



**Report of the
Comptroller and Auditor General of India
On
Performance Audit of
Outcomes of Higher Education in Rajasthan**



लोकहितार्थ सत्यनिष्ठा
Dedicated to Truth in Public Interest

Government of Rajasthan

Report No. 1 of the year 2021

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Comptroller and Auditor General of India
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Preface

This Report has been prepared for submission to the Governor of Rajasthan under Article 151 of the Constitution of India.

Twelfth Five Year Plan document and Output Outcomes Budget 2018-19 of Government of India identified Access, Equity, Quality and Governance as four main areas of focus in higher education that need attention. Rajasthan State Higher Education Plan also identified inadequate resources for infrastructure development, lack of access to higher education for vast section of socially deprived population, low overall as well as sectional Gross Enrolment Ratio, weak curriculum, inadequate teaching aids, lack of adequate quality faculty, higher Student-Teacher Ratio, lack of linkage with the industry, and absence of proper MIS and monitoring and evaluation system, etc., as areas of concern.

Significantly, many of the aspects examined and assessed during this audit have also been prioritised by the recently released National Education Policy-2020, including areas such as, access, quality of teaching and research and institutional governance.

Audit hopes that this report will provide guidance to the administrators entrusted with the crucial task of implementing the National Education Policy-2020.

The Performance Audit has been conducted in conformity with the Auditing Standards issued by the Comptroller and Auditor General of India.

Executive Summary

Purpose to undertake this audit

According to the Twelfth Five Year Plan (FYP) document, higher education in India suffers from two basic concerns: the low Gross Enrolment Ratio (GER) i.e. 25.8 *per cent* in 2017-18 and the quality of higher education marked by lack of world class higher educational institutions (HEIs) in the country. National Education Policy (NEP)-2020 reiterates the issues plaguing Indian higher education system, such as limited access, less emphasis on research, restricted institutional autonomy etc. Further, the India Skills Report 2020 has observed that more than fifty *per cent* of the students graduating from Indian HEIs are unemployable.

According to All India Survey on Higher Education Reports published by Ministry of Human Resources Development (MHRD), the ranking of Rajasthan for GER among all States/Union Territories (UTs) in higher education declined from 20 (2010-11) to 23 (2018-19).

Since Rajasthan fared poorly in terms of both gross enrolment and quality of education being provided by the HEIs, it was decided to conduct a Performance Audit of the '*Outcomes of Higher Education in Rajasthan*'.

Identification of outcomes and their measurement in higher education was a challenging task. Based on extensive interactions with domain experts and on various policy documents, it was concluded that students desire '*employability and higher studies*' as the primary outcome of higher education and society wants higher education to contribute towards '*creation of new knowledge through research*' and '*diffusion of knowledge through effective teaching/learning processes*' while the Government aims to '*create a high-quality higher education system which is easily accessible to all sections of society*'. It also emerged that a robust and strong *governance structure* was paramount in achieving these outcomes.

This performance audit was conducted to assess and evaluate the State's performance in achieving outcomes of higher education in student progression, access, equity, quality and governance in selected three¹ state universities, three constituent colleges and 66 affiliated government and private colleges providing education in general streams (Science/Arts/Commerce). Records of Commissioner of College Education were also scrutinised. The audit was conducted for the period 2014-19.

¹ University of Rajasthan (UoR), Jaipur; Jai Narain Vyas University (JNVU), Jodhpur; Govind Guru Tribal University (GGTU), Banswara.

Results in brief

Audit observed that system of maintenance of data related to student progression to employment/higher studies/performance in competitive examinations was either poor or non-existent at all levels of higher education system. Job facilitating mechanisms were either dysfunctional or non-existent.

Feedback from stakeholders were not obtained before designing/revision of curriculum of programmes. The availability of Information and Communication Technology (ICT) facilities was poor and very few teachers were using ICT teaching tools in test checked HEIs.

Student Teacher Ratio was high and substantial number of teachers in test checked private colleges did not possess the prescribed National Eligibility Test (NET) qualification. Sufficient steps were not taken for professional development of teachers. The evaluation systems in JNVU, Jodhpur and GGTU, Banswara suffered from operational and monitoring inadequacies. The performance of the test checked HEIs was abysmal in conducting research activities.

Though GER of Rajasthan increased marginally over last nine years, it consistently remained lower than the national figure. GER of both SCs and STs in Rajasthan increased during 2014-19 but Government of Rajasthan (GoR) did not maintain data regarding GER of OBCs, minorities and disabled categories. Gender parity index of all the categories of Rajasthan matched the All India average in 2018-19. Community Education Development Cells were not functional in all the test checked HEIs. Basic infrastructural facilities were inadequate in most of the test checked HEIs and disabled friendly infrastructure except ramps was absent in all the test checked HEIs.

The position of National Assessment and Accreditation Council (NAAC) accredited HEIs in the state was dismal and prescribed meetings of Governing bodies were not held in the test checked universities.

Principal findings and recommendations of the performance audit

The chapter wise audit findings that led to audit conclusions and recommendations are as follows.

Chapter II: Student Progression towards Employment and Higher Studies

- Career counselling cell/placement cells and alumni associations were either dysfunctional or non-existent. Employability enhancement programmes were not organized in 99 *per cent* of the test checked HEIs. None of the students undertook field projects/internships during 2018-19 in the test-checked HEIs.

(Paragraphs 2.1.1.1 and 2.1.2.2)

- Very few new courses focusing on employability/entrepreneurship/skill development were introduced in UoR, Jaipur and JNVU, Jodhpur during 2014-19.

(Paragraphs 2.1.2.3 and 2.1.2.4)

- Data related to student employment and progression to higher studies was not maintained either by Commissionerate, College Education for State level or by test checked universities as well as their affiliated colleges.

(Paragraphs 2.1.3.1 to 2.1.3.2)

Recommendation:

Every higher educational institution should constitute well-functioning placement cell, career counselling cell and encourage a vibrant alumni association to facilitate graduating students in getting employment or to progress to higher studies,

Chapter III: Quality of Higher Education

Effective Learning Processes

- Feedback from stakeholders such as industrialists, entrepreneurs, students were not obtained in UoR, Jaipur and JNVU, Jodhpur during designing/revision of curriculum of general degree programmes.

(Paragraph 3.1.1.2)

- Curriculum/syllabus of 96 *per cent* programmes in UoR, Jaipur and 64 *per cent* programmes in JNVU, Jodhpur were revised during 2014-19 (in 11 selected departments), while GGTU, Banswara did not revise curriculum of any programme since its establishment in 2012 up to 2019.

(Paragraph 3.1.1.3)

Effective Teaching Process

- During 2018-19 in the three test checked universities, only 10.75 *per cent* classrooms were ICT enabled and 30.59 *per cent* teachers were using ICT tools in teaching.

(Paragraph 3.1.2.2)

- Availability of faculty was insufficient in government colleges which resulted in Student Teacher Ratio (STR) being as high as 88:1 (average), more than four times the prescribed limit of 20:1.

(Paragraph 3.1.2.3 (A))

- In the 30 test checked affiliated private colleges, 45.71 *per cent* teachers did not possess prescribed NET qualification. Efforts towards professional development of teachers were also insufficient.

(Paragraph 3.1.2.3 (B) and 3.1.2.4)

Effective Research

- UoR, Jaipur could utilize only 45.82 *per cent* of approved grants on research projects and complete only 39 *per cent* research projects. Further, no patent could be awarded as an outcome of the completed research projects. In JNVU, Jodhpur, none of the 14 research projects could be completed even after utilising 62.60 *per cent* of research grants. No research project was undertaken in GGTU, Banswara. Alarming, in UoR, Jaipur, 72 thesis submitted by PhD students were pending for evaluation/examination with the examiners since 2007 upto 2019.

(Paragraph 3.2.1)

Recommendations:

- *The Universities should:*
 - *Revise/design curriculum timely considering the need of industry, local/national market.*
 - *Endeavor to improve the learning process by implementing Choice Based Credit system and semester system in all the programmes and encourage continuous evaluation of students through term papers, internship, projects and weekly assignments so that employability of students is enhanced. This would also be in line with the New Education Policy which promotes multi-disciplinary education.*
 - *Ensure that all the research projects are conducted with due quality and are completed in timely manner to extend significant gains to the society.*
- *To keep pace with technological advancement and innovations in delivery of education, the HEIs should encourage teachers to use ICT teaching tools.*

Chapter IV: Access and Equity in Higher Education

- GoR did not have a specific policy for establishment of new colleges in unserved areas and did not undertake geographical mapping to identify habitations that lacked higher education facilities.

(Paragraph 4.1.1.1 and 4.1.1.2)

- There were urban/rural and region wise imbalances in availability of HEIs. Availability of seats in Science and Commerce streams decreased while availability of Arts stream increased during 2014-15 to 2018-19.

(Paragraph 4.1.2.1 to 4.1.2.3)

- Though GER of Rajasthan increased from 18.2 *per cent* in 2010-11 to 23 *per cent* in 2018-19 but it has consistently been lower than national figure.

(Paragraph 4.2)

- Institutional mechanisms to assist disadvantaged groups such as Community Education Development Cells (CEDCs) were not functional in all the test checked universities and colleges

(Paragraph 4.2.2)

- Adequate basic infrastructure like academic and administrative building, laboratory, library and furniture was not available in GGTU, Banswara and majority of the test checked government and private colleges. Moreover, disabled friendly facilities, except ramps, were not available in all the 66 test checked colleges.

(Paragraph 4.4.1)

Recommendation:

- *The State Government may:*
 - *Provide access to higher education in rural areas and undertake planned efforts to enhance GER across all categories;*
 - *Recognising the direct relationship between availability of quality infrastructure and higher education outcomes, the State Government should take urgent measures to provide prescribed high-quality basic infrastructure in government colleges for facilitating effective teaching, improving access and increasing retention rates of students.*
- *The Universities should prepare proper plans for infrastructure augmentation including development of e-library and procurement and utilization of advanced scientific equipment.*

Chapter V: Governance and Management

- Even after completion of the Twelfth FYP, only four out of 1,761 general stream colleges had attained autonomous status in Rajasthan as of March 2019.

(Paragraph 5.2)

- The position of NAAC accredited HEIs in the state was dismal as only 6.04 *per cent* of eligible HEIs were NAAC accredited as of January 2020. Further the fact that only 0.66 *per cent* of accredited HEIs obtained A⁺/A grade indicated poor quality of higher education being imparted in HEIs in the state.

(Paragraph 5.4)

Recommendation:

- *In order to increase the number of NAAC accredited institutions, State Level Quality Assurance Cell should effectively monitor functioning of Internal Quality Assurance Cell of colleges and HEIs should also strengthen their Internal Quality Assurance Cell.*

- *The universities should strengthen the affiliation process for the colleges and ensure that renewal of affiliation is completed before start of academic year so that the future prospects of students are not adversely impacted.*

Indicators based evaluation of performance of test checked universities

- Assessment of the performance of the three test checked universities was based on nine outcomes indicators and 17 input-output indicators (26 in total) developed using NAAC accreditation criteria and measured using grades given by NAAC to universities accredited by them. Overall grade awarded by NAAC to a university is the cumulative result of marks (from zero to four, four being best) awarded individually against each indicator decided by NAAC.
- UoR, Jaipur did not provide/maintain data needed to evaluate 18 of these indicators. It scored zero marks against four indicators, one mark against three indicators and four marks against one indicator. JNVU, Jodhpur did not provide/maintain data needed to evaluate 18 of these indicators. It scored zero marks against five indicators, three marks against one indicator and four marks against two indicators. GGTU, Banswara did not provide/maintain data needed to evaluate four of these indicators. It scored zero marks against 16 indicators, one mark against two indicators and four marks against four indicators.

The indicators for which marks were awarded indicated the performance of Universities but significantly, even though NAAC had earlier accredited UoR, Jaipur (in 2016) and JNVU, Jodhpur (in 2011), both universities did not maintain basic data required for accreditation process. Due to this, most of the indicators could not be evaluated. It was the responsibility of Internal Quality Assurance Cell (IQAC) of the universities to ensure that information relevant to accreditation be regularly updated and maintained.

Chapter - I

Introduction

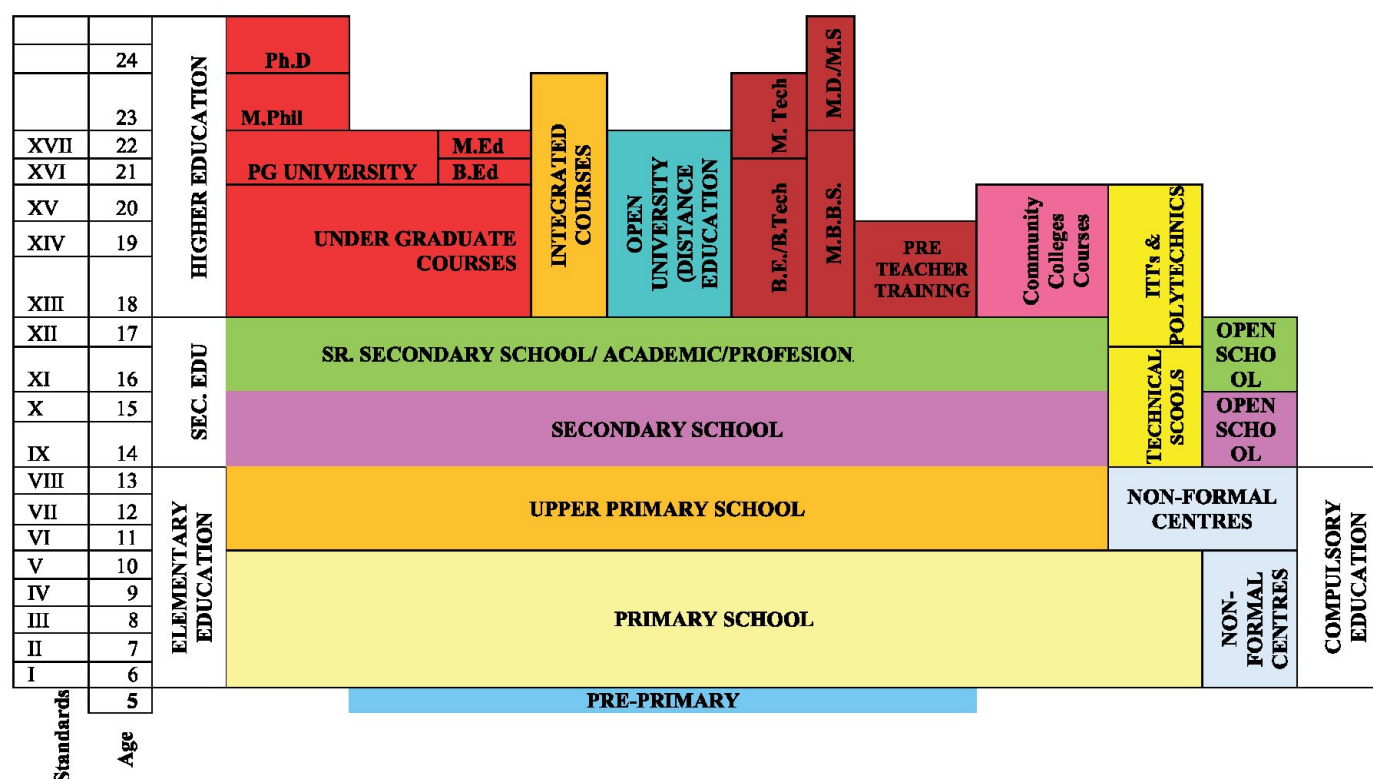
Chapter – I

Introduction

Higher Education in India is currently defined as the education which is obtained after completing 12 years of schooling and is of the duration of at least 3 years. This education may be of the nature of General, Vocational, Professional or Technical education.

As per University Grants Commission (UGC), education, including higher education, in India is currently structured as depicted in **Chart 1.1**. National Education Policy (NEP)-2020 envisages overhauling the existing structure. It states that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 {Foundation - 5 years (ages 3-8 years in Anganwadi/preschool/ Balvatika and class 1 and 2), Preparatory - 3 years (ages 8-11 in class 3 to 5), Middle – 3 years (ages 11-14 years in class 6 to 8), and Secondary - 4 years (ages 14-18 in class 9 to 12)}.

Chart 1.1: Structure of Education in India



According to the Twelfth Five Year Plan (FYP) document, higher education in India suffers from two basic concerns. The first being the low Gross Enrolment Ratio² (GER) which was 25.8 *per cent* in 2017-18. The second basic concern is

2 Gross Enrolment Ratio is total enrolment in higher education, regardless of age, expressed as a percentage to the eligible official population (18-23 years) in a given year.

the quality of higher education; i.e. lack of world class higher educational institutions³ in the country. On both these aspects, Rajasthan's higher education system has fared poorly.

The Twelfth FYP further lists certain aspects on which Indian higher education performs inadequately. These include:

- Access to higher education is still less than the minimum international thresholds levels,
- Distribution of institutions is skewed in terms of regional/urban/rural balance,
- Enrolment in public universities is largely concentrated in the conventional disciplines,
- The quality of higher education as well as research conducted in most universities is unsatisfactory,
- A large number of faculty positions are lying vacant.

NEP-2020 also discusses the major problems currently plaguing the Indian higher education. These include:

- Presence of severely fragmented higher educational ecosystem;
- Limited access particularly in socio-economically disadvantaged areas,
- Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders,
- Lesser emphasis on research at most universities and colleges,
- Less emphasis on the development of cognitive skills and learning outcomes;
- Rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study;
- Limited teacher and institutional autonomy;
- Large affiliating universities resulting in low standards of undergraduate education.

One of the most significant fallouts of these issues has been lack of perceived employability. The India Skills Report 2020⁴ has observed that more than 50 *per cent* of the students graduating from Indian HEIs are unemployable. Further, more than 60 *per cent* of the general stream graduates were not employable.

With the aim of ridding the higher education of problems it currently has, policy documents such as Strategic Framework of Twelfth FYP (2012-17) and the

3 As per QS World Universities ranking 2019, only six Indian higher education institutions (five Indian Institutes of Technology (Mumbai, Delhi, Chennai, Kanpur and Kharagpur) and Indian Institute of Science, Bengaluru) were ranked in first 300 universities. Only University of Delhi, ranked 487, amongst the first 500 general degree universities.

4 India Skills Report is a joint initiative of Wheebox, People Strong and Confederation of Indian Industry in collaboration with United Nations Development Programme (UNDP), All India Council for Technical Education (AICTE) and Association of Indian Universities.

Output Outcomes Budget 2018-19 of Government of India have identified Access, Equity, Quality and Governance as four main areas (**Chart 1.2**) of focus that need attention in higher education.

Chart 1.2: Four main area in higher education

Access	Equity	Quality	Governance
• Availability of sufficient number of institutions	• Equal opportunity to all sections of the society to participate in higher education.	• Improving teaching and research across all institutions	• Essential in order to achieve Access, Equity & Quality

1.1 State Profile: Higher Education

- **Number of HEIs and GER:** According to All India Survey on Higher Education (AISHE) Reports published by Ministry of Human Resources Development, a comparison between Rajasthan and All India in terms of number of HEIs, college density⁵, and GER in the years 2010-11 and 2018-19 is given in **Table 1.1** below.

Table 1.1: Number of HEIs and GER

Year	Total number of universities		Total number of colleges		College density		GER of		Ranking of Rajasthan amongst all states/UTs
	Rajasthan	All India	Rajasthan	All India	Rajasthan	All India	Rajasthan	All India	
2010-11	43	621	2,435	32,974	29	23	18.2	19.4	20
2018-19	83	993	3,156	39,931	35	28	23.0	26.3	23
Increase	93%	60%	30%	21%	6	5	26%	36%	(-) 3

Source: All India Survey on Higher Education Reports

It can be seen that though the percentage increase in number of universities, colleges and college density in Rajasthan was more than All India averages during 2010-11 and 2018-19, the increase in GER was much lower (Rajasthan 26 per cent and All India 36 per cent). Further, the ranking of Rajasthan among all states/Union Territories (UTs) in respect of GER in higher education also worsened gradually from 20 (2010-11) to 23 (2018-19). This points to the fact that in Rajasthan the increase in number of universities and colleges did not have an adequate impact on increasing the GER in the state.

- **Ranking of HEIs:** With regard to the quality of higher education in Rajasthan, only two⁶ private HEIs were placed in the top 100 rank in the

⁵ College Density = Number of colleges per lakh population.

⁶ Birla Institute of Technology & Science, Pilani (39th rank) and Banasthali Vidyapeeth, Bansathali (87th rank).

country as per the ranking framework of the National Institutional Ranking Framework⁷ (NIRF) in 2019.

- **Weaknesses of Higher Education System:** Rajasthan's State Higher Education Plan-2015-22 (SHEP) prepared under *Rashtriya Uchchatar Shiksha Abhiyan* (RUSA) identified several weaknesses in higher education in the State, including inadequate resources for infrastructure development, lack of access to higher education for vast section of socially deprived population, low overall as well as sectional GER, weak curriculum, inadequate teaching aids, lack of personality development programmes and soft skills for students, lack of adequate quality faculty, higher Student-Teacher ratio, lack of linkage with the industry, absence of proper MIS and monitoring and evaluation system, minimal number of NAAC accredited institutions, miniscule number of PhDs, research publications and patents, weak control of institutional heads, etc.

The above facts demonstrate that Rajasthan fared poorly in terms of access, equity, quality and governance of higher education systems, The State also acknowledged these deficiencies. To examine the above concerns, it was decided to conduct a Performance Audit of the 'Outcomes of Higher Education in Rajasthan'.

1.2 Organizational set-up for Higher Education

Higher Education is included in Concurrent List (Seventh Schedule) of the Constitution of India. Accordingly, its planning, implementation and regulation responsibilities are shared by both the Central as well as the State Governments.

The roles and responsibilities of various central, state and universities authorities involved in management of higher education in India are briefly discussed below:

1.2.1 At Central level

- MHRD (renamed Ministry of Education in July 2020) is responsible for the overall development of the basic infrastructure of higher education sector, both in terms of policy and planning. Under a planned development process, it looks after expansion of access and qualitative improvement in the higher education, through world class universities, colleges and other Institutions. It provides funds under RUSA for overall quality improvement of existing government and government aided state HEIs.
- UGC, a statutory body of the Government of India, controls and monitors higher education in India by providing funds and by coordinating, determining and maintaining standards in HEIs.
- The National Assessment and Accreditation Council (NAAC), an autonomous institution of the UGC conducts assessment and accreditation of HEIs. It evaluates standards of quality of the HEIs in terms of educational

⁷ NIRF was approved by MHRD and established in September 2015. It outlines a methodology to rank institutions across the country.

processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, etc.

1.2.2 At state level

In Rajasthan, Department of Higher Education headed by Secretary, is tasked with management of higher education in the state. Commissioner, College Education is responsible for overall work relating to development and expansion of higher education. It controls administrative, educational and financial functions of government colleges and issues no objection certificate to private colleges.

Under RUSA, at the State level, State Higher Education Council headed by Minister of Higher Education is responsible for preparation of perspective plan for planned and coordinated development of higher education in the state. State Project Director, RUSA is responsible for implementation of RUSA.

1.2.3 At the University level

University affiliates government and private colleges for ensuring availability of basic infrastructure, qualified teaching and non-teaching staff and for awarding degree to students of the affiliated colleges. Importantly, University has the mandate to visualize appropriate curricula for particular programmes, revise/update them periodically and ensure that the outcomes of its programmes are defined by its governing bodies.

The Vice Chancellor (VC) who is the ex-officio Chairman of Senate, Syndicate and Academic Council, is the Principal Executive and Academic Officer of the University. The Syndicate is the Chief Executive Body responsible to make, amend and cancel ordinances and it appoints teaching as well as non-teaching staff and defines their duties, emoluments and conditions of services.

1.3 Identifying outcome parameters for Higher Education

Identification of outcomes of higher education and their measurement is a challenging task. In order to understand the outcomes expected by main stakeholders - students, society and Government - Audit interacted extensively with policy makers (MHRD), accreditation agencies (NAAC), regulatory bodies (UGC), experts⁸ and educationists. Based on their inputs, Audit arrived at the broad outcomes of higher education and related parameters to assess them. It emerged that **students desire ‘employability and higher studies’ as the primary outcome of higher education and society wants higher education to**

⁸ Prof. Ved Prakash (Ex-Chairman, UGC), Prof. Dinesh Singh (Ex-Vice Chancellor, Delhi University), Shri Ajay Shah and Ms Ila Patnaik (Professors of National Institute of Public Finance and Policy), Mr. Ramesh K. Arora (Ex-Prof, University of Rajasthan), Shri C.S Rajan (Ex-Chief Secretary, GoR), Shri Ashutosh AT Pednekar (then Special Secretary, Higher Education Department, GoR) and Shri Rajeeva Karandikar (Director, Chennai Mathematical Institute).

contribute towards ‘creation of new knowledge through research’ and ‘diffusion of knowledge through effective teaching/learning processes’. The Government aims to ‘create a high-quality higher education system which is easily accessible to all sections of society’. It also emerged that a robust and strong governance structure was paramount in achieving these outcomes. Hence, Audit identified and evaluated the various ‘parameters required for good governance’.

Audit also realized that achievement of higher education outcomes crucially depended on a number of inputs and outputs required in setting up and managing an effective higher education system. The outcomes, their related inputs and outputs and the relationship between them is depicted in **Chart 1.3**. In order to assess the performance of higher education system in relation to the identified outcomes, **26 key outcomes indicators** as well as **input-output indicators (Appendix-1.1)** were also formulated.

1.4 Audit Objectives

The objectives of Performance Audit of Outcomes of Higher Education in Rajasthan were to assess whether:

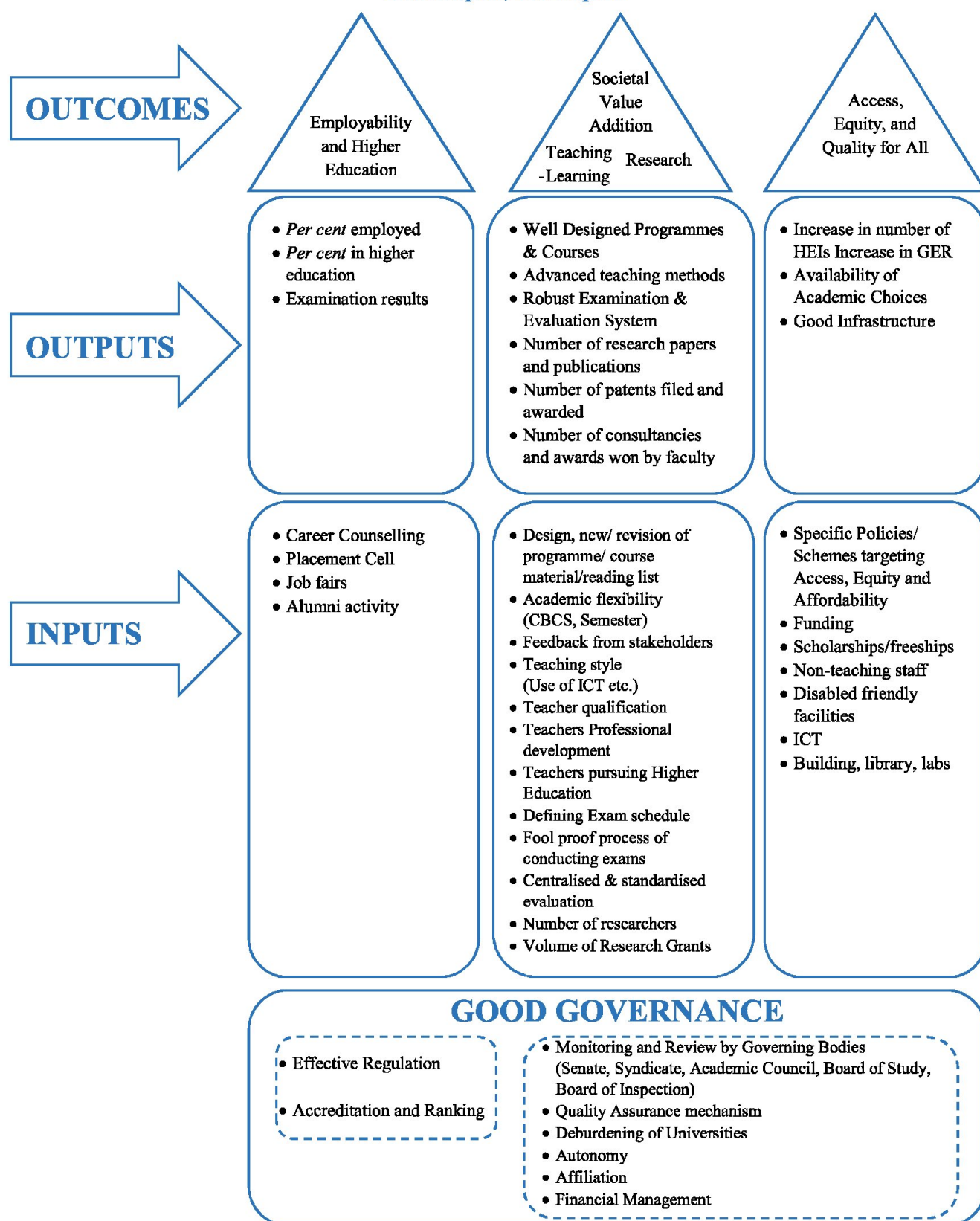
- (i) *The Higher Education system led to increased employability and progress to higher studies for students of higher education institutions.*
- (ii) *The Higher Education system contributed to society through effective teaching learning processes and high quality research.*
- (iii) *Equitable Access to Quality Higher Education was ensured for all, and*
- (iv) *Governance and Management of Higher Education system was adequate and effective.*

1.5 Audit Criteria

The Performance Audit was conducted against the criteria derived from the following documents:

- Twelfth Five Year Plan.
- Inclusive & Qualitative Expansion of Higher Education-Twelfth FYP
- Guidelines and Manual issued by NAAC.
- Internal Quality Assurance Cell Manual issued by NAAC.
- State Higher Education Plan (2015-22) prepared under RUSA.
- Circulars/orders issued by University Grants Commission, Department of Higher Education/Commissioner, College Education etc.
- Hand books, circulars and guidelines issued by selected Universities.
- Minutes of the meetings of Governing Bodies of selected Universities.
- Annual Accounts of selected Universities.

Chart 1.3: Diagrammatic representation of the relation between outcomes of Higher Education and their related inputs, and outputs



1.6 Scope of Audit and Audit Methodology

1.6.1 Scope of Audit

According to the All India Survey on Higher Education (AISHE) Report 2018-19, there were total 83 universities⁹ and 3,156 colleges in Rajasthan. There were 23 state public universities, of which 10 universities were providing education in general streams (Science/Arts/Commerce).

This performance audit was conducted during September 2019 to February 2020 for the audit period 2014-15 to 2018-19. The audit included examination of aspects such as student progression, access, equity, quality and governance of higher education in state universities and constituent and affiliated colleges. Three¹⁰ (30 per cent) out of 10 state universities providing education in general streams (Science/Arts/Commerce) were selected by simple random sampling method. Three out of five constituent colleges (two from University of Rajasthan (UoR), Jaipur and one from Jai Narain Vyas University (JNVU), Jodhpur) and 60 (10 per cent) out of 602 government/private colleges affiliated to these three selected universities were selected by simple random sampling method. In order to ensure appropriate audit coverage of affiliated colleges, 30 colleges each from government affiliated colleges and private affiliated colleges were selected as detailed in **Table 1.2** below.

Table 1.2: Number of selected affiliated colleges

	Total affiliated colleges	Number of selected affiliated colleges		
		Total colleges	Government colleges	Private colleges
UoR, Jaipur	310	31	15	16
JNVU, Jodhpur	195	19	10	9
GGTU, Banswara	97	10	5	5
Total	602	60	30	30

Further, on the request of Secretary, Higher Education and Commissioner, College Education, additional six government colleges (two each from three selected universities) were also test checked. Thus, total 66 colleges (36 government colleges and 30 private colleges) were test checked (Names of

⁹ Out of 83 universities, 23 were state public universities, 45 state private universities, eight deemed private universities, five institutes of national importance, one state open university and one central university.

¹⁰ Two Universities {University of Rajasthan (UoR), Jaipur and Jai Narain Vyas University (JNVU), Jodhpur} were selected from six old universities which were either NAAC accredited or had applied for accreditation and one university {Govind Guru Tribal University (GGTU), Banswara} was selected from other 4 new universities.

selected colleges are available as part of ([Appendix 1.2](#)). Besides this, records of Commissioner, College Education were also scrutinized.

