dr Harisingh Gour University, Sagar

- *Out of 214 faculty members in 36 departments, 80% are involved in research, but in some major science and humanities departments the teachers are not that active in research. The university has produced 301 Ph.D.s during the last 5 years and currently there are 419 scholars registered for Ph.D.*
- *During the last 5 years about 1447 papers in Indian journals and 257 in international journals have been published.*
- *Three departments have won DRS/DSA status from UGC whereas one department is recognized as a Center for Advanced Study. The university has 10 major and about 40 minor research projects which are in progress.*
- *The departments of Pharmacy, Criminology, Psychology and Applied Geology are offering consultancy services.*

Suggestions

- *Some of the faculty members have never attended national or international seminars/conferences. Efforts should be made to eliminate this situation.*
- *The university should attract doctoral and postdoctoral students from other universities/colleges and should not remain confined only to local research scholars. This will enhance the quality of research work being produced by the university.*

- *The university should publicise the expertise available in some of the departments which are already offering consultancy services or have the potential to offer such services.*

Jiwaji University, Gwalior

- About 90% of the teachers of the university are active in research. During the last 5 years, 89 students have been awarded Ph.D. degrees in various subjects. About 349 research papers in national and international journals and 19 books have been published by the faculty during the same period.
- Currently, the university has 25 ongoing research projects with an outlay of Rs 2 crores, but the major projects are in the department of Zoology and Chemistry only. Now the University has created a Jiwaji University Research Forum to help and strengthen the joint research activities
- The university has organized 36 conferences at the national and international levels during the last 3 years. The work of USIC seems to be satisfactory.
- The university undertakes extension programmes mainly through its NSS unit and the department of Adult and Continuing Education.

Suggestions

- *The university should offer consultancy services to some industries at least through some departments. The science departments have the potential to do so.*
- *The university has research projects only in the Science Faculty. Effort should be made so that departments belonging to other faculties like the faculty of Arts, Commerce and Law also get research projects.*

Rani Durgawati Vishwavidyalaya, Jabalpur

- Most of the faculty members are involved in research. During the last five years about 543 research papers have been published by the faculty and research scholars. About 292 research scholars got their Ph.D. and 8 got their D.Sc/D.Litt during the last 5 years and 25 students won young scientist awards.
- Department of Mathematics and Computer Science is in its second phase of DRS programme. Departments like those of Physics, Chemistry and Biological sciences have good publications and the faculty has good national and international recognition for their work.

- Substantial funds from agencies like UGC, DST, CSIR, DBT, DRDO, MPCOST have been received to support the major research projects of the faculty members. The department of Mathematics has been recognized as a Regional Library Center by the National Board for Higher Mathematics (NBHM) which gives an annual grant of Rs 18 lacs to support and develop its library.
- Consultance services are mostly informal and on gratis basis. However, the Macro-molecular Research Center (MRC) with only one staff and five research scholars and sophisticated equipments has been able to generate substantial funds through its consultance services.
- Besides NSS, the department of Hindi has been involved in extension services for the society, particularly for tribal people.

Suggestions

- *The University-Industry interactions have to be strengthened to generate more income for teaching and research.*
- *Authorities may consider instituting an R&D Cell to coordinate the consultancy work. Departmental Development Funds may also be started by all the departments for immediate needs of the department.*
- *The university should adopt a tribal village for the upliftment of the people of that village as its extension activity.*

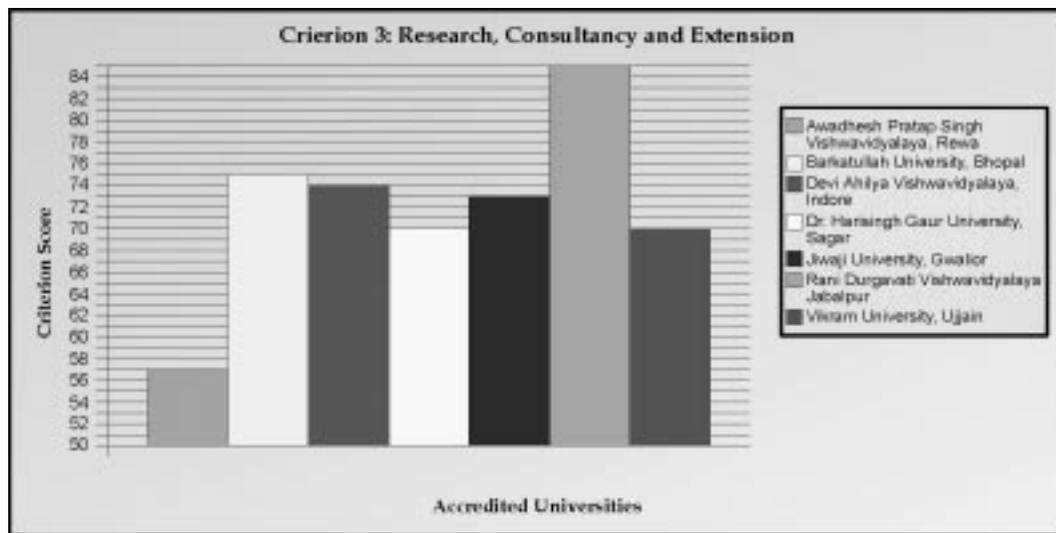
Vikram University, Ujjain

- All the teachers are actively involved in research work. On an average the university has produced 28 Ph.D.s per year. Currently 180 fulltime Ph.D. scholars and 2 post-doctoral fellows are on the rolls of the university.
- A few major and minor research projects have been sanctioned to the faculty members by agencies like UGC, DST, ISLO, AICTE etc
- The university has provided consultancy services on water resources, human resources and financial managements.
- The NSS unit of the University has won national recognition and many awards for its extension activities.

Suggestions

- *Progress in research work should be improved by increasing the number of Ph.D. students and asking the departments to utilize the UGC assistance under SAP programmes. Work on this front has not been satisfactory.*
- *The university should improve on its publication records, and in particular, should publish more books.*
- *Consultancy and Extension activities should also be improved.*
- *To strengthen Science and Technology in the university, a center for Information Science and Technology should be established.*
- *The university should promote interactions between the university and the industries and also with other universities.*

The following graph gives a comparative graphical picture of the institutional scores of all the M.P. Universities with regard to Research, Consultancy and Extension



Criterion IV: Infrastructure and Learning Resources Status of Individual Universities and Suggestions

APS University, Rewa

- The university has a campus area of about 294 acres and has buildings for various academic departments, administration, hostels, staff quarters, auditorium, guest house, library, stadium, gymnasium, faculty hostel, temple and service units like bank, post office and canteen.
- The university library has a built-up area of 4706 sq mts and collection of about 40,834 volumes. It has photocopying facility, a computer center and is open between 8 AM and 8 PM. All teaching departments are maintaining their own departmental libraries.
- The university has a central Computer Center with 45 nos of Pentium IV and 3 nos of Pentium III. It has a health center and a Gymnasium and has USIC with facilities for glass blowing, mechanical and electrical and electronics work. There are two hostels, one for boys and one for girls. The university has a guest house and also a faculty hostel.

Suggestions

- *Some of the departments need to have more space for their teaching and research activities.*
- *The Central Library resources are grossly underutilized and need attention of the authorities.*
- *More numbers of research journals should be subscribed by the library.*
- *A regular doctor and paramedical staff for the health center and regular coaches for games should be appointed as soon as possible.*

Barkatullah University, Bhopal

- The university has a large campus spread over an area of about 360 acres with separate academic, administrative, residential and hostel blocks. There is a well developed Auditorium with a seating capacity of 1100.
- The university has quite a decent sports and games facility.
- The university has a Central Computer Center equipped with the latest machines. In addition, every department of the university has its own computer facility.

- The Central Library is being converted into an Electronic Library (digital) to make the education system more interactive. There is a library with books and journals in each department.
- The university has an Employment Exchange, a Women's Cell and a Foreign Students Cell.

Suggestions

- *The computer facility in the main Computer Center should be updated and maintained regularly. The computer facilities at the department level should be accessible to the students at all times of the day. The internet facility should be provided to all the departments.*
- *The proper usage of USIC should be explored.*
- *The library facility should be improved by obtaining more books and journals.*
- *The type of rooms and quality of ancillary facilities in the hostels should be improved. Also, the facility at the Health Center should be improved.*

Devi Ahilya Vishwavidyalaya, Indore

- Adequate buildings are available for housing various departments in the different campuses of the university.
- The library has a fairly good collection of books and journals. Some books are added every year. The library has facilities like reprography, audio-video cassettes, internet and bibliography data bases on CD's. The Library can also borrow from other libraries of the city and outside and issue them to the students. Every department has its own departmental library.
- The Computer Centre encourages advanced research work in various departments. Some departments have sufficient number of computers for use by postgraduate students.
- Most of the science departments effectively use their laboratories. Institutes of Life Sciences, Biotechnology, Physics, Chemical Sciences and Instrumentation use computers mainly for research purposes.
- There are eight hostels in the campuses, three meant for women and five for men students.

- The Department of Physical Education has adequate facilities for sports activities and also for conducting post-graduate courses and research in physical education.