1.6.2 Audit Methodology

Audit was conducted to assess and evaluate the State's performance in achieving outcomes of higher education. Neither Government of India nor Government of Rajasthan (GoR) has clearly defined such outcomes. In the absence of defined criteria for evaluation and measurement of outcomes in higher education, Audit had to develop its own criteria based on policy documents, provisions of Twelfth FYP, NAAC assessment indicators, higher education experts' inputs and National Institute of Public Finance & Policy's suggestions.

Audit developed quantitative proxy criteria on the basis of scoring system used by NAAC for awarding grades to universities in their accreditation process. Under NAAC's scoring system, the HEI is awarded marks (from 0 to 4) for each of the assessment criteria. Cumulative average based on weightages is calculated to give the final grade (which could be one amongst A++, A+, A, B++, B+, B, C, D). Due to confidentiality reasons, NAAC did not disclose the correlation between performance of an HEI on a particular criteria and the corresponding score it was awarded by NAAC. However, based on the analysis of scores obtained by 22 universities that were graded A++, A+, A, B++, B+, B, C under the NAAC grading system during 2017-18, Audit developed a correlation between scores and performance of each criteria ([Appendix-1.3](#)). This correlation was then used as proxy criteria to assess the performance of each of the selected universities vis a vis chosen indicators. The proxy criteria were discussed at length and explained in detail to the Heads of audited units during the entry conference held in September 2019.

Audit was conducted through physical inspections of sites and evidences were collected through copies of relevant documents, discussion papers and photographs of sites. For evaluation of quality of education, feedback from 2,280 students¹¹ through a student's satisfaction survey was also obtained. Important survey responses have been discussed with relevant audit finding in concerned para of the report. However complete response of student survey have been given in [Appendix 5.3](#). An Entry Conference was held (September 2019) with Secretary, Higher Education Department, Government of Rajasthan and Vice-Chancellors of all three selected universities in which audit objectives, scope of audit, audit methodology and audit criteria including proxy criteria for

11 Student survey of 30 students from each of the selected colleges (equal number of students of IInd/ IIIrd year of UG course and Final year of PG course) and 15 students of Final year of PG course from each selected departments of the universities was done. Students were selected randomly from the students available on the date of inspection of concerned colleges/department.

this performance audit were discussed. Exit Conferences were conducted in June and July 2020 with representatives¹² of selected universities to discuss audit findings, responses and address concerns. The Exit Conference with Secretary, Higher Education Department and Commissioner, College Education could not be held despite being scheduled thrice. However, the GoR submitted its reply to the draft report. (August 2020)

JNVU, Jodhpur stated (October 2020) that since NEP-2020 has been introduced by the Central as well as State Governments in July 2020, audit objections raised in this report would be implemented by the university at the earliest. UoR, Jaipur in its reply (January 2021) accepted the facts and assured to take corrective actions.

1.7 Acknowledgement

Audit acknowledges the co-operation extended by the Higher Education Department; Commissioner of College Education; Vice-Chancellors and concerned officers of UoR, Jaipur; JNVU, Jodhpur and GGTU, Banswara and Principals of selected government colleges and private colleges in conduct of this Performance Audit.

1.8 Structure of the Report

This report is structured in a manner that focusses on the performance of GoR in terms of desired outcomes of higher education and its efforts towards providing the inputs and outputs required for achieving these outcomes. The achievement of these outcomes is dependent on how adequately and effectively interventions of the Government are planned and implemented. Hence, many inputs such as funding and human resources and outputs such as research and capital expenditure, that directly influenced these outcomes were also assessed and commented upon.

Audit findings regarding each of the identified outcomes and related government interventions have been discussed chapter-wise in detail in the succeeding four chapters. Audit findings in respect of 'Employability' and 'Higher Studies' are included in Chapter II, 'Effective Teaching/Learning Processes and High-Quality Research' in Chapter III, 'Equitable Access to Quality Higher Education' in Chapter IV and 'Governance and Management' are included in Chapter V.

12 Vice Chancellor of GGTU, Banswara; representatives of JNVU, Jodhpur and Commissionerate (College Education) GoR and Financial Advisor of UoR, Jaipur.

Chapter - II
Student Progression towards
Employment and Higher
Studies

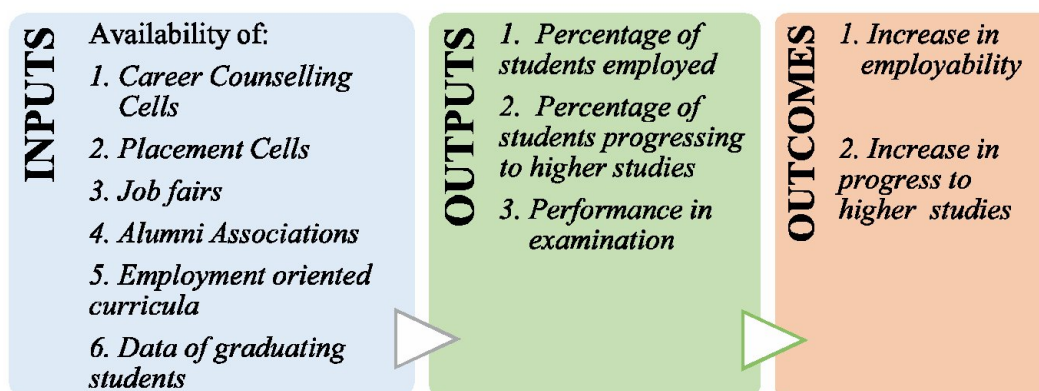
Chapter - II

Student Progression towards Employment and Higher Studies

This chapter discusses higher education outcome related to students that is, increasing student progression to employment and higher studies. Audit assessed contributing factors and institutional initiatives in increasing student progression to employment and higher studies with reference to the following audit objective.

Audit Objective 1: Whether the Higher Education system led to increased employability and progress to higher studies for students of higher education institutions

The relationship between student progression and the various factors contributing towards it can be understood through the following representation:



Student progression, besides quality of education imparted, is directly dependent on existence and effective functioning of a number of facilitating mechanisms including career counselling cells, placement cells, alumni associations, job fairs and proper maintenance of data of graduating students. Placement and career counselling cell and alumni association help the students with appropriate guidance to establish linkages with industries and locate career opportunities vis-à-vis the realities and job profiles in the context of highly competitive emerging occupational patterns. Additionally, employability is also enhanced through curricular aspects such as employment focused courses, internships and field projects etc.

In respect of paragraphs 2.1.1.1(ii), 2.1.2.2 (i) and 2.1.2.3 UoR, Jaipur and JNVU, Jodhpur did not provide consolidated and complete information for all their departments. In the absence of complete information, Audit collected such information from selected 11 departments¹³ of universities concerned.

2.1 Employability

The International Labour Organisation defines employability as the presence of

¹³ Chemistry, Zoology, Physics, Accountancy & Business Statistics, Business Administration, Hindi, English, Sociology, Political Science, Geography and Economics

skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills including teamwork, problem solving, Information and Communications Technology (ICT) and communication and language skills.

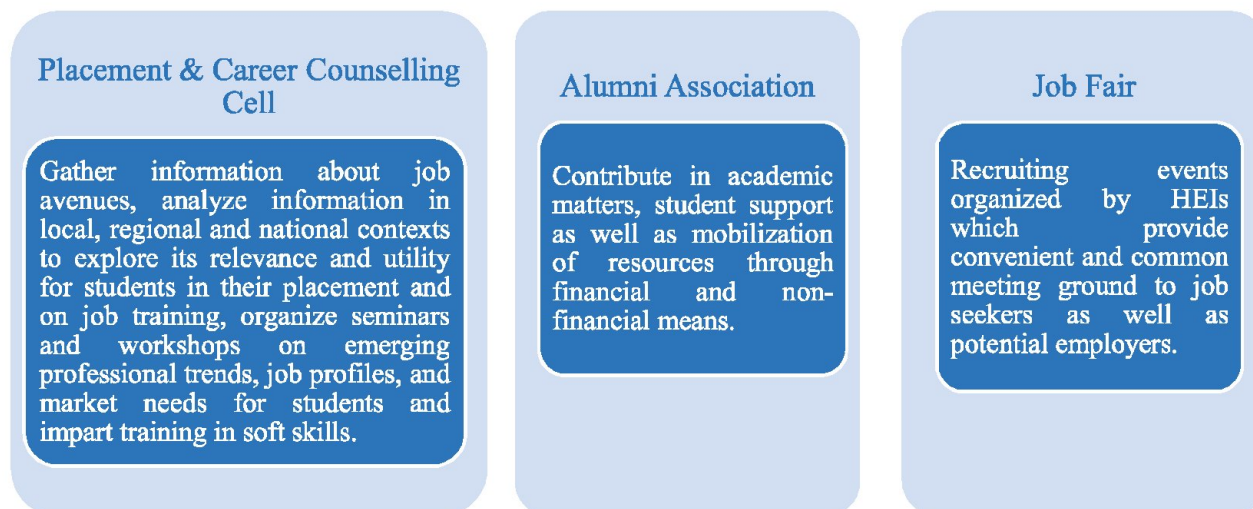
Generic employability skills are important because the labour market is intensely competitive and employers are looking for people who are flexible and have the ability to undertake a variety of tasks in different environments.

As per India Skills Report¹⁴ 2020, at all India level, BSc, BA and BCom undergraduate programmes have provided on an average 37.47 *per cent*, 32.34 *per cent* and 31.86 *per cent* of employable graduates respectively during the period 2014-20. Conversely, more than 60 *per cent* of the general stream graduates were not employable. This makes a strong case for setting up of a well-functioning job facilitation system in all HEIs providing higher education in general streams.

2.1.1 Existence and effective functioning of job facilitating mechanism

Presence of job oriented facilitators such as placement cell, career counselling cell and alumni association in HEIs is essential in two ways. Firstly, they play an integral role in enhancing the potential of job aspirants in identifying the right areas of employment, honing their skills and getting accepted by recruiters. On the other hand, they also provide a platform to potential employers to access vast pool of trained human resource.

Chart 2.1: Job facilitating mechanism



14 India Skills Report is a joint initiative by Wheebox and People Strong in collaboration with the Confederation of Indian Industry (CII) along with partners like UNDP, AICTE and AIU. This report is a combination of an assessment of 300,000 candidates from 3500 educational institutes across 28 States and 9 Union Territories of India and more than 150 corporates spread across 9 Industry sectors. This is the seventh edition of the Report with annual editions being released since 2014.

The gaps in perception about the market demands and individual expectations could be bridged through effective working of such mechanisms.

Audit of test checked HEIs in respect of job facilitating mechanisms brought forth the following observations:

2.1.1.1 In test checked universities

(i) **Placement Cell:** UoR, Jaipur, GGTU, Banswara, JNVU, Jodhpur and their selected constituent colleges did not constitute placement cell for general streams (Science, Arts and Commerce) during 2014-19. This was despite the fact that UGC had requested (December 2014) JNVU, Jodhpur to set up counselling and placement cells in the university campus and to associate the representative of National Skill Development Corporation.

(ii) **Career Counselling Cell and Alumni Association**

- In UoR, Jaipur and two selected constituent colleges, a Student Advisory Bureau was established (October 2016) in place of career counselling cell to provide guidance to students on various issues relating to academics and future career options¹⁵. Director, Student Advisory Bureau, intimated to Audit that 4,930 students were provided guidance relating to future career options during 2016-19.

Thus, Student Advisory Bureau confined itself to providing only career courses related information. It did not provide information related to job avenues, potential placement opportunities in different institutes. Further it did not examine information in the local, regional and national contexts to explore its relevance and utility for students in their placement and on job trainings as envisaged in UGC guidelines.

Alumni associations were constituted only in two departments (Zoology and Physics) and one (Maharani College) out of the two constituent colleges of the university. Though nine meetings of alumni association were stated to have been conducted during 2014-19, placement and career guidance were not part of agenda of these Alumni Association meetings.

- JNVU, Jodhpur and one constituent college established a career counselling cell (January 2010) pursuant to Eleventh FYP but it has been dysfunctional since March 2017 due to non-availability of funds.

Alumni association was neither constituted in JNVU, Jodhpur nor in any of its constituent college during 2014-19.

¹⁵ Career courses available, institutions providing career courses, scholarships available etc., within India and abroad.

- GGTU, Banswara did not constitute career counselling cell and alumni association during 2014-19.

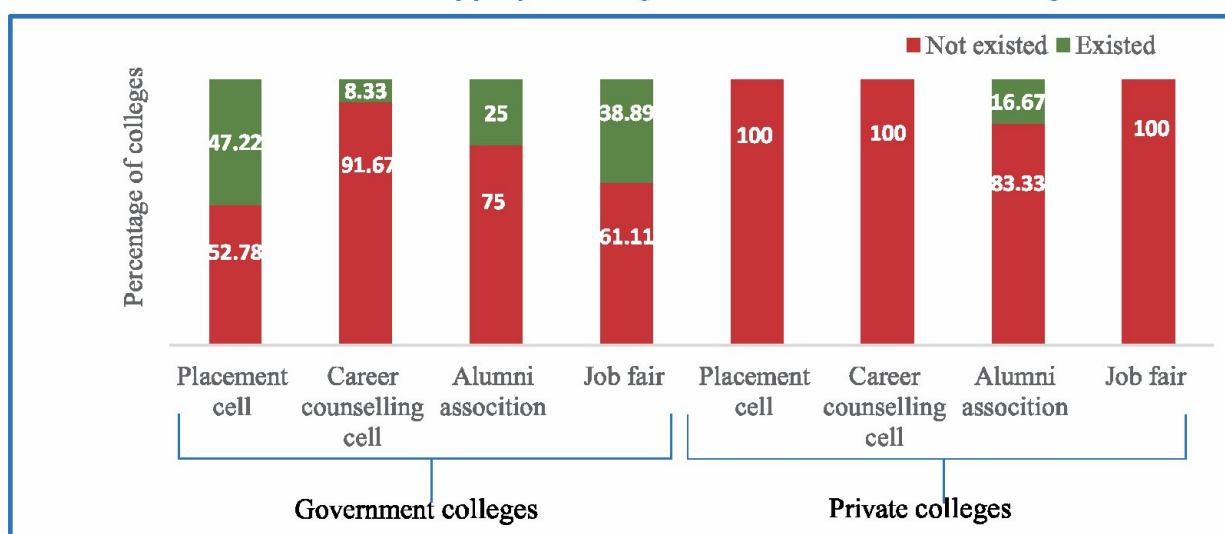
(iii) **Job fair:** UoR, Jaipur and its two constituent colleges organized only one job fair (2016) during 2014-19, in which 57 companies/employers took part. 449 out of 4,000 students who participated were stated to have got the job. JNVU, Jodhpur including its constituent college and GGTU, Banswara did not organize any job fair during 2014-19.

JNVU, Jodhpur and GGTU, Banswara accepted (June 2020) the facts regarding job facilitating mechanism. GGTU, Banswara further stated that, being a newly established (2012) university, it suffered from many infrastructural and resource constraints such as absence of own building, lack of teaching and non-teaching staff, etc. Hence, it could not prioritise setting up of career counselling cell, and alumni association. UoR, Jaipur accepted (January 2021) the facts and stated that instructions would be issued to constitute placement cells and to establish career counselling cells and alumni associations in all departments of the university and constituent colleges.

2.1.1.2 In test checked colleges:

In line with the UGC Guidelines for State universities, Commissioner, College Education directed (September 2014) Principals of all government colleges to constitute placement cell in their colleges. The position regarding existence of placement cells and other job facilitating mechanisms in the test checked colleges is depicted in **Chart 2.2**.

Chart 2.2: Existence of job facilitating mechanism in test checked colleges



Source: Information provided by test checked colleges concerned

The **chart 2.2** clearly shows that most of the test checked private colleges did not constitute basic job facilitation mechanisms in their campuses. Further,

Audit observed that 38.89 *per cent* test checked government colleges organized 55 job fairs¹⁶ during 2014-19 in which 114 students were given placement.

Good practice: Govind Guru Government College, Banswara; Government College, Jaipur and Government Girls College, Lalsot organized job fairs every year during 2014-19.

2.1.1.3 Student survey result: In response to student satisfaction survey's question, "*Are you satisfied with the initiatives taken by Placement Cell of your institution for enhancing the employability?*" approximately 48 *per cent* of the 501 students of 17 test checked government colleges where placement cells were constituted expressed dissatisfaction/partial satisfaction with the functioning of the placement cell.

Similarly, in response to student satisfaction survey's question, "*Are you satisfied with the initiatives taken by Career Counselling Cell of your institution for enhancing the employability?*" approximately 50 *per cent* of the 358 students of UoR, Jaipur and three test checked government colleges where Student Advisor Bureau/Career Counselling Cells were constituted expressed dissatisfaction/only partial satisfaction with the initiative.

Thus, failure of HEIs to establish institutional mechanisms for increasing employment opportunities and undertaking initiatives to improve job prospects meant that students were deprived of these basic facilities to widen their professional horizon and enhance their chances of securing meaningful careers.

2.1.2 Enhancement of employability

The India Skills Report states that employers preferred positive attitude, adaptability, learning ability and interpersonal skills in a job seeker. Also, employability of HEI students is enhanced if they are given the opportunity to take part in job oriented activities such as employability enhancement programmes and field projects/internships. Employment prospects are further improved if curricular aspects such as employment focused courses are offered to students. Another important aspect is Industry-academia engagement¹⁷. It carries the idea of mutuality and sharing of knowledge and expertise. **Chart 2.3** depicts the various aspects involved in employment enhancement.

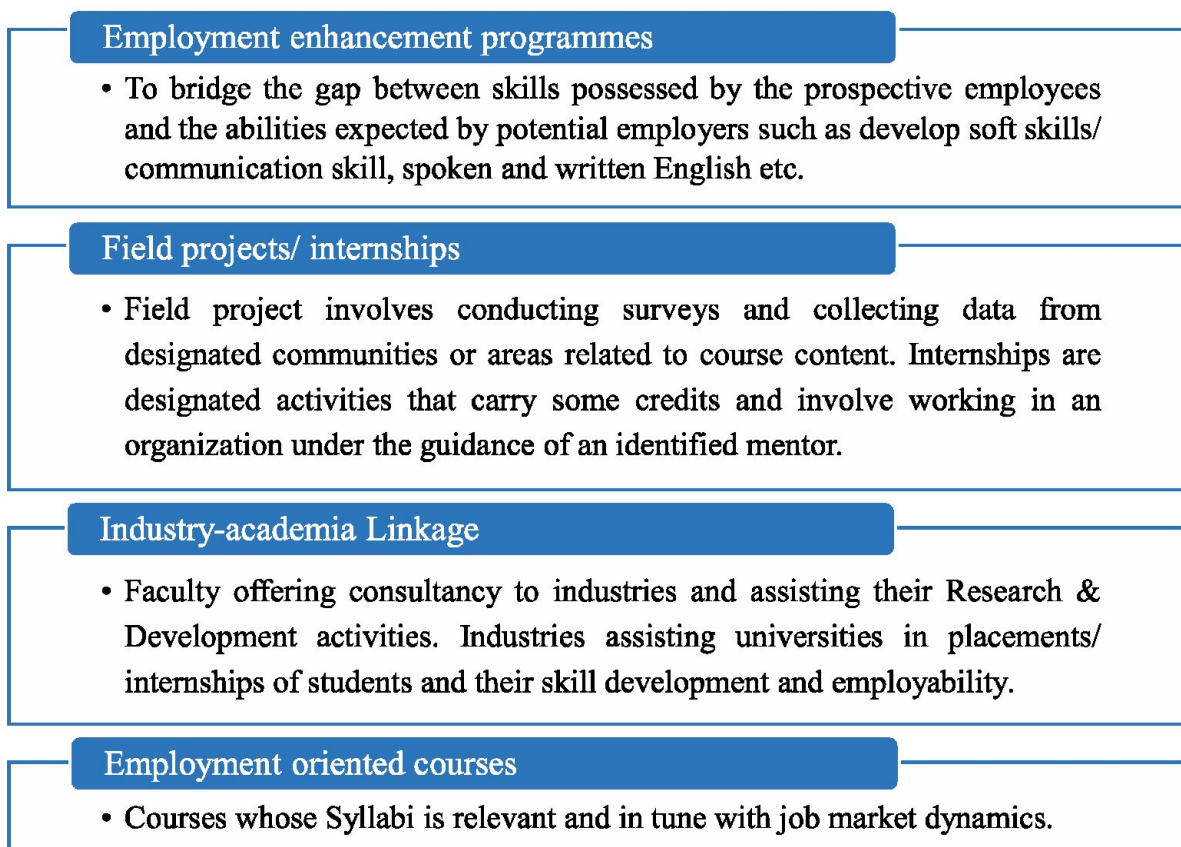
Further, State Higher Education Plan (2015-22) also envisages creation of institutional linkages with industry to enhance employability of graduates. In line with this, State Project Director, *Rastriya Uchhatar Shiksha Abhiyan* directed (October 2017 and January 2018) all Principals of Government College

16 UoR, Jaipur: 91 students got job in 49 job fairs in nine colleges, GGTU, Banswara: 23 students got jobs in six job fairs in two colleges in which 13 potential employers participated.

17 As per UGC guidelines for establishment of University-Industry inter linkage centres.

to invite industries situated in nearby industrial areas in the Entrepreneurship and Employment Fest/Fair 2017 and 2018 that were to be organised in their respective colleges.

Chart 2.3: Employment enhancement oriented aspects



2.1.2.1 Indicators based evaluation of employment oriented curricular aspect

Audit assessed performance of three test checked universities on number of courses/new courses focused on employability, students undertaking field projects and number of functional MoU through four outcomes indicators on the basis of NAAC benchmarks. The information is provided in **Table 2.1** below (Details of indicators are given at Sl. Nos. 1 to 3 and 10 in [Appendix-1.1](#)), Audit findings in respect of these indicators are discussed in the succeeding paragraphs.

Table 2.1: Performance of test checked universities with respect to indicators

Sl. No.	Outcomes indicators	NAAC benchmark for maximum four marks	Performance of the test checked universities with reference to NAAC benchmarks (marks ¹⁸ obtained)				
			UoR, Jaipur		JNVU, Jodhpur		GGTU, Banswara
			University level	Selected 11 deptts.	University level	Selected 11 deptts.	
1.	Average percentage of courses having focus on Employability etc., during 2014-19	50% and above	Could not comment	2	Could not comment	0	0
2.	Percentage of new courses introduced during 2014-19 with focus of employability	10% and above	Could not comment	-	0	-	4
3.	Percentage of students undertaking field projects/ internships during 2018-19	10% and above	Could not comment	0	Could not comment	0	0
4.	Number of MoUs executed with industry and national/international institutions	30 and above	0	-	0	-	0

2.1.2.2 Employment enhancement programme, field projects/internships and Industry-academia connect

Scrutiny of information provided by test checked three universities and 66 colleges revealed:

(i) In test checked universities:

- **Employability enhancement programmes and field projects/ internships:**

None of the three test checked universities as well as constituent colleges organized any employability enhancement programme and had undertaken any field projects/internship during 2014-19. However, JNVU Jodhpur organized two types of coaching classes¹⁹ for competitive examinations for the SC/ST/OBC (non-creamy layer) and minority students under the UGC funded coaching scheme. Though 227 students attended these classes, number of students who appeared and qualified in competitive examinations/NET were not maintained by the university. UoR, Jaipur stated (January 2021) that action would be taken

18 Marks have been allotted by Audit as per university's performance on selected indicators and comparing it with benchmarks derived by analysing scoring pattern of universities accredited by NAAC (Appendix 1.3).

19 For appearing in competitive examination such as for second grade teacher, pre teacher eligibility test, RAS pre, etc. and for appearing in National Eligibility Test (NET)/State Eligibility Test.

in the interest of students in respect of employability enhancement programmes. In respect of field projects, it was stated that they were undertaken in those courses wherever required. However, the university did not provide details of courses of general streams in which field projects were undertaken during 2014-19.

(ii) **Industry-academia connect:** Though UoR, Jaipur executed one MoU (2011) and JNVU, Jodhpur executed two MoUs with national/international importance institutions²⁰ for facilitating research activities and scholarly studies about Indian Civilization, Culture, Languages and Social Science and forest research. However, all three test checked universities did not execute any MoU with the industry.

(iii) **In test checked colleges:**

- Out of 36 test checked government colleges, none of the government colleges had undertaken field projects/internships and executed any MoU with industry or institutions of national/international importance. Further, only Haridev Joshi Government Girls College, Banswara affiliated with GGTU, Banswara organised one employability enhancement programme (2017-18) on computer learning and spoken English during 2014-19.
- None of the 30 test checked private colleges organised any employability enhancement programme, undertaken field projects/internships and executed MoU with industry or with institutions of national/international importance during 2014-19.

Hence, Audit observed that in 99 *per cent of the* test checked HEIs, employment enhancement programmes were not conducted and wherever they were conducted, no information which could help in understanding their effectiveness was maintained. This meant that job aspirants, despite getting academically trained, were not provided the means to hone their practical skills and were deprived of exposure to real world work environment.

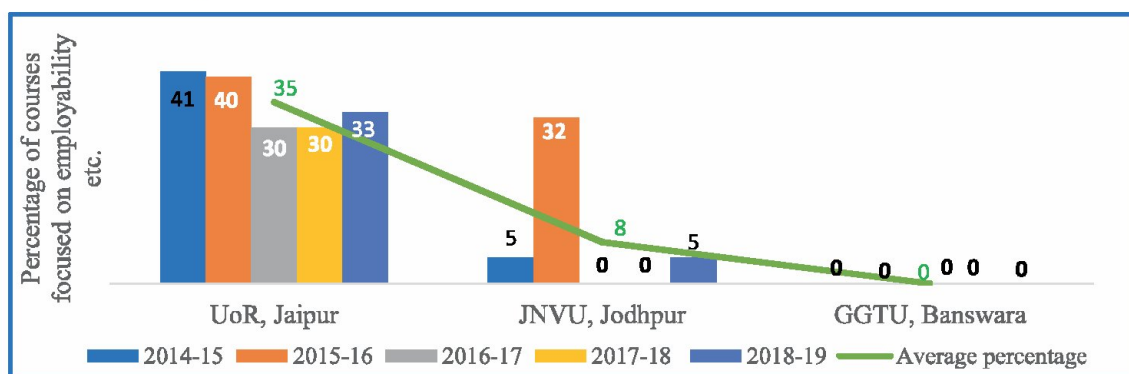
2.1.2.3 Courses having focus on Employability/Entrepreneurship/Skill development

As per paragraph 4.3 of Report on 'Inclusive and Qualitative Expansion in Higher Education' issued under Twelfth FYP, syllabi should be made relevant in tune with job market dynamics.

²⁰ UoR Jaipur executed MoU with American Institute of Indian Studies, New Delhi, an international institution and JNVU executed MoU with Arid Forest Research Institution and Indian Council of Social Science Research

Since the specific parameters that underscore employability focus in a course are not clear and HEIs also did not inform about the parameters they chose in this regard, Audit observations in this section were based on the information furnished by the test checked universities and colleges concerned. Hence, while one university included a particular course as part of employability focused courses²¹, another university excluded the same course. The position of courses having focus on employability/entrepreneurship/skill development in three test checked universities during 2014-19 is given in **Chart 2.4** below.

Chart 2.4: Courses having focus on employability/entrepreneurship/skill development



Source: Information provided by university concerned

Chart 2.4 clearly shows that over the years, the number of courses focusing on employability have reduced in UoR, Jaipur and JNVU, Jodhpur. Alarming, during 2014-19, none of the courses being run in GGTU, Banswara focused on employability/ entrepreneurship/ skill development.

JNVU, Jodhpur accepted (June 2020) the facts. GGTU, Banswara stated (June 2020) that MBA, PGD (Yoga), Diploma in Hotel Management and MA in Education programs are being offered in the university campus which make students more employable. Further, UoR, Jaipur stated (January 2021) that more emphasis would be given in future in this regard.

The facts remain that none of the courses in general stream education focused on employability.

- Further, none of the courses offered in 66 test checked colleges focused on employability/ entrepreneurship/ skill development during 2014-19.

²¹ For example, UoR, Jaipur informed that M Com (ABST), M Com (CMA), M Sc (Physics) have focus on employability whereas JNVU, Jodhpur intimated that these courses are not employability focused.

2.1.2.4 Introduction of new courses

Scrutiny of information provided by three test checked universities revealed that JNVU, Jodhpur and GGTU, Banswara introduced two new courses and one new course respectively during 2014-19 and all of these courses were focused on employability. Though UoR, Jaipur introduced five new courses during same period, but they did not intimate how many of these courses were focused on employability.

GGTU, Banswara, introduced one new course in Science stream {MSc. (Mathematics)} and discontinued the three courses of Arts stream since 2018-19 without approval of Board of Management²². When enquired, the university replied (January 2020) that courses were introduced/closed due to administrative reason. UoR, Jaipur stated (January 2021) that the university was facing difficulty in introducing new courses due to constraints of resources. However, more emphasis would be given in future in this regard.

2.1.3 Indicators based evaluation of students' outcomes of HEIs

The performance of test checked HEIs in increasing employability and progress to higher studies has been assessed by analyzing job placements, progress to higher studies and qualification in competitive examinations. These parameters have been evaluated through the following three indicators - *Percentage of students progressing to higher studies during 2018-19, Average percentage of students qualifying in State/ National/ International level examinations during 2014-19 and Average percentage of placement of outgoing students during 2014-19* on the basis of NAAC benchmarks (Sl. Nos. 4, 5 and 11 of *Appendix 1.1*).

2.1.3.1 In test checked universities:

- **Status of Job placement of students:** Job placement of students refers to a student getting employment through various efforts made by the institution before the student completes his/her programme. Audit observed that all three test checked universities did not maintain data of students who got jobs through campus placement during 2014-19 in their campus as well as selected constituent colleges.
- **Progress to higher studies:** Progress to higher studies for post-graduation, doctorate and post-doctorate studies, etc., is a career option that students aspire to take up. Audit observed that all three test checked Universities did not maintain data of outgoing students progressing to higher studies during 2018-19 from their campus as well as constituent colleges.

22 It is the apex Executive Body of the University.

- **Qualifying in Competitive Examinations:** Competitive examinations held at the national and state levels provide immense opportunities for student progression. A number of competitive examinations are held for graduating students to qualify for employment or for progressing to higher studies. Audit observed that all three test checked universities did not maintain data of students who qualified in state/national/international level examination during 2014-19 in their campus as well as selected constituent colleges.
- Even though UoR, Jaipur (in 2016) and JNVU, Jodhpur (in 2011) were accredited earlier by NAAC, both universities did not maintain data regarding student progression to employment and higher studies. It was the responsibility of Internal Quality Assurance Cell (IQAC) to ensure that information relevant to accreditation be regularly updated and maintained. Thus, it points towards the failure in functioning of IQAC in these universities **as discussed in Chapter V.**

UoR, Jaipur stated (January 2021) that job fairs would be conducted from time to time and instructions regarding maintenance of data in respect of job placement and competitive examinations would be issued to departments concerned and affiliated colleges.

Thus, due to non-maintenance of required data, Audit could not measure and comment on the performance of all the test checked universities with respect to students progressing to higher studies, qualifying in state/national/international examination and getting job through campus placement indicators. Hence, increase in employability and progress to higher studies could not be assessed in these universities.

2.1.3.2 Test checked colleges:

- Though 11 (30.56 *per cent*) out of 36 test checked government colleges were found to have a system for maintaining information of placements, only four²³ of these were able to provide jobs to average 0.13 *per cent* (114 out of 85,044 students) of the students during 2014-19.

Further, scrutiny of information furnished by Commissioner, College Education (reply to an Assembly Question Number 2840 of Eighth Session) revealed that 2,652 students got jobs through campus placement organized in 52 government colleges during the period 2014-18. 11 out of these 52 government colleges were test checked in this performance audit and significant discrepancies were noticed in

23 UoR, Jaipur: Two government colleges (91 out of 58,750 students were placed) and GGTU, Banswara: Two government colleges (23 out of 26,294 students were placed)

respect of nine colleges²⁴. The Commissionerate reported that 582 students got placement in these nine colleges whereas government colleges concerned informed to audit that only 45 students got jobs (details given in [Appendix 2.1](#)).

- In four²⁵ out of 36 test checked government colleges 156 students qualified in state/national/ international level examination during 2014-19. Further in these four government colleges, number of students appearing in such examinations was not available. In the absence of such information, the percentage of students qualifying could not be calculated
- None of 30 test checked private colleges maintained data regarding placement of students, progression to higher studies and qualification in state/national/international level examination during 2014-19.

2.2 Performance of students in examinations

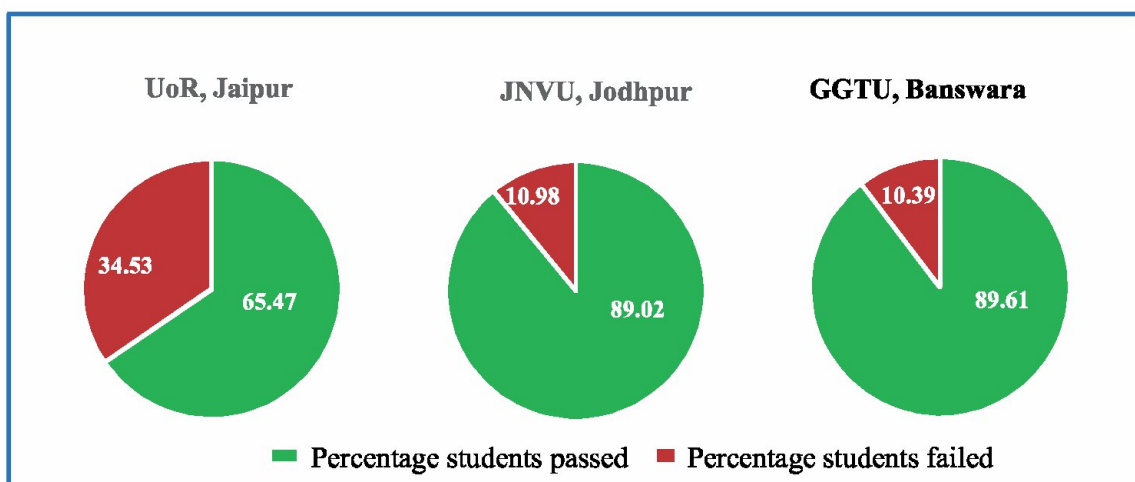
Extent of effectiveness of teaching learning in a HEI is reflected in the students' performance in examinations. Such performance is seen as the realization of learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.

In this context, test checked HEIs were evaluated according to *pass percentage of students during 2018-19* (Sl. No. 12 of [Appendix 1.1](#)). Audit also analysed division-wise results of students of test checked universities. This helped to understand not only the overall performance of students in examinations but also how well they had done relative to each other.

The performance of all students who appeared in final year examinations in under graduate and post-graduate programmes of Science, Arts and Commerce streams during 2018-19 in test checked universities is given **Chart 2.5** below.

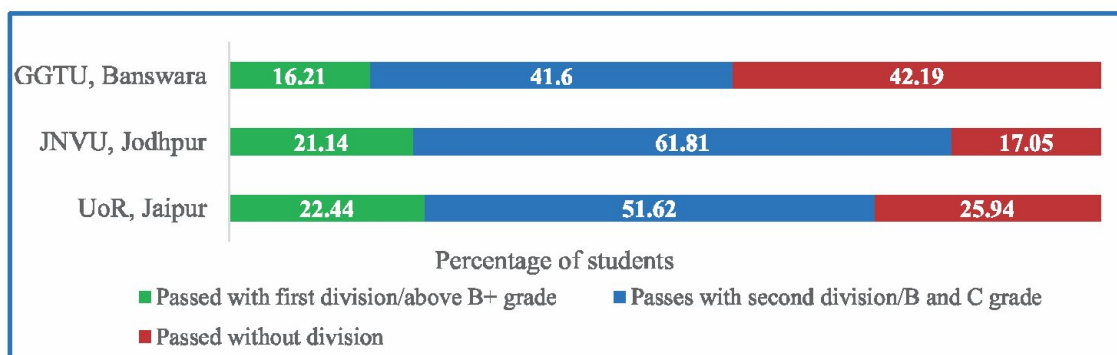
24 UoR, Jaipur: Three government colleges (number of placement reported by Commissionerate: 223 and no. of placement informed by colleges concerned to audit: 30; JNVU, Jodhpur: Four colleges (14 and 0) and GGTU, Banskara: Two colleges (345 and 15).

25 UoR, Jaipur: 141 students qualified in three government colleges and GGTU, Banskara: 15 students qualified in one government college.

Chart 2.5: Performance of students in examinations during 2018-19

It can be seen from **Chart 2.5** that during 2018-19 UoR, Jaipur (with 65.47 *per cent* pass percentage) and all their constituent/affiliated colleges fared lower than other two universities although it is the largest and the oldest state public university.

Further, in all three universities, the number of students who passed with first division/above B⁺ grade was highly unsatisfactory (ranging between 16.21 *per cent* and 22.44 *per cent*), which is further depicted in **Chart 2.6**.

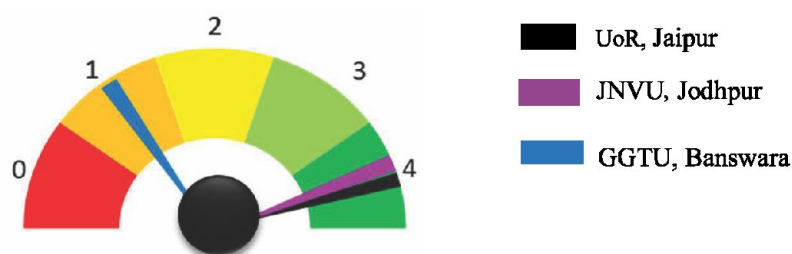
Chart 2.6: Division wise performance of students in examinations

JNVU, Jodhpur informed that they organised remedial coaching for UG and PG level students for improving their academic skills and linguistic proficiency in various subjects, for raising their level of comprehension of basic subjects to provide a stronger foundation for further academic work and to strengthen knowledge, skills and attitudes of SC/ST/ OBC students in various subjects. GGTU, Banswara did not organise any remedial classes for poorly scoring students, while UoR, Jaipur did not provide such information.

- Further, for students of only the test checked universities campus/ constituent colleges who appeared in the examination, pass percentage was

90.12 *per cent* in UoR, Jaipur, 93.26 *per cent* in JNVU, Jodhpur and 70.27 *per cent* in GGTU, Banswara. During accreditation of universities, NAAC for the indicator *pass percentage of students during 2018-19*, awarded maximum marks to an institution on having pass percentage of 90 *per cent* and above. Accordingly, UoR, Jaipur and JNVU, Jodhpur were eligible to score four (maximum) marks and GGTU, Banswara one mark.

Chart 2.7: Performance of selected universities based on chosen indicator



Good practice: 100 *per cent* students passed every year in science stream in Haridev Joshi Government Girls College, Banswara during 2014-19.

Summing up and Recommendations

Employability and Student progression to higher studies

The system of maintenance of data related to students' employment, students' progression to higher studies and students' performance in competitive examinations was almost non-existent at all levels of the higher education system in the state. Even in test checked colleges, such data was not being consistently maintained. Thus the main student outcome of '**employability and progression to higher studies**' could not be adequately evaluated. Further, dysfunctional or non-existent job facilitating mechanism and lack of employment enhancement programmes meant that the students were deprived of the necessary assistance and facilitation needed for getting good jobs and exercising career choices. Though the overall proportion of students successfully clearing college/university examinations was high, but percentage of students clearing with first Division/above grade B⁺ was much lower.

Recommendation:

1. Every higher educational institution should:
 - a. *Constitute well-functioning placement cell, career counselling cell, and encourage a vibrant alumni association to facilitate graduating students in getting employment or to progress to higher studies, and*
 - b. *Put in place a robust system of collecting and maintaining related data for depicting a real and fair position of the quality of education being imparted in the institution.*

Chapter - III
Quality of Higher Education

Chapter - III

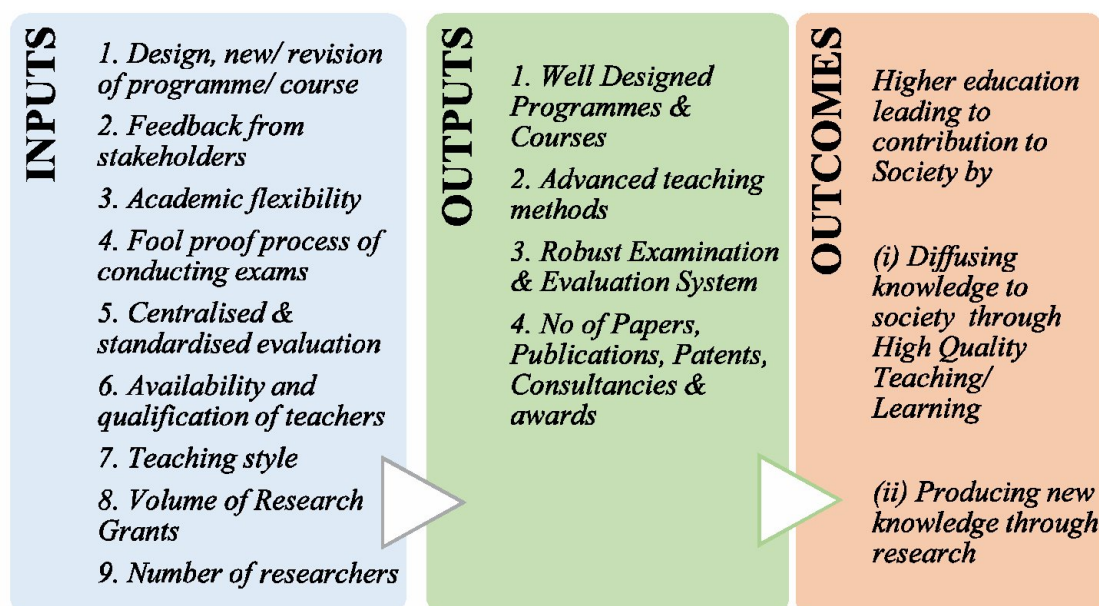
Quality of Higher Education

This chapter discusses societal perspective of higher education outcomes in terms of teaching-learning processes and research capabilities of Higher Education System. Audit assessed the performance of HEIs and GoR in providing high quality higher education with reference to the following audit objective.

Audit objective 2: Whether the Higher Education system contributed to society through effective teaching learning processes and high quality research

Twelfth FYP emphasizes on the quality in imparting higher education in general stream (Arts, Science and Commerce streams). It states that, if properly imparted, general education could be an excellent foundation for knowledge based careers. Also, as per India Skills Report²⁶ 2020, at an all India level, BSc, BA and BCom programmes have provided low number of employable graduates during the period 2014-20. Therefore, the focus should be towards improving the quality of general education.

The quality related outcomes and their relationship with the contributing factors can be understood from the following representation.



UoR, Jaipur and JNVU, Jodhpur did not provide consolidated and complete information in respect of issues discussed in paragraphs 3.1.1.2 to 3.1.1.4, 3.1.2.2, 3.1.2.3 (D), 3.1.2.5 (B), 3.2.1.3 (A) & (B) and 3.2.2 (i).

²⁶ BSc, BA and B Com programmes have provided on an average 37.47 per cent, 32.34 per cent and 31.86 per cent employable graduates respectively during the period 2014-20.

In the absence of complete information, Audit collected such information from selected 11 departments²⁷ of universities concerned.

Contribution to society by imparting knowledge through effective curriculum and teaching-learning processes

3.1 Effective curriculum and teaching-learning processes

3.1.1 Effective curriculum

In this section, audit findings and assessment of performance of outcomes through selected four indicators related to curriculum design and development, and teaching-learning processes are discussed. These indicators are also used by NAAC during assessment and accreditation process of HEIs.

3.1.1.1 Performance of universities based on outcome indicators

Audit assessed performance of three test checked universities in effective curriculum and learning processes through following four outcomes indicators on the basis of NAAC benchmarks. The information is provided in **Table 3.1** below (Details of indicators are given at Sl. Nos. 6, 7, 13 and 14 in **Appendix-1.1**). Audit findings in respect of these indicators are discussed in the succeeding paragraphs.

Table 3.1: Performance of test checked universities with respect to indicators

Sl. No.	Outcomes indicators	NAAC benchmark for maximum four marks	Performance of the test checked universities with reference to NAAC benchmarks (marks ²⁸ obtained)				
			UoR, Jaipur		JNVU, Jodhpur		GGTU, Banswara
			University level	Selected 11 depts.	University level	Selected 11 depts.	
1.	Percentage of revision of syllabus in programmes during 2014-19	50% and above	Could not comment	4	Could not comment	4	0
2.	Number of value-added courses offered during 2014-19	50% and above	Could not comment	0	Could not comment	0	0
3.	Average percentage of students enrolled in value added courses during 2014-19	10% and above	Could not comment	0	Could not comment	0	0
4.	Percentage of programs having CBCS during 2018-19	50% and above	0	-	3	-	0

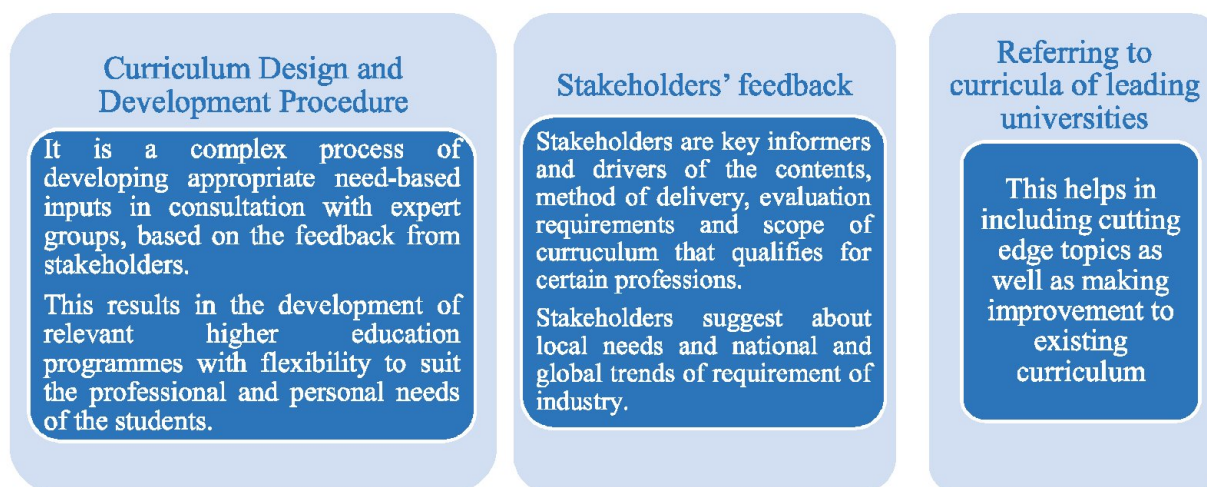
²⁷ Chemistry, Zoology, Physics, Accountancy & Business Statistics, Business Administration, Hindi, English, Sociology, Political Science, Geography and Economics

²⁸ Marks have been allotted by Audit as per university's performance on selected indicators and comparing it with benchmarks derived by analysing scoring pattern of universities accredited by NAAC (Appendix 1.3).

3.1.1.2 Curriculum design and development

One of the significant responsibilities of universities and autonomous colleges is curriculum design and development and they are expected to have processes, systems and structures in place to shoulder this responsibility.

Chart 3.1: Procedures and Functionaries involved in curriculum design and development



Curriculum design and development is a complex process of developing appropriate need-based inputs in consultation with expert groups, based on the feedback from stakeholders. This results in the development of relevant higher education programmes²⁹ with flexibility to suit the professional and personal needs of the students and realization of core values.

Scrutiny of information provided by test checked universities revealed that:

(i) Curriculum Design and Development Procedure

Each institution has the authority to design and develop curricula and formulate their own procedure for this purpose. The procedures followed by test checked universities and related findings are given below.

- **UoR, Jaipur and JNVU, Jodhpur:** It was observed that the selected 11 departments of the universities followed the prescribed procedures³⁰ while

²⁹ As per NAAC manual, programme is a range of learning experiences offered to students in a formal manner over a period of one-to-four years leading to certificates/ diplomas/ degrees i.e., BA (Economics), BSc (Physics).

³⁰ **UoR, Jaipur:** The Board of Studies (BoS) of each subject, recommends curriculum/syllabus to the Academic Council. The Academic Council makes, amends and cancels regulations laying down courses of study and curricula, subject to the approval of the Syndicate of the university.

JNVU, Jodhpur: Branch Committee proposes content of syllabus of a programme to Departmental Council for open discussion on the basis of feedback of the students and according to current national and international scenario. The Departmental Council in turn compiles the syllabus and submits to Committee of Course and Study (CoC&S), which is subsequently placed before Syndicate through Academic Council. The Syndicate finally approves the syllabus.

designing/ revising the syllabus of courses.

However, in JNVU, Jodhpur supporting documents indicating attempts towards inclusion of topics relevant to local/national/global development needs were not made available and hence veracity of the claim could not be established in audit.

- **GGTU, Banswara:** The university did not, on its own, design/revise any programme/course since its establishment in 2012 to 2018-19. It had adopted curriculum of the programmes/courses of Mohan Lal Sukhadia University (MLSU), Udaipur.

(ii) Stakeholders' feedback for revising curricular content:

Feedback from students, teachers, prospective employers, industries should be obtained and considered during designing/revising the curriculum so that curriculum is finalized keeping in mind the needs and expectations of important stakeholders. Related findings with respect to test checked universities are given below:

- **UoR, Jaipur:** Scrutiny of minutes of the Board of Studies (BoS) meetings revealed that stakeholders such as industrialists, entrepreneurs, students were not represented in the BoS of any of the 11 departments, indicating that their feedback for designing/ revising the curriculum was not taken. Further, in spite of NAAC recommendation (2016) that the BoS of the university should restructure its curriculum by including job oriented/facilitating contents with the help of industry and stakeholders, UoR did not take feedback from the industry/stakeholders.

However, departments stated (November 2019 to January 2020) that feedback from students and teachers were taken before designing/revising the curriculum. As details/records were not provided in support of their comments, audit could not verify this claim. Further, the process followed by the department goes against the intention of the process of developing appropriate need-based inputs in consultation with the expert groups. The practice of taking feedback from teachers and students alone are not sufficient to develop/design curriculum that are relevant to local needs and in tunes with the emerging national and global trends. Thus, the HEIs should revisit their existing practice and put in place a robust mechanism as envisaged in the university manuals and directions from various authorities and duly documenting the process.

UoR, Jaipur stated (January 2021) that there was no provision in the University Act to include representatives of industrialists, entrepreneurs, students in the BoS meetings. The fact remains that UoR, Jaipur did not consider NAAC's

recommendations given in 2016 regarding taking feedback from students, industries etc. while designing/revising course curriculum.

- **JNVU, Jodhpur:** Selected 11 departments intimated that external members of other universities, local faculty members and post bearer of students union also participated in the process of introducing new syllabus/modified syllabus in the curriculum. However, Audit observed that inputs from prospective employers were not obtained.

(iii) Referring to curricula of leading universities:

Successful universities are known for following a rigorous and regular process to update and revise their course curricula. This helps them in constantly improving upon the existing material and adding new topics that have emerged in respective programs. Other universities can take advantage by referring to these curricula while designing and revising their own course curricula. Audit enquiry related to this aspect revealed the following:

- **UoR, Jaipur:** Six out of 11 selected departments stated that mapping of curriculum was done with other universities but scrutiny of the minutes of BoS of these departments revealed that no attempts were made in this regard.
- **JNVU, Jodhpur:** The university intimated that syllabi were mapped with that of Delhi University and UoR, Jaipur. However, details of such mapping exercise were not available in the minutes of meetings of Academic Council as well as of Committee of Course and Study (CoC&S), due to which veracity of the claim could not be verified in audit. JNVU Jodhpur in its reply (June 2020) accepted the facts.

GGTU, Banswara accepted (June 2020) the facts and stated that, being a newly established (2012) university, it could not initiate activities such as curriculum design and development. Thus even eight years after establishing the university, it had not designed/revised any programme/course.

Hence, though UoR, Jaipur and JNVU, Jodhpur claimed to have followed the laid down procedures in the process of curriculum design and development, audit could not assure itself that crucial feedback from stakeholders, inputs from expert groups and reference to curricula of leading universities were used for curriculum improvement.

3.1.1.3 Revision of syllabus

Paragraph 4.3 of Report on 'Inclusive and Qualitative Expansion in Higher Education' issued under Twelfth FYP mandated that the curricula be revised at least once every three years and the syllabi be made relevant in tune with job market dynamics and advances in research and development.

Scrutiny of information provided by test checked universities revealed that:

(i) UoR, Jaipur

As per Ordinance 61-A, Handbook of Rajasthan University, the BoS and the Committees of Courses while recommending changes in the scheme of examinations and syllabi shall provide full implication of and justification for the proposed changes. It was observed that:

- In selected 11 departments, syllabus of 96 *per cent* (27 out of 28) programmes was revised during 2014-19. However, scrutiny of minutes of meetings of BoS of these 11 departments revealed that details regarding modifications and deliberations behind such changes were not documented. Hence, audit could not get assurance whether any changes were made at all. Further, no justification or any implications of changes made were mentioned while revising the syllabus.
- Audit compared content of syllabi of 20 courses for the period 2014 to 2019 in which, as per BoS minutes, syllabi were stated to be changed. Audit found that no changes in syllabus were carried out in 15 courses and minor changes/some word replacements were done in four (*Appendix 3.1*). Syllabus of the remaining courses³¹ was stated to have been changed twice (in 2016 and 2019) in last five years; but audit observed that these changes were in nature of minor language modifications in 2016 and the syllabus of 2014 had again been repeated in the year 2019. Thus, the syllabus had not been substantially changed since 2014.

While UoR, Jaipur did not furnish specific reply to the audit observation, it stated (January 2021) that action would be taken to revise syllabus of programmes as per NAAC guidelines in future.

(ii) JNVU, Jodhpur

JNVU, Jodhpur revised syllabus of 64 *per cent* programmes (18 out of 28 programs) during 2014-19.

Good practice: Audit compared the current syllabi of 139 courses of these 18 programmes with that of the previous year and it was observed that substantial revision was carried out which was an indication of existence and implementation of sound mechanism for syllabi revision.

(iii) GGTU, Banswara

GGTU, Banswara adopted the syllabus for UG and PG programmes of Arts, Commerce and Science streams of MLSU, Udaipur and it did not revise the syllabus of any programme since its establishment in 2012 to 2018-19. Further, many landmark changes had taken place during this period such as the

31 BA Part-II Sociology (pass course)

introduction of 'Goods & Service Tax', but the university did not take steps to include such contemporary topics in the syllabus of UG and PG programmes of commerce stream. GGTU serves the districts of Banswara, Dungarpur and Pratapgarh which are predominately tribal population dominated. However, despite the National Policy of Education 1992 {Para 4.6 (vii)} which emphasized that the curriculum at all stages of education would be designed to create an awareness of the rich cultural identity of the tribals and their enormous creative talent, GGTU failed to take steps for fulfilling this requirement.

GGTU, Banswara accepted (June and August 2020) the facts and stated that syllabus of BA, BCom and compulsory subjects of Hindi and English have been updated by the university since academic year 2019-20. Further, marks obtained in compulsory subjects would be taken into consideration along with optional subjects while deciding the grades of students. A new paper, General Knowledge was also introduced as a compulsory subject in second year of UG. In the PG programmes syllabus of Hindi, English, Sanskrit, History, Geography, Economics, Sociology, Political Science and three subjects of Commerce stream have been updated since academic year 2019-20.

Though the university claimed that syllabus of a number of subjects had been updated since 2019-20, it did not intimate whether these syllabi have been revised after obtaining feedback from stakeholders; keeping in mind the local needs and circumstances as well as changing national scenario and duly approved by the governing bodies. Further, on comparison of updated syllabus with syllabus of previous year we observed that syllabi of all UG programmes were updated while syllabi of 40 out of 48 papers of five PG programmes³² were not updated.

Good practice: GGTU, Banswara included the marks obtained in compulsory papers of Hindi and English for merit list determination as part of emphasising on the importance of languages and literature. Further, paper on General Knowledge was introduced as a compulsory subject in second year of undergraduate programme since academic year 2019-20.

3.1.1.4 Number of value-added courses and students enrolled

Value added courses imparting '*transferable and life skill*' and activities are those which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross cutting issues such as gender, environment and sustainability, human values and professional ethics. Scrutiny of information provided by the selected HEIs revealed the following:

32 MA- Economics, Sociology and Geography; M Com- Business Administration and ABST

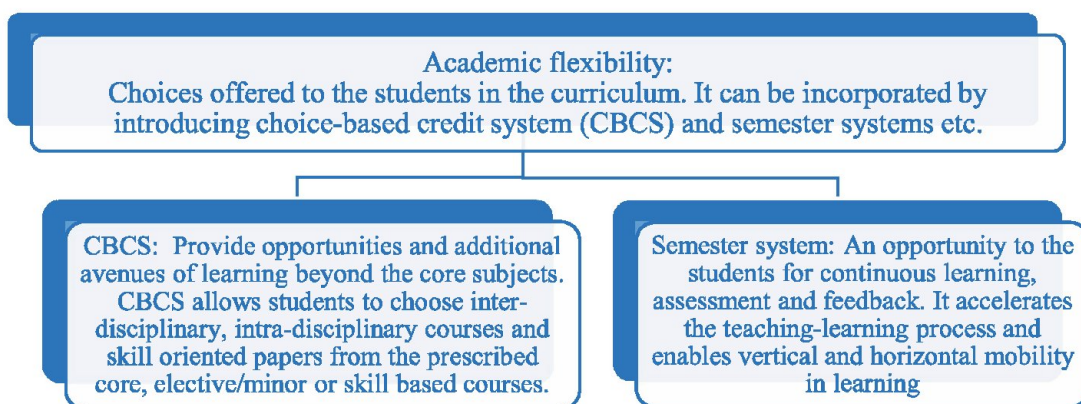
(i) **In test checked universities and constituent colleges:** Value added course imparting ‘*transferable and life skill*’ were not offered in all test checked three universities during 2014-19. UoR, Jaipur stated (January 2021) that more emphasis would be given in future in this regard.

(ii) **Test checked government and private colleges:** Only two³³ (5.56 per cent) out of 36 test checked government colleges offered ‘*transferable and life skill*’ value added courses (skill development, personality development courses etc.) during 2014-19 in which 231 students were enrolled. Further, none of test checked 30 private colleges offered value added course.

3.1.1.5 Academic flexibility

Academic flexibility and its components are briefly described in **Chart 3.2** below:

Chart 3.2: Academic flexibility and their components



(A) **Programs having Choice Based Credit System**

UGC has prescribed minimum course curriculum for undergraduate courses under CBCS and guidelines for implementing Semester System in higher education institutions. UGC reiterated (April 2018) the need to implement CBCS in universities and also to revise curriculum. In Rajasthan, in a meeting held (5 May 2015) by Hon'ble Chancellor with all Vice Chancellors of state universities it was decided that proper arrangement would be made to introduce CBCS in state universities from academic year 2015-16.

In this regard, scrutiny of information provided by the test checked HEIs revealed that:

(i) **Universities and constituent colleges:** CBCS was not introduced in any programmes being offered in UoR, Jaipur and GGTU, Banswara. In JNVU,

³³ Govind Guru Government College, Banswara affiliated with GGTU, Banswara and SPDM Government Girls College, Kotputali affiliated with UoR, Jaipur

Jodhpur and its one constituent college, CBCS was introduced only in 29 (46.03 *per cent*) out of 63 programmes during 2018-19.

On being pointed out, UoR, Jaipur intimated (December 2019) that CBCS was not introduced in the university due to lack of faculty members. GGTU, Banswara stated (June and August 2020) that CBCS has been introduced in MSc since 2019-20.

(ii) Test checked government and private colleges: CBCS was introduced in 21.62 *per cent* programmes only in 5³⁴ (13.89 *per cent*) out of 36 test checked government colleges during 2018-19. It was not introduced in any of the 30 test checked private colleges during 2018-19.

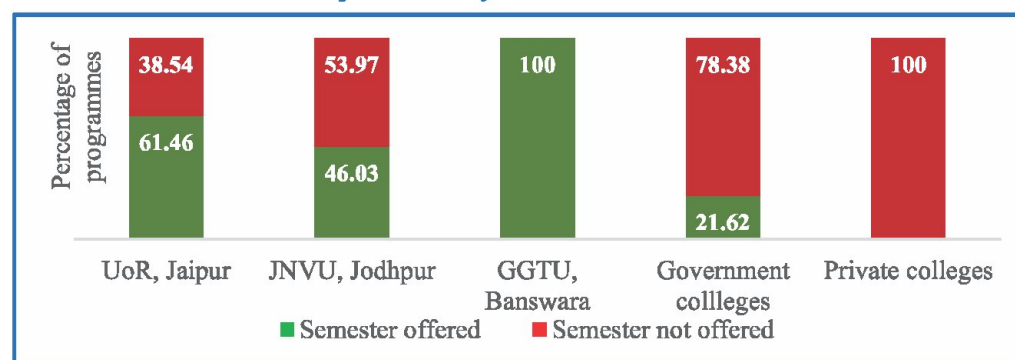
(iii) Student Survey Result: In response to student survey question "Are you aware of choice-based Credit System (CBCS) in your institution?" 66 *per cent* students out of 294 students of JNVU, Jodhpur and five test checked government colleges where CBCS was introduced were not aware of CBCS system.

(B) Programmes having Semester System

Paragraph 2.2.3 (c) of Report of 'Inclusive and Qualitative Expansion of Higher Education' issued under Twelfth FYP considered introduction of semester system for academic flexibility as a quality enhancing measure for excellence in higher education.

It was observed that semester system was introduced only for post graduate (PG) programmes and annual examination system continued for UG programmes in all three test checked universities. The position of semester system introduced in test checked HEIs during 2018-19 is given in **Chart 3.3** below.

Chart 3.3: Position of semester system introduced in test checked HEIs



34 Affiliated with JNVU, Jodhpur

Further, in the test checked institutions where semester system was not introduced, annual examination system was continuing for all UG and PG programmes during 2018-19. Thus, all the students of UG programmes and students of PG programmes to the extent where semester was not introduced in the test checked HEIs were deprived of the advantages of semester system.

3.1.2 Effective Teaching Processes

In this section, use of Information and Communication Technology (ICT) in teaching, faculty related aspects and robust examination and evaluation systems of the HEIs have been discussed. Further, results of selected eight indicators related to effective teaching process have also been discussed.

3.1.2.1 Performance of universities based on outcome indicators

Audit assessed performance of three test checked universities in effective teaching process through following eight outcomes indicators on the basis of NAAC benchmarks. The information is provided in **Table 3.2** (Details of indicators are given at Sl. Nos. 8 and 15 to 21 in [Appendix-1.1](#)). Audit findings in respect of these indicators are discussed in the succeeding paragraphs.

Table 3.2: Performance of test checked universities with respect to indicators

Sl. No.	Outcomes indicators	NAAC benchmark for maximum four marks	Performance of the test checked universities with reference to NAAC benchmarks (marks ³⁵ obtained)				
			UoR, Jaipur		JNVU, Jodhpur		GGTU, Banswara
			University level	Selected 11 departments	University level	Selected 11 departments	
1.	Teachers using ICT for teaching during 2018-19	80% and above	Could not comment	0	Could not comment	0	1
2.	Percentage of ICT- enabled classrooms/ seminar halls during 2018-19	80% and above	Could not comment	0	Could not comment	0	1
3.	Student Computer ratio during 2018-19	10:1 and below	Could not comment	2	Could not comment	0	0
4.	Average percentage of full time teachers with Ph.D. during 2014-19	70% and above	1	-	Could not comment	-	0
5.	Percentage of full time teachers who received awards, recognition, etc., during 2014-19	15% and above	Could not comment	3	Could not comment	4	0
6.	Average percentage teachers provided financial support to attend conferences/ workshops etc., during 2014-19	50% and above	0	-	0	-	0

³⁵ Marks have been allotted by Audit as per university's performance on selected indicators and comparing it with benchmarks derived by *analysing* scoring pattern of universities accredited by NAAC (Appendix 1.3)

Sl. No.	Outcomes indicators	NAAC benchmark for maximum four marks	Performance of the test checked universities with reference to NAAC benchmarks (marks ³⁵ obtained)				
			UoR, Jaipur		JNVU, Jodhpur		GGTU, Banswara
			University level	Selected 11 departments	University level	Selected 11 departments	
7.	Average percentage of teachers attending professional development programs during 2014-19	40% and above	1	-	Could not comment	-	0
8.	Average percentage of applications for revaluation leading to change in marks during 2014-19	5% and below	Could not comment	-	Could not comment	-	Could not comment

3.1.2.2 Use of ICT in teaching and availability of ICT related infrastructure

GoI's National Mission on Education through ICT (NMEICT) prescribes the three-cardinal principles as providing connectivity to all colleges and universities, providing low cost and affordable access-cum-computing devices to students and teachers and providing high quality e-content free of cost to all learners in the country.