Suggestions

- *More attention should be given to the general maintenance of the buildings and the campus. Sufficient funds should be provided for the maintenance of campus infrastructure.*
- *The Central Library should be upgraded with the necessary automation. There should be efficient coordination between Central Library and the Departmental Libraries. The library should subscribe to more journals to enhance research in thrust areas and fields of current importance.*
- *The maintenance of the hostels should be given priority; recreation facilities should be provided to the residents of the hostels.*
- *A complete Health Center should be established in the campus for the benefit of students and staff. A permanent structure should be provided for the canteen to cater to the needs of students' hygienic condition, while having food.*

Dr Harisingh Gour University, Sagar

- The university has its campus spread on a total area of 1312 acres of land. The constructed area comes to about 1,04,717 sq.mts.
- An advisory committee consisting of the Vice-Chancellor as chairman, manages the university library. The total number of books available is 3,00,601. The library subscribes to 260 journals and periodicals. Computers, photocopying, internet, microfilms, audio & video facilities are available in the library.
- The university has computer facility to cater to the administrative and examination work.
- The university has a Health Center with 3 doctors, 2 compounders, 1 nurse, 1 lab technician, 1 dresser and 1 security officer.
- The Workshop and Instrumentation Center has the necessary basic facilities for repairing of instruments.

Suggestions

- *The library facilities should be computerized on a priority basis. More computers should be provided in the library.*
- *The university should have a centralized Computer Center which can support the academic and research activities of the university.*
- *The Infrastructure facilities of the health center should be improved.*
- *The Instrumentation Center should be strengthened.*

Jiwaji University, Gwalior

- The University has a campus area of 248 acres with a total of 25 academic buildings. The university has separate buildings for all science and management departments.
- The university has a central library as well as departmental libraries. The central library has 1.4 lakh books and subscribes to 10 national and 22 international journals. The library has reprographic facilities, access to internet and a good stock of audio and video cassettes. The Library also has a book-bank facility.
- All the science departments of the university have well -equipped post graduate laboratories while some departments have research laboratories with advanced instruments.
- The university has about 100 computers. In addition, almost all departments have their own computers.
- The university has the necessary infrastructure for sports and physical education with flood-lit courts for various games.
- The university has two well-maintained guest houses alongwith a boys' hostel with 77 seats and a girls' hostel with 160 seats.

Suggestions

- *The university should have a permanent physician and regular supporting staff in the Health Center.*
- *The university may have more hostels both for boys and girls.*
- *The university should establish a canteen to cater to the needs of students to have food under hygienic conditions.*

Rani Durgawati Vishwavidyalaya, Jabalpur

- The university has a campus area of 99.63 acres and adequate space is available for departments to conduct and carry on their research activities. All the science departments of the university have independent buildings.
- The university has a separate Computer Center with 30 computers and internet facility.
- The university has a Central Library with a wide collection of 1,75,400 books and a reasonable collection of research abstracts, journals and Ph.D./D.Sc theses. The library provides internet access to faculty and students. Many departments have their own departmental libraries which provide book loan facility and are equipped with multiple copies of text books and supplementary reading materials.
- The university has a guest house, a hostel for the Academic Staff College and separate hostels for men and women students.
- The university has a Health Center with an Assistant Surgeon and facilities for general treatment.
- The university has a Sports Complex with various facilities, Employment Exchange, Placement Bureau, Violence and Sexual Harassment Complaint Cell.

Suggestions

- *One lady doctor should be appointed in the Health Center of the university for treatment of lady students and ladies staff. The activities of the Health Center should be further strengthened.*
- *Some of the departments require proper maintenance of the buildings. Hygienic conditions should be improved in toilets and surroundings.*

Vikram University, Ujjain

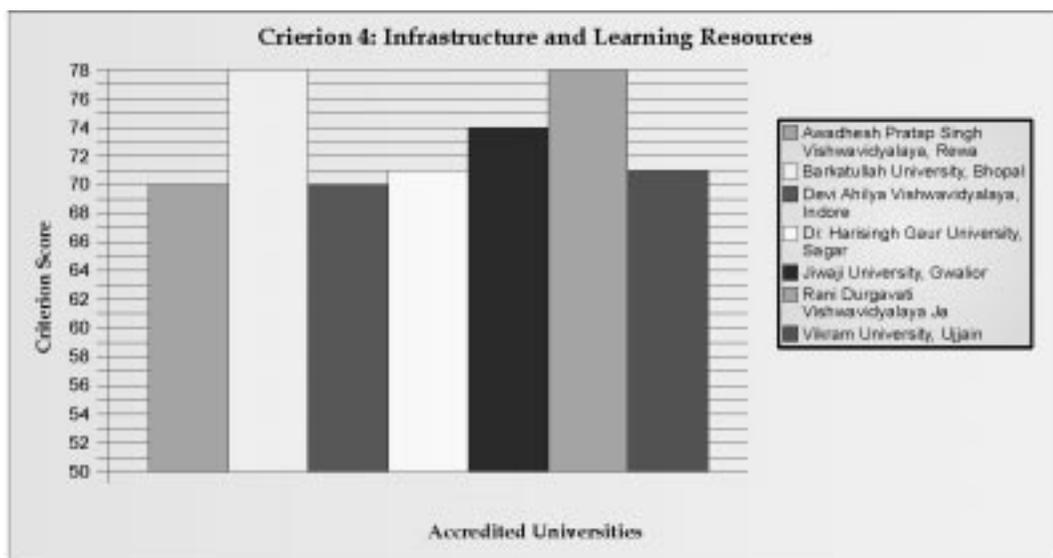
- The university has a large campus with an area of 330 acres with good infrastructural facilities.
- The university has a Scientific and Instrumentation Center (USIC), which provides useful service in the maintenance and fabrication of minor equipments for the science departments. The USIC has an expert glass blowing section.

- The library of the university has 150,000 books and back volumes of a large number of journals. The Library also provides facilities like a book-bank, inter-library loans, reprography and computers. In addition, all departments have their own departmental libraries.
- The university has a Computer Center which provides service for the administrative and examination work of the university.
- The university has a Health Center which provides primary medical facilities to the students, teachers and staff.
- There are four hostels for boys and one for girls providing accommodation to 336 boys and 100 girls. The university also has a well-equipped gymnasium.

Suggestions

- *Computerization of the library should be done on a priority basis. Various journals and periodicals should be subscribed by the library to enhance research activities.*
- *University should establish a Central Computer Center for the students and the faculty for research purposes.*
- *The communication system in every department in terms of telephone and internet connection should be strengthened.*

The following graph gives a comparative graphical picture of the institutional scores of all the M.P. Universities with regard to Infrastructure and Learning Resources



Criterion V: Student Support and Progression

Status of Individual Universities and Suggestions

APS University, Rewa

- The university regularly publishes a updated academic prospectus for the benefit of the students; the details of the courses to be offered are advertised in leading newspapers.
- The overall pass percentage of students in the university exams is about 85% and the dropout rate is as low as 1.5%.
- Various scholarships, fellowships and other financial supports are available to students as per the State/Central Govt rules for SC/ST and OBC students. A few departments have started obtaining feedback from their students.

Suggestions

- *Even though informal counselling is given to the students by some faculty members, an Academic Counseling Cell should be formed for this purpose.*
- *The university should form an Alumni Association as soon as possible.*

Barkatullah University, Bhopal

- The university has around 2,893 students enrolled in its various courses. The passout percentage is around 80% and the dropout rate is fairly low with 5% (approx).
- The university publishes its prospectus annually which gives information on course details, curricular aspects, evaluation schemes, fee structures and facilities available.
- Various Scholarships from various Govt. bodies are available and around 15% students are benefited from these scholarships. The university gives direct admission to national players to various programmes provided they have the minimum qualifying marks.
- Some of the departments obtain students' feedback through a questionnaire to evaluate the quality of teaching.

Suggestions

- *There is a need to bring together the Alumni by forming Alumni Association. This will help the university in their developmental activities.*
- *The method of obtaining students' feedback through a questionnaire should be extended to all the departments of the university.*

Devi Ahilya Vishwavidyalaya, Indore

- The university publishes an updated prospectus annually which details the profile and goals of the university and the rules for admission to different programmes and courses.
- Students have the benefit of adequate sources for enabling them to seek campus interviews and employment. A large number of students are availing different kinds of fellowships, sponsored fellowships, free studentships and other types of financial support.
- The departments are involved in front-line research and also provide a forum for their students to be exposed to scholarly discussions on current academic issues.

Suggestions

- *More positive steps towards further promotion of cultural activities should be adopted by the university.*
- *The university should have a structured Alumni Association.*
- *The university should have a well furnished cafeteria for the day scholars as well as for resident students.*

Dr Harisingh Gour University, Sagar

- The university has a fairly high passout rate of 90% , but the dropout rate is about 14%.
- The university has an Employment Exchange and also has provision of campus interviews in a few selected departments.
- The Alumni Association exists in some of the departments.

Suggestions

- *Periodically, the students and their parents should be informed about the shortage of attendance to reduce the dropout rate.*
- *The university should have an Alumni Association at the university level.*

Jiwaji University, Gwalior

- The university has 93% passout rate and the dropout rate of the students is only 5%.
- Students get scholarships and stipends awarded by the State and Central Govt. and other sources.
- The university has an Employment Cell and has a placement officer to provide career counselling to the students.

Suggestions

- *The university should have an Alumni Association. Such an association could be beneficial to the university in many ways.*

Rani Durgawati Vishwavidyalaya, Jabalpur

- The university has currently 1746 students on the Campus of which 20% are from other states. The passout rate is 75 to 80 percent with a fairly low dropout rate.
- The university has its own website in which detailed information is available. The university also publishes an updated prospectus annually.
- Financial aid is available through the Govt. of India and the State government as well as merit-cum-means scholarships.
- The university has an Alumni Association with a good potential.