Paragraph 21.265 of Twelfth FYP puts focus on use of ICT in higher education by providing smart classrooms and setting up classrooms with interactive video-conferencing facilities linking Meta universities³⁶ and affiliating universities. State Government also provides grants to government colleges for setting up of smart classrooms. Further, NAAC Manual also states that technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. Effective use of ICT in HEIs will be able to provide ICT literacy to the campus community, using ICT for resource sharing and networking, as well as adopting ICT-enabled administrative processes.

The position of number of teachers using ICT, number of ICT enabled classrooms and Student Computer Ratio in test checked HEI during 2018-19 is given in **Table 3.3** below. :

36 Meta University allows a student to benefit from access to faculty, library and laboratory of multiple institutes while pursuing a degree.

Table 3.3: Teachers using ICT for teaching during 2018-19

Name of HEIs	Teachers using ICT		ICT enabled classrooms		Student Computer Ratio		
	Total no. of teachers	No. of teachers using ICT	Total no. of classrooms	No. of ICT enabled classrooms	Total no. of students enrolled	No. of computers in working conditions	Student Computer Ratio
UoR, Jaipur	544	149 (27.39%)	153	19 (12.41%)	10,654	451	24:1
JNVU, Jodhpur	140	62 (44.29%)	51	3 (5.88%)	999	0	-
GGTU, Banswara	09*	1 (11.11%)	10	1 (10%)	51	0	-
Government colleges ³⁷	766	166 (21.67%)	684	58 (8.48%)	78,919	564	140:1
Private colleges ³⁸	457	136 (29.76%)	461	89 (19.31%)	11,482	502	23:1

Source: Information provided by concerned university. *All were part time teachers

It can be seen from above table that:

- Only 5.88 per cent to 19.31 per cent classrooms/seminar halls were ICT enabled in test checked HEIs in which 11.11 per cent to 44.29 per cent teachers used ICT teaching methods during 2018-19.
- Student Computer Ratio ranged from 23:1 to 140:1 in these test checked HEIs except JNVU, Jodhpur and GGTU, Banswara where no computers were available for students during 2018-19.

UoR, Jaipur stated (January 2021) that corrective action would be taken in this regard.

- (i) **Student Survey Result:** In response to survey question "Express your satisfaction on teaching methods/techniques used in your institution on ICT based teaching (PPT/videos etc.)?" approximately 55 per cent of the students out of 1,445 students of UoR, Jaipur; JNVU, Jodhpur and 34 test checked college where faculty utilized ICT tools were either dissatisfied or were only partially satisfied.

3.1.2.3 Availability and quality of Faculty

Paragraph 7.1.2 of Report on 'Inclusive and Qualitative Expansion of Higher Education' issued under Twelfth FYP stated that shortage of quality faculty

37 Though ICT enabled classrooms were available in 24 government colleges but teachers of 20 colleges only used ICT teaching methods.

38 Though ICT enabled classrooms were available in 17 private colleges but teachers of 14 colleges only used ICT teaching methods.

coupled with lack of faculty mobility across regions is a major constraint in the development of Indian higher education system.

As per NAAC manual, aspects that determine quality of teacher/faculty includes availability of teachers, qualification of teachers, teachers' characteristics, professional development and recognition of teaching ability.

(A) Availability of teachers

Objective 4 of *Rashtriya Uchchatar Shiksha Abhiyan* (RUSA) scheme aims to ensure adequate availability of quality faculty in all HEIs. Under RUSA, States can claim funds for additional posts of faculty to enable them to achieve the Student Teacher Ratio³⁹ (STR) 20:1, if all the vacant sanctioned posts are filled by the State. Moreover, as per Rajasthan Higher Education Plan (2015-22), State Government had also fixed the goal of STR at 20:1 by filling up of all sanctioned posts in government general, Sanskrit and technical education colleges and universities.

(a) Availability of teaching staff at state level in government colleges

The position of sanctioned strength, working strength and vacancy of teachers and enrolment of students in government colleges at the state level during 2014-19 is given in **Table 3.4** below.

Table 3.4: Availability of teaching staff in government colleges at state level

Year	Enrolment in government colleges	Availability of teachers			Student Teachers Ratio with respect to	
		Sanctioned strength	Working strength	Vacant post	working strength of teachers	sanctioned strength of teachers
2014-15	3,48,438	5,723	4,362	1,361 (23.78)	80:01	61:01
2015-16	3,64,818	5,875	4,201	1,674 (28.49)	87:01	62:01
2016-17	3,72,870	5,957	3,880	2,077 (34.87)	96:01	62:01
2017-18	3,74,949	6,295	3,907	2,388 (37.93)	96:01	60:01
2018-19	3,95,346	6,637	4,640	1,997 (30.09)	85:01	60:01
Average	3,71,284	6,097	4,198	1,899 (31.15)	88:01	61:01

Source: As per information provided by Commissioner, College Education and Administrative Report of Higher Education department

It can be seen that:

³⁹ Student-teacher ratio is the number of students who enrolled in an institution divided by the number of teachers in the institution.

- At state level, the STR in government colleges with respect to sanctioned strength of teachers ranged between 60:1 and 62:1 during 2014-19 as against the prescribed STR of 20:1.
- Further, the State Government did not even recruit teachers in government colleges up to their sanctioned strength resulting in average 31.15 *per cent* posts of teachers lying vacant (ranged between 23.78 *per cent* and 37.93 *per cent*) during 2014-19. This resulted in an adverse STR of 88:01 (ranged between 80:1 and 96:1) on average at the state level.

The State Government stated (August 2020) that procedure for recruitment of Assistant Professor is under process and advertisement for recruitment of 920 Assistant Professor had been published in November 2020 by Rajasthan Public Service Commission.

(b) Student Teacher Ratio in the test checked HEIs in 2018-19

The position of STR in UG and PG programs in Arts, Science and Commerce stream in 2018-19 in test checked universities, government colleges and private colleges are depicted in **Chart 3.4, 3.5 and 3.6** respectively.

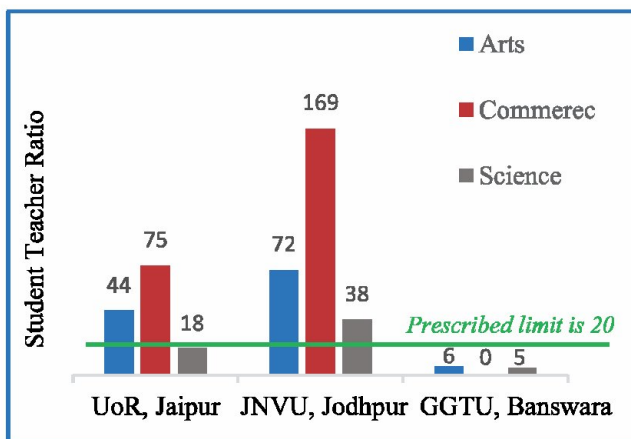
It can be seen that:

(i) In test checked universities:

- STR in all streams in JNVU, Jodhpur and in Arts and Commerce stream in UoR Jaipur in 2018-19 was higher than the prescribed limit of 20:1.

UoR, Jaipur stated (January 2021) that action would be taken for seeking permission from State Government for recruitment of teachers on vacant posts.

Chart 3.4: STR of Universities



- In GGTU, Banswara though STR was within the prescribed limit, but full time teachers were not posted in the university during 2018-19. Shortage of regular qualified teaching staff seems to have adversely impacted the quality of higher education being provided to the students as out of 37 students who appeared in final year examination in 2018-19, none of the students passed with first division and only 12 (32 *per cent*) students passed with second division.

The State Government sanctioned 30 posts of teaching staff during 2012 but due to non-framing of recruitment rules by the university, it could not

recruit regular teaching staff as of October 2020. GGTU, Banswara accepted the facts.

(ii) In test checked colleges:

Chart 3.5: STR of Government colleges

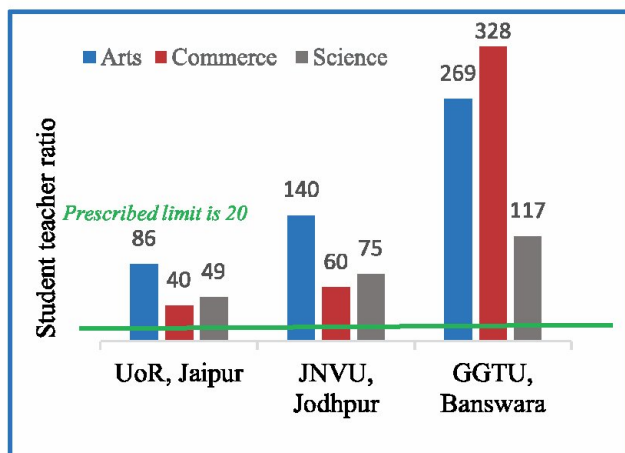
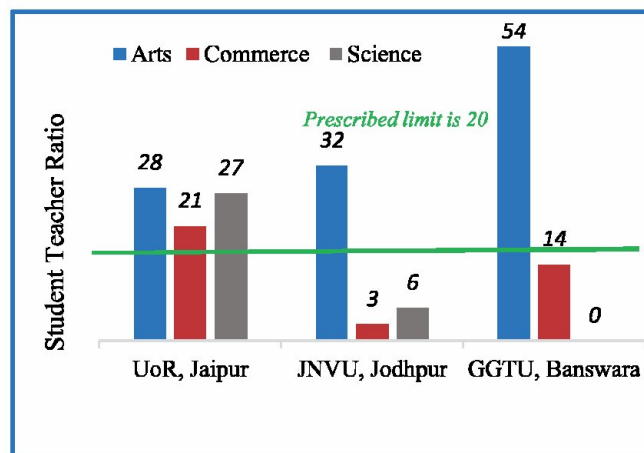


Chart 3.6: STR of Private colleges



- **Chart 3.5** shows that the STR was higher than the prescribed limit in all three streams of test checked government colleges during 2018-19 particularly in government colleges affiliated with GGTU, Banswara. Further, it was also observed that in three government colleges⁴⁰ affiliated with GGTU, Banswara though 528 students were enrolled in different classes during 2015-19, no faculty was available during 2018-19. Similarly, **Chart 3.6** shows that STR was higher than prescribed limit in all streams in test checked private colleges affiliated with UoR, Jaipur and in Arts stream in test checked private colleges affiliated with both JNVU, Jodhpur and GGTU, Banswara.

As already discussed in **Paragraph 2.2** of chapter II, the fact that less than a quarter of the students passed with first division/above B⁺ grade during 2018-19 is indicative of the adverse effect on quality of teaching on account of insufficient faculty. Since faculty are the primary medium of imparting instructions in HEIs, their shortage would have hampered the development of students and arrested their employability potential, putting a question mark on their success in future.

(B) Availability of teachers with minimum prescribed qualifications

Paragraph 3.4.4 of UGC (Affiliation of Colleges by University) Regulations, 2009 prescribes that the number of teaching posts, qualification of teaching staff and their recruitment/promotion procedure shall be as prescribed by UGC and condition of the services shall be in accordance with the Statutes/Ordinance/Regulation of the University/state Government/UGC.

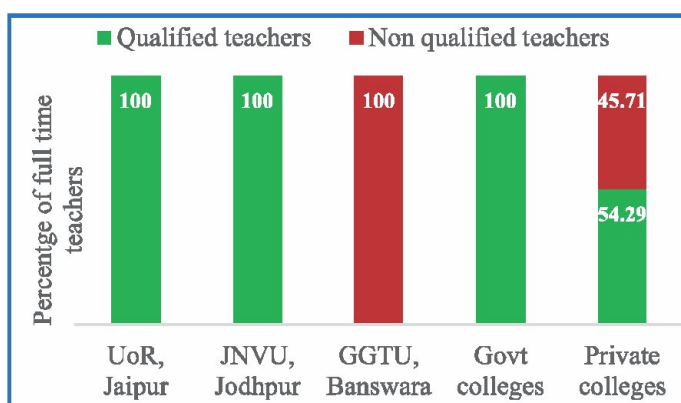
40 Haridev Joshi Government Girls College, Banswara: no faculty was available for Commerce students since 2015-16; Bhogi Lal Pandya Govt. College, Dungarpur: no faculty was available for Commerce Students in 2018-19 and MBD Govt. College, Kushalgarh: no faculty was available for Science stream in 2018-19.

In this context, Handbook of UoR, Jaipur and Ordinance issued (September 2011) by JNVU, Jodhpur prescribes the minimum qualification for teachers as Master's degree with minimum 55 *per cent* marks and clearing National Eligibility Test (NET).

The position of full-time teachers having minimum qualification in test checked HEIs during 2018-19 is depicted in **Chart 3.7** below:

Chart 3.7: Full time teachers having minimum qualification

It can be seen that no full time teacher was posted in GGTU, Banswara and 45.71 *per cent* teachers⁴¹ in test checked private colleges did not possess prescribed NET qualification. Commissionerate



College Education stated (August 2020) that qualification of teachers posted in nine selected private colleges affiliated with JNVU, Jodhpur are being checked. UoR, Jaipur stated (January 2021) that affiliated colleges would be instructed to ensure availability of teachers possessing prescribed qualification.

Thus, private colleges did not comply with UGC norms regarding basic qualification requirement in private colleges. This not only adversely impacted the quality of teaching being imparted in these colleges but also raises questions about the diligence of universities regarding procedure of inspection of affiliated colleges.

(C) Full time teachers with PhD

Scrutiny of information provided by the selected HEIs revealed the following:

- (i) **Universities and constituent colleges:** On an average 47 *per cent* (ranging from 43 *per cent* to 51 *per cent*) full time teachers had completed PhD in UoR, Jaipur and two selected constituent colleges during 2014-19. Though, JNVU, Jodhpur did not maintain such data during 2014-17, on an average 91 *per cent* of full-time teachers had completed PhD in the university and one constituent college during 2017-19. No full-time teacher was posted in GGTU, Banswara during 2014-19.

41 41 *per cent* teachers in 12 out of 16 test checked private colleges affiliated with UoR, Jaipur, 44 *per cent* teachers in two out of nine private colleges affiliated with JNVU, Jodhpur and 73 *per cent* teachers in all five private colleges affiliated with GGTU, Banswara.

(ii) Test checked government and private colleges:

- Only 12 test checked government colleges affiliated with JNVU, Jodhpur provided details for the entire period of 2014-19, according to which on an average 67.48 *per cent* full time teachers had completed PhD. Remaining 24 test checked government colleges affiliated with UoR, Jaipur and GGTU, Banswara provided such information for the year 2018-19 only which showed that 65.39 *per cent* full time teachers had completed PhD.
- Similarly, only nine test checked private colleges affiliated with JNVU, Jodhpur provided details for the entire period of 2014-19 according to which on an average 40.68 *per cent* full time teachers had completed PhD. Remaining 21 test checked private colleges affiliated with UoR, Jaipur and GGTU, Banswara provided such information for the year 2018-19 only which showed that 30.45 *per cent* full time teachers had completed PhD.

(D) Full time teachers who received awards, recognition, fellowships

Faculty motivation is crucial to improve academic quality. Scrutiny of information provided by the selected HEIs revealed the following.

- (i) Universities and constituent colleges:** Only 14 *per cent* (32 out of average 234 teachers) full time teachers in selected 11 departments of UoR, Jaipur and two constituent colleges, 16 *per cent* (25 out of average 154 teachers) full time teachers in selected 11 departments of JNVU, Jodhpur and one constituent college have received awards, recognition, fellowships at state, national, international level from government and recognized bodies during 2014-19.
- (ii) Test checked government and private colleges:** Only one full time teacher in one⁴² out of 36 test checked government colleges received one award from State Government during 2014-19. None of the full-time teachers in 30 test checked private colleges received awards, recognition, fellowships at state, national, international level from Government, recognized bodies during 2014-19.

Thus, the fact that the work of very few teachers was acknowledged through awards, recognition etc., in test checked colleges indicates that the environment in which the faculty worked was not motivating enough to deliver high standards of teaching.

(E) Teachers provided with financial support to attend conferences/workshops

Scrutiny of information provided by the selected HEIs revealed the following:

42 Affiliated with GGTU, Banswara

(i) **Universities and constituent colleges:** None of the teachers were provided financial support to attend conferences/workshops and membership fee of professional bodies in any of the three test checked universities and three constituent colleges during 2014-19.

(ii) **Test checked government and private colleges:** Audit found that 29 out of 36 test checked government colleges affiliated with UoR, Jaipur and JNVU, Jodhpur did not maintain such information while none of the teachers was provided financial support to attend conferences/workshops in remaining seven test checked government colleges affiliated with GGTU, Banswara during 2014-19. None of the teachers was provided such financial support in 30 test checked private colleges during 2014-19.

Thus, it can be concluded that none of the test checked HEIs made efforts towards continuous professional development of teachers by encouraging faculty to attend conference/workshops.

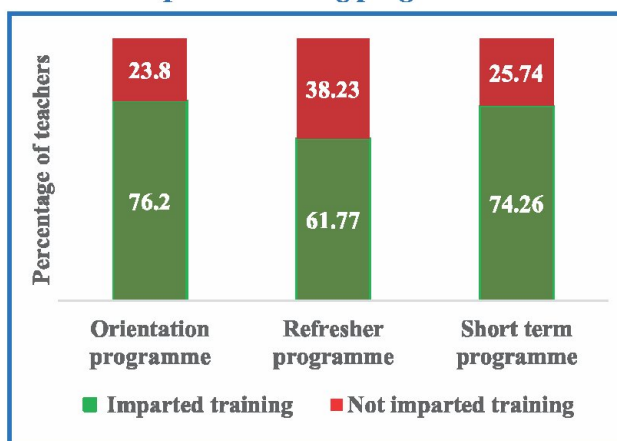
3.1.2.4 Professional Development Training of faculty

Paragraph 7.1.3 of Report on 'Inclusive and Qualitative Expansion of Higher Education' issued under Twelfth FYP states that faculty development initiatives could include areas like entry level orientation, curriculum development, teaching and learning, research and innovation, engagement with social concerns and leadership development. Customized faculty development programmes may also be introduced on a large scale.

Further, as per NAAC Manual, teachers need to take initiative to learn and keep themselves abreast with the latest development, to improve, continuous improvement in their work and strive for individual and institutional excellence.

(A) State level status

Chart 3.8: Percentage of teachers who took part in training programmes



Commissioner, College Education conducts professional development programmes viz. orientation program, refresher course and short term course for teachers posted in government colleges in the State. It was observed that 1,789 (67.77 per cent) against target of 2,640 teachers of government

colleges attended professional development programmes during 2014-19. The

programmes wise position of teachers' imparted training in such programmes during 2014-19 is given in **Chart 3.8**.

(B) At test checked HEIs level

Scrutiny of information provided by the selected HEIs revealed the following:

(i) Universities and constituent colleges:

- On an average 14 *per cent* teachers (75 out of 524 teachers) attended professional development programmes in UoR, Jaipur and two constituent colleges every year during 2014-19. No regular teacher was appointed in GGTU, Banswara, hence, no teacher attended professional development programmes.
- JNVU, Jodhpur did not maintain consolidated data of teachers who attended professional development programmes. As a result, Audit had to collect such information from selected 11 departments and one constituent college. The information revealed that on average only three *per cent* teachers attended such programmes during 2014-19.

For UoR, Jaipur, the State Government in its reply (August 2020) stated that less teachers attended trainings due to restrictions set by university on number of participants while absence of teachers in these programmes was due to other reasons.

(ii) Test checked government and private colleges:

- On an average 6.17 *per cent* teachers (41 out of 664) from 29 out of the 36 test checked government colleges attended professional development programmes every year during 2014-19.
- On an average 13.27 *per cent* teachers (41 out of 309) from two out of the 30 test checked private college attended professional development programmes every year during 2014-19.

3.1.2.5 Robust examination and evaluation system

The effectiveness of examination system of a HEI depends on regularity in conducting examinations, quality of questions and how well it actually tests the programme specific outcomes and course outcomes. A high quality evaluation system contributes towards enhancing the competence of students.

(A) Mechanism of setting of question papers:

The details of selection of question papers setter and examiners were not provided by any of the test checked universities though called for. In the absence

of which audit could not verify whether the norms/procedures⁴³ prescribed by the universities for setting up of question papers were followed.

GGTU, Banswara accepted the facts. JNVU, Jodhpur stated (June 2020) that every year class wise, subject wise and paper wise paper setter and examiners are appointed by an Examination Committee from a panel of examiners duly approved by Department Council and keeping in view the norms approved by the Academic Council in August 1983. However, the university did not provide details of paper setter and examiners appointed during previous years due to which audit could not verify statement of the university. As discussed in **sub para 3.1.2.5 (F) (b)** below, marks of average 96 *per cent* of the students who applied for revaluation were changed during 2017-19 which indicated operational and monitoring inadequacy in appointment of examiners and evaluation of answer books.

(B) Quality of questions in the examinations

Major policy documents dealing with higher education have highlighted that examination reforms are considered as one of the key aspects of overall academic reforms for improving the quality of higher education. Questions and assignments which form a part of the examination and evaluation system currently being followed in higher education systems largely promote rote learning rather than assessing overall competence of the student.

Through extensive consultations with higher education experts, audit identified certain important characteristics of good quality examination papers including less repetition of previous years' questions. Audit findings related to these aspects are discussed below:

- **Questions of previous years examinations repeated in the current year**

With the aim of assessing the extent to which examination papers were encouraging rote learning, Audit compared question papers of final year examination of UG and PG programmes⁴⁴ of 2019 and identified those questions which were also asked in question papers of last 10 years (in case of GGTU, Banswara, only last two years).

43 In UoR, Jaipur and GGTU, Banswara, question paper setters were to be selected from a panel of teachers constituted under each BoS and from a committee consisting of one Convener of BoS, one member nominated by the Vice Chancellor and Dean/Faculty of relevant programme respectively. In JNVU, Jodhpur, as per decision of Academic Council (August 1983) not more than 50 *per cent* of paper setters and examiners should be located in Jodhpur and 100 *per cent* paper setters and examiners for UG examinations should not be located beyond 1000 km from Jodhpur with in Rajasthan. Teaching experience of paper setters for PG/UG programmes should be not less than 7/5 years.

44 Selected 11 departments in UoR, Jaipur and JNVU, Jodhpur.

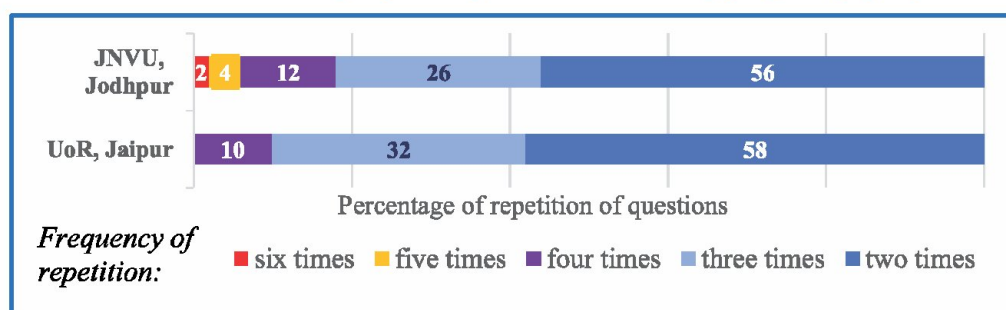
Audit compared previous years' question papers⁴⁵ of available 10 question papers of seven subjects of seven selected departments in UoR, Jaipur, 14 question papers of 10 subjects of 10 selected departments in JNVU, Jodhpur with questions papers of 2019. The results of comparison are summarised in **Table 3.5** below.

Table 3.5: Questions repeated in question papers of 2019 which have been included in previous years question papers

Name of university	Number of subjects of which question papers have been compared	Number of question papers examined	Total number of questions included in 2019 in these question papers	No. of questions repeated in 2019 which have been included in previous years question papers (in per cent)	No. of questions repeated in 2019 which have been included in previous three years' question papers (in per cent)
UoR, Jaipur	7	10	224	98 (43.75%)	53 (23.66%)
JNVU, Jodhpur	10	14	350	111 (31.71%)	64 (18.29%)
GGTU, Banswara	9	67	1,804	231 (12.80%)	-

Further, percentage of questions repeated was upto four times in UoR, Jaipur (out of 98 questions) and upto six times in JNVU, Jodhpur (out of 111 questions) as depicted in **Chart 3.9** below:

Chart 3.9: Relative share of repeated questions on basis of frequency of repetition



It can be seen that substantial percentage of questions were repeated three to six times in UoR, Jaipur (42 *per cent*) and JNVU, Jodhpur (44 *per cent*). Further, 46 *per cent* questions were repeated only in Sociology, Chemistry and Zoology in UoR, Jaipur and 43 *per cent* questions were repeated only in Sociology, Political Science and Economics in JNVU, Jodhpur. Interestingly, in GGTU, Banswara, seven questions in six question papers were asked twice in the same papers of 2019. GGTU, Banswara accepted the facts.

UoR, Jaipur stated (January 2021) that syllabus and copies of previous years' question papers are sent to teachers for preparation of current year's question

⁴⁵ Audit collected commonly available previous years' question paper bank (UoR, Jaipur for six years and JNVU, Jodhpur for 10 years) of selected 11 departments from local markets as they were not provided by the concerned university.

paper. Teachers prepared question papers accordingly and efforts were made to avoid repetition of questions. The university has only explained the procedure of preparation of question papers. It did not elaborate upon the corrective action that it would take to avoid frequent repetition of questions.

Thus, repetition of questions and not using innovative methods indicate that the focus is still predominantly on rote learning.

(C) Status of automation of Examination wing/section

Scrutiny of information provided by three test checked universities regarding status of automation of examination wing revealed that in JNVU, Jodhpur and GGTU, Banswara all work related to examination such as receipt of examination forms, correction in examination forms, issue of admission cards, declaration of examination results, issue of mark-sheets, receipt of application forms for revaluation and declaration of result thereof are fully computerized.

However, UoR, Jaipur intimated that examination wing is partially automated. Activities such as sending of question papers, issue of mark-sheets/degree, payments to examiners and verification of examination documents are being carried out through non-automated mode.

(D) Delays in declaration of examination results

Timely declaration of results is extremely important, especially for graduating students as many of their post-study opportunities such as employment, further studies, enrolment in competitive exams etc., are dependent upon their performance in the examinations. Any delay in declaration has the potential to adversely impact the future of such students.

In the meeting (05 May 2015) of all Vice Chancellors of state Universities chaired by the Hon'ble Chancellor it was decided that results of all regular examinations should be declared by 07 July of each year and results of revaluation should be declared within one month from date of application for revaluation. Further, amended Ordinance 157-A of Hand Book of the UoR Jaipur also reiterated that result of revaluation should be declared within 30 days from date of application for revaluation.

Scrutiny of information provided by three test checked universities revealed that:

- (i) UoR, Jaipur:** Though the university did not prepare any annual schedule of dates of declaration of results of examination it claimed that results of examination were declared without any delay during 2014-19. However, it was observed from website of university that results of PG exam were

declared⁴⁶ with delays of two to four months from July of each year during 2016-19.

Further, the results of revaluation were declared by the university with a delay⁴⁷ ranging from 27 days to 116 days beyond one month from receipt of application during 2017-19 (details given [Appendix 3.2](#)).

UoR, Jaipur stated (January 2021) that due to unavoidable reasons results were declared with delay in some cases and efforts would be taken to avoid such delays.

- (ii) **JNVU, Jodhpur:** The university prepared an academic calendar mentioning dates of examinations and declaration of results every year, it declared results of UG examination during 2014-19 with a delay⁴⁸ ranging from six days to 34 days beyond due dates.
- (iii) **GGTU, Banswara:** The university declared results of examination within the dates prescribed⁴⁹ in examination schedule during 2017-19.

(E) Student Attendance norms for appearance in examinations

In the meeting (5 May 2015) of all Vice Chancellors of State Universities it was decided that adherence of 75 *per cent* attendance norms should be ensured.

Scrutiny of information provided by the three test checked universities revealed the following:

- (i) **UoR, Jaipur:** Hand Book Part-II (Vol-II) of UoR, Jaipur also reiterated that minimum 75 *per cent* attendance is required in each subject (theory and practical) for appearing in the examination.

Scrutiny of attendance registers of 1,477 students enrolled in Chemistry, Physics and Economics departments of UoR (selected classes) and its two constituent colleges for the period 2017-20 revealed that only 26 students (1.76 *per cent*) out of 1,477 students attended prescribed minimum 75 *per cent* classes as per details given in **Table 3.6** below.

46 Results of examination of PG programmes 2016 were declared upto November 2016, results of 2017 upto October 2017, results of 2018 upto September 2018 and results of 2019 upto September 2019.

47 Delay in declaration of results of revaluation have been calculated from date of declaration of examination results by allowing 15 days for filling of application form and 30 days for revaluation of answer sheets.

48 Results were declared with delay of six days beyond prescribed date of 30.06.2015 in 2014-15, delay of 15 days beyond 30.06.2016 in 2015-16, delay of 24 days beyond 10.06.2017 in 2016-17, delay of 34 days beyond 25.05.2018 in 2017-18 and delay of 29 days beyond 25.05.2019 in 2018-19.

49 Results of 2017-18 were declared during 01 May to 20 July 2018 against expected dates of declaration during 10 May to 31 July 2018 and results of 2018-19 were declared during 01 May to 27 June 2019 against expected dates of declaration during 1 May to 30 June 2019.

Table 3.6: Number of students in UoR who did not attend minimum prescribed classes

Year	Classes conducted	Minimum requirement for exams (75 % attendance)	Students whose attendance was checked	No. of students who did not attend minimum classes
2017-18	921	683	609	588 (96.55%)
2018-19	861	642	693	690 (99.57%)
2019-20	227	170	175	173 (98.86%)
Total	2,009	1,495	1,477	1,451 (98.24%)

UoR, Jaipur stated (January 2021) that as per ordinance of the University, minimum 75 *per cent* attendance was compulsory to appear in the examination and these norms were being followed. In case any department provided information in this regard, appropriate action will be taken. However, the university did not intimate whether these 1,477 students were allowed to appear in the examination or not.

(ii) JNVU, Jodhpur: As per Ordinance 78-A of Hand Book of JNVU Jodhpur, all regular candidates in the faculties of Arts, Education & Social Sciences and Commerce should have attended at least 70 *per cent* of the lectures delivered and the tutorials held taken together as well as practical and sessional from the date of her/his admission.

To assess the compliance to attendance norms, Audit requested the university to provide attendance registers. Scrutiny of attendance register of MA (Hindi) Semester-III for the year 2017-18 (made available by the university) revealed that attendance of all 48 students was more than 75 *per cent*.

(iii) GGTU, Banswara: The University informed that all students were meeting the minimum 75 *per cent* of the norms of attendance required for appearing in examinations.

(F) Evaluation and Revaluation process:

Revaluation in an examination system refers to the rechecking of the answer sheets on the request of the students who believe that the result they obtained is not commensurate with their own expectations.

(a) Centralised Evaluation Norms:

In the meeting (5 May 2015) of all Vice Chancellors of State universities it was decided that centralised evaluation method should be followed in all state universities excluding technical & agriculture universities. Further, maximum 50 answer books should be given to each teacher (maximum 5 hours duty) for evaluation.

In this regard it was observed that:

Centralised evaluation is being done only for UG final year examination in UoR,

Jaipur due to non-availability of adequate examiners. JNVU, Jodhpur and GGTU, Banswara did not adopt centralised evaluation method and answer books of the examination were being delivered to examiners in a non-centralised manner for evaluation.

(b) Revaluation of Answer Books

In UoR, Jaipur, as per hand book of the university, revaluation of answer books shall be permissible in not more than 25 *per cent* of the theory papers in which a candidate actually appeared at an examination. Further, on the request of affiliated private colleges, number of papers to be revaluated were relaxed from 25 *per cent* to 50 *per cent* for 2017 only.

In JNVU, Jodhpur, as per rules, revaluation of answer books shall be permissible in not more than 50 *per cent* of the theory papers subject to a maximum of three papers where total number of papers is six and a maximum of four papers where total number of papers is more than six.

As per information provided by test checked universities, the details regarding revaluation of answer books in UoR, Jaipur and JNVU, Jodhpur during 2016-19 and in GGTU, Banswara during 2017-19, are given in **Table 3.7** below.