Suggestions

- *The university should take steps to tap resources through donations and Alumni Association which may enable the university to take up more developmental activities.*
- *Personal counselling centre for students may be developed.*

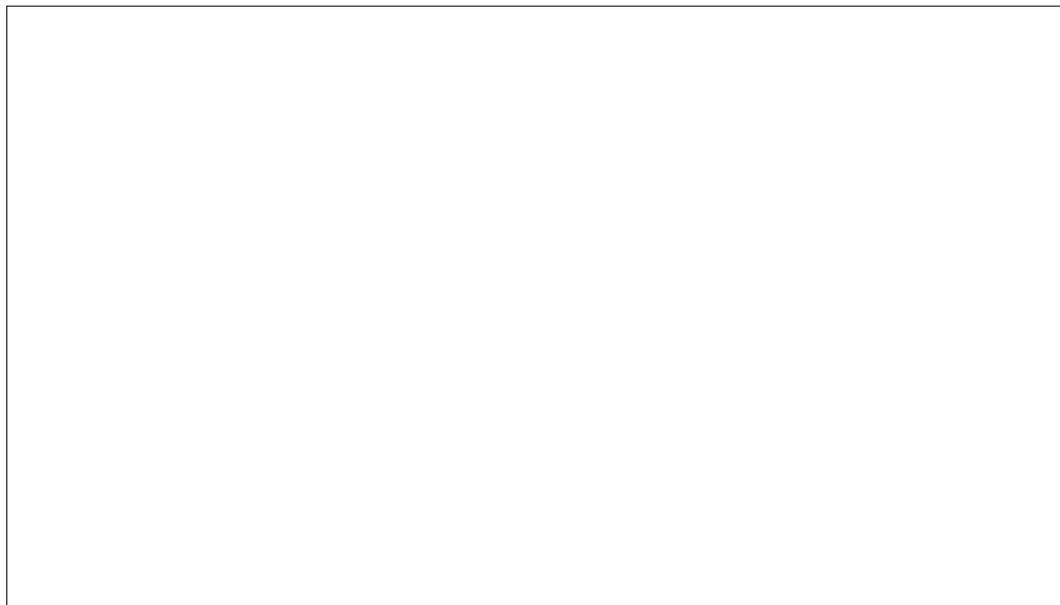
Vikram University, Ujjain

- The university has a pass percentage of about 73% with a low drop out rate.
- The university has committed itself to upliftment of students belonging to weaker sections of society by getting aid from various sources to provide scholarships and other financial assistance to students.
- The university has organized youth festivals and there seems to be scope for more cultural activities.

Suggestions

- *The university should introduce some formal system of continuous evaluation and monitoring to help in raising the pass percentage.*
- *The university should take initiative to start the Alumni Association and compile a database of its graduates.*

The following graph gives a comparative graphical picture of the institutional scores of all the M.P. Universities with regard to Students Support and Progression



Criterion VI: Organization and Management

Status of Individual Universities and Suggestions

APS University, Rewa

- The University functions in accordance with its Act, Statutes, Ordinances and Regulations, under which the powers and duties of officers are well-defined.
- The university implements the reservation policy of the State Govt and the UGC.
- The maintenance grant of the university comes from the State Govt whereas all the developmental grants are obtained from the UGC and other national funding agencies. The university generates funds from its self-financing courses which are used for the development of the department concerned.

Suggestions

- *The University Court should also be constituted, and it should function as stipulated by the Act of the university.*
- *The Planning and Development Cell and the Engineering Works Department should work in coordination for better planning and execution of construction and maintenance activities.*
- *To promote tourism in the region, cultural and natural heritage of the region need to be given wider publicity and the university should take a lead in this direction.*

Barkatullah University, Bhopal

- The powers, duties and responsibilities of the functionaries of the university are clearly spelt out under the various provisions of the Madhya Pradesh University Act, 1973.
- Considerable revenue is generated through research project and self-financing courses and used for developmental activities.
- The Academic Calender and the UG curricula are prepared and planned by the Coordination Committee headed by the Chancellor.
- The university follows the ACR method of evaluation of its employees.

Suggestions

- *The university should have a strategic plan for the use of funds generated by various research projects and self-financing courses.*
- *The university should appoint a finance officer. Audit objections of 21 crores is an alarming thing and needs immediate attention.*

Devi Ahilya Vishwavidyalaya, Indore

- The university has a well-structured basic organization. The functions and powers of the functionaries are clearly spelt out and practiced.
- The Academic Calendar is annually prepared by a committee headed by the vice-chancellor in conformity with the State Government academic calendar. The university also observes strict compliances of all the rules and regulations related to the reservation policy.
- The academic staff college, DCDC and the university teaching departments conduct workshops for the development/training of administrative staff.

Suggestions

- *The norms of critical minimal staffing as recommended by the UGC should be observed by all the departments.*
- *Resource mobilization is not quite satisfactory. There should be a fund raising drive through donations, alumni involvement, etc.*

Dr Harisingh Gour University, Sagar

- The university has the Court as an apex body having around 80 members. All the powers given to functionaries are exercised very effectively. The budget and the annual report are presented to the court annually.
- Recruitment of staff is done as per the norms of the UGC and State Govt.
- The general environment is congenial all through the year for educational and research activities.

Suggestions

- *The university should establish the mechanism of redressal of grievances.*
- *The support to affiliating colleges should be improved. The university should appoint a full time Director/Dean of College Development Council.*
- *The vacant posts in various departments should be filled.*

Jiwaji University, Gwalior

- The university has an effective governance infrastructure and systems. It is governed by the Madhya Pradesh University Act 1973.
- The university is making efforts to enhance the competency levels of the staff members through deputation to the Administrative Training Centers.
- The university strictly complies with the State Govt. policy of reservations and such norms are adhered to wherever it is applicable.
- A substantial portion of the budget expenditure is on academic services, and the balance amount is spent on support activities.

Suggestions

- *The pending Audit objections should be sorted out.*
- *There should be adequate guidance for non-teaching staff to ensure efficient performance of their duties.*
- *There should be an exchange of good practices among colleges to make them share their strengths with each other.*
- *The university should take steps for more awareness towards a formal mechanism of internal quality check and academic audit to ensure high standards of academic performance.*
- *The interactions with other universities in India and abroad should be made institutionalised by building sustainable interfaces on a reasonably long term basis.*

Rani Durgawati Vishwavidyalaya, Jabalpur

- The powers, duties and responsibilities of the functionaries are clearly spelt out, routine activities in administration have been steadily computerized and finance is handled carefully.
- Preparation of Academic Calendar is done by a Committee headed by the Governor of the state who is the Chancellor of the university.
- Reservation policy is implemented faithfully in all admissions and appointments to ensure social justice.
- Project funded by various agencies like UGC, DBT, CSIR, DST, DRDO, MPCST and others have sustained laboratories and research apart from generating some amount as overheads for university.

Suggestions

- *Vacant faculty positions may be filled in early since shortage of faculty may tell upon the quality of education.*
- *The internal audit mechanism should be strictly enforced to avoid Audit objections.*

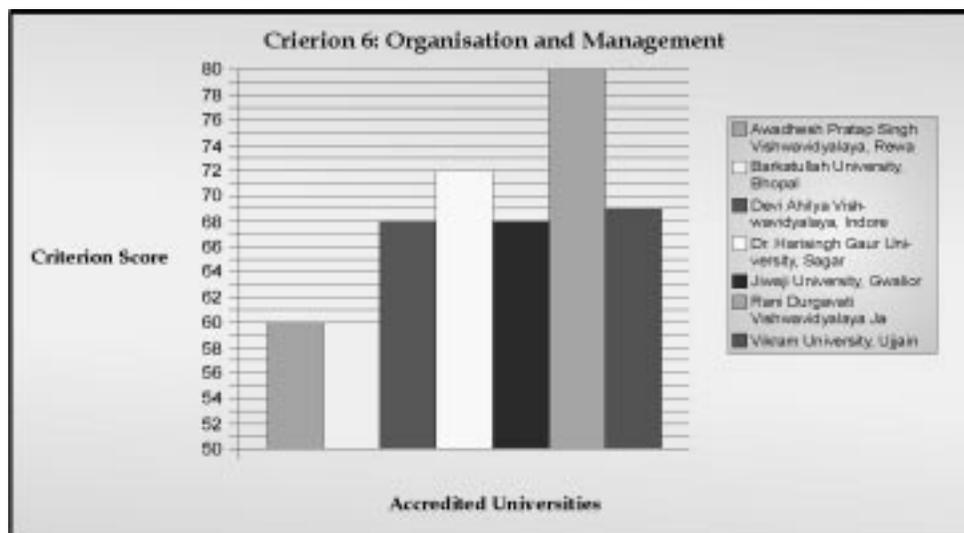
Vikram University, Ujjain

- The university functions as per the Madhya Pradesh Universities Act 1973, Statutes and Ordinances.
- The administrative set up is divided into different desks which deal with the projects, bills, cash and academic matters relating to faculty.
- The university has introduced various welfare schemes for teachers and non-teaching employees and a school upto middle level is functioning for the benefit of the children of the employees.

Suggestions

- *The university should attempt to generate funds by rationalizing the fee structure and by introducing self-financing courses.*
- *The university should improve the financial and managerial skills of the subordinate staff through training.*
- *The university should establish a mechanism for grievances, redressal and information about the Career Advancement opportunities for the administrative and ministerial staff.*

The following graph gives a comparative graphical picture of the institutional scores of all the M.P. Universities with regard to Organization and Management



Criterion VII : Healthy Practices

Status of Individual Universities and Suggestions

APS University, Rewa

- The university organizes a number of self-financing courses which generate funds for the university.
- The university has collaboration with Environmental Planning and Coordination Organization (EPCO) of the State Govt.
- The university efficiently runs Coaching Classes for various examinations for the SC/ST and minority students.
- Several Departments have good linkages with other national organizations and research institutes.

Barkatullah University, Bhopal

- The university has an informal student exchange programme and has developed strong linkage with the research Institutes and industries. The Sociology Department has set up a Consumer Cell in collaboration with the judiciary and NGO's to help in grievance redressal of the rural masses.
- The Adult and Continuing Education department is doing a fairly good job in the areas of women empowerment and in developing self-oriented skills among rural women.
- Aquaculture Department has organised workshops/training programmes for the women folk of the local villages on "Fish Product Processing and Marketing" to develop the entrepreneurial skills of the rural women.

Devi Ahilya Vishwavidyalaya, Indore

- Complementary systems like self-financing and some need based courses along with distance education programmes cater to the needs of a large number of aspirants.

- The university has entered into a few MOU's with industries, research organisations and other universities and research centres in India and abroad.
- The NSS cell of the university has conducted several camps for the benefit of both men and women, to inculcate a sense of civic responsibility..
- On a priority basis, all students from the weaker sections of the society are provided hostel facilities.

Dr Harisingh Gour University, Sagar

- The departments of Pharmacy, Criminology, Psychology and Applied Geology are offering consultancy services.
- Some of the progressive departments have evolved meaningful linkages with institutions and government departments, which help in the training of the students besides providing material for research.
- The department of Botany has set up several field stations with the cooperation of state forest departments. The Forensic Science Department works in close cooperation with government laboratory and Police Training Institute.
- The university has established three prestigious chairs which are occupied by the reputed scholars.

Jiwaji University, Gwalior

- The university enjoys a healthy record of regularity, discipline and a ragging-free campus which appears to be synergistic in its approach towards the administration, teachers and students.
- The department of Distance Education has been able to reach out to the community with relevant professional and life skill oriented programmes.
- The university has organised 36 National/International conferences during the last 3 years and set up 4 centres of research and teaching
- There have been several instances of interaction with other universities in India and abroad.

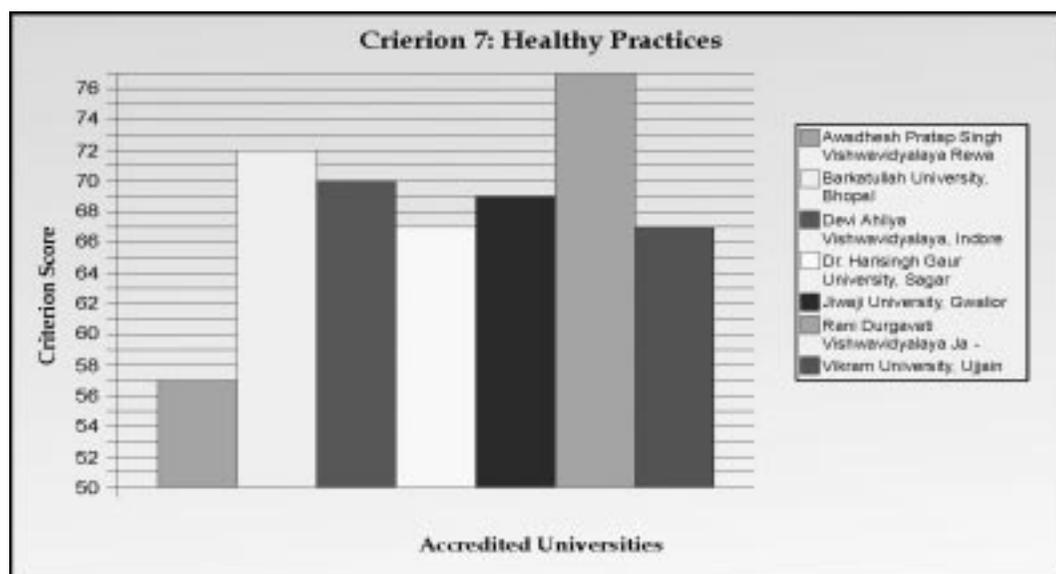
Rani Durgawati Vishwavidyalaya, Jabalpur

- The university has computerized and achieved automation in departmental profiles which are utilized during departmental presentations. Help of the University Management Institute is taken to sensitize staff and faculty in the latest managerial concepts.
- The university has informal students exchange programmes. Collaborative research is being carried out in association with German, Dutch, Canadian, American and New Zealand universities.
- The university spends about 80% of revenue generated by it in providing quality education. Students are encouraged to use internet for coursework, project work and research work.
- Every department is given incentive money of Rs. 50, 000/- for automation of departmental profiles and other data.

Vikram University, Ujjain

- The university has taken steps to introduce the latest managerial concepts such as strategic planning, teamwork, decision-making and computerization.
- The university also promotes a sense of civic responsibilities and personality development of the students through NCC, NSS programmes, sports, cultural and extra-curricular activities.
- The university displays the answer books of 5 merit-listed students in each examination in the university library for transparency and for the benefit of the students. The university also publishes “The Vikram”, a research journal on a regular basis in two volumes.
- The university faculty has linkages with several national and international institutions.

The following graph gives a comparative graphical picture of the institutional scores of all the M.P. Universities with regard to Healthy Practices



3.3 Common Observations

- All the seven universities are governed by the M.P. Universities Act 1973. As a result, in every university the curricular aspects are dealt with by the Board of Studies in every subject, which has a balanced participation of members from the university department, from the department in colleges and outside experts of the subject concerned. Meetings of the Board of Studies are held regularly in all the subjects and the recommendations are ratified by the Academic Council of the university. More active universities have been able to introduce a large number of self-financing courses some of which have also been started by the affiliated colleges of that university whereas some universities have gone slow in this process.
- Performance of universities on Teaching, Learning and Evaluation has been seen to vary somewhat even though there is an Academic Calendar approved

by the Coordination Committee which applies to all the universities. Depending on the quality of the teachers in various departments and the established traditions, the teaching and learning process is somewhat more focussed and quality-oriented as compared to other places. However, the annual exams of all the universities are held starting from March and ending by May. The results are declared by the end of June. The system of revaluation is followed everywhere and they are disposed off within the stipulated time.

- Most of the teachers of all the seven universities are active in research. Ph.D. programmes are governed by the Statutes and Ordinances of the university which are of the same kind everywhere. The quality and quantity of the research output depends on the quality of the faculty and atmosphere in individual departments. Some of the science departments, the department of Adult and Continuing Education and the Psychology departments have been found to do consultancy works in most of the universities. The Extension work is done by the NSS unit in all the universities.
- All the universities have a reasonable size campus, mostly contiguous to a city and have adequate space for all the departments. Science departments have separate buildings, but Arts and other departments are in a single block. Every university has got a separate library, students' hostels, staff quarters, guest house, stadium, gymnasium, auditorium, health center, a computer center, bank and post office services. The quantity and quality of instruments/equipments etc depend on the research activity of the university and vary from one university to another. A similar comment applies to the Central Library and Computer Center. All the universities have USIC sanctioned by the UGC, New Delhi. Maintenance of the buildings and campus is done by the Engineering Section of the University everywhere. Every university has a Dean for the College Development Council which is responsible for overseeing the developments of its affiliated colleges.
- The Student Support and Progression are very similar in all the universities. The number of scholarships/fellowships for the SC/ST and OBC students are the same in all the universities, but the fellowships earned by the research scholars vary from university to university. The number and quality of self-financing courses have definitely provided an edge to universities like DAVV, RDVV

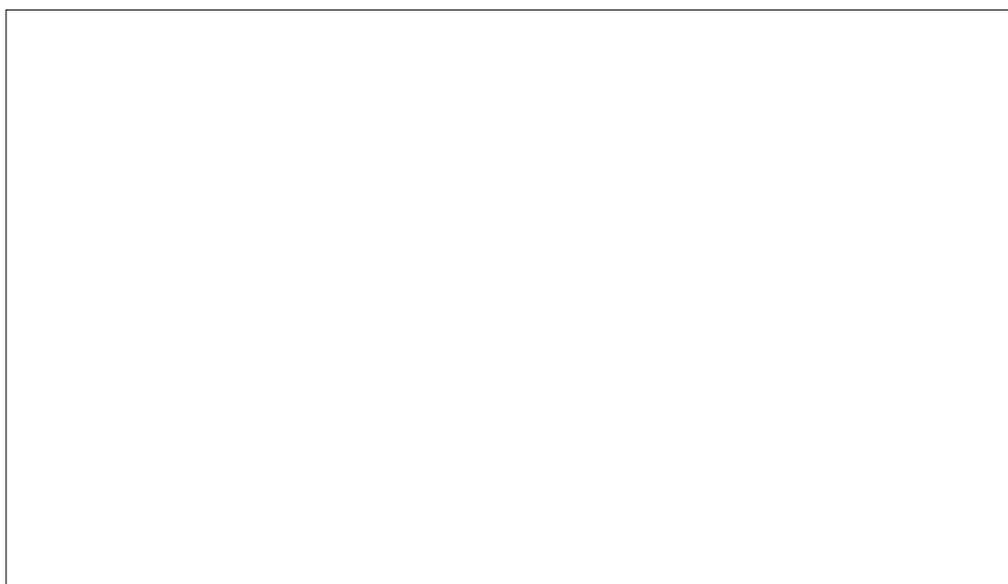
where the campus interviews have created better job opportunities for the students.