Table 3.7: Position of revaluation of answer books

Name of University	Program Type	Number of students appeared for examination			Number of students applied for revaluation			Students whose marks changed after revaluation			Students whose results changed post revaluation (fail to pass)		
		2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
UoR, Jaipur	UG	4,48,789	5,36,319	4,39,133	46,475	94,058	63,855	12,885	22,973	15,294	7,174	12,705	8,927
	PG	NA	1,36,017	1,08,510	NA	13,615	8,525	NA	4,007	2,508	NA	669	458
	Total	4,48,789	6,72,336	5,47,643	46,475 (10%)	1,07,673 (16%)	72,380 (13%)	12,885 (28%)	26,980 (25%)	17,802 (25%)	7174 (15%)	13,374 (12%)	9,385 (13%)
JNVU, Jodhpur	UG	128129	128943	125957	16926	17088	20145	16091	16406	19258	NA	NA	NA
	PG	17601	12768	12429	2329	1409	1794	2184	1345	1766	NA	NA	NA
	Total	1,45,730	1,41,711	1,38,386	19,255 (13%)	18,497 (13%)	21,939 (16%)	18,275 (95%)	17,751 (96%)	21,024 (96%)	NA	NA	NA
GGTU, Banswara	UG	-	33,205	61935	-	998	3142	-	641	2064	-	161	249
	PG	-	4,110	6654	-	404	487	-	333	370	-	41	18
	Total	-	37,315	68,589	-	1,402 (4%)	3,629 (5%)	-	974 (69%)	2,434 (67%)	-	202 (21%)	267 (11%)

Source: As per information provided by concerned university) NA- Not available

It can be seen that marks of average 26 *per cent* students (ranging from 25 *per cent* to 28 *per cent*) in UoR, Jaipur, average 96 *per cent* students (ranging from 95 *per cent* to 96 *per cent*) in JNVU, Jodhpur and average 68 *per cent* students (ranging from 67 *per cent* to 69 *per cent*) in GGTU, Banswara who applied for revaluation, were changed after revaluation.

Thus, high percentage of changes in the answer books during revaluation, especially when it leads to change of result from fail to pass, suggests that the

evaluation systems followed by three test checked universities particularly in JNVU, Jodhpur and GGTU, Banswara are not adequate and effective and there is need to revamp the entire evaluation system.

Student Survey Results: In response to student satisfaction survey question "Are you satisfied with the examinations and evaluation process with reference to reassessment/re-evaluation practices in your institution?" approximately 27 per cent students stated that they were dissatisfied/Partially satisfied and 73 per cent students stated that they were highly satisfied/satisfied.

3.2 Contribution to Society by creating new knowledge through effective Research

Research capacities⁵⁰ need to be consciously developed in the colleges. Colleges and their teachers should be encouraged and supported in taking up research including generation of innovative teaching-learning material. Multi-disciplinary mission mode research and innovation programmes should be evolved in association with arts, humanities and social sciences which should directly benefit the society at all levels and contribute to economic development.

In this section, audit findings and results of aspects related to research projects and extension activities in the test checked HEIs are discussed. Further, results of selected four indicators (three related research activities and one related to extension activities) are also being discussed. These indicators have been taken from the key indicators used by NAAC during assessment and accreditation process of HEIs.

3.2.1 Issues related to Research Activities

3.2.1.1 Performance of universities based on outcome indicators

Audit assessed performance of three test checked universities in effective research activities through following three outcomes indicators on the basis of NAAC benchmarks. The information is provided in **Table 3.8** below (Details of indicators are given at Sl. Nos. 22 to 24 in **Appendix-1.1**), Audit findings in respect of these indicators are discussed in the succeeding paragraphs.

⁵⁰ As per paragraph 7.1 of Report on 'Inclusive and Qualitative Expansion of Higher Education' issued under Twelfth FYP.

Table 3.8: Performance of test checked universities with respect to indicators

Sl. No.	Outcomes indicators	NAAC benchmark for maximum four marks	Performance of the test checked universities with reference to NAAC benchmarks (marks ⁵¹ obtained)				
			UoR, Jaipur		JNVU, Jodhpur		GGTU, Banswara
			University level	Selected 11 departments	University level	Selected 11 departments	
1.	Number of patents awarded to the institution during 2014-19	20 and above	0	Not applicable	0	Not applicable	0
2.	Number of research papers per teacher in the journals notified on UGC website during 2014-19	10 and more	Could not comment	1	Could not comment	1	0
3.	Number of teachers awarded international fellowship for advanced studies/research during 2014-19	40% and above	Could not comment	0	Could not comment	0	0

3.2.1.2 Volume of research grant, research projects undertaken and patents awarded to test checked HEIs

Paragraphs 7.1 and 7.1.19 (a) of Report on ‘Inclusive and Qualitative Expansion of Higher Education’ issued under the Twelfth FYP states that adequate funding and initiatives/schemes need to be developed for research activities in HEIs.

As per UGC guidelines the major base of researchers in science and technology remains with the universities and colleges and NAAC manual also envisages that the institutions have responsibility to enable faculty to undertake research projects useful to society.

Information provided by test checked HEIs revealed that they receive research grants only from government sources such as UGC, Department of Science & Technology (DST), Department of Bio-Technology (DBT) and GoR etc., under various projects. The position of receipt of research grants from government sources, research activities under taken and research outcomes during 2014-19 in test checked HEIs is given in **Table 3.9** below:

51 Marks have been allotted by Audit as per university's performance on selected indicators and comparing it with benchmarks derived by analysing scoring pattern of universities accredited by NAAC (Appendix 1.3)

Table 3.9: Position of receipt of research grants from government sources and research outcomes

Name of HEIs	Grants received from Govt sources	Utilization of grants	Number of research projects undertaken	Number of research projects completed	(₹ in crore)	
					Number of patents awarded	Number of consultancies given by the university
UoR, Jaipur	96.98	84.34 (86.97%)	87	34	0	0
JNVU, Jodhpur	1.23	0.77 (62.60%)	14	0	0	0
GGTU, Banswara	0	0	0	0	0	0
Government colleges (10 out of 36)	0.60	0.34 (56.67%)	14	13	0	0
Private colleges (1 out of 30)	0.65	0.37 (56.92%)	25	25	0	0
Total	99.46	85.82 (86.29%)	140	72	0	0

Source: Information provided by concerned universities

It can be seen that:

- The research activities in JNVU, Jodhpur and UoR, Jaipur were not carried out satisfactorily as none of the 14 research projects in JNVU, Jodhpur and 39 *per cent* research projects were completed in UoR, Jaipur. It was further observed that in UoR, Jaipur total grants worth ₹184.05 crore was approved to the university for undertaking these 87 research projects but due to non-utilization of grants/non-submission of utilization certificates of grants by the university it could receive ₹96.98 crore. Thus, the university not only failed to fully utilize the grants received but was also deprived of remaining grants of ₹ 87.07 crore. Details of some instances in which grants were not utilized fully have been discussed in **Paragraph 3.2.1.5 (C)**.
- Further, though 51 *per cent* projects were completed in test checked HEIs during 2014-19, no patent was awarded to these HEIs and no consultancy was given by these HEIs. UoR, Jaipur accepted (January 2021) the facts.

3.2.1.3 Teachers' contributions to research in HEIs

(A) Number of research papers published per teacher

The strategic framework of Twelfth FYP seeks to bring excellence in higher education by building synergies between teaching and research to promote excellence in both. Research acumen in an institution is an evolving feature

reflecting various research output with clear rewards such as doctoral, post-doctoral, project inventions and discoveries, number of patents obtained and number of research publications.

Further, the NAAC during accreditation of an institution allots scores for number of research papers per teacher published in UGC notified Journals and number of books and chapters in edited volumes/books published per teacher.

The details of number of research papers published in UGC notified Journals and number of books and chapters published in edited volumes/books in test checked HEIs during 2014-19 is given in **Table 3.10** below:

Table 3.10: Number of research papers published and number of books and chapters in edited volumes/books published

Name of HEIs	Average number of full time teachers during 2014-19	No. of teachers, who were given seed money for research during 2014-19	Papers published in UGC notified journals during 2014-19		Books & chapters in edited volumes/published and papers in national/international conference proceedings	
			Total number of papers published	Number of paper published per teacher	Total number of Books & chapters in edited volumes/ published	Number of Books & chapters in edited volumes/ published per teacher
1	2	3	4	5 (col 4/col 2)	6	7 (col 6/col 2)
UoR, Jaipur	234	0	806	3.44	298	1.27
JNVU, Jodhpur	154	0	417	2.71	30	0.19
GGTU, Banswara	0	0	0	0	0	0
Government colleges	665	30	255	0.38	474	0.71
Private colleges	309	0	0	0	0	0

Source: Information provided by concerned university

It can be seen that:

- On an average 0.38 to 3.44 papers per teacher were published in UGC notified Journals and 0.71 to 1.27 books & chapters in edited volumes/books and papers in national/ international conference proceedings per teacher were published in UoR, Jaipur; JNVU, Jodhpur and 36 test checked government colleges. No research papers were published in UGC notified Journals, no books and chapters were published in edited volumes/books and no papers were published in national/international conference proceedings in all 30 test checked private colleges during 2014-19.
- No seed money was provided to any teachers of all test checked universities while it was provided to 30 teachers only of test checked government colleges.

(B) Number of teachers awarded international fellowship

- (i) Universities and constituent colleges:** None of the 388 full time teachers posted in UoR, Jaipur and JNVU, Jodhpur were awarded international fellowship for advanced studies/research during 2014-19.
- (ii) Test checked government and private colleges:** None of the 29 test checked government colleges affiliated with UoR, Jaipur and JNVU, Jodhpur maintained such information, while no teacher posted in seven test checked government colleges affiliated with GGTU, Banswara was awarded international fellowship for advanced studies/research during 2014-19. Further, none of the teachers posted in 30 test checked private colleges was awarded international fellowship for advanced studies/research during 2014-19.

3.2.1.4 Delay in evaluation/examination of thesis of PhD Students in UoR, Jaipur

As per modified Ordinance 124 (10.15) of Hand book of UoR, the entire process of PhD thesis should be completed within a period of six months from the date of submission of thesis.

Audit observed that 72 thesis submitted by PhD students were pending for evaluation/examination with the examiners since 2007 to 2019, of these 11 thesis were pending for evaluation/examination for more than five years, 18 were pending for three to five years and 43 were pending for one to three years as of March 2019. The reasons for pendency mainly included not deciding the dates for viva-voce (40 cases), not sending the panels (nine cases), not sending the report (four cases) by the supervisors, etc. UoR, Jaipur stated (January 2021) that efforts would be taken in accordance with University Ordinance.

Such delays point toward a serious systemic problem plaguing UoR, Jaipur which not only undermines the research efforts of all those involved but more crucially, stalls the progress of students involved in these academic endeavors.

3.2.1.5 Other findings relating to research projects

(A) Non-adherence of minimum standards for appointing Research Supervisors in GGTU, Banswara

As per UGC norms (May 2016) a Research Supervisor should be a regular Professor of the university/college concerned with at least five research publications in referred journals or a regular Associate/Assistant Professor of the university/college concerned with a PhD degree and at least two research publications in referred journals. External faculty should not be appointed as Research Supervisors. Further, there shall be a Research Advisory Committee or an equivalent body in the university to review the research proposal and finalize research topics, to guide the research scholar in developing study design and methodology of research and to review periodically and assist in the progress of the research work of the research scholar.

Scrutiny of records of GGTU, Banswara revealed that the university registered 230 Research Scholars under 72 Research Supervisors in 2018-19. 30 (41.67 *per cent*) out of 72 Research Supervisors were appointed from retired teachers and private institutions. They were not regular teachers of the university/ its affiliated government colleges. Though remaining 42 Research Supervisors were appointed from teachers of government colleges, details of their research publications in referred journals were not provided to Audit, due to which their eligibility for being appointed as Research Supervisors as per UGC norms could not be ascertained.

Further, the university did not establish a Research Advisory Committee or any other equivalent body for review of the research work and to suggest corrective measures. The university also failed to maintain the records of research scholars under each supervisor. GGTU, Banswara accepted the facts.

(B) Non completion of “Start Up Research Projects”

UGC sanctioned “Start Up” grant of ₹ 36 lakh for research projects⁵² to six newly recruited Assistant Professors in Science department of JNVU, Jodhpur in 2014-15. The research projects were to be completed within three years.

Audit observed that all six projects were not completed as of January 2020 even after lapse of 22 months from the stipulated period of their completion. Moreover, due to non-submission of UCs for utilization of grants to UGC for all six projects, Audit could not ensure how much grants were utilized for the intended purposes. Further, due to non-completion of projects, intended objectives of the research could not be achieved. Reasons for non-completion of ‘start up research projects’ though called for (February 2020) were not provided by the university.

(C) Failure to avail research grants by the UoR, Jaipur

Audit scrutinized 22 research projects in UoR, Jaipur in which research grants of ₹ 61.76 crore was sanctioned by different government sources⁵³ during 2014-19. Of these the sanctioning authorities released initial grant of ₹ 15.58 crore to the university and as per sanction letters subsequent instalment of grants were to be released on submission of UCs of the initial grants.

52 Studies on Development and Validation of Novel Electrochemical Sensors for Monitoring and Determination of Heavy Metals in Industrial Effluents; Molecular Characterization and in vitro studies of *Cordia myxa* of Arid and Semi-Arid Region of Rajasthan; Synthesis of lead based Silicate material and study of their structural, electric, thermal and magnetic properties; Detection and elimination of Fluoride and Nitrate from drinking water of Barmer district; Molecular characterization and micro morphological studies on selected edible Cucurbits of Rajasthan and Structure –Reactivity Correlation in some Electron Transfer Reactions.

53 UGC under (UGC- Special Assistance Program), Department of Science & Technology (DST) under (Promotion of University Research and Scientific Excellence and Sophisticated Analytical Instrument Facilities) and Department of Bio-Technology (DBT) under (Interdisciplinary Program of Life Sciences)

Audit observed that out of ₹15.58 crore, the university could utilize only ₹11.23 crore on research projects ([Appendix 3.3](#)) and it also did not submit related UCs to the sanctioning authorities due to which further grants were not released. Thus, the university not only missed the opportunity of availing further grants of ₹ 46.18 crore but the research projects were also not completed. When enquired (October 2020), UoR, Jaipur did not provide information regarding number of research scholars who were deprived of research activities due to non-availing of these grants.

Further, in one case, Department of Science & Technology (DST) released ₹ two crore to the university for purchase of instruments under the Sophisticated Analytical Instrument Facilities programme. The university could not purchase the required equipment within the prescribed period of 2013-18 and had to return the entire grant of ₹ two crore to DST. Director, UGC Infonet Center (UoR) replied that the equipment could not be purchased due to non-creation of web-portal and non-constitution of Facility Management Committee till 2016, however, the centre did not inform the specific reasons for not purchasing the equipment even after the Facility Management Committee was constituted in September 2017.

UoR, Jaipur while accepting the facts stated (January 2021) that effort would be made to utilize sanctioned grants with in time in future.

3.2.2 Extension activities in collaboration with industry, community etc., and student participation

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities and social inequity and in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both.

In order to assess the extent to which industry has been consulted or has provided sponsorship and funding, in a collaborative environment, the efforts made by test checked universities in conducting extension and outreach programmes conducted in collaboration with industry, community and NGOs (NCC/NSS/Red Cross etc.) and number of students participating in these activities have been scrutinized.

Scrutiny of information provided in this regard by the test checked three universities and 36 government colleges revealed the following:

(i) Universities and constituent colleges:

- Two extension and outreach programmes (National Service Scheme⁵⁴ and National Cadet Corps⁵⁵) were conducted in two departments (Chemistry

54 National Service Scheme (NSS) is an Indian Government-Sponsored Public Service program conducted by the Ministry of Youth Affairs and Sports of the Government of India. Popularly known as NSS.

55 National Cadet Corps is the Military cadet corps of India that provides basic military training to the students of schools and colleges. It comprises Army, Navy and Air Force.

and Geography) and one selected constituent college of UoR, Jaipur in 2018-19 in which only 1.04 *per cent* students (111 out of 10,654 students) participated.

- JNVU, Jodhpur and one constituent college conducted two extension and outreach programmes (NSS and NCC) during 2014-19 in which on average eight *per cent* students participated. JNVU, Jodhpur accepted the facts.
- GGTU, Banswara did not conduct any such programme during 2014-19.

(ii) Test checked government colleges:

12 test checked government colleges affiliated with JNVU, Jodhpur did not provide information regarding number of extension activities conducted by them. Whereas nine out of 17 government colleges affiliated with UoR, Jaipur informed that on an average 29 extension activities were conducted during 2014-19 in which average 2,188 out of 44,488 students participated every year. While no extension activity was conducted in seven test checked colleges affiliated with GGTU, Banswara during 2014-19.

(iii) Evaluation through indicators (Sl. No 9 of Appendix 1.1):

NAAC in its accreditation and assessment process gives weightage to participation of students in extension activities. Hence, as per NAAC benchmarks, JNVU, Jodhpur and GGTU, Banswara were not eligible for award of marks. Due to non-availability of complete information of UoR, Jaipur audit could not comment on their performance with respect to this indicator.

Summing up and recommendations

Feedback from stakeholders such as industrialists, entrepreneurs, students were not obtained in UoR, Jaipur and JNVU, Jodhpur during designing/revision of curriculum of general degree programmes. GGTU, Banswara did not revise curriculum/syllabus of any programmes since its establishment in 2012 upto 2019 despite clear mandate of Twelfth FYP. ICT teaching tools were sparingly used by the teachers. Availability of proper faculty was insufficient as GoR did not recruit the required number of teachers in government colleges which resulted in Student Teacher Ratio being as high as average 88:1, more than four times than its prescribed limit of 20:1. 45.71 per cent of the teachers did not possess the prescribed NET qualification in 19 out of 30 test checked private affiliated colleges. Efforts towards professional development of teachers was also insufficient. Centralised evaluation system was completely lacking in JNVU and GGTU and partially developed in UoR, Jaipur. Alarming, marks of 96 per cent of students in JNVU, Jodhpur, 68 per cent of students in GGTU, Banswara and 26 per cent of students in UoR, Jaipur who applied for revaluation were changed during 2017-19. UoR, Jaipur could complete only 39 per cent research projects during 2014-19. In JNVU, Jodhpur, none of the 14 research projects could be completed even after utilising 62.60 per cent of research grants. Further, no patent could be awarded despite completion of 72 research projects in test checked HEIs. Also, 72 thesis submitted by PhD

students during 2007 to 2019 were found pending with Supervisors for evaluation/examination in UoR, Jaipur.

Recommendations:

1. The universities should:

- a. Revise/design curriculum timely considering the need of industry, local/national market.*
- b. Universities should endeavor to improve the learning process by implementing Choice Based Credit system and semester system in all the programmes and encourage continuous evaluation of students through term papers, internship, projects and weekly assignments so that employability of students is enhanced. This would also be in line with the New Education Policy which promotes multi-disciplinary education.*
- c. Introduce centralized evaluation system of answer books so as to avoid operational and monitoring inadequacies.*
- d. Ensure that all the research projects are conducted with due quality and are completed in timely manner to extend significant gains to the society.*

2. To keep pace with technological advancement and innovations in delivery of education, the HEIs should encourage teachers to use ICT teaching tools.

3. Universities should ensure that all the teachers employed in private colleges possess the minimum qualification prescribed by regulatory bodies. The State Government may also consider to develop online monitoring mechanism on availability of qualified teachers in private colleges.

4. The State Government and universities should conduct relevant professional development programmes for the teachers regularly and should ensure that all the eligible teachers are provided training in these programmes.

Chapter - IV
Access and Equity in
Higher Education

Chapter - IV

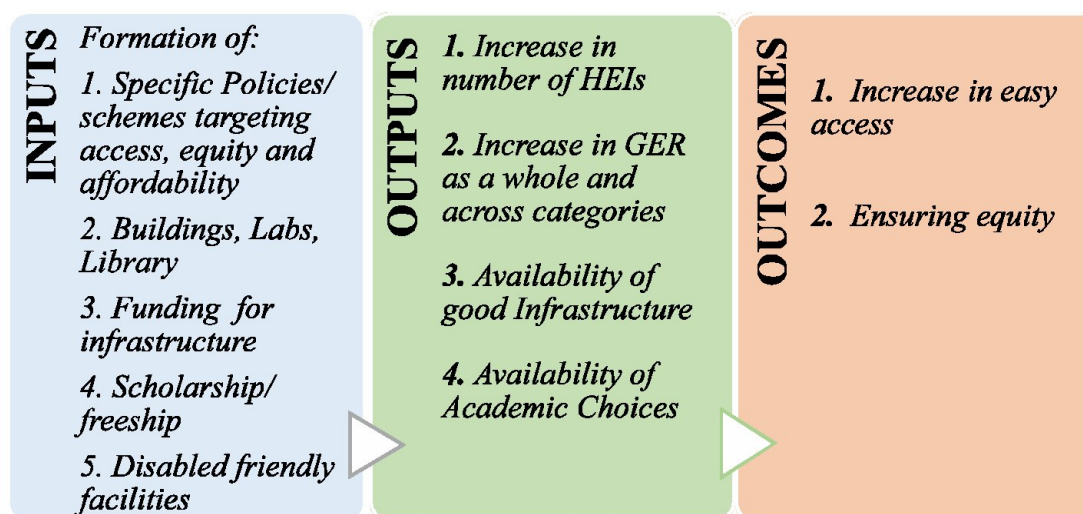
Access and Equity in Higher Education

Access to and equity in higher education have been widely regarded as the basic and key responsibilities of any government. Creating a high-quality higher education system which is easily accessible to all sections of society is thus one of the main higher education outcomes that a government seeks to achieve. Access to higher education has been defined as availability of sufficient number of institutions across the serviced region to adequately fulfil the demand from that region. Equity means equal opportunity to all sections of the society to participate in higher education.

In order to assess the performance of HEIs and GoR towards achieving the goal of creating a high-quality higher education system which is easily accessible to all sections of society, the following audit objective was framed.

Audit Objective 3: Whether Equitable Access to Quality Higher Education was ensured for all.

The equity and access related outcomes and their relationship with the contributing factors can be understood from the representation below.



A number of crucial steps such as specific policies and schemes targeted towards easy access, broad based equity and affordability have to be taken by the government as well as the HEIs concerned to ensure achievement of these outcomes. Moreover, scholarships/freeships and disabled friendly facilities must be ensured especially for the benefit of socio-economically backward and the disadvantaged sections of the society. This would lead towards a planned and equitable increase in the number of HEIs across the concerned region and

encourage higher enrolments thus increasing GER across different regions and societal categories.

In paragraphs 4.2.3 (i) and 4.3.2.2 (i) UoR, Jaipur and JNVU, Jodhpur did not provide consolidated and complete information for all their departments. In the absence of complete information, Audit collected such information from selected 11 departments⁵⁶ of universities concerned.

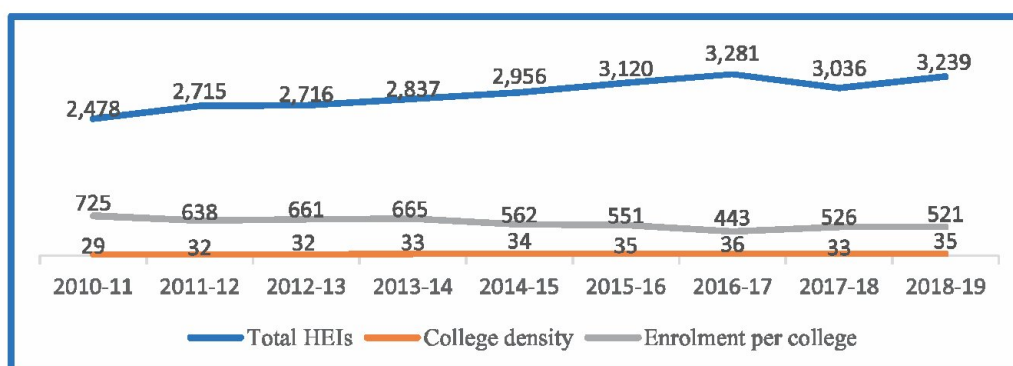
4.1 Easy Access to Higher Education

Twelfth FYP stated that focus should be given towards achieving higher access through expansion by consolidation and better utilization of the existing infrastructure, upgradation of the infrastructure and creation of new institutions primarily to meet the objective of regional equity. Moreover, GoI's output outcomes frameworks⁵⁷ and GoR's Outcome Budgets⁵⁸ over the last few years have also laid emphasis on increasing access to higher education through establishment of new HEIs and increasing the capacities of existing HEIs. In this section easy access to higher education in Rajasthan with regards to number of HEIs, regional accessibility, availability of academic choices and Gross Enrolment Ratio as a whole as well as across categories is being discussed.

4.1.1 Number of HEIs in Rajasthan

According to All India Survey on Higher Education (AISHE) Reports prepared by MHRD, the number of all types of HEIs⁵⁹, college density (colleges per lakh population) and average enrolment per college in Rajasthan during 2010-19 is shown in **Chart 4.1** below:

Chart 4.1: Availability of HEIs in Rajasthan



⁵⁶ Chemistry, Zoology, Physics, Accountancy & Business Statistics, Business Administration, Hindi, English, Sociology, Political Science, Geography and Economics

⁵⁷ Under Grant No 58 of GoI's output outcomes framework 2017-18 onwards.

⁵⁸ Grants are being provided under budget head 4202 for construction of college buildings.

⁵⁹ State public universities, state private universities, deemed universities, institutes of national importance, Government colleges, private colleges etc.

It can be seen that number of HEIs⁶⁰ increased by 30.71 *per cent* from 2,478 to 3,239 and college density increased by 20.69 *per cent* from 29 to 35 colleges per lakh population during 2010-11 to 2018-19.

4.1.1.1 Policies for establishment of new HEIs

Twelfth FYP envisaged the use of geographical mapping of HEIs to identify habitations and settlements lacking HEIs.

It was observed that GoR did not have a specific policy for opening of government colleges in rural, urban, tribal and unserved areas. It did not have a policy for geographical mapping of HEIs in the State nor did it conduct any geographical mapping to identify number of habitations that lack higher education facilities and accordingly assess total requirement of HEIs in the state.

4.1.1.2 Distribution of HEIs in Rajasthan's Education Blocks

Scrutiny of records of Commissionerate (College Education) revealed that there were 289 education blocks in Rajasthan of which 12 blocks (4.15 *per cent*) had neither government nor private colleges, 89 blocks (30.80 *per cent*) did not have any government college and 238 blocks (82.35 *per cent*) did not have any girls' government college upto 2018-19.

The State Government stated (August 2020) that policy for opening of new government college in college-less blocks was framed in December 2019 and accordingly, new government colleges at college-less blocks would be opened in phased manner by considering its population, demand for opening of college and for increasing the gross enrolment average of the state.

4.1.2 Regional Accessibility

The Twelfth FYP (2012-17) states that the regional imbalances in the distribution of institutions should be corrected.

Audit assessed the status of accessibility to higher education in Rajasthan by comparing availability of HEIs in urban versus rural areas, and across different geographical regions (northern, eastern, western i.e. desert area, and southern i.e. tribal area)

4.1.2.1 Accessibility in urban and rural areas

Audit observed that urban and rural area wise distribution of private colleges were neither available in AISHE reports nor with Commissioner, College Education. Further, it was also informed that the latter did not have complete information about urban/rural area wise distribution of general degree private

60 Universities increased by 93.02 *per cent* and colleges increased by 29.61 *per cent*

colleges. Hence, due to limited availability of information, audit analysis was limited to urban/rural area wise distribution of general degree government colleges during 2014-19.

Urban/rural area wise distribution of general degree government colleges *vis a vis* projected population⁶¹ of persons of age group 18-23 years in Rajasthan on the basis of census 2011 during 2014-19 is given in **Table 4.1** below:

Table 4.1: Urban/rural area wise distribution of government colleges

Year	Number of general degree government colleges			Projected Population (age group 18-23 years, as per census 2011)	
	Total colleges	Colleges in urban area (%)	Colleges in rural area (%)	Urban area (%)	Rural area (%)
2014-15	175	74.86	25.14	24.89	75.11
2015-16	180	71.67	28.33	24.57	75.43
2016-17	192	69.79	30.21	23.92	76.08
2017-18	209	66.99	33.01	23.34	76.66
2018-19	237	62.87	37.13	22.80	77.20

Sources: Information provided by Commissioner, College Education and download from site of Office of the Registrar General & Census Commissioner of India

It can be observed that though number of government colleges increased from 175 in 2014-15 to 237 in 2018-19, the urban/rural area wise distribution of these colleges was not in accordance with proportion of population residing in these areas. During 2014-19, only 25.14 *per cent* to 37.13 *per cent* government colleges were available in rural areas for providing higher education to 75.11 *per cent* to 77.20 *per cent* population of age group 18-23 years.

The State Government stated (August 2020) that for better access to higher education in rural and urban areas, new government colleges at college-less blocks would be opened in phased manner.

4.1.2.2 Accessibility in different geographical areas of the State

Physical/geographical aspects of a region also impact the ease of access to higher education, region wise availability of government and private colleges providing higher education in general streams by distributing these colleges⁶² in eastern region (nine districts), western region (six districts), northern region

61 As per Single Year Age Data (C-13 Table) table downloaded from website of Ministry of Home affairs, Office of the Registrar General & Census Commissioner of India

62 Name of districts clubbed in **Eastern area**- Ajmer, Alwar, Bharatpur, Dausa, Dholpur, Karauli, Jaipur, Swaimadhopur and Tonk; **Western area**- Barmer, Jaisalmer, Jalore, Jodhpur, Pali and Sirohi; **Northern area**- Bikaner, Churu, Hanumangarh, Jhunjhunu, Nagaur, Sikar and Sri Ganganagar; **Southern area**- Banswara, Baran, Bhilwara, Bundi, Chittorgarh, Dungarpur, Jhalawar, Kota, Pratapgarh, Rajsamand and Udaipur.

(seven districts) and southern region (11 districts). Region wise availability of government and private colleges during 2014-19 is given in **Table 4.2** below:

Table 4.2: Region wise availability of colleges

Geographical area	Number of Government colleges		Number of private colleges		Number of total colleges		Population in 2018-19 in lakh (%)
	2014 -15 (%)	2018 - 19 (%)	2014 - 15 (%)	2018- 19 (%)	2014 - 15 (%)	2018 -19 (%)	
Eastern region	61 (34.86)	74 (31.22)	555 (41.05)	612 (40.16)	616 (40.34)	686 (38.96)	30.47 (33.25)
Western region	27 (15.43)	44 (18.57)	94 (6.95)	162 (10.63)	121 (7.92)	206 (11.70)	16.36 (17.86)
Northern region	38 (21.71)	48 (20.25)	515 (38.09)	544 (35.69)	553 (36.22)	592 (33.61)	22.13 (24.15)
Southern region	49 (28.00)	71 (29.96)	188 (13.91)	206 (13.52)	237 (15.52)	277 (15.73)	22.67 (24.74)
Total	175	237	1352	1524	1527	1761	91.63

Source: Information provided by Commissioner, College Education.

It can be seen that percentage of general degree colleges decreased from 40.34 to 38.96 *per cent* in eastern region and 36.22 to 33.61 *per cent* in northern region, while it increased from 7.92 to 11.70 *per cent* in western region and 15.52 to 15.73 *per cent* in southern region during 2014-19.

Further, during 2018-19, population of age group 18-23 years were almost equal in 7 districts of northern region (22.13 lakh) and in 11 districts of southern region (22.67 lakh), but number of colleges in northern region (592 colleges) was more than twice that of southern region (277 colleges). This indicates that region wise distribution of general degree colleges in the State was not proportionate. The State Government did not furnish reply in this regard.

4.1.2.3 Accessibility to different Academic Choices

Twelfth FYP advocates for correcting the disciplinary imbalances in the distribution of institutions. Scrutiny of information revealed that the Commissioner, College Education did not have details of stream wise number of private colleges in the state. In the absence of such data, Audit analysed only number of colleges, availability of seats in first year and enrolment of students in Arts, Science and Commerce streams in general degree government colleges during 2014-19 as given in **Table 4.3** below

Table 4.3: Availability of different academic choices in government colleges

Year	Total no. of govt. colleges	Art stream			Science stream			Commerce stream		
		No. of colleges (%)	% seats available	% enrolment	No. of colleges (%)	% seats available	% enrolment	No. of colleges (%)	% seats available	% enrolment
2014-15	175	161 (92.00)	64.67	67.05	100 (57.14)	17.69	16.25	108 (61.71)	17.64	16.70
2015-16	180	170 (94.44)	65.02	67.57	100 (55.55)	17.52	17.14	111 (61.66)	17.46	15.29
2016-17	192	182 (94.79)	65.75	67.83	103 (53.64)	16.91	17.80	112 (58.33)	17.34	14.37
2017-18	209	190 (90.90)	64.86	68.42	112 (53.58)	17.95	18.18	114 (54.54)	17.19	13.40
2018-19	237	223 (94.09)	66.22	69.96	115 (48.52)	17.53	17.97	114 (48.10)	16.25	12.07

Source: As per data provided by Commissionerate College Education

The following observations can be made on this data:

- Proportionate availability of colleges having Science and Commerce streams were decreasing continuously while number of colleges having Arts stream was increasing continuously.
- Availability of seats in both, Science and Commerce streams decreased while it increased in Arts stream.
- Enrolment of students in Arts stream was more than double the enrolment of students in the Science and Commerce streams during 2014-19.