- The Organization and Management of all the universities are governed by the common M.P. Universities Act 1973 where the Executive Council of the university is the highest decision making body of every university, and the constitution of the Executive Council is well balanced and truly representative of all the sections of society. The management of self-financing courses, however, differs from university to university, but the Coordination Committee of the universities has made concerned efforts to make their functioning uniform for all the universities.
- Healthy Practices are mostly unique and special to every university. However, the good innovations and ideas for introducing the quality element in teaching and research are fast spreading to all the universities.

IV. COMPARATIVE ANALYSIS OF AFFILIATED COLLEGES IN MADHYA PRADESH

4.1 Quantitative Aspects

As pointed out earlier, out of a total number of 752 colleges affiliated to various Madhya Pradesh Universities, so far only 42 colleges have been assessed and accredited by NAAC which is a little over 5.5% of the total colleges. In addition, only 2 colleges have submitted their self-study reports. This number is indeed very small, and therefore the sample space for a correct analysis of the quality of higher education being imparted in M.P. colleges is not adequate. On the other hand, since all the universities of M.P. have already been assessed and accredited, we should consider as to how many colleges of which university have volunteered for NAAC assessment. Let us again note the number of colleges affiliated to various M.P. Universities from the following graph:

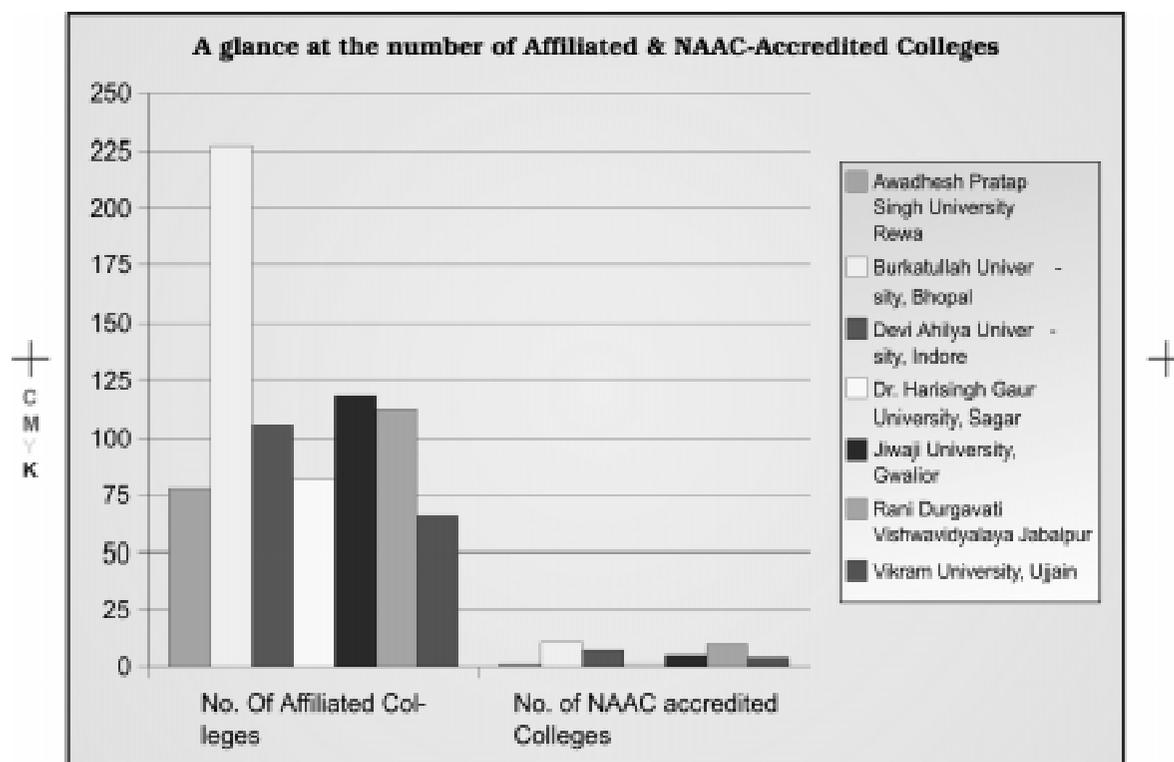


We next consider the following graph which shows the number of colleges which have been accredited by NAAC for each university

Since the number of colleges which have been NAAC -accredited from the universities of Bhopal and Jabalpur is 12 & 11 resp., DAVV, Indore is 7, Gwalior University is 6, Ujjain University is 4, Sagar University is 1 and from APS university, Rewa , it is only 1, the process of accreditation in M.P. universities is rather slow and needs to be improved. It's poorest in Bhopal and Rewa. On the other hand, RDVV, Jabalpur has effectively the most number of colleges which have been accredited by NAAC. Though Barkatullah University, Bhopal has 12 NAAC accredited colleges, one more than Jabalpur, the number of colleges affiliated to Bhopal University is much larger. The number in other universities is in-between those at Jabalpur and Rewa. It must be noted, however, that the momentum to go for NAAC assessment in Madhya Pradesh colleges has yet to be seen, and is much less as compared to southern states or the states of Maharashtra, Haryana, West Bengal, etc.

One can observe the comprehensive picture from the following graph, viz., how many colleges out of the total number of colleges affiliated to each university have been accredited by NAAC.

The situation in this respect is quite poor for the whole state and needs the attention of the authorities of the Department of Higher Education, Govt of Madhya Pradesh.



Even though the number of M.P. colleges that have been NAAC-accredited so far is very small, yet some crucial trend in the quality of Degree Colleges of Madhya Pradesh can still be seen. First, it must be mentioned that all the colleges that have gone for accreditation are mostly good old Govt colleges which have already established their reputation over a long period of time. We can notice the following curve, the bar-graph and the table showing the grade-wise distribution of 40 accredited colleges in M.P.

The two colleges viz., (i) The College of Materials Management (autonomous) at Jabalpur, and (ii) The Govt Model Autonomous Holkar Science College, Indore have been graded under the old star-system of grading. Thus, 40 colleges graded under the new grading and the above two under the old star system, give a total of 42 colleges of Madhya Pradesh which have been accredited by NAAC so far.

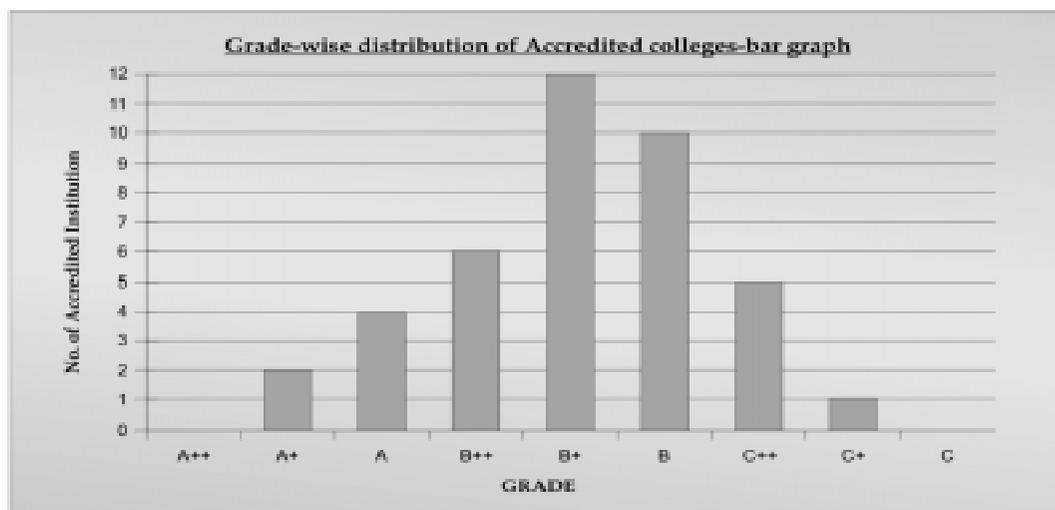


Table 14: The grade-wise distribution of Madhya Pradesh Colleges

Name of the University	A++	A+	A	B++	B+	B	C++	C+	C	OGS	TOTAL
Awadhesh Pratap Singh University, Rewa Madhya Pradesh	-	-	-	-	-	1	-	-	-	-	1
Burkatullah University, Bhopal, Madhya Pradesh	-	-	1	2	4	2	2	1	-	-	12
Devi Ahilya Vishwavidyalaya, Indore, Madhya Pradesh	-	-	-	-	3	3	-	-	-	1	7
Dr. Harisingh Gour University, Sagar, Madhya Pradesh	-	-	-	-	1	-	-	-	-	-	1
Jiwaji University, Gwalior, Madhya Pradesh	-	-	-	2	1	2	1	-	-	-	6
Rani Durgawati Vishwavidyalaya, Jabalpur, Madhya Pradesh	-	2	2	2	2	2	-	-	-	1	11
Vikram University, Ujjain, Madhya Pradesh	-	-	1	-	1	-	2	-	-	-	4
TOTAL	-	2	4	6	12	10	5	1	0	2	42

Source: NAAC, Bangalore.