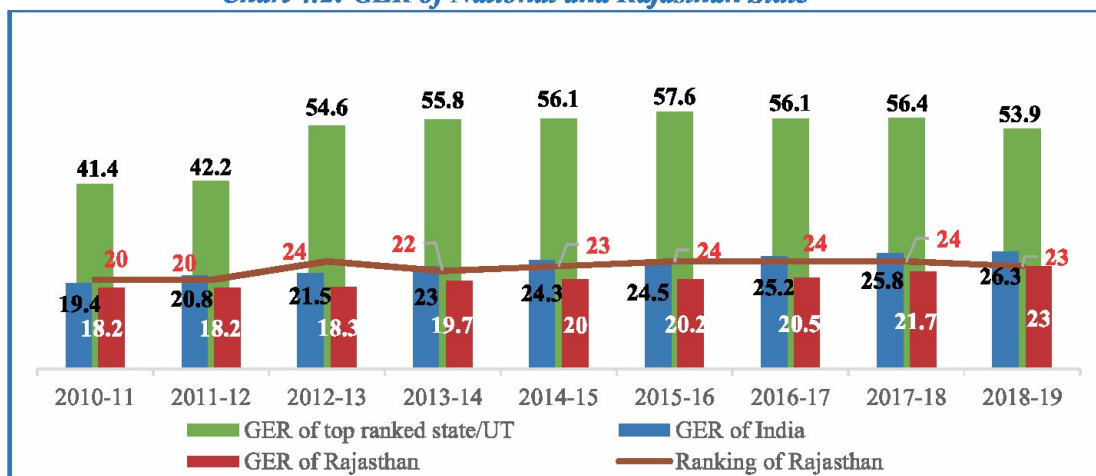
Thus, the failure of the State to provide academic choices proportionately across all the streams seems to have impacted the stream specific enrolment trends during 2014-19, highlighting the lack of academic choices available to prospective students.

4.2 Gross Enrolment Ratio

Ministry of Human Resource Development (MHRD), GoI aims to expand the Gross Enrolment Ratio⁶³ (GER) in higher education from 15 *per cent* in 2011-12 to 21 *per cent* by 2016-17 and further to 30 *per cent* by the year 2020. In State Higher Education Plan (2015-22) targets were fixed to increase GER in higher education to 26 by year 2019 and to 32 *per cent* by year 2022.

In this regard audit observed that GoR did not maintain an independent database regarding GER and enrolment of students in all HEIs and it was dependent on data published in AISHE reports. The GER of Rajasthan as well as all India and ranking of Rajasthan in higher education for the period 2010-19 are given in **Chart 4.2** below:

Chart 4.2: GER of National and Rajasthan State



It can be observed that:

⁶³ Gross Enrolment Ratio is total enrolment in higher education, regardless of age, expressed as a percentage to the eligible official population (18-23 years) in a given year.

- Though GER of Rajasthan exhibits an increasing trend but it has consistently been lower than national GER during 2010-19. Significantly, ranking of Rajasthan in terms of GER amongst 36 states/Union Territories went down from 20th place in 2010-11 to 23rd place in 2018-19.
- Further, as per AISHE reports 2018-19, Rajasthan is at fourth position in terms of number of colleges (3,156 colleges) and at eighth position in terms of college density⁶⁴ (35 colleges per lakh population) amongst 36 states/UTs in 2018-19. Data of district-wise distribution of colleges⁶⁵ shows that four districts (12.12 *per cent*) had more than 200 colleges each while 14 districts (42.42 *per cent*) had less than 50 colleges each. Thus, comparatively low GER of Rajasthan even though having higher number of colleges and college density could be explained by the skewed availability of colleges across different regions/districts and low enrolment.

The State Government stated (August 2020) that GER is not calculated by Commissionerate, College Education because it is responsible only for general education while GER is calculated for all higher education enrolments i.e. engineering, medical, polytechnic, general education, etc. Further, GoR is dependent on AISHE Reports published annually by MHRD for the GER data. The reply should be viewed in light of the fact that for better planning, the State Government should obtain disaggregated regional/district-wise GER data.

4.2.1 GER of disadvantaged groups

Twelfth FYP envisages that a targeted approach focusing on Scheduled Caste (SC) and Scheduled Tribes (ST) dominated regions and convergence of various equity schemes in a composite manner to address the educational needs of the disadvantaged sections including the Other Backward Classes (OBCs) would be critical to enhance their inclusion in the mainstream of higher education. Further, as per paragraph 2.2.2 (a) of Report on 'Inclusive and Qualitative Expansion in Higher Education', issued under Twelfth FYP, the aim is complete elimination of gap between men and women in access to higher education.

Category wise GER is the most common metric used to assess the improvement in enrolments of vulnerable sections and the effectiveness of measures targeted towards such improvement. Audit observed that data with respect to GER of OBCs, minorities and disabled categories is neither available in AISHE Reports nor maintained by GoR. In the absence of complete data, Audit could only analyse data of GER of SC/ST categories and gender parity index⁶⁶ for All India and Rajasthan for the period 2014-19 as detailed in **Table 4.4** below:

64 Number of colleges per lakh population.

65 10-19 colleges in 2 districts, 20-49 in 12 districts, 50-99 in eight districts, 100-199 in seven districts, 200-299 in three districts and 500-999 in one district.

66 It is calculated as the quotient of GER of females by GER of males enrolled in higher education institutions.

Table 4.4: GER of SC and ST category and Gender Parity Index

Year	GER of SC category		GER of ST category		Gender Parity Index	
	All India	Rajasthan	All India	Rajasthan	All India	Rajasthan
2014-15	19.1	14.7	13.7	15.8	0.92	0.82
2015-16	19.9	15.2	14.2	15.2	0.92	0.85
2016-17	21.1	16.1	15.4	17.9	0.94	0.89
2017-18	21.8	17.2	15.9	18.5	0.97	0.91
2018-19	23.0	20.0	17.2	21.3	1.00	1.00

Source: As per AISHE reports

- It can be seen that during 2014-19, though GER of SC category of Rajasthan increased but it was still less than All India average in all the years. GER of ST category of Rajasthan increased and it was more than All India average in all the years indicating a positive trend.
- Gender parity index of all categories of Rajasthan increased and matched the All India average. Scrutiny of AISHE reports further revealed that gender parity index of SC and ST categories increased from 0.77 to 0.93 and 0.76 to 0.92 respectively during 2014-19.

Good practice: Increasing trend in overall gender parity index and of SC and ST category may be due to State Government's interventions for easy access, such as waiving off of tuition fee for girls' students, and distributing two-wheeler (scooty) to girl students under 'Meritorious Girls Students Scooty Distribution Scheme', and 'Devnarain Girls Students Scooty Distribution Scheme'.

4.2.2 Institutional mechanisms to assist disadvantaged groups

Report on 'Inclusive and Qualitative Expansion in Higher Education' issued under Twelfth FYP, emphasis on monitoring of performance with respect to improving equity at the institutional level. Eleventh FYP had initiated establishment of SC/ST Cell for students belonging to SC and ST categories and Twelfth FYP envisaged constitution of Community Education Development Cell⁶⁷ (CEDC) for monitoring the intake of students, performance, capacity building efforts etc., of students of all deprived social groups including minorities mandatorily in all recognized institutions. Scrutiny of information revealed the following:

(i) Test checked universities:

- UoR, Jaipur constituted SC/ST Cell but selected constituent colleges did not constitute the SC/ST Cell separately. CEDC Cell was not constituted

⁶⁷ As per Report on 'Inclusive and Qualitative Expansion in Higher Education' issued under Twelfth FYP, CEDC should monitor the intake of students, performance, capacity building efforts, along with intake in faculty and administrative staff from deprived social groups, including minorities

both in the University and constituent colleges during 2014-19. Details regarding activities conducted by SC/ST Cell were not provided by the University. The university stated (January 2021) that action would be taken in this regard.

- JNVU, Jodhpur and constituent college constituted the SC/ST Cell. It organized a seminar and two short terms courses each year during 2014-18 to generate awareness among students of SC/ST/OBC/ Minority communities about equal opportunities available and about their fundamental rights. However, CEDC was not constituted.
- GGTU, Banswara did not constitute SC/ST Cell or CEDC in the university.

(ii) Test checked government colleges:

SC/ST Cell was constituted in 23 (63.88 *per cent*) out of 36 test checked government colleges but CEDC was not constituted in none of the test checked government colleges.

4.2.3 Gender equity promotional programmes and gender sensitive facilities

Often considered as the largest disadvantaged section of our society, upliftment of women in general and enhancing gender equity in higher education in particular has been the foremost concern. An HEI's initiative in terms of the number of gender equity promotional programmes (on sexual harassment and violence against women, women's rights and access to criminal justice, legal awareness about women related laws etc.) organized and gender sensitivity facilities (safety and security, counselling and common room etc.) provided are assessed. In this regard Audit observed that:

(i) In test checked universities:

- UoR, Jaipur including selected two constituent colleges did not organize gender equity promotional programmes during 2014-19. The constituent colleges intimated that being exclusively girls/boys' colleges they were not required to conduct such programmes. The replies of constituent colleges are not acceptable as awareness and knowledge raised through gender equity and sensitivity programmes like women's right and access to criminal justice are not limited in their scope only to the time spent by students in HEIs. These programmes are expected to play an important role in sensitizing students, both boys and girls, about gender issues prevalent in society and how they could respond to them through their interactions with society in general. UoR, Jaipur stated (January 2021) that corrective action would be taken in this regard in future and effort would be taken to organize gender promotional programmes giving equal importance to both boys and girls students.

- JNVU, Jodhpur and constituent college organized 30 such programmes in which 363 teachers and students participated during 2014-19. However, GGTU, Banswara did not organize such programmes during 2014-19.

(ii) **Test checked government colleges:** In 20 (55.56 per cent) out of 36 test checked government colleges on an average 27 gender equity promotional programmes⁶⁸ were organized in which on an average 3,312 students participated during 2014-19.

Good practice: Govind Guru Government College, Banswara organized gender equity promotional programmes for four consecutive years during 2015-19.

4.3 Affordability

Affordability is an important enabler for equitable and easy access to higher education. Regulated fee structure, comparable fees in government and private colleges, attractive student loan schemes and ample opportunities for availing scholarships/free-ships are some of the factors that contribute towards making higher education affordable. Scrutiny of information and replies received from GoR as well as test checked HEIs revealed the following:

4.3.1 Uniformity in fee structure

As per UGC (Affiliation of Colleges by University) Regulation, 2009 fees to be charged from each student should be approved by the affiliating university. Further, UoR in para 33 of University statute reiterated that in every college the fees charged shall be approved by the University.

(i) Audit observed that in spite of specific provision given in UGC Regulation 2009, the three test checked universities did not approve fees structure for its affiliated private colleges. Fees structure was decided by all the 30 test checked private affiliated colleges on their own.

Also, GoR did not regulate fee structure for private colleges as well as government colleges. On being asked about regulation of fees, Commissioner, College Education informed (November 2020) that finalisation of norms for deciding uniform fee structure for government colleges was under process as of October 2020.

(ii) Scrutiny of course-wise annual fee charged by 66 test checked affiliated government colleges and private colleges during 2018-19 revealed that 36

⁶⁸ Beti Bachao Beti Padhao, Self-defence skill programme, Anaemia and malnutrition programme, Workshop on sexual Assaults, Precious daughter Programme and Workshop of fashion designing.

government colleges and 30 private colleges charged annual fees⁶⁹ ranging from ₹ 649 to ₹ 5,000 and ₹ 5,000 to ₹ 45,000 respectively during 2018-19. Thus, in the absence of mechanism for monitoring the fee structure, private colleges charged significantly higher fees as compared to government colleges.

As already discussed in *Paragraph 4.1.1.2*, since 89 blocks did not have government colleges, students would have been compelled to take admission in expensive private colleges or travelled long distances.

The State Government stated (August 2020) that determination of uniform fee structure for private colleges is a policy decision and the State Government has not constituted a regulatory body for this purpose. UoR, Jaipur stated (January 2021) that as per Hand Book of university, private colleges should not charge more than 50 *per cent* of fee being charged by government colleges from students and prior permission of the university was required if more fees was to be charged. The fact remains that in spite of explicit provision mentioned in the hand book, UoR, Jaipur did not take action against colleges that did not follow the prescribed rules.

4.3.2 Scholarship/freeship

Scholarship/freeship⁷⁰ schemes, as a facilitative mechanism, have been widely used by governments not only to encourage meritorious students but also to enhance equity in access to higher education. Report on 'Inclusive and Qualitative Expansion in Higher Education' issued under Twelfth FYP advised that for enhancing participation of SC/ST/Minorities, scholarships and fellowships for students of SC/ST/OBC/Minorities may be enhanced at all levels.

4.3.2.1 At state level

Tuition fees were not charged for girl students studying in government universities and colleges in Rajasthan during 2014-19. Further, Director, College Education had instructed (June 2011) the government colleges that admission fee would not be charged from disabled students for admission in government colleges from Academic Year 2011-12.

69 **Government colleges** fee charged for BA: ₹649 to ₹2,524, B Com: ₹649 to ₹2,524, BSc: ₹649 to ₹2,524, MA: ₹748 to ₹5,000, M Com: ₹748 to ₹2,245 and MSc: ₹779 to ₹1,156; **Private colleges** charged fees for BA: ₹5,000 to ₹40,000, B Com: ₹6,000 to ₹40,000, BSc: ₹10,000 to ₹45,000, MA: ₹7,500 to ₹20,500, M Com: ₹6,000 to ₹20,500 and MSc: ₹20,000 to ₹43,000. Fees charged by government and private from all type of students have been considered.

70 Scholarship means a sum of money or other aid granted to a student, because of merit, need, etc., to pursue his or her studies. Free ship means total education fee is paid by the sponsoring or aiding authority for the period they have approved.

Audit observed that GoR gave scholarship amounting to ₹3,392.79 crore⁷¹ to 33.78 lakh students through Higher Education department, Social Justice & Empowerment department (SJED), Tribal Area Development (TAD) and Department of Minority Affairs during 2014-19. Audit further noticed that for availing scholarship, students applied online to concerned sanctioning department and the latter transferred the scholarship amount directly in bank account of the applicant.

When enquired, number of students eligible for each type of scholarship was not provided by any of the departments. Thus, audit was not able to ascertain the extent to which eligible students were getting benefitted by scholarship at state level and the positive effect such schemes had, if any, in increasing access and equity in higher education.

4.3.2.2 At institution level

Scrutiny of information provided by the selected HEIs revealed the following:

(i) Universities and constituent colleges:

- On an average of 27.39 *per cent* students benefited from scholarships and on average of 0.25 *per cent* students benefited from freeships provided by the government in UoR, Jaipur and two constituent colleges during 2014-19.
- JNVU, Jodhpur and constituent college did not maintain data regarding number of students benefited through scholarships and freeships given by government.
- An average of 78.92 *per cent* students benefited through scholarships in GGTU, Banswara during 2014-19.

(ii) Test checked government and private colleges:

- An average of 40.05 *per cent* (1,35,101 out of 3,37,330) students benefited through scholarships and on an average 32.99 *per cent* (1,11,297 out of 3,37,330) students benefited through freeships by government in 36 test checked government colleges during 2014-19.
- On an average 15.56 *per cent* (8,960 out of 57,598) students benefited through scholarships while no freeships were given in 30 test checked private colleges during 2014-19.

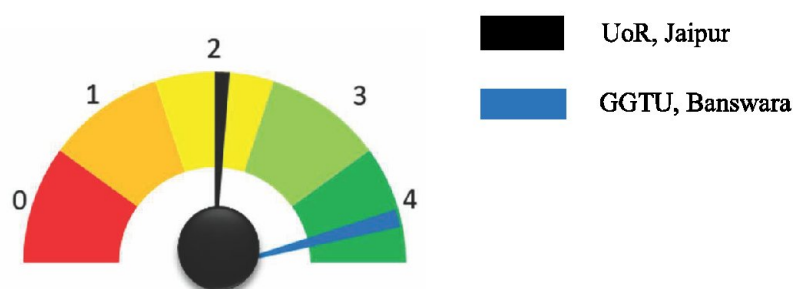
71 Higher Education department: ₹254.68 crore to 4.41 lakh students, SJED: ₹3,034.83 crore to 27.19 lakh, TAD: ₹90.68 crore to 1.98 lakh and Minorities department: ₹12.60 crore to 0.23 lakh students.

(iii) Performance evaluation based on indicators:

To assess performance of test checked universities vis-a-vis number of students benefited through scholarships and freeships, an indicator, *Average percentage of students benefited by scholarships and freeship by the Government during 2014-19* (Sl. No. 25 of *Appendix 1.1*), was evaluated. NAAC awarded maximum marks to an institution where on average 40 per cent and above students benefited through scholarships and freeships in the institution. Hence, as per NAAC benchmarks:

- GGTU, Banswara was eligible for award of maximum marks (four).
- Due to non-availability of complete information for UoR, Jaipur, audit could not comment on their performance, however, based on information received from selected 11 departments, UoR, Jaipur was eligible for award of two marks for this indicator.
- Due to non-maintenance of such data in JNVU, Jodhpur audit could not comment on their performance for this indicator at any level.

Chart 4.3: Performance of selected universities in respect of chosen outcome indicators



4.4 Proper Infrastructure

Buildings, classrooms, laboratories, and equipment are crucial elements of learning environment in universities and colleges. High-quality infrastructure facilitates better instruction, improves access and retention rates of students which in turn improve student outcomes, among other benefits.

4.4.1 Availability of buildings, laboratory, library etc.

Norms that specify the minimum requirement of buildings, laboratory, library etc., for a university were neither made available by the test checked universities nor found in the records, so audit evaluated availability of such infrastructure on the basis of norms fixed for affiliated colleges under the UGC (Affiliation of Colleges by University) Regulation, 2009. The Regulation specifies requirements of buildings (lecture/seminar rooms with a minimum 15 square feet (sqft) per student, library, and laboratories with 20 sqft per student), library with 1000 number of books, fully equipped laboratory etc.

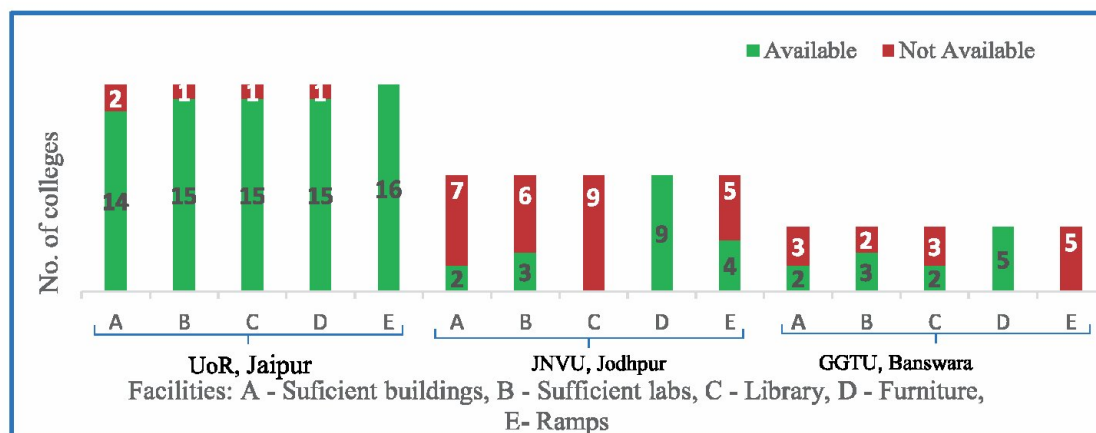
4.4.1.1 Test checked universities

- (i) **UoR, Jaipur:** Sufficient administrative and academic buildings, laboratories and number of books in central library were available and were being maintained in good condition in the university during 2014-19.
- (ii) **JNVU, Jodhpur:** Sufficient administrative and academic buildings, laboratories, central library were available in the university during 2014-19. However, 20⁷² out of 33 posts sanctioned for library were vacant. In spite of availability of ₹26.43 lakh meant exclusively for purchase of books, the university did not purchase 5069 books as required by departments. Library was not fully automated and Radio Frequency Identification (RFID) of books was incomplete and non-functional due to lack of budget. Physical verification of the books was not done during 2014-19. Roofs/ceiling and walls of library room/hall were badly damaged due to seepage of water in rainy season due to which thousands of books were destroyed. JNVU, Jodhpur accepted the facts.
- (iii) **GGTU, Banswara:** The University is operated from rented buildings. Construction of its own building which was scheduled to be completed in February 2019 is still in progress. Due to this, the university was not able to start new courses, centralized evaluation system and other academic works. Library of the university was running in a room of Govind Guru Government College one kilometer away from the university.

4.4.1.2 Affiliated colleges

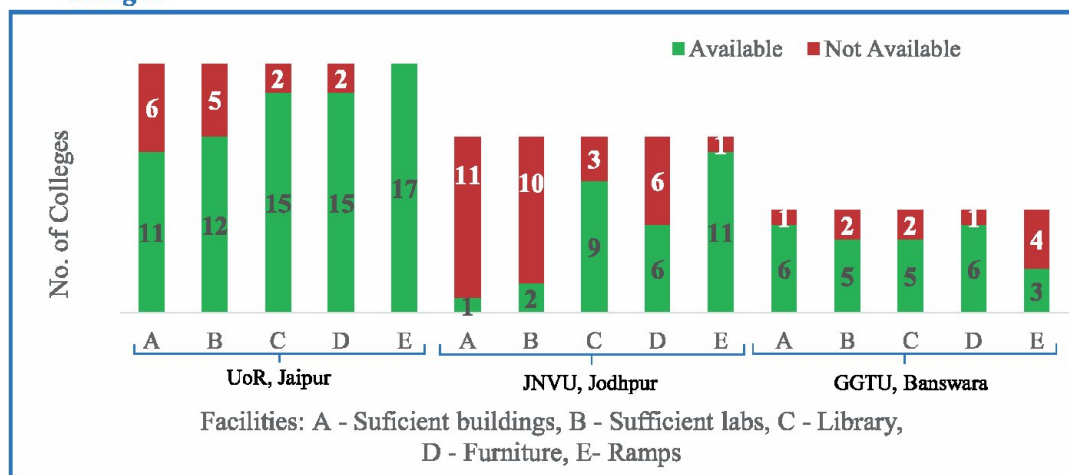
The position of availability of college building, library, laboratory, furniture etc., in 66 test checked colleges of the three selected universities are given in **Charts 4.4 and 4.5**.

Chart 4.4: Availability of physical infrastructure in test checked 30 Private colleges



⁷² One post of Librarian, three post of Assistant Librarian, three posts of Senior Technician Assistant, Two posts of Junior Technician Assistant etc.

Chart 4.5: Availability of physical infrastructure in test checked 36 Government colleges



It can be seen that:

- Out of 30 test checked private colleges, only 18 (60 *per cent*) had sufficient administrative and academic building, 21 (70 *per cent*) had sufficient laboratory facilities, 17 (57 *per cent*) had sufficient libraries, 29 (97 *per cent*) had sufficient furniture. Though ramps were available in 20 test checked private colleges, other disabled friendly facilities⁷³ as prescribed in the Regulations 2009 and Persons with Disability Act 1995 were not available in the 30 test checked private colleges. Further, four⁷⁴ colleges affiliated with JNVU, Jodhpur were being run with schools/ITI college.
- Similarly, out of 36 test checked government colleges, only 18 (50 *per cent*) had sufficient administrative/academic buildings, 19 (53 *per cent*) had sufficient laboratory facilities, 29 (81 *per cent*) had sufficient library facilities, 27 (75 *per cent*) had sufficient furniture. Though ramps were available in 31 test checked government colleges, other disabled friendly facilities⁷⁵ as prescribed in the Regulations 2009 and Persons with Disability Act 1995 were not available in all 36 test checked government colleges. Further, three colleges⁷⁶ were being run in school buildings.

73 Section 46 of Person with Disability Act 1995 read with NAAC manual disabled friendly facilities include lifts, braille software, restrooms, scribes for examinations, special skill development for disabled students.

74 MR Memorial College, Dhorimnna; Bhaskar College, Balotra; Hill Grove Col's College Sumerpur and Rooparam Sevda College, Keru.

75 Section 46 of Person with Disability Act 1995 read with NAAC manual disabled friendly facilities include lifts, braille software, restrooms, scribes for examinations, special skill development for disabled students.

76 Government College, Marwar Junction, Government College, Sumerpur and Government College, Simalwara.

Further, during physical inspection of test checked government colleges followings deficiencies were also noticed:

- ***Government College, Jaipur***

Only 345 chairs in 8 classrooms were available to accommodate 1500 students. Neither separate laboratory rooms nor equipment were installed in the makeshift laboratories of Chemistry, Zoology, Botany and Geography in the college. Five classrooms had been converted to laboratory-cum-classroom.



Photo 1: Physics Laboratory being operated in a classroom



Photo 2: Small size of classroom

- ***Govind Guru Government College, Banswara***

Classes were being conducted in open gallery due to non-availability of sufficient number of classrooms. Regular librarian was not posted in the library since 2009. Roof and ceiling of library building were badly damaged due to seepage of water and storage equipment, books were protected from rain water by plastic sheets. Many valuable old books & literature were found damaged/torn due to storage in bad condition.

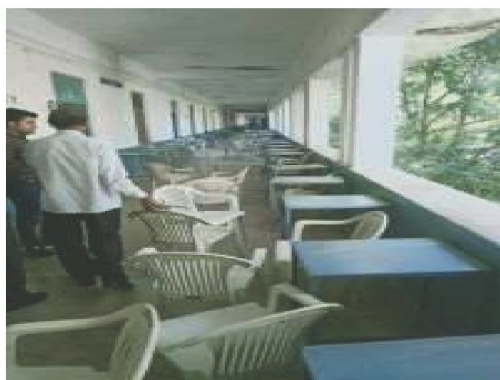


Photo 3: Sitting arrangement in gallery.



Photo 4: Condition of library.

- **Government College, Simahwara**

GoR opened the college for BSc programme in 2017-18 in which 84 to 174 students were enrolled during 2017-19. The government college was operated in only two rooms of a Government Girls school, out of which one room was being used for office purpose and other for storage of furniture.

Classes were conducted in the gallery having a width of seven feet but during physical verification on 19 and 20 November 2019 audit found that classes were not being conducted in the college.



Photo 5: classroom used in storage purpose.

Photo 6: conducting of classes in open gallery

Separate laboratories and library rooms were not available and all lab equipment and books were locked up. Teachers were not posted for Botany, Zoology, Hindi and English subjects since establishment of college (2017-18) till November 2019. 12 out of 13 non-teaching staff posts were vacant since 2017-18.



Photo 7: laboratory Equipment stored in almirah.

Thus, even after completion of two academic years GoR could not provide minimum basic infrastructure facilities like academic and administrative buildings, laboratory, library, etc., and teaching and non-teaching staff in the college.

- **Government College, Banswara**

Sufficient classrooms were not available as there were only 32 classrooms each having an area of 750 sqft to accommodate 7000 students. Some parts of academic building and classrooms were in bad condition (broken windows, damaged roof) with insufficient furniture.

- **Government College, Sumerpur**

GoR started the college in 2015-16 for UG programmes. The college was being run in a school building. Construction of its own building which was scheduled to be completed in July 2019 was under progress. There was no library available in the college and books were stored in four *almirahs* in the staff room and post of librarian was vacant since inception of the college.

In spite of two batches of BSc and BA with Geography having already graduated, laboratories were not available in the college. On being pointed out, the Principal of the college intimated that temporary arrangements were being made in the nearby schools/Colleges. Post of teachers for Sanskrit, History and English subjects and 13 out of 16 non-teaching posts were lying vacant since inception of the college.

- **Student survey result:** In response to student satisfaction survey's question, "Are you satisfied with library, laboratory, toilet and cleanliness available in your campus?" approximately 25 per cent of the students expressed dissatisfaction/partial satisfaction with **library, laboratory, toilets facilities and cleanliness** available in the HEIs.

4.4.2 Funding for infrastructure

Universities receive funds from Central Government, State Government and other agencies for creation of infrastructure. The position of budget allocation for infrastructure and expenditure excluding salary in three test checked universities during 2014-19 is given in **Table 4.5** below.

Table 4.5: Budget allocation on infrastructure and total expenditure excluding salary
(₹ in crore)

Name of university	Year	Expenditure excluding salary (1)	Budget allocation for infrastructure (as % of (1)) (2)	Expenditure incurred on infrastructure (3)
UoR, Jaipur	2014-15	155.00	7.15 (4.61%)	7.22
	2015-16	162.94	6.85 (4.20%)	6.21
	2016-17	174.89	11.80 (6.75%)	12.74
	2017-18	179.80	17.26 (9.60%)	17.58
	2018-19	257.30	5.28 (2.05%)	4.01
Average			5.44%	
JNVU, Jodhpur	2014-15	12.70	0.78 (6.14%)	1.63
	2015-16	10.49	4.02 (38.32%)	3.91
	2016-17	28.08	3.60 (12.82%)	4.03
	2017-18	18.62	7.08 (38.02%)	4.87
	2018-19	22.90	6.78 (29.61%)	6.12
Average			24.98%	
GGTU, Banswara	2014-15	0.00	0.00 (0.00%)	0.00
	2015-16	0.00	0.00 (0.00%)	0.00
	2016-17	0.00	0.00 (0.00%)	0.00
	2017-18	1.58	1.58 (100%)	1.58
	2018-19	3.55	3.55 (100%)	3.55
Average			40%	

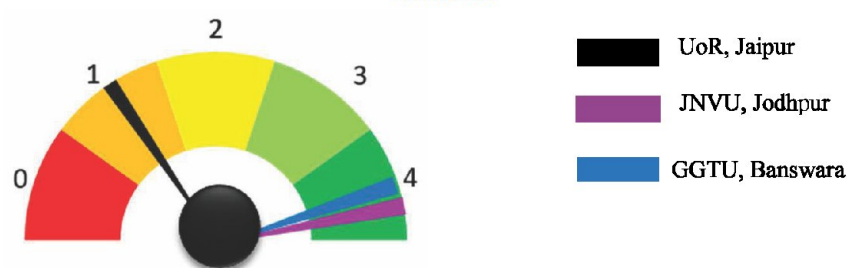
Source: Information provided by concerned universities.

It can be seen that average budget allocation on infrastructure with respect to expenditure excluding salary was on average 5.44 per cent, 24.98 per cent and

40 per cent during 2014-19 in UoR Jaipur, JNVU Jodhpur and GGTU, Banswara respectively.

(i) *Performance evaluation based on indicators*: NAAC for the indicator, *Average percentage of budget allocation, excluding salary for infrastructure augmentation during 2014-19*, awarded maximum score to institutions where on average 20 per cent and above budget allocation excluding salary was for infrastructure augmentation during last five years. Thus, as per NAAC benchmark, JNVU Jodhpur and GGTU Banswara were eligible for award of maximum marks (four) while UoR Jaipur was eligible for only one mark.

Chart 4.6: Performance of selected universities in respect of chosen outcome indicator



4.4.3 *Equipment purchased for research purposes lying idle in UoR, Jaipur*

Scrutiny of records of UoR, Jaipur revealed that seven equipment purchased by the university for research purposes under RUSA/UGC/DST schemes at a cost of ₹ 9.40 crore during 2013 to November 2018 were not utilized since their installation or for a long time as of December 2019.

Further, five out of seven equipment were not utilized in the Chemistry department since installation. Transmission Electron Microscope (TEM) was not utilized since May 2015 and Molecular Beam Epitaxy (MBE) equipment was not utilized since purchase in July 2016.

On being pointed out, the concerned department gave contradictory replies to Audit. In September 2019, they intimated that equipment for Chemistry department were purchased by General Administration Section of the university without its requirement. However, in December 2020, the department intimated Audit that proposals for purchase of the equipment were sent as they were basic requirement for PhD students. Audit found that TEM was not working during last several years as funds for annual maintenance charges were not provided. Director, Center for Converging Technologies (CCT) intimated that MBE could not be operated as its running cost was ₹ one crore per annum and CCT was not in the position to incur such huge expenditure.