4.2 Qualitative Aspects: Criterion-wise Appraisal

Criterion I: Curricular Aspects

Status

- Some of the colleges that have been accredited by now are the best colleges of M.P. Under a scheme of the Govt of Madhya Pradesh, few of these colleges have already been given the status of “Institution of Excellence” . Some of these colleges are also autonomous and have the freedom to frame their own syllabi.
- Courses offered are of mixed type, i.e., they are traditional as well as job-oriented. Many colleges have started vocational courses suggested and supported by the UGC, New Delhi.
- A good number of colleges have PG courses with the annual system of examination.
- Colleges have initiated new courses such as BBA, BCA, Microbiology, Information Technology, Environmental Science, etc. on a self-financing basis in addition to regular bachelor programs.
- There is a provision to work for M.Phil and Ph.D. degrees, for meritorious students in some colleges. These are recognised as Research Centers by the affiliating universities.
- It is compulsory for all the universities to have Foundational Courses in English as well as in Hindi at the undergraduate level. The component on Environmental Science has also been included in these courses in view of the Supreme Court order.
- Most of the Colleges are satisfactorily catering to local higher educational needs.
- Students Feedback and Continuous Internal Assessment exist in a few colleges, the actual mechanism is mostly developed by these colleges on their own.
- A few P.G. colleges are conducting/organizing conferences, seminars and workshops in academic and socially relevant areas.

Suggestions

- *The syllabi are mostly designed by the affiliating universities. Colleges, excepting those which are autonomous, do not have a direct and significant role in syllabus framing and revision . This should be rectified by increasing their participation.*
- *The colleges, on their part, may take active steps in the designing, revisioning or restructuring of their syllabi. This should be done by the active involvement of the members of the Board of studies from colleges, by regularly interacting with the affiliating university's academic bodies and by organizing seminars/workshops, and inviting academicians from universities and experts from Industries.*
- *Colleges may arrange interaction with academic peers and industry experts to probe the possibility of introducing new courses.*
- *Frequent interaction with University Departments, nearby national institutes/ organizations and industries will empower both the students and staff to update their knowledge.*
- *In general, there is little scope for inter-disciplinary teaching. Effort should be made to introduce as many interdisciplinary courses as possible, prompted by market needs.*
- *Courses on Electronics, Computers, Biotechnology, Forestry, Tourism, IT-oriented and Agro-based knowledge and technology are locally relevant.*
- *Many traditional departments have potential to bring out diversity into academic programmes. They should introduce need-based professional courses to attract students.*
- *In general, a common student of Madhya Pradesh is found to be poor in English. Colleges need to conduct remedial courses in English for the benefit of such students, particularly for those coming from a rural background.*
- *Students' assessment of teachers may be taken seriously and evaluated properly. Positive suggestions may be adopted for improvement of class-room teaching.*

Criterion II: Teaching, Learning and Evaluation

Status

- Admissions are largely based on academic merit and something more in the form of interview, entrance examination, etc.
- Most of the teaching methods are conventional.
- Shortage of competent teachers in self-financing colleges is a matter of concern. Adhoc appointments or appointments on contractual basis is not serving the purpose because the commitment on the part of such teachers is missing.
- The practice of appointing teachers in Govt colleges is quite good and streamlined because it is through the Public Service Commission of the State, but they are generally not on time. No appointment has been made during the last several years in many subjects.
- The rate of teachers' participation in seminars/workshops needs improvement.
- The temporal plan of academic work in the colleges is annual, excepting a few autonomous colleges.
- Besides the University annual examinations, a few colleges conduct internal tests to train the students.
- Vacant teaching posts are a matter of serious concern. In many newly introduced courses, teaching is done by part-time or ad-hoc teachers.
- Linkages with national and international institutions must be improved.
- Performance appraisal of teachers is only through ACR (Annual Confidential Reports), more components may be included for better results.

Suggestions

- *The post-graduate courses in some colleges are conducted on a self-financing basis with temporary/part-time teachers, whereas the experienced and permanent faculty members teach undergraduate courses.*
- *In Govt colleges, the transfer of teachers brings uncertainty in their performance. Transfers should be minimised, and done only at the end of the session.*
- *Colleges need to enhance teaching aids.*

- *Class room teaching may be made more interesting and participatory with the use of modern teaching aids such as models, OHP, LCD, Multimedia, Internet, Cassettes and CD's.*
- *Class room tests may be made frequent. The results and the answer scripts are to be communicated to the parents/ students.*
- *Bridge and remedial courses are necessary to orient the new learners and to raise the disadvantaged learners to the level of quick learners.*
- *Advanced learners may be motivated by giving scholarships, endowment prizes and also exposing them to advanced centers of learning.*
- *Teaching plan for the individual subjects may be prepared and mechanisms may be introduced to monitor completion of the entire syllabi well in advance by the respective teachers.*
- *The Tutorial system may be effectively undertaken to develop a healthy teacher-taught relationship in the colleges.*
- *Necessary initiatives may be taken by the academics and management to introduce semester system in all UG and PG courses of the colleges with the help of University authorities.*
- *Teachers may be encouraged to participate in national/international seminars in their subject areas conducted outside the State.*
- *A majority of colleges have to develop a reliable students feedback mechanism.*

Criterion III : Research, Consultancy and Extension

Status

- In 42 colleges which have been NAAC-accredited, about 40% of teachers are engaged in active research .
- Many teachers are availing minor research projects. However, a majority of teachers in rural colleges are still hesitant or unaware of various funding agencies to take up minor research projects and to organize seminars, workshops and conferences in their respective areas.
- In autonomous Colleges such as Govt Science College, Jabalpur, Holkar Science College, Indore, Maharani Laxmibai College of Excellence, Gwalior, Sarojini Naidu Girls College, Bhopal, etc., the research culture is evident and is competitive.

- Many colleges are well engaged in the extension activities.
- Some college departments have registered Subjects Societies and their activities are aimed at improving teaching and research.
- Some college teachers are availing UGC teacher fellowships to acquire M. Phil. and Ph. D. degrees.
- Some of the teachers are members of research associations and academic societies in and outside M.P.
- As a result of NAAC's activities, many colleges started publishing research journals or college magazines.
- The common extension activities of the colleges are community development, social work, health camps, adult education & literacy, blood donation, AIDS awareness and environmental conservation.
- The research and consultancy activities are present in some colleges. A majority of the colleges have yet to develop a policy on consultancy services.

Suggestions

- *Colleges need to expand their research capabilities by obtaining research projects through apex agencies.*
- *About 60% teachers have research qualifications (M. Phil/Ph. D.) Other teachers should try to obtain research degrees.*
- *Colleges may constitute a "Research Committee" with senior teachers, experts from research institutes and universities to guide the faculty members in preparing research projects.*
- *The college Management/Administration needs to be facilitative to the teachers for study leave/duty leave in connection with research studies.*
- *An "Extension Activity Cell" may be constituted in every college with a coordinator.*
- *While a majority of colleges are doing fairly well in extension activities, they are yet to perform well in research and consultancy areas.*
- *Teachers may be given adequate awareness about the funding agencies.*
- *As an initial step towards full fledged consultancy services, the teachers may be encouraged to extend their expertise to the needs of the local society.*

- *Peer Team reports have suggested a number of such consultancy services like biofertilizer, vermiculture, Soyabeans cultivation, recharging of underground water, pesticides and fertilizer pollution, soil analysis, modern techniques in cultivation, taxation procedures, downloading of current market trends for farmers, utilization of non-conventional energy sources, etc.*

Criterion IV: Infrastructure and Learning Resources

Status

- The general infrastructural facilities are good, specially in Govt colleges. But they have to improve on the Technology front.
- Book bank schemes are available in some colleges.
- Other colleges should try to create a book bank facility. A Library Advisory Committee needs to be created in all colleges.
- College libraries need to be computerized.
- The Computer Center is engaged in providing computer training to students, teachers and staff.
- In many colleges laboratories are adequately equipped.
- Many colleges have Computer Centers. In some cases internet connectivity through dial-up system is also available.
- Some colleges have literary associations.
- In many colleges the maintenance of the hostel is not satisfactory.
- Sports and games facilities are satisfactory in most of the colleges. Some colleges are sharing and utilizing facilities available with nearby institutions.