Audit observed that very important equipment and machinery were not utilised for the intended purposes. When enquired, information regarding number of

researchers and research projects which suffered due to this was not provided to Audit. Thus, due to failure of Chemistry Department in assessing proper requirement and running cost of research equipment, the procured equipment could not be utilised for the intended purpose.

UoR, Jaipur stated (January 2021) that due to various reasons equipment could not be utilised at full capacity and now after rectification of related problems these equipment would be utilised as per need.

Summing Up and recommendation

GoR did not undertake geographical mapping to identify habitations that lacked higher education facilities. The distribution of general degree colleges both regionally as well as among rural and urban areas of the state was not symmetrical.

Though GER of Rajasthan increased during 2010-19 but it has consistently been lower than national GER. Further, during 2018-19 Rajasthan had a better rank in terms of number of colleges (fourth) and college density (eighth), but was placed much lower in terms of GER (23rd rank) which could be explained by the skewed availability of colleges across different districts of Rajasthan. The GERs of SC and ST categories improved during 2014-19 but GER of SC category was still less than the national average. Further, GoR did not maintain data of GER of OBCs, minorities and disabled categories.

In spite of provision in UGC (Affiliation of Colleges by University) Regulation 2009, the universities did not regulate fee structure for private affiliated colleges. Adequate basic infrastructure like building, laboratory and furniture was not available in majority of the test checked government and private colleges and disabled friendly facilities except ramp were not available in all the 66 test checked colleges.

Recommendation:

The State Government may:

- 1. provide access to higher education in rural areas and undertake the planned efforts to enhance GER across all categories;*
- 2. regulate fee structure of private colleges to make higher education affordable.*
- 3. Recognising the direct relationship between availability of quality infrastructure and higher education outcomes, the State Government should take urgent measures to provide prescribed high-quality basic infrastructure in government colleges for facilitating effective teaching, improving access and increasing retention rates of students.*
- 4. The Universities should ensure availability of basic infrastructure in affiliated private colleges and may regulate the fee structure of these colleges.*
- 5. The Universities should prepare proper plans for infrastructure augmentation including development of e-library and procurement and utilization of advanced scientific equipment.*

Chapter - V
Governance and
Management

Chapter – V

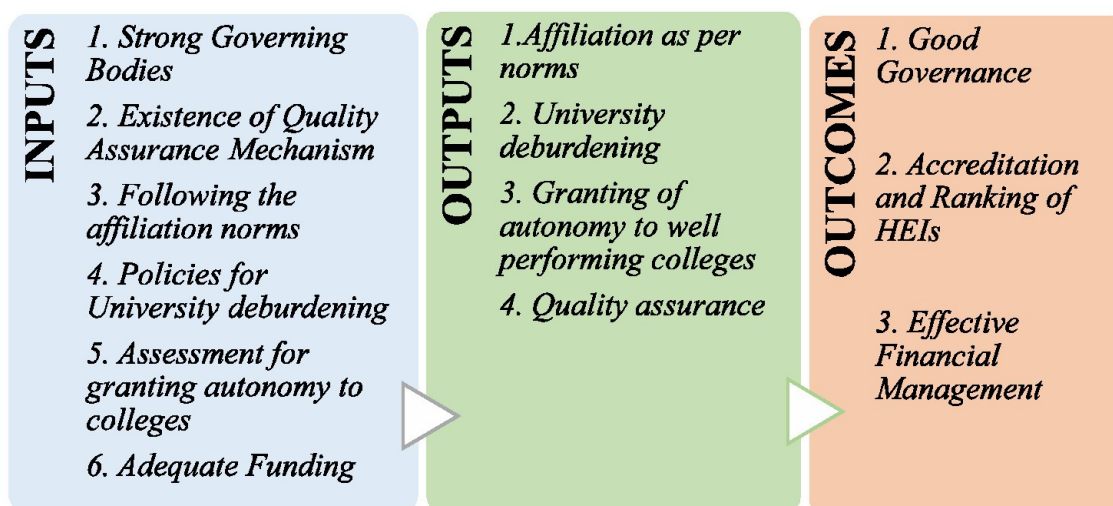
Governance and Management

Twelfth FYP governance reforms were critical to achieve the outcomes of expansion, equity and excellence in higher education and to enable institutions to have the autonomy to develop distinctive strengths, while being held accountable for ensuring quality. It also states that autonomy in the areas of finance, organisational structure, operations and staffing is important, but should be consistent with internal systems of evaluation and accountability.

In order to assess the status of governance and management in the selected HEIs through various elements and mechanisms of governance and the extent to which they have been effectively implemented, the following audit objective was framed.

Audit objective 4: Whether Governance and Management of Higher Education system was adequate and effective.

Various factors contribute to ensure that governance and management of an HEI is envisioned and carried out in a manner that effectively oversees the efforts towards achievement of higher education outcomes. The relationship between the aims of effective governance and management in HEIs and the factors, mechanisms and systems contributing towards achieving these aims can be understood through the following representation:



Effectiveness of governance and management structures of an HEI is reflected in the results of its evaluation through accreditation, ranking methodologies and in the prudence of financial management.

5.1 Governance

Effective governance structures and process are essential to ensure accountability and transparency in an HEI. Leadership and Governance deeply influence all aspects of Higher Education Institutions (HEIs). Though good governance and management in themselves are not the outcomes that are to be achieved in higher education, but they are crucial in determining the effectiveness of all the efforts aimed at achieving such outcomes. The existence and functioning of governance structures at state level and at selected institutional level have been discussed in this section.

5.1.1 State level Governance

Institutional mechanisms for governance at the state level include setting up of State Higher Education Council and State Level Quality Assurance Cell.

5.1.1.1 State Higher Education Council

Twelfth FYP document states that it would be desirable for each State to set up a State Higher Education Council (SHEC) to lead the planned and coordinated development of higher education in State. *Rashtriya Uchchatar Shiksha Abhiyan* (RUSA) also requires formation of SHEC for planned and coordinated development of higher education in State, sharing of resources between universities, undertaking governance reforms at institutional level etc.

It was observed that GoR constituted (8 July 2015) SHEC under the chairmanship of Minister of Higher & Technical Education comprising of 25 members. For development of higher education in state, SHEC prepared a State Higher Education Plan (2017-22) in July 2016 and updated it in May 2018. SHEC was required to meet at least once in every quarter, however, only three⁷⁷ meetings were held during July 2015 to March 2019.

5.1.1.2 State Level Quality Assurance Cell

As per UGC guidelines issued for Internal Quality Assurance Cell (IQAC), State Level Quality Assurance Cell (SLQAC) shall monitor the functioning of IQACs in the colleges coming under their jurisdiction.

NAAC Manual on 'Quality Assurance Activities of State Quality Assurance Cells' also suggests constitution of a SLQAC in a state with the objective to work towards quality improvement of colleges in the state, to draw up state-level action plan in consultation with NAAC and to act as nodal agency between the respective state HEIs and NAAC.

State Project Director, RUSA constituted SLQAC in February 2016 which was reconstituted in May 2018. In this regard audit noticed that:

⁷⁷ 11 July 2016, 20 February 2017 and 15 May 2018.

- SLQAC's scope of work was only to facilitate accreditation process for undertaking accreditation of HEIs in the State. However, as per NAAC manual, apart from facilitating accreditation process, SLQAC was also supposed to work towards quality improvement of colleges in the state. Thus, the objectives set for SLQAC by GoR were limited as compared to the role envisaged by NAAC.
- For facilitating accreditation process, SLQAC sent 44 in-house teams to colleges for mock drill before the actual visit of NAAC peer team. Only 68 (41.46 *per cent*) out of 164 eligible⁷⁸ government colleges (established before academic year 2013-14) got accreditation as of January 2020.
- Further, the SLQAC neither maintained data regarding number of colleges which had constituted Internal Quality Assurance Cell (IQAC) nor developed a mechanism to monitor constitution of IQAC in colleges.

The State Government accepted the facts and stated (August 2020) that only 14 government colleges were accredited at the time of formation of SLQAC and at present 70 (42.68 *per cent*) government colleges have valid accreditation. Continuous efforts are being made to improve the status of NAAC accreditation in the state by organizing division-wise video conferences of all government colleges to make them aware of the necessity and benefits of accreditation by NAAC. For smooth functioning of SLQAC and for expediting the process of accreditation, Divisional Level Quality Assurance Cells⁷⁹ have been established (June 2020) in all seven divisions.

However, the fact remains that the scope of work for the SLQAC was limited and it could not contribute significantly towards the overall improvement in quality of higher education.

5.1.2 Institutional level Governance

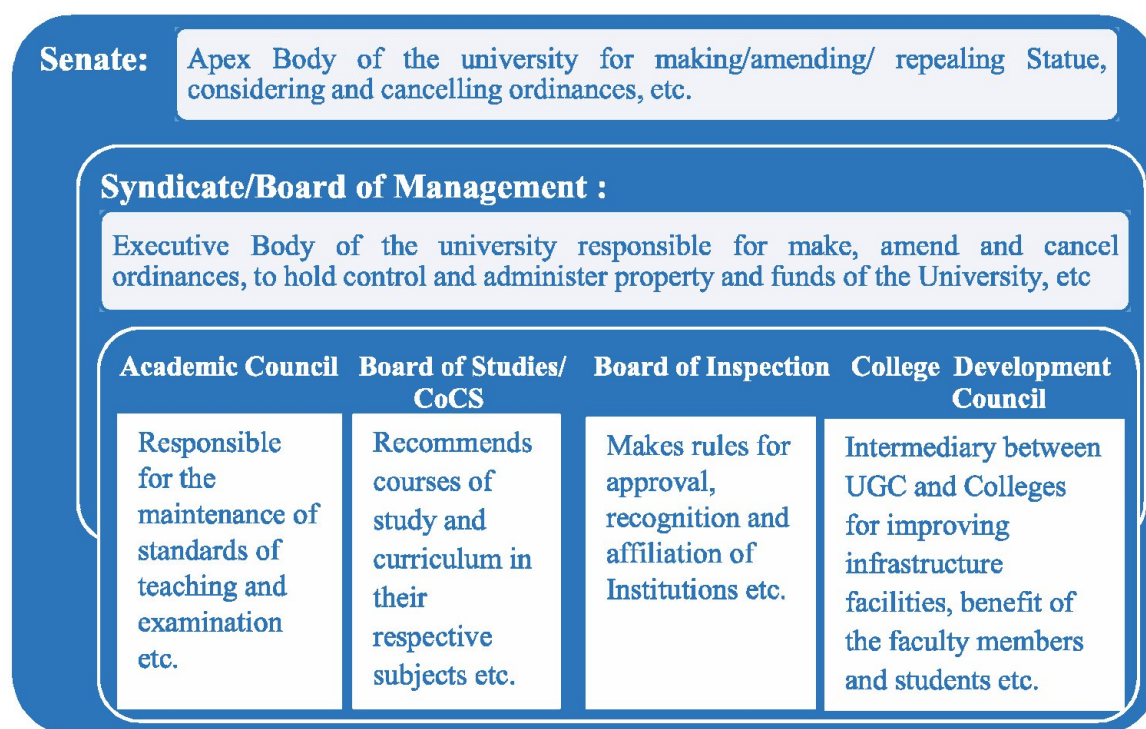
Governance at the universities level is carried out through an elaborate mechanism consisting Governing Bodies (Senate, Syndicate, etc.), quality assurance mechanism, affiliation process, etc.

5.1.2.1 Governing Bodies

Structure of Governing Bodies in test checked universities is depicted in **Chart 5.1** below:

78 HEIs having record of at least two batches of students graduated or been in existence for six years, whichever is earlier, are eligible for apply to NAAC for accreditation.

79 It comprises eight to nine Principals of Government Colleges nominated as Coordinators of IQAC and one representative each from affiliating universities. It will meet once in a month. Its main functions include preparation of information database related to NAAC for all colleges of respective division, conducting awareness programmes and training workshops regarding revised accreditation framework of NAAC, etc.

Chart 5.1: Structure of Governing Bodies

Scrutiny of records related to functioning of governing bodies in each of the selected universities revealed that (details given in [Appendix 5.1](#)):

(i) UoR, Jaipur

- Annual meetings of Senate were not held since 2010. Only five special meetings of Senate for ‘passing grace’ to the students were held during 2011 to 2018. In spite of University of Rajasthan Act empowering Senate to consider and to cancel ordinances passed by the university, it was observed during test check that there were 10 instances of amendments made in ordinances by Syndicate which were not placed before the Senate. Hence, ordinances were implemented without consideration of Senate. Audited accounts of the university were not placed before Senate. The University while accepting the facts stated (December 2019) that since annual meetings of senate were not organized regularly, the ordinances could not be placed before Senate.
- Representation of students was not ensured in Senate and Syndicate. Director of Education did not participate in any meeting of Board of Inspection (BoI).
- Further, the proposals of colleges for grants were not being sent to UGC through College Development Council (CDC) which indicated that CDC was not functioning fully as per its scope of work. This needs to be seen in

light of the fact that UGC grants to colleges decreased drastically from ₹2.64 crore in 2014-15 to nil in 2018-19.

UoR, Jaipur while accepting the facts stated (January 2021) that efforts would be made to hold annual meetings of senate in future.

(ii) JNVU, Jodhpur

- There was shortfall of 73.33 *per cent* in holding of Senate meetings and 78.33 *per cent* in holding of Academic Council meetings during 2014-19. Representation of students was not ensured in the Syndicate.
- Post of full time Director of CDC was abolished in October 2017 due to paucity of funds and work of Director was being looked after by an Assistant Registrar. Advisory committee for CDC was not constituted. JNVU Jodhpur accepted (June 2020) the facts.

(iii) GGTU, Banswara

- The Senate, BoI and CDC were not constituted in the university since its establishment in 2012 till December 2019. Due to non- constitution of BoI, the Vice-Chancellor of the university made adhoc arrangement for inspection of affiliated colleges by nominating different members from time to time.
- Board of Management (BoM) is the highest Executive Body in the university. There was shortfall of 70 *per cent* in holding BoM meetings during 2014-19. As already discussed earlier in **Paragraph 2.1.2.4**, GGTU, Banswara introduced one new course in Science stream {MSc. (Mathematics)} and discontinued all three courses of Arts stream since 2018-19 without approval of the BoM.
- Board of Study was not functioning as desired as none of the syllabus was revised in the university since its constitution in 2017-18.

GGTU, Banswara accepted the facts.

(iv) Student survey result: In response to student satisfaction survey's question, "Are you satisfied with the institutional governance?" approximately 26 *per cent* of the students expressed dissatisfaction/partial dissatisfaction with the system.

5.1.2.2 Internal Quality Assurance Cell

In order to internalize quality inputs all universities, government colleges and government-aided colleges are to be strengthened with full-fledged Internal Quality Assurance Cell (IQAC) as part of UGC-supported scheme⁸⁰. As per

⁸⁰ As per Report on 'Inclusive and Qualitative Expansion in Higher Education' issued under Twelfth FYP

NAAC Manual, IQAC of every accredited HEI shall submit an Annual Quality Assurance Report (AQAR) in the prescribed format to NAAC.

Scrutiny of information provided by the selected HEIs revealed the following:

(i) Test checked universities:

- IQAC in UoR, Jaipur did not review university's teaching learning process, methodology of operations and learning outcomes, didn't take feedback from parents and other stakeholders on quality related institutional processes and did not compile information essential for NAAC accreditation. It did not submit AQAR to NAAC since 2016. UoR, Jaipur stated (January 2021) that action would be taken to make IQAC functional in future.
- Though IQAC was constituted in JNVU, Jodhpur, its functionality could not be ascertained as information regarding its meetings/activities were not found in records since 2014-15.
- GGTU, Banswara did not constitute IQAC in the university.

(ii) Test checked government and private colleges:

Though IQAC was constituted in 24 (66.67 *per cent*) out of 36 test checked government colleges and 5 (16.67 *per cent*) out of 30 test checked private colleges, details of meetings held and work done by IQAC were not made available.

5.1.2.3 College Affiliation

UGC (Affiliation of Colleges by University) Regulation, 2009 defines affiliation of a college as its recognition by, association with and admission to, the privileges of the affiliating university. At the time of inspection by affiliating university, the college concerned (seeking affiliation) either run by State Government or private body, shall satisfy pre-defined requirements⁸¹ of college buildings as specified in the Regulation.

In this regard Audit observed the following:

(i) Non-adherence to affiliation procedure by universities

- In UoR, Jaipur, Audit scrutinized case files of nine test checked private colleges and found that in four colleges inspections were carried out with a delay ranging from two to seven months beyond the stipulated three months from date of application for affiliation; affiliation to two colleges was

81 Lecture/seminar rooms and library with a minimum 15 sqft per student and laboratories with 20 sqft per student), library with 1000 number of books, fully equipped laboratories etc.,

granted even after the shortcomings noticed in earlier inspections were persisting. Two colleges were granted conditional affiliation before as well as after academic session though there was no provision of conditional affiliation in the rules; inspection reports of seven colleges were neither filled properly nor supported by relevant evidences and information of teaching staff of three colleges was incorrect.

UoR, Jaipur while accepting the facts stated (January 2021) that inspection of some colleges was delayed due to certain administrative and procedural reasons and affiliations were granted subject to rectification of deficiencies noticed. Action would be taken to grant affiliation as per the regulation 2009 in future.

- In JNVU, Jodhpur, inspection teams were not submitting the required information in the prescribed format because of which actual position could not be made available to Syndicate. This was also confirmed during physical inspection, which revealed the differences in availability of infrastructure as compared to what was reported by the inspection teams. The university granted affiliation to certain colleges by imposing penalty where shortcoming/deficiencies were noticed in the college during inspection. However, justification for imposing penalty and its extent was not available on the records. JNVU, Jodhpur accepted the facts.
- In GGTU, Banswara, the university started granting affiliation to new government and private colleges since 2017-18. The university did not constitute the committee for inspection of affiliating colleges but the Vice-Chancellor made adhoc arrangement for inspection of affiliated colleges.

A Managing Body and CDC were required to be constituted in the University for Grant of affiliation but these were not constituted. GGTU, Banswara accepted the facts.

(ii) Delay in issue of Affiliation order by affiliating Universities

As per paragraph 3.4.10 of UGC (Affiliation of Colleges by University) Regulation, 2009, neither any student should be admitted to any college nor should any programme be started in any college in anticipation of grant of affiliation or in excess of the number of seats sanctioned per programme of study by the university.

Information related to colleges getting new/additional/extension of affiliation and delays in issuance of affiliation orders in UoR, Jaipur and GGTU, Banswara are given in **Table 5.1** below.

Table 5.1: Details of delay in grant of affiliation of colleges

Academic Year (July to June)	No. of colleges getting new/ additional affiliation	No. of colleges granted extension of affiliation	Delay in grant of affiliation (in months)	Period of issuance of affiliation order
UoR, Jaipur				
2014-15	49	120	1 to 11	July 2014 to May 2015
2015-16	87	324	2 to 30	August 2015 to December 2017
2016-17	61	402	1 to 17	July 2016 to November 2017
2017-18	77	365	3 to 16	September 2017 to October 2018
2018-19	95	277	6 to 18	December 2018 to December 2019
Total	369	1,488		
GGTU, Banswara				
2017-18	12	-	4 to 5	October 2017 to November 2017
2018-19	03	-	5 to 8	November 2018 to March 2019
Total	15	-		

It can be seen that:

UoR, Jaipur granted fresh affiliation and extension of affiliation with a delay of one to 30 months after the start of academic year (July every year) during 2014-19. Moreover, for the Academic Year 2015-16, affiliation was granted as late as December 2017. UoR, Jaipur while accepting the facts stated (January 2021) that affiliation orders were issued with delay due to certain administrative and procedural reasons. Action would be taken to complete work in this regard as per the regulation 2009 in future.

- GGTU, Banswara granted fresh affiliation during academic years 2017-19 with a delay of four to eight months after start of academic year. Moreover, for the academic year 2018-19, affiliation was granted as late as of March 2019. GGTU, Banswara accepted the facts.
- Further, JNVU, Jodhpur did not maintain year wise consolidated position of colleges to whom affiliation/re-affiliation was granted. However, during test check of 21 colleges, it was seen that annual temporary affiliation was granted to four to eight government colleges and five to seven private colleges during 2014-19 with a delay ranging from four to 273 days beyond prescribed date of 31 July of every year. JNVU, Jodhpur accepted the facts.

Case study regarding violation of affiliation norms in Impulse College, Lalsot (Dausa)

The college has been operating since 2014-15 and UoR, Jaipur extended its intake capacity from 60 to 120 seats of BSc programme since academic year 2017-18. During physical inspection of the college (January 2020) by Audit, it was observed that though 119 students were enrolled, its building was being used as a coaching center in the morning session while college classes were being held in the afternoon session and even name of the college was not displayed on the building. Separate rooms for Physics, Zoology and Botany laboratories were not available and these were being operated from classrooms. No apparatus was installed in Zoology and Botany lab-cum classrooms. No library was available. Sufficient furniture was not available in the college and the students sat on the floor during classes.

UoR, Jaipur stated (January 2021) that temporary affiliation was granted to the college on the report of inspection party. Action was being taken to seek clarification from the college and affiliation would be granted in future only on fulfilment of the prescribed standards. This indicates that the college was not adhering to the affiliation norms and UoR, Jaipur also did not ensure availability of basic infrastructure in the college while granting annual affiliation after 2017-18.

Photographs of the College



Front view of the college building



Side view of the college building



View of class of classroom without furniture



View of laboratory cum classroom

5.2 Autonomy of Higher Education Institutions

Providing State universities and affiliated colleges greater autonomy and operational flexibility through enhanced resource support, based on the commitment of the state governments has been given priority during Twelfth FYP. Further, RUSA envisages greater autonomy of institutions in terms of

decision making with full liberty to plan specific interventions depending on special needs and requirements.

As per UGC guidelines, a college intending to become autonomous shall apply to Parent/Affiliating University which may forward the same to UGC. If the College is found eligible as per the guidelines, the UGC shall examine the proposal for conferment/extension of autonomous status with the help of an Expert Committee constituted by the Chairman of the UGC consisting of three expert members out of which one shall be the Chairperson, nominees from the Parent/Affiliating University and the State Government.

It was observed that though the concept of autonomous colleges was introduced by the Eighth FYP whose target at that time was to grant autonomous college status to 10 *per cent* of the total colleges, however, even after completion of the Twelfth FYP, in Rajasthan, only four (0.23 *per cent*) out of 1,761 colleges⁸² have been granted autonomous status as of March 2019.

5.3 De-burdening of Universities

Effective structural⁸³ modernization of the Central and the State Universities Acts need to be carried out to de-burden universities⁸⁴. De-burdening essentially involves establishment of more affiliating universities so that work load related to affiliating university such as conduct of examination, repeated affiliation work etc., could be rationalized. Further, as per Governance and Administrative Reforms under RUSA guidelines number of affiliated colleges in a university should be limited to 100.

Scrutiny of records of Commissionerate (College Education) revealed that 10 state universities in general streams were being run in the State as of March 2020. Nine of these 10 state universities had more than 100 affiliated colleges. Further, five⁸⁵ out of these nine state universities had more than 200 colleges affiliated to each of them.

5.4 Accreditation of Higher Education Institutions

The rapid expansion in the number of institutions of higher education and their intake capacity has not been able to ensure simultaneous sustenance of quality.

82 One out of 237 government colleges and three out of 1,524 private colleges

83 As per Report on 'Inclusive and Qualitative Expansion in Higher Education' issued under Twelfth FYP

84 Establishment of more universities in addition to the existing ones to reduce load of affiliated colleges

85 UoR, Jaipur: 385 colleges; JNVU, Jodhpur: 216 colleges; Maharaja Ganga Singh University, Bikaner: 285 colleges; Maharishi Daya Nand Saraswati University, Ajmer: 228 colleges and Shekhawati University, Sikar: 281 colleges.

Quality parameters cut across teaching and research and associated systems need sustained attention and policy focus.

As per UGC (Mandatory Assessment and Accreditation of higher education institutions) Regulation 2013, it shall be mandatory for each HEI except technical institution to get accredited by the Accrediting agency after passing out of two batches or six years, whichever is earlier. No HEI shall be eligible for applying or receiving financial assistance from UGC under any scheme without having undergone assessment and accreditation within stipulated period mentioned above.

Further, as per condition of permanent No-Objection Certificate (NOC) issued by Commissioner, College Education, it is mandatory for new private college to obtain NAAC Accreditation within two years from issue of permanent NOC.

In this regard we observed that:

- Though Commissioner, College Education issued permanent NOC to 807 private colleges, it did not maintain data regarding number of private colleges which had been given accreditation by NAAC.
- As per data collected from NAAC website, number of NAAC accredited HEIs in the state as of January 2020 are given in **Table 5.2** below

Table 5.2: Number of NAAC accredited HEIs in the state

Sl. No.	Type of institution (for general streams only)	Total number of the HEIs during		Number of HEIs accredited by NAAC (%)	Distribution of HEIs by NAAC grade				
		2018-19	2013-14		A ⁺	A	B ⁺⁺ / B ⁺	B	C
1.	State university	10	10	3 (30%)	-	1	1	1	-
2.	Private university	51	40	7 (17.50%)	1	1	3	2	-
3.	Government colleges	237	164	68 (41.46%)	-	4	6	45	13
4.	Private colleges	1,524	1,293	13 (1%)	1	2	3	6	1
Total		1,822	1,507	91 (6.04%)	2	8	13	54	14

Source: As per annual progress report of Higher Education Department and NAAC web site

*percentage to the number of institutions during 2013-14

The table shows that since 1,507 HEIs were functional in 2013-14, they were eligible for NAAC accreditation during the year 2019-20 (completion of six years of existence). Out of which, only 91 (6.04 *per cent*) HEIs got accreditation from NAAC as of January 2020. Though SLQAC was responsible to work towards quality improvement of colleges in the state, to draw up state-level action plan in consultation with NAAC and to act as nodal agency between the respective state HEIs and NAAC, the fact that only 6.04 *per cent* HEIs in the State were NAAC accredited points toward ineffective working of SLQAC. Further, the fact that only 0.66 *per cent* of HEIs were accredited with A⁺/A grade indicates poor quality of higher education being imparted in HEIs in the state. This was reflected in many of the audit findings seen in the HEIs as discussed in earlier paragraphs/chapters of this report. Audit noticed that in most of the test checked HEIs various essential facilities such as job facilitating

mechanisms were either dysfunctional or non-existent, availability of ICT facilities was poor, Student Teacher Ratio was much higher than the prescribed limit, a substantial number of teachers in the private colleges were lacking prescribed NET qualification, more than 77 *per cent* of the graduated students with below first division/grade B⁺ marks and outcome of research activities was not satisfactory.

The State Government stated (August 2020) that maintenance of data of NAAC accredited private colleges has been started since 2020-21.

5.5 Non-teaching staff

5.5.1 State level position

As per information provided by Commissionerate (College Education) on average 52.36 *per cent* (2,056 against 3,926 sanctioned posts) posts of non-teaching staff were vacant in government colleges during 2014-19. Further, vacant posts of non-teachings staff increased continuously from 46.56 *per cent* in 2014-15 to 59.08 *per cent* in 2018-19. The State Government stated (August 2020) that appointment letters to 266 Junior Assistants had been issued.

5.5.2 Test checked universities level

44.79 *per cent*, 28.34 *per cent* and 87.50 *per cent* non-teaching posts⁸⁶ were vacant in UoR, Jaipur; JNVU, Jodhpur and GGTU, Banswara respectively during 2018-19. In GGTU, Banswara six retired employees were deployed on contract basis.

The possibility of adverse impact on core teaching function of HEIs due to huge vacancy of non-teaching staff cannot be ruled out as instances of non-teaching works (ministerial works e.g. administrative work, establishment work etc.) being done by teaching staff were noticed during joint inspection of the test checked colleges. UoR, Jaipur stated (January 2021) that State Government was being requested to give permission for recruitment on vacant posts.

5.6 Financial Management

Government of Rajasthan (GoR) provides funds from State budget to state universities as grant-in-aid for salary of teaching and non-teaching staffs and to government colleges for meeting their recurring expenditure. Apart from State budget, State universities and government colleges receive assistance from

⁸⁶ UoR, Jaipur: 796 out of 1777 non-teaching posts lying vacant; JNVU, Jodhpur: 227 out of 801 posts lying vacant and GGTU, Banswara: 35 out of 40 non-teaching posts lying vacant.

MHRD under RUSA and UGC under several schemes for infrastructure, research purposes etc.

5.6.1 Funds under state budget

Position of year-wise funds provided by GoR to state universities and government colleges during 2014-19 from the State budget is shown in **Table 5.3** below.

Table 5.3: Funds from State budget

(₹ in crore)

Year	Budget allocation	Funds released to			Lesser release of funds than allocation (Per cent)
		State universities	Government colleges	Total	
1	2	3	4	5(3+4)	6 (2-5)
2014-15	1,038.62	210.44	763.29	973.73	64.89 (6.25)
2015-16	1,283.86	203.97	975.14	1179.11	104.75 (8.16)
2016-17	1,288.79	205.03	959.90	1164.93	123.86 (9.61)
2017-18	1,324.77	251.90	925.63	1177.53	147.24 (11.11)
2018-19	1,491.72	297.31	1,125.46	1422.77	68.95 (4.62)

Sources: Budget documents/information provided by State Government

It can be seen that the GoR did not release entire amount of budget allocation to the state universities and government colleges. When enquired, information regarding non release of entire allocated funds and year wise utilization of funds was not provided to Audit.

5.6.2 Funds under RUSA

RUSA scheme, started in 2013, aims to improve the quality of state universities and colleges and enhance their existing capacities so that they become dynamic, demand-driven, quality conscious, efficient and forward looking and responsive to rapid economic and technological developments occurring at the local, state, national and international levels. The scheme covers only the government and government aided state higher education institutions excluding open universities and institutions offering Medical, Agriculture, Veterinary, etc. Centre-State funding for this scheme in case of Rajasthan is in the ratio of 60:40.

5.6.2.1 Release of funds against approved outlay

MHRD approved total outlay of ₹ 606 crore for the period 2014-20 under RUSA for Rajasthan (₹357 crore for the period 2014-18 as infrastructure grants under RUSA-1 and ₹ 249 crore for the period 2018-20 as infrastructure grants, equity initiatives and faculty improvement under RUSA-2). The position of funds received by State Project Director (SPD), RUSA and thereafter released to the State universities and government colleges under the scheme during 2014-19 is shown in **Table 5.4** below.

Table 5.4: Funds released under RUSA

(₹ in crore)

Year	Funds received by SPD, RUSA from			Funds released by SPD to	
	Central share	State share	Total	State universities	Government colleges
2014-15	0	0	0	0	0
2015-16	65.4	43.6	114.0 ⁸⁷	30	79
2016-17	62.4	41.6	104.0	20	84
2017-18	53.7	35.8	89.5	25	64.5
2018-19	56.1	37.4	93.5	31	62.5
Total	237.6	158.4	401.0	106	290

Source: Information of provided by state Government

It can be seen that the Central Government and GoR released only ₹307.50 crore out of approved outlay of ₹357 crore under RUSA-1 during 2014-18.

SPD, RUSA intimated that RUSA-I Scheme was not discontinued in March 2018. GoR received ₹ 344 crore till March 2019 and only state share of ₹ 2.60 crore was pending as of July 2020 for which proposal has been submitted to Finance Department.

Further, utilization certificates of ₹ 367.01 crore out of disbursed amount of ₹ 396 crore were received from state universities and government colleges as on 11 November 2020.

5.6.2.2 Delay in release of funds by State Government

As per RUSA guidelines, States contribute their share along with central share to dedicated RUSA saving bank account of the State Higher Education Council (here SPD, RUSA) within 15 days of the receipts of central share. Scrutiny of record of SPD, RUSA revealed that the GoR released their state share amounting to ₹ 150.95 crore to RUSA with a delay ranging from 18 to 428 days beyond the prescribed 15 days of the receipts of the central share as per details given [Appendix 5.2](#).

The State Government attributed (August 2020) delay in release in state share to the time consumed in complying with the procedures prescribed for the release. The reply is not tenable as RUSA guidelines have clearly stated that maximum of 15 days would be allowed to comply with the procedures for release of state grants.

⁸⁷ Including ₹ 5.00 crore received as preparatory grants which was retained at SPD.

Summing Up and Recommendation

State Level Quality Assurance Cell (SLQAC) neither maintained the data regarding number of colleges which had constituted IQAC nor developed a mechanism to monitor it. Prescribed meetings of Governing Bodies such as Senate, Syndicate/Board of Management and Academic Council were not held during 2014-19 in all the three test checked Universities.