Suggestions

- *The overall academic infrastructure needs considerable improvement .*
- *Language laboratories and training in communicative English will help students to acquire better skills.*
- *Practical manuals either in the printed form or in CD form may be made available to the students.*
- *College laboratories require modernization and adequate number of equipments to carry out practicals.*

- *Library facilities with internet need significant improvement as per students' requirements.*
- *College libraries need to evolve a plan for adding new books particularly useful for students.*
- *Library advisory committees have to plan and execute the development of college libraries.*
- *Library automation and longer library hours are to be implemented expeditiously.*
- *Internet may be provided in the library and be made accessible to all students.*
- *The Computer Center may be strengthened with more systems and latest versions.*
- *All Colleges may design their own websites.*
- *Multimedia facilities may be provided in the colleges.*
- *Auditorium, sports facilities, multigym and hostel facilities may be made inevitable requirements for any college.*
- *In order to encourage womens' access to higher education, womens' hostels may be constructed; the UGC has a provision for providing financial assistance for this purpose.*

Criterion V : Student Support and Progression

Status

- Remedial coaching is conducted for academically disadvantaged students in some colleges.
- Students Aid Fund is available in some colleges to assist poor students.
- Very few colleges have an employment cell and a placement officer.
- Poor student enrollment in some departments and under utilization of infrastructure in other departments need to be reviewed.
- Many student services such as career guidance cell, women's cell, human rights cell, grievance cell, student feedback mechanism are available in only a limited number of institutions.
- Some colleges have prescribed dress code/uniforms for their students.
- NCC cadets of some colleges took part in Republic Day Parades.
- Students from backward classes get Govt post-metric scholarships.
- Universities need to take care of holding exams and declaring results in a time bound manner without affecting academic year.
- Colleges publish "College Magazine" for promotion of literary skills in students.

Suggestions

- *Budgetary proviso may be made for student support services.*
- *More scholarships and freeships may be arranged for talented students.*
- *A Placement Cell/Career Guidance Cell arranging campus interviews, can also provide a lot of information regarding job opportunities and new vistas of higher education.*
- *Student Counselling Center giving proper guidance to build up confidence in students should be a part of the empowerment initiative.*
- *Grievance Redressal Cell has to be established in every college.*
- *Special coaching may be arranged for the students to participate in civil service exams, public service exams and for NET/SLET examinations.*
- *Women's study centers may be established in colleges.*
- *Traditional and tribal culture, which has great aesthetic and ethnic values, may be encouraged and popularized.*
- *Alumni Associations are to be established in colleges not having them. In many colleges their contribution towards the growth of the institutions need to be increased.*
- *Proper training in physical education, sports and games are necessary to build up a healthy generation.*
- *Colleges not having NCC, NSS units may try to start them as early as possible.*

Criterion VI: Organisation and Management**Status**

- *The College Principal is the member secretary of the college Governing Body (GB).*
- *Many sub committees have been constituted recently to decentralize college functioning.*
- *Colleges follow government fee structure and the resource mobilization is limited, mostly in the form of job-oriented courses.*
- *The fee charged by colleges is affordable for students.*
- *Teachers' recruitment is as per UGC/State government norms.*

- The grievance of staff are redressed by college managements.
- Administration and finance work need to be computerized.
- Some colleges have established Planning Boards to monitor development.
- Many colleges are taking advantage of MLA, MP LAD funds; computers are procured and computer labs are constructed through these schemes.

Suggestions

- *Government Colleges are totally controlled by state government. Many things may be delegated. Some kind of autonomy is required for these colleges.*
- *Transport administrative practices are to be effectively implemented.*
- *All the vacant posts may be filled up by qualified persons.*
- *Non-teaching staff need to be trained in computer usage for office functioning.*
- *The functioning of various committees constituted for academic and administrative purposes may be made more effective and efficient.*
- *Higher secondary classes may be delinked from degree colleges.*
- *The state government may introduce teachers' self-appraisal and students' feedback in all colleges.*
- *Internal Quality Assurance Cell (IQAC) may be constituted as per the guidance of the NAAC.*
- *The IQAC may chalk out a plan for quality initiatives and also monitor all the quality enhancement programmes conducted by the institution.*

Criterion VII : Healthy Practices

- Committees called “Jan-Bhagidari Samiti” has been working in most of the Govt colleges with good results. The members of this committee are local influential people having interest in the development of the college and they have collected funds to help the college start many new programmes.
- Subject societies created in the colleges are helping to foster the quality of teaching & research activities.
- New and relevant career-oriented courses such as Biotechnology, Microbiology, Environmental Science and Computer Awareness programmes, have been introduced.
- Resource generation is done through self-financing courses.
- Some of the colleges are offering computer courses conducted by CDAC.
- Herbal gardens are created in many colleges.
- Administrative work has been decentralized through different committees.
- Students’ feedback, continuous internal evaluation etc. have been recently introduced
- IGNOU study centers are enabling some colleges to offer diploma courses in skill oriented disciplines.
- Involvement of guardians in the progress of their wards, is ensured.
- NAAC visits triggered many colleges to have their own websites.
- Training of college students in disaster mitigations and rehabilitation is necessary as the area is prone to natural calamities and other troubles.
- Forestry/handicrafts is a vocational and locally relevant course in some colleges.
- Training in sericulture, mushroom cultivation, vermiculture and apiculture is provided in some colleges.

4.3 Common Observations

- The syllabi followed by every college in Madhya Pradesh are prescribed by the parent university to which the college is affiliated. Even though there is a Central Board of Studies for undergraduate courses in M.P., which recommends the syllabi of all the undergraduate programmes, but the recommendations of the Central Board of Studies must be adapted by every university through its own Board of Studies of the concerned subject, the concerned Faculty and the Academic Council of the university.
- The teachers of a college have limited roles in framing the syllabi or planning the courses of studies for various programmes. However, sometimes there are a few teacher-representatives from some colleges in the Board of Studies, who can place their views in the meeting for consideration, but the majority of the colleges have no representation in the Board of Studies.
- Most of the better colleges have successfully started vocational/job-oriented courses recommended by the UGC, New Delhi, and are running them to the advantage of students.
- Foundational courses on Hindi and English are compulsory for all the undergraduate programmes of BA/BSc/BCom in all the colleges.
- Teaching/Learning in all the colleges is through class-room teaching. In certain subjects, practicals and field works are part of the syllabi. Educational tours are limited to only few subjects.
- Mid-term exams and internal assessments are parts of the evaluation process. There is annual exam at the end of the year in every college. Attempt is being made by some colleges to start the Honour's course through Semester System, but it has yet to materialize.
- Attendance is compulsory in all the colleges. There is an Academic Calendar issued by all the universities to all of their affiliated colleges. As a result, the courses are completed within the time-frame of the Academic Calendar of the University.

- The Annual Examinations are held on time, and the results are also declared by the end of June every year. The examination results are computerized everywhere.
- There is a system of revaluation which is open to all the students of all colleges. The student can get any two of his answer-books revaluated at nominal costs.
- Shortage of teachers has been noticed in most of the colleges, particularly in the self-financing colleges. The Govt Colleges are better in this regard, but they too are having these problems because of a ban on recruitment of teachers by the State Govt.
- Barring a few P.G.Colleges in good cities, work on research and consultancy in most of the colleges have not been found to be satisfactory. The facilities and atmosphere for research need to be created and strengthened.
- The number of minor research projects easily obtainable from the UGC, New Delhi have not been used by the college teachers excepting a few teachers. This needs attention of the Principals and Vice Chancellors.
- Extension work in all the colleges is done through its NSS and Physical Education departments. NCC programmes are also available in several colleges.
- Most of the Govt Colleges have good/average infra-structural facilities, but the colleges located in rural areas do not possess adequate facilities.
- Excepting for a few prestigious colleges, the College-Libraries have been found wanting in the number of books, periodicals, reading space, duplicating facilities and internet facilities.
- Facilities for Sports and Cultural Activities are mostly available in all the colleges, and the students have shown results in terms of their talents. The College authorities have tried to do their best to encourage them further.
- Students belonging to SC/ST category get scholarships from the State Govt in all the colleges. However, there are hardly any scholarships for meritorious students offered by colleges themselves.

- Some students do get jobs, through competitions, after graduation. A substantial number of the remaining students, say about 60% on the average, go for post-graduate education.
- The Govt Colleges are governed by the Commissioner, Higher Education of the State Govt, and the Principal of the College concerned. Private colleges, however, are managed by the Governing Body of the college, which is constituted in accordance with the Act, Statutes and Ordinances of the concerned universities. All the Govt colleges are funded completely by the State Govt. Most of the Private colleges are, in fact, on Grant -in-Aid from the State Govt, but the remaining colleges are running on self-financing basis.
- The developmental grants from UGC for the buildings, labs, computer centers and sports have been procured by most of the colleges. Autonomous colleges have received funds from UGC to support the autonomy of the colleges.
- Most of the colleges have Welfare Schemes for the non-teaching employees. The children of the employees of the colleges are given weightage for admission and freeships etc., by the college authorities.

V. ACTION POINTS FOR DEVELOPMENT OF HIGHER EDUCATION IN MADHYA PRADESH

(i) Colleges

1. All the colleges may establish Internal Quality Assurance cells (IQAC) to monitor the quality initiatives and to ensure the sustainability of quality enhancing programmes.
2. Every college should have a coordinator for development programmes who can liason, directly or through the Dean, College Development Council of the university, with apex bodies such as UGC, CSIR, DST, DBT, DAE, NEC etc. and with state government to hasten developmental activities of its college.
3. A “ Research Promotion Cell” may be established in every college to guide the teachers in obtaining research projects and enhancing the research output.
4. Teaching and learning methods may be made more interactive with wide usage of electronic resources and through the use of internet.
5. The Management and the Principal of the college should encourage college teachers to take advantage of the Faculty Development Programmes of UGC to enhance their qualifications by way of doing M. Phil and Ph. D.
6. The Universities and colleges may take keen interest in promoting the cultural heritage, tribal medicines, and preserving the biodiversity of their region through innovative programmes.

(ii) Universities

1. Universities may prepare a “Vision Document” along with a time bound action plan for implementation of the programmes proposed therein.
2. Almost all the M.P. universities have already identified a few selected colleges as “Lead Colleges” ,and granted them autonomous status. Some of the colleges

are having problems with the autonomy due to local conditions. These may be quickly looked into by the universities and sorted out. More colleges should be selected for autonomy.

3. Restructuring and revision of syllabi is a regular exercise in every university, but the enthusiasm to introduce modern and useful new courses is lacking. Steps should be taken to make this as an important exercise and due priority should be assigned for this work.
4. Attempt should be made to introduce Semester System in all PG courses.
5. More career-oriented and vocational courses suggested by the UGC or by private initiatives need to be incorporated into the regular BA/B.Com/B. Sc. Courses.
6. The general awareness about various funding agencies for grants and research projects needs to be improved further. The Vice Chancellors may take personal interest to ensure greater activities on this front.
7. The Universities have to introduce for themselves as well as for colleges, the Students Feedback Mechanisms, Internal Assessment, Career Guidance Cell, Human Rights Cell, Women's Development Cell, etc. For all these measures universities have to make statutory provisions also.
8. Work related to examinations may be made dynamic, transparent and serious through total computerization. This will ensure confidentiality, accuracy, fairness, regularity of examinations and timely announcement of results.

(iii) National Assessment and Accreditation Council (NAAC)

1. NAAC may persuade and convince the Higher Education Department, particularly the Commissioner, Higher Education, Govt of Madhya Pradesh to realize that all the colleges must undergo NAAC accreditation at the earliest. Like the states of Maharashtra, Haryana etc. there should be the desired urgency in this regard.
2. NAAC may organize State, University and Regional level quality awareness programmes to create an awakening amongst the stake holders to bring the standard of higher education of the region at par with national/international level.

3. NAAC may organize more workshops for the principals of this region to orient them in various quality measures adopted by other institutions in our country.
4. A comprehensive action plan has to be developed for post-accreditation quality sustenance activities and also to guide the institution for its implementation.

(iv) National Assessment & Accreditation Council (NAAC)/University Grant Commission (UGC)/Ministry of Human Resources Development (MHRD)

1. Every college should be given the benefit of “UGC-Network Resource Center”.
2. The Regional Center of UGC in Madhya Pradesh needs to conduct special training programmes to enhance teaching and research abilities of the college teachers particularly for rural colleges.
3. INFLIBNET, GYANDARSHAN, UGC INFONET, EDUSAT connectivity will help to further the communicative ability of students, particularly the poor and SC/ST students.

VI. ANNEXURES

Annexure I

Table 15 : University Wise, List of Accredited Colleges in Madhya Pradesh

Awadhesh Pratap Singh University, Rewa		
S. No	Name of the college	Grade
i.	Pt. Shambhoo Nath Shukla Government P. G. College (Autonomous), Shahdol	B

Rani Durgawati Vishwavidyalaya, Jabalpur		
S. No	Name of the college	Grade
i.	College of Materials Management (Autonomous), Jabalpur	Five Star
ii.	G. S. College of Commerce & Economics, Jabalpur	B ⁺
iii.	Govt. M. H. College of Home Science & Science for Women, Jabalpur	B ⁺⁺
iv.	Government Model Science College (Autonomous), Jabalpur	A
v.	Government Post Graduate College, Seoni	B
vi.	Govt. J. S. T. P. G. College, Balaghat	B ⁺
vii.	Govt. M. B. Arts & Commerce Autonomous College for Women, Jabalpur	A ⁺
viii.	Govt. Mahakoshal Arts & Commerce Autonomous College, Jabalpur	B ⁺⁺
ix.	Mata Gujri Mahila Mahavidyalaya, Jabalpur	A
x.	Rani Durgawati Government Post Graduate College, Mandala	B
xi.	St. Aloysius College, Jabalpur	A ⁺

Jiwaji University, Gwalior		
S. No	Name of the college	Grade
i.	Government Post Graduate College, Morena	C ⁺⁺
ii.	Kamla raja Girls Autonomous P. G. College, Gwalior	B
iii.	Government Model Science College, Gwalior	B ⁺⁺
iv.	Maharani Laxmi Bai Government College of Excellence, Gwalior	B ⁺⁺
v.	Vijaya Raje Girls Government Postgraduate College, Gwalior	B
vi.	College of Life Sciences, Gwalior	B ⁺

Vikram University, Ujjain		
S. No	Name of the college	Grade
i.	Govt. Girls P.G. College, Ujjain	A
ii.	Govt. P. G. College, Neemuch	B ⁺
iii.	Gyan Mandir College, Neemuch	C ⁺⁺
iv.	Lokmanya Tilak Education College, Ujjain	C ⁺⁺

Barkatullah University, Bhopal		
S. No	Name of the college	Grade
i.	Government Geetanjali Girls College Berasia Road, Bhopal	B
ii.	Government Motilal Vigyan Mahavidyalaya, Bhopal	B ⁺
iii.	Govt. Hamidia Arts & Commerce College, Bhopal	B ⁺
iv.	Govt. Home Science P. G. College, Hoshangabad	C ⁺⁺
v.	Govt. Maharani Laxmi Bai Girls P. G. (Autonomous) College, Bhopal	B ⁺⁺
vi.	Govt. Narmada Post Graduate College (Autonomous), Hoshangabad	B ⁺
vii.	Institute For Excellence in Higher Education, Bhopal	A
viii.	Sarojini Naydu Govt. Girls P. G. (Autonomous) College, Bhopal	B
ix.	Sri Sathya Sai College for Women (Department of Education), Bhopal	B ⁺⁺
x.	Sri Sathya Sai College for Women, Bhopal	B ⁺
xi.	Government P. G. College, Pipariya	B ⁺
xii.	Ravindra College, Bhopal	C ⁺⁺

Dr. Harisingh Gour University, Sagar		
S. No	Name of the college	Grade
i.	Govt. Autonomous P. G. College, Chhindwara	B ⁺

Devi Ahilya Vishwavidyalaya, Indore		
S. No	Name of the college	Grade
i.	Government Arts & Commerce College, Bhanwarkuna, Indore	B
ii.	Government Girls P. G. College (Autonomous), Indore	B ⁺
iii.	Government P. G. College, Khargone	B
iv.	Government Model Autonomous Holkar Science College (Autonomous), Indore	A ^{***}
v.	Govt. Nutan Girls P. G. College, Kila Maidan, Indore	B
vi.	Kasturba Gram Rural Institute (Autonomous Girls Degree College), Kasturba Gram, Indore	B ⁺
vii.	S. N. Government P. G. College, Khandwa	B ⁺

Annexure II**Table 16 : Top Five Colleges according to the Ranking of Criteria wise Scores.**

I. Criterion		
S. No	Name of the college	Score
1	St. Aloysius College, Jabalpur	92
2	Govt. M. B. Arts & Commerce Autonomous College for Women, Jabalpur	90
3	Mata Gujri Mahila Mahavidyalaya, Jabalpur	90
4	Institute For Excellence in Higher Education, Bhopal	90
5	Government Model Science College(Autonomous), Jabalpur	86

II. Criterion		
S. No	Name of the college	Score
1	St. Aloysius College, Jabalpur	95
2	Govt. M. B. Arts & Commerce Autonomous College for Women, Jabalpur	95
3	Institute For Excellence in Higher Education, Bhopal	95
4	Government Model Science College(Autonomous), Jabalpur	93
5	Mata Gujri Mahila Mahavidyalaya, Jabalpur	90

III. Criterion		
S. No	Name of the college	Score
1	Govt. M. B. Arts & Commerce Autonomous College for Women, Jabalpur	95
2	Government Model Science College(Autonomous), Jabalpur	93
3	St. Aloysius College, Jabalpur	90
4	Mata Gujri Mahila Mahavidyalaya, Jabalpur	90
5	Maharani Laxmi Bai Government College of Excellence, Gwalior	90

IV. Criterion		
S. No	Name of the college	Score
1	Government Model Science College(Autonomous), Jabalpur	93
2	St. Aloysius College, Jabalpur	90
3	Govt. M. B. Arts & Commerce Autonomous College for Women, Jabalpur	90
4	Government Model Science College, Gwalior	90
5	Govt. M. H. College of HomeScience & Science for Women, Jabalpur	90

V. Criterion		
S. No	Name of the college	Score
1	Govt. M. B. Arts & Commerce Autonomous College for Women, Jabalpur	95
2	St. Aloysius College, Jabalpur	92
3	Mata Gujri Mahila Mahavidyalaya, Jabalpur	90
4	Government Girls P. G. College, Ujjain	88
5	Institute For Excellence in Higher Education, Bhopal	85

VI. Criterion		
S. No	Name of the college	Score
1	St. Aloysius College, Jabalpur	95
2	Govt. M. B. Arts & Commerce Autonomous College for Women, Jabalpur	95
3	Mata Gujri Mahila Mahavidyalaya, Jabalpur	90
4	Sri Sathya Sai College for Women, (Department of Education), Bhopal	86.6
5	Government Girls P. G. College, Ujjain	86

VII. Criterion		
S. No	Name of the college	Score
1	St. Aloysius College, Jabalpur	92
2	Govt. M. B. Arts & Commerce Autonomous College for Women, Jabalpur	90
3	Government Model Science College(Autonomous), Jabalpur	90
4	Mata Gujri Mahila Mahavidyalaya, Jabalpur	90
5	Government Girls P. G. College, Ujjain	87

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