IQACs were not functioning in UoR, Jaipur; JNVU, Jodhpur and 56 per cent test checked colleges. Instances of grant of affiliation to private colleges with a delay were noticed in all the test checked universities. The position of NAAC accredited HEIs in the state was dismal as only 6.04 per cent of eligible HEIs were NAAC accredited as of January 2020. Further only 0.66 per cent HEIs were accredited with A⁺/A grade indicates poor quality of higher education being imparted in the state.

Substantial number of non-teaching posts were vacant in test checked HEIs during 2018-19.

Recommendations:

- 1. In order to increase the number of NAAC accredited institutions, State Level Quality Assurance Cell should effectively monitor functioning of Internal Quality Assurance Cell of colleges and HEIs should also strengthen their Internal Quality Assurance Cell.*
- 2. The universities should:*
 - a. Ensure constitution of all the governing bodies and convene their prescribed meetings so that the governance structure works in a concerted manner towards enhancing quality, equity and access in HEI;*
 - b. The universities should strengthen the affiliation process for the colleges and ensure that renewal of affiliation is completed before start of academic year so that the future prospects of students are not adversely impacted;*
- 3. For effective control and monitoring of functions of the university, GGTU Banswara should operationalize the governing bodies.*

Chapter - VI

Conclusion

Chapter – VI

Conclusion

Rajasthan's Gross Enrolment Ratio (GER) in higher education has been lower than national average since 2010 and its ranking amongst all states/Union Territories (UTs) has worsened from 20 (2010-11) to 23 (2018-19). Further, none of the state run HEIs were placed in the top 100 in the country as per National Institutional Ranking Framework ranking 2019. In this background, it was decided to undertake a performance audit on outcomes in Higher Education system in the State. Audit defined higher education outcomes as 'increased employability and progress to higher studies', 'contribution to society through effective teaching learning processes and high-quality research', and 'Equitable Access to Quality Higher Education for all' after consultations with various stakeholders.

Audit found that system of maintenance of data related to student progression to employment/ higher studies and performance in competitive examinations was either poor or non-existent at all levels of higher education system due to which indicators for first outcome could not be evaluated. Job facilitating mechanism was either dysfunctional or non-existent thereby depriving students of the necessary assistance needed in getting jobs and in exercising informed career choices. Very few employability/ entrepreneurship focused courses were introduced and none of the test checked universities emphasized on courses involving field projects/internships during 2018-19 and did not make efforts to establish industry-academia linkage, thus, depriving the students of opportunity to develop analytical thinking and be job-ready. More than 77 per cent students graduated with below first division/grade B⁺ marks.

Feedback from stakeholders was not obtained before designing/revision of curriculum of programmes in UoR, Jaipur and JNVU, Jodhpur and GGTU, Banswara had not revised the curriculum/syllabus since its establishment in 2012. Since Choice Based Credit System (CBCS) was introduced only in few programmes in JNVU, Jodhpur and few affiliated government colleges and semester system was introduced only for post graduate programmes in test checked universities and few test-checked government colleges during 2018-19, students could neither enrol in courses of related programmes nor have continuous assessments, thus impacting the academic flexibility adversely.

The availability of ICT facilities was poor and very low use of ICT teaching tools by teachers in test checked universities and government colleges meant that teaching system needed a lot of improvement.

High Student Teacher Ratio, substantial number of teachers (45.71 per cent) in 19 out of 30 test checked private colleges lacking prescribed NET qualification, insufficient and irregular professional development of teachers showed that the

availability and quality of faculty in test checked HEIs was deficient and could have contributed towards poor quality of teaching-learning.

The evaluation systems in JNVU, Jodhpur and GGTU, Banswara suffered from operational and monitoring inadequacies as marks of 96 per cent students in JNVU, Jodhpur; 68 per cent in GGTU, Banswara and 26 per cent in UoR, Jaipur were changed after revaluation of answer sheets during 2017-19.

The performance of test checked HEIs was abysmal in conducting research activities. None of them were able to produce tangible outcomes from research projects undertaken during 2014-19. UoR, Jaipur could complete only 39 per cent research projects during 2014-19 and none of the completed research projects were awarded patents. In JNVU, Jodhpur, all the 14 research projects were incomplete. Also, 72 thesis of PhD students in UoR, Jaipur were pending with supervisors for evaluation/examination with delays extending upto 12 years.

Though GER of Rajasthan has increased marginally over the last nine years, it has consistently been lower than national GER. However, during 2018-19, Rajasthan did relatively well in terms of number of colleges and college density. These two facts highlight skewed availability of HEIs across regions and lack of planning regarding establishment of new HEIs. GER of both SCs and STs in Rajasthan increased during 2014-19 but GoR did not maintain GER of OBCs, minorities and disabled categories. Gender parity index of all categories of Rajasthan matched the All India average in 2018-19. Community Education Development Cells were not functional in all the test checked HEIs. Basic infrastructural facilities were inadequate in most of the HEIs and disabled friendly infrastructure, except ramps, was absent in all the test checked HEIs. Number of government colleges offering Arts stream courses compared to Science & Commerce was disproportionately high.

State Level Quality Assurance Cell (SLQAC) neither maintained data of colleges which constituted Internal Quality Assurance Cell (IQAC) nor developed a mechanism to monitor them. The position of NAAC accredited HEIs in the state was dismal as only 6.04 per cent of eligible HEIs were NAAC accredited as of January 2020. Prescribed meetings of Senate, Syndicate/Board of Management and Academic Council were not held during 2014-19 in all the test checked Universities. IQAC though constituted in 45 per cent test checked HEIs, were not functional.

Audit evaluated the performance of the three selected universities in achieving the indicators for the outcome in higher education. Despite the fact that these indicators were part of NAAC accreditation process, the test checked universities either did not maintain required information to measure these

indicators or wherever it was maintained their performance was poor under many indicators.

Considering the current situation of higher education in Rajasthan as observed during this audit, it appears that the system is still far from ready to adopt the NEP-2020 and will require concerted and focussed efforts by government and HEIs to achieve the objectives of NEP 2020 in a timely manner.

Anadi Misra

**JAIPUR,
The 07 April, 2021**

**(ANADI MISRA)
Accountant General
(Audit-I), Rajasthan**

Countersigned

Girish Chandra Murmu

**NEW DELHI,
The 08 April, 2021**

**(GIRISH CHANDRA MURMU)
Comptroller and Auditor General of India**

Appendices

Appendix - 1.1

(Refer paragraph 1.3)

List of Key and Input-Output Indicators for Outcomes of Higher Education in Rajasthan

Indicator No.	Name of Indicator	Numerator of the indicator	Denominator of the indicator	Formula
Key Outcomes Indicators				
1.	Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during 2014-19	Number of courses having focus on Employability or Entrepreneurship or Skill Development in a particular year	Number of courses in all Programme in that year	Average percentage = (Sum of percentage of 5 years) /5
2.	Percentage of new courses introduced out of the total number of courses across all programmes offered during 2014-19 with the focus of employability	Number of new courses introduced during 2014-19	Number of courses offered during 2014-19	-
3.	What is the extent of industry-academia connect?	Number of functional MoUs with institutions of national/ international importance, other Univ., industries etc. during 2014-19	-	-
4.	Percentage of student progression to higher studies during 2018-19	Total number of outgoing students progressing to Higher studies	Total number of final year students who passed in the University Examination	
5.	Average percentage of students qualifying in State/ National/ International level examinations during 2014-19 (NET/ SLET/ GATE/ Civil Services/State services exams)	Number of students qualified in Public Examination in a year	Total number of students enrolled in that year	Average percentage = (Sum of percentage of 5 years) /5
6.	Percentage of programs where syllabus revision was carried out during 2014-19	Number of programmes in which syllabus was revised during 2014-19	Total number of programmes offered in the university during 2014-19	-
7.	Average percentage of students enrolled in value added courses during 2014-19	Number of students enrolled in the value added courses during a year	Number of students in the particular year	Average percentage = (Sum of percentage of 5 years) /5
8.	Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc., during 2018-19 (current year)	Number of teachers using ICT during 2018-19	Total number of teachers during 2018-19	-

Indicator No.	Name of Indicator	Numerator of the indicator	Denominator of the indicator	Formula
9.	What is the extent to which industry has been consulted or has provided sponsorship and funding, in a collaborative environment during 2014-19? “Average percentage of students participating in extension activities and outreach programmes conducted in collaboration with industry, community, NGOs during 2014-19”.	Number of students participating in such activities in a particular year	Total number of students enrolled in that year	Average percentage = (Sum of percentage of 5 years) /5
Input-output Indicators				
10.	Percentage of students undertaking field projects / internships during 2018-19	Number of students undertaking field projects or internships during 2018-19	Total number of students enrolled in the institution during 2018-19	-
11.	Average percentage of placement of outgoing students during 2014-19	Number of Outgoing students placed in a year	Number of outgoing students in that year	Average percentage = (Sum of percentage of 5 years) /5
12.	Pass percentage of students during 2018-19	Total number of final year students who passed in the University Examination	Total number of final year students who appeared	-
13.	Number of value-added courses imparting transferable and life skills offered during 2014-19	Number of value-added courses imparting transferable and life skills offered during 2014-19	-	-
14.	Percentage of programs in which CBCS has been implemented during 2018-19	Number of programmes in which CBCS implemented during 2018-19	Total number of programmes offered during 2018-19	-
15.	Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc during 2018-19	Number of Classrooms and seminar halls with ICT facilities	Total number of Classrooms and Seminar halls in the Institution	-
16.	Student - Computer Ratio during 2018-	Total number of students	Number of computers in working conditions	-
17.	Average percentage of full time teachers with Ph.D. during 2014-19	Number of full time teachers with Ph. D in a year	Number of full time teachers in that year	Average percentage = (Sum of percentage of 5 years) /5

Indicator No.	Name of Indicator	Numerator of the indicator	Denominator of the indicator	Formula
18.	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during 2014-19	Number of full time teachers from receiving awards from state/National/International levels during last five years	Average number of full time teachers during last 5 years	-
19.	Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during 2014-19	Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during a year	Number of full time teachers in that year	Average percentage = (Sum of percentage of 5 years) /5
20.	Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, during 2014-19	Number of teaching staff attending such Programmes in a year	Number of full time teachers in that year	Average percentage = (Sum of percentage of 5 years) /5
21.	Average percentage of applications for revaluation leading to change in marks during 2014-19	Number of Revaluation cases where marks changed in a year	Number of Revaluation applications received in that year	Average percentage = (Sum of percentage of 5 years) /5
22.	Number of patents awarded to an institution during 2014-19	Number of patents awarded to an institution during 2014-19	-	-
23.	Number of research papers per teacher in the Journals notified on UGC website during 2014-19	Number of publication in UGC notified journals during 2014-19	Average number of full time teachers during 2014-19	-
24.	Number of teachers awarded international fellowship for advanced studies/ research during 2014-19	Number of teachers awarded international fellowship for advanced studies/ research during 2014-19	-	-
25	Average percentage of students benefited by scholarships by the Government and provided free ships/tuition waiver by the Government during 2014-19	Number of students benefited by scholarships by Government and provided free ships/tuition waiver by the Government in a particular year	Total number of students enrolled in that year	Average percentage = (Sum of percentage of 5 years) /5
26.	Average percentage of budget allocation, excluding salary for infrastructure augmentation during 2014-19	Budget allocation for infrastructure augmentation excluding salary in a year	Total expenditure excluding salary in that year	Average percentage = (Sum of percentage of 5 years) /5

Appendix- 1.2

(Refer paragraph 1.6.1)

Details of inputs available in test checked affiliated government and private colleges

(A) Details test checked government colleges

Sl. No.	Names of test checked affiliated Colleges	Placement cell	Counselling cell	Alumni Association	Job fair	Placement done	ICT teaching	ICT classes	Teachers with PhD	Teacher training	Research grant	Publication	Extension activities	SC/ST Cell	Gender equity programmes	IQAC
University of Rajasthan, Jaipur																
1.	Govt. Girls College Dausa	✓	X	X	✓	X	✓	✓	NM	NM	X	X	✓	✓	X	✓
2.	BND Govt. Arts College, Chimanpura	X	X	X	X	X	X	X	NM	✓	X	X	✓	✓	✓	✓
3.	BGD Govt. College Shahpura	✓	X	X	✓	X	✓	✓	NM	✓	X	X	X	✓	X	✓
4.	Govt. College Jaipur	✓	X	✓	✓	X	✓	✓	NM	✓	X	X	✓	✓	✓	X
5.	SPDM Govt. Girls College, Kotputli	X	X	✓	X	X	✓	✓	NM	NM	X	X	✓	✓	✓	✓
6.	SRLS Govt. College, Kaladera	X	X	X	X	X	✓	✓	NM	✓	✓	X	X	X	X	✓
7.	LBS Govt. College, Kotputli	X	X	X	X	X	✓	✓	NM	✓	✓	✓	X	✓	X	✓
8.	Govt. College, Shambhariake	✓	X	✓	✓	✓	✓	✓	NM	✓	✓	✓	✓	✓	X	✓
9.	Govt. College, Chomu	✓	X	X	✓	X	✓	✓	NM	✓	X	X	X	✓	X	✓
10.	RP Govt. College, Lalsot	X	X	X	X	X	✓	✓	NM	✓	X	X	X	✓	X	✓
11.	Govt. College, Dudu	X	X	X	X	X	X	X	NM	NM	X	X	X	X	X	X
12.	BBD Govt. College, Chimanpura	✓	X	✓	✓	✓	X	✓	NM	✓	✓	✓	✓	✓	✓	✓
13.	Dr. B R Ambedkar Govt. College, Mahuwa	X	X	X	X	X	X	X	NM	✓	✓	X	X	✓	X	X
14.	PNK Govt. College, Dausa	✓	X	✓	✓	X	✓	✓	NM	✓	X	X	✓	✓	✓	✓

15.	Govt. Girls College, Lalsot	✓	X	X	✓	X	X	✓	X	X	✓	X	✓	X	✓	X	✓	X	✓	X
16.	Govt. Arts College Dausa	✓	X	X	✓	X	X	✓	X	X	✓	X	✓	X	✓	X	✓	X	✓	X
17.	Govt. College Bandikui	X	X	X	X	X	X	X	X	X	✓	X	✓	X	✓	X	✓	X	✓	X
Jai Narain Vyas University, Jodhpur																				
18.	Govt. College, Marwar Junction	X	X	X	X	NM	X	X	✓	X	✓	X	✓	X	✓	X	✓	X	✓	X
19.	Govt. College, Jaitaran	✓	X	X	✓	NM	✓	✓	✓	X	✓	X	✓	X	✓	X	✓	✓	✓	✓
20.	Govt. College, Sumerpur	X	X	X	X	NM	X	X	✓	X	✓	X	✓	X	✓	X	✓	X	✓	X
21.	Govt. College, Osian	X	X	X	X	NM	✓	✓	✓	X	✓	X	✓	X	✓	X	✓	X	✓	X
22.	Govt. PG College, Jalore	X	X	X	X	NM	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓
23.	SPM Govt. College, Bhopalgarh	X	X	X	X	NM	X	X	✓	X	✓	X	✓	X	✓	X	✓	X	✓	✓
24.	Govt. College Bilara	X	X	X	X	NM	X	X	✓	X	✓	X	✓	X	✓	X	✓	X	✓	X
25.	Govt. Girls College Pipad	X	X	X	X	NM	✓	✓	✓	X	✓	X	✓	X	✓	X	✓	X	✓	✓
26.	MBR Govt. College, Balotra	✓	X	X	✓	NM	✓	✓	✓	✓	✓	X	✓	X	✓	X	✓	✓	✓	✓
27.	DRJ Govt. Girls College, Balotra	✓	X	X	✓	NM	✓	✓	✓	✓	✓	X	✓	X	✓	X	✓	✓	✓	✓
28.	Govt College, Pokaran	X	X	X	X	NM	X	X	✓	X	✓	X	✓	X	✓	X	✓	X	✓	✓
29.	Govt. College, Jodhpur	✓	X	X	X	NM	X	X	✓	X	✓	X	✓	X	✓	X	✓	X	✓	✓
Govind Guru Tribal University, Banswara																				
30.	Govind Guru Govt. College, Banswara	✓	✓	✓	✓	✓	✓	✓	NM	✓	✓	X	✓	X	✓	X	✓	✓	✓	✓
31.	HDJ Govt. Girls College, Banswara	X	X	✓	✓	✓	X	✓	NM	✓	X	✓	✓	X	✓	X	✓	X	✓	X
32.	SBP Govt. College, Dungarpur	✓	✓	✓	X	X	✓	✓	NM	✓	X	✓	✓	X	✓	X	✓	✓	✓	✓
33.	VKB Govt. Girls College, Dungarpur	✓	X	X	X	X	X	X	NM	✓	X	✓	✓	X	✓	X	✓	✓	✓	✓
34.	Govt. College, Simalwara	X	X	X	X	X	X	X	NM	✓	X	✓	✓	X	✓	X	✓	X	✓	X
35.	MBD Govt. College, Kushalgarh	X	X	X	X	X	✓	✓	NM	X	X	✓	✓	X	✓	X	✓	X	✓	✓
36.	Govt. PG College, Pratapgarh	✓	✓	✓	X	X	✓	✓	NM	✓	✓	✓	✓	X	✓	X	✓	X	✓	✓
NM-Not maintained																				

(B) Details of test private checked colleges

Sl. No.	Names of test checked affiliated Colleges	Placement cell	Counselling cell	Alumni Association	Job fair	Placement done	ICT teaching	ICT classes	Teachers with PhD	Teacher training	Research grant	Publication	Extension activities	SC/ST Cell	Gender equity programmes	IQAC
University of Rajasthan, Jaipur																
1.	DCS College, Sanganer	X	X	X	X	X	✓	✓	NM	X	X	X	X	NA	NA	X
2.	Saint Soldier College, Jaipur	X	X	X	X	X	✓	✓	NM	X	X	X	X	NA	NA	X
3.	BND PG College, Viratnagar	X	X	X	X	X	✓	✓	NM	X	X	X	X	NA	NA	X
4.	Seva College, Viratnagar	X	X	X	X	X	X	X	NM	X	X	X	X	NA	NA	X
5.	Gyanvihar College, Bassi	X	X	X	X	X	X	X	NM	X	X	X	X	NA	NA	X
6.	St. Mother Teresa College, Gadota	X	X	X	X	X	✓	✓	NM	X	X	X	X	NA	NA	X
7.	Shanskar Girls College, Bagru	X	X	X	X	X	✓	✓	NM	X	X	X	X	NA	NA	X
8.	Shri Bhawani Niketan PG Girls College, Jaipur	X	X	✓	X	X	X	✓	NM	X	X	X	X	NA	NA	✓
9.	Poddar International College, Mansarovar	X	X	✓	X	X	✓	✓	NM	✓	✓	X	X	NA	NA	✓
10.	Parishkar International College, Mansarovar	X	X	X	X	X	✓	✓	NM	X	X	X	X	NA	NA	✓
11.	Tagore PG Girls College, Vaishalinagar	X	X	✓	X	X	✓	✓	NM	X	X	X	X	NA	NA	X
12.	IRIS College, Sodala, Jaipur	X	X	✓	X	X	✓	✓	NM	X	X	X	X	NA	NA	✓
13.	Mareshawari College of Commerce and Science, Pratapnagar	X	X	✓	X	X	✓	✓	NM	✓	X	X	X	NA	NA	✓
14.	Saini Adarsh PG College, Bandikui	X	X	X	X	X	X	✓	NM	X	X	X	X	NA	NA	X

15.	Impulse College, Lalsot	X	X	X	X	X	X	X	X	X	X	X	X	X	X	NA	NA	X
16.	Shiv Shakti College, Dausa	X	X	X	X	X	X	X	X	X	X	X	X	X	X	NA	NA	X
Jai Narain Vyas University, Jodhpur																		
17.	Mahatma Gandhi College, Jodhpur	X	X	X	NM	X	X	X	✓	X	X	X	X	X	NM	NA	NA	X
18.	MR Memorial College, Dhorimanna	X	X	X	NM	X	X	X	✓	X	X	X	X	X	NM	NA	NA	X
19.	BL College of Arts and science, Sheo	X	X	X	NM	✓	✓	✓	✓	X	X	X	X	X	NM	NA	NA	X
20.	Annie Besent College, Aau	X	X	X	NM	X	X	X	✓	X	X	X	X	X	NM	NA	NA	X
21.	Bhagwan Mahaveer College, Balotra	X	X	X	NM	X	X	X	✓	X	X	X	X	X	NM	NA	NA	X
22.	Bhaskar College, Balotra	X	X	X	NM	X	X	X	X	X	X	X	X	X	NM	NA	NA	X
23.	Hill Grove Col`s College, Sumerpur	X	X	X	NM	X	X	X	✓	X	X	X	X	X	NM	NA	NA	X
24.	Rooparam Sevada College, Keru	X	X	X	NM	X	X	X	✓	X	X	X	X	X	NM	NA	NA	X
25.	Shreeram College, Ramji ka Gol, Barmer	X	X	X	NM	X	X	X	✓	X	X	X	X	X	NM	NA	NA	X
Govind Guru Tribal University, Banswara																		
26.	LBS College, Pratapgarh	X	X	X	X	X	X	✓	✓	X	X	X	X	X	NM	NA	NA	X
27.	Mansi Mahila Mahavidhyala, Anandpuri	X	X	X	X	X	X	X	X	X	X	X	X	X	NM	NA	NA	X
28.	Gurukul Degree College, Aspur	X	X	X	X	X	X	✓	✓	X	X	X	X	X	NM	NA	NA	X
29.	Jambukhand Mahavidhyalaya, Kalinjara	X	X	X	X	X	X	✓	✓	X	X	X	X	X	NM	NA	NA	X
30.	Himalaya College, Punali	X	X	X	X	X	X	X	X	X	X	X	X	X	NM	NA	NA	X
✓ - Available X - Not available NM-Not maintained NA- Not applicable																		

Appendix-1.3

(Refer paragraph 1.6.2)

Detail of quantitative proxy criteria developed by Audit based on the scores obtained by 22 Universities under the NAAC grading system during 2017-18.

Sl. No.	Name of Indicator	Range of performance for scoring marks				
		4	3	2	1	0
1.	Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during 2014-19	50% and above	40% to 49.99%	30% to 39.99%	20% to 29.99%	Below 20%
2.	Percentage of new courses introduced out of the total number of courses across all programmes offered during 2014-19 with the focus of employability	10% and above	7% to 9.99%	4% to 6.99%	2% to 3.99%	Below 2%
3.	Number of functional MoUs with institutions of national/ international importance, other Univ., industries etc. during 2014-19	30 and above	20 to 29	10 to 19	6 to 9	up to 5
4.	Percentage of student progression to higher studies during 2018-19	20% and above	15 to 19.99%	10% to 14.99%	5% to 9.99%	Below 5%
5.	Average percentage of students qualifying in State/ National/ International level examinations during 2014-19	30% and above	15% to 29.99%	10% to 14.99%	5% to 9.99%	Below 5%
6.	Percentage of programs where syllabus revision was carried out during 2014-19	50% and above	40% to 49.99%	30% to 39.99%	15 to 29.99%	Below 15%
7.	Average percentage of students enrolled in value added courses during 2014-19	10% and above	6% to 9.99%	3% to 5.99%	1 to 2.99%	Below 1%
8.	Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc., during 2018-19	80% and above	60% to 79.99%	40% to 59.99%	20% to 39.99%	Below 20%

Sl. No.	Name of Indicator	Range of performance for scoring marks				
		4	3	2	1	0
9.	Average percentage of students participating in extension activities and outreach programmes conducted in collaboration with industry, community, NGOs during 2014-19	30% and above	25% to 29.99%	20% to 24.99%	15% to 19.99%	Below 15%
10.	Percentage of students undertaking field projects / internships during 2018-19	10% and above	5 to 9.99%	3 to 4.99%	2 to 2.99%	Below 2%
11.	Average percentage of placement of outgoing students during 2014-19.	20% and above	15% to 19.99%	10% to 14.99%	5% to 9.99%	Below 5%
12.	Pass percentage of students during 2018-19	90% and above	80% to 89.99%	70% to 79.99	60% to 69.99%	Below 60%
13.	Number of value-added courses imparting transferable and life skills offered during 2014-19	50 and above	40 to 49	30 to 39	20 to 29	Below 20
14.	Percentage of programs in which CBCS has been implemented during 2018-19	10% and above	6 to 9.99%	3 to 5.99%	2 to 2.99%	Below 2%
15.	Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc during 2018-19	80% and above	70% to 79.99%	60% to 69.99%	50% to 59.99%	Below 50%
16.	Student - Computer Ratio during 2018-19	upto 10:1	11:1 to 20:1	21:1 to 30:1	31:1 to 40:1	More than 40:1
17.	Average percentage of full time teachers with Ph.D. during 2014-19	70% and above	60% to 69.99%	50% to 59.99%	40% to 49.99%	Below 40%
18.	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during 2014-19	10 % and above	9% to 9.99%	8% to 8.99%	7% to 7.99%	Below 7%
19.	Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during 2014-19	50% and above	40% to 49.99%	30% to 39.99%	20% to 29.99%	Below 20%

Sl. No.	Name of Indicator	Range of performance for scoring marks				
		4	3	2	1	0
20.	Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, during 2014-19	40% and above	30% to 39.99%	20 to 29.99%	10% to 19.99%	Below 10%
21.	Average percentage of applications for revaluation leading to change in marks during 2014-19	5% & below	5% to 8.99%	9% to 12.99%	13% to 15.99%	16% and above
22.	Number of patents awarded to an institution during 2014-19	20 and above	10 to 19	5 to 9	1 to 4	Below 1
23.	Number of research papers per teacher in the Journals notified on UGC website during 2014-19	10 and above	7 to 9.99	4 to 6.99	1 to 3.99	Below 1
24.	Number of teachers awarded international fellowship for advanced studies/ research during 2014-19	40 and above	20 to 39	10 to 19	2 to 9	Up to 1
25	Average percentage of students benefited by scholarships by the Government and provided free ships/tuition waiver by the Government during 2014-19	40% and above	25% to 39.99%	16% to 24.99%	5% to 15.99%	Below 5%
26.	Average percentage of budget allocation, excluding salary for infrastructure augmentation during 2014-19	20% and above	15% to 19.99%	10% to 14.99%	5% to 9.99%	Below 5%

Appendix - 2.1

(Refer paragraph 2.1.3.2)

Discrepancies noticed in information of placement reported by Commissionerate (College Education) to Assembly and furnished by concerned college to audit

Sl. No.	Name of college	No. of student placed reported by Commissionerate to Assembly	No. of students placed as per information furnished to audit by colleges
Colleges affiliated with UoR, Jaipur			
1.	Baba Bhagwan Das Government College, Chimanpura	200	30
2.	R. L. Sahriya Government College, Kala Dera	14	0
3.	Pandit Naval Kishore sharma Government College, Dausa	9	0
Colleges affiliated with JNVU, Jodhpur			
4.	R.D.J. Government college, Balotra	3	0
5.	Government College, Balotra	3	0
6.	Government College, Jodhpur	2	0
7.	Government College, Osian	6	0
College affiliated with GGTU, Banswara			
8.	MBD Government College, Khshalgah, Banswara	20	0
9.	Govind Guru Government College, Banswara	325	15
Total		582	45

Appendix- 3.1

(Refer paragraph 3.1.1.3 (i))

Details showing results of scrutiny of syllabus of 19 courses of UoR, Jaipur

(A) Syllabus of 15 courses in which no changes were noticed

Sl. No.	Date of BoS meeting	Name of course
1.	24.05.2017	M Sc (Zoology)(Semester-I & II) 2018, Semester-III & IV 2019
2.	03.01.2018	B Sc (Zoology) Part-II (Honours) 2019
3.	15.07.2015	BA (Sociology) Part – II (Pass Courses) 2016
4.	15.07.2015	BA (Sociology) Part-II (Honours) 2016
5.	23.05.2016	BA (Sociology) Part-III (Honours) 2017
6.	27.02.2019	BA (Sociology)Part –I, II & III (Pass course) 2020
7.	27.02.2019	BA (Sociology)Part-III (Honours) for 2020
8.	15.11.2014 & 10.05. 2016	B Sc (Chemistry) (Honours) 2016 & 2017
9.	21.01.2017	M Sc (Chemistry) (Semester-III & IV) 2018
10.	02.03.2019	M Sc (Chemistry) (Previous & Final) 2020
11.	20.03.2018	M Sc (Chemistry) (Semester-I, II, III& IV) 2019
12.	18.01.2018	B Com (Business Adm) (Honours) Part-II 2019
13.	15.04.2014 & 12.05.2016	BA (Political Science)Part-III (Pass course) 2015 and 2017
14.	15.04.2014	BA (Political Science)Part-III (Honours) 2015
15.	25.05.2017	BA (Political Sc.) Part-I & II and BA (Honours) Part-II 2018

(B) Details of four courses in which minor changes/some word replacements were noticed

Sl. No	Content in syllabus before changes	Content in syllabus after changes	Changes noticed
1.	BA Part-I (Sociology) 2015 Paper-I (Unit-III) Dynamics in sociology: <i>Social mobility: Concepts and forms</i> <i>Social Control: Concepts and forms</i>	BA Part-I (Sociology) 2020 Paper-I (Unit-III) Dynamics in sociology: <i>Social Change and mobility: Theories and forms</i>	<i>Social Control</i> deleted in Syllabus 2020.
2.	BA Part-I (Sociology) 2015 Paper-II (Unit-II) Topic Basic Institutions of Indian society: <i>Family Marriage & Kinship: Meaning and Forms</i> <i>Issues: Continuity and Change.</i> <i>Caste & Class: Meaning and Forms</i> <i>Issues: Continuity and Change.</i>	BA Part-I (Sociology) 2020 Paper-II (Unit-II) Topic Basic Institutions of Indian society: <i>Family Marriage & Kinship: Meaning, Forms and Challenge.</i> <i>Caste and Class: Meaning, Forms and Changing Patterns.</i>	The word “ <i>issue</i> ” and ‘ <i>Continuity and Change</i> ’ replaced by “ <i>challenges</i> ” and ‘ <i>Changing Patterns</i> ’
3.	BA Part-I (Economics)2017 Paper- II (Section-B) Industry:- Role Strategy and Challenges, SMEs, Public and Private Sector Industries.	BA Part-I (Economics) 2018 Paper- II (Section-B) Industry:- Role Strategy and Challenges, MSMEs, Public and Private Sector Industries.	SMEs replaced by MSMEs in 2018 syllabus.
4.	BA Part-II (Economics) 2017 Paper –I (Section-C) Fiscal Policy: Objectives and Instruments.	BA Part-II (Economics) 2018 Paper-I (Section-C) Fiscal Policy topic deleted.	Fiscal Policy topic deleted in 2018.

Appendix- 3.2

(Refer paragraph 3.1.2.5 (D)(i))

Details of delay in declaration of revaluation result in UoR, Jaipur

Name of Course	Year	Date of Declaration of Result	Cut-off date ⁸⁸ of declaration of result after revaluation	Date of declaration of revaluation result	Delay in days
BA Hons-I	2019	28.06.2019	13.08.2019	12.11.2019	90
BA Hons-II	2019	28.06.2019	13.08.2019	12.11.2019	90
BA Hons-III	2019	02.07.2019	17.08.2019	31.10.2019	74
BA-I (D&D)	2019	18.06.2019	03.08.2019	16.09.2019	44
BA-III (D&D)	2019	18.06.2019	03.08.2019	16.09.2019	44
BA Hons-I	2018	22.07.2018	07.09.2018	30.11.2018	83
BA Hons-II	2018	17.07.2018	03.09.2018	02.12.2018	90
BA Hons-III	2018	02.07.2018	17.08.2018	02.12.2018	105
BA Part-I	2018	09.07.2018	24.08.2018	14.12.2018	111
BA Part-II	2018	04.07.2018	19.08.2018	14.12.2018	116
BA Part-III	2018	05.07.2018	20.08.2018	14.12.2018	115
BA-I (D&D)	2018	11.07.2018	26.08.2018	16.11.2018	81
BA-II (D&D)	2018	11.07.2018	26.08.2018	14.12.2018	109
BA-III (D&D)	2018	06.07.2018	21.08.2018	18.09.2018	27
BA-I (D&D)	2017	09.08.2017	24.09.2017	06.12.2017	73
BA-II (D&D)	2017	14.09.2017	29.10.2017	06.12.2017	37

⁸⁸ Cut-off date for declaration of results of revaluation have been calculated from date of declaration of examination results by allowing 15 days for filling of application form and 30 days for revaluation of answer sheets.

Appendix- 3.3

(Refer Paragraph 3.2.1.5 (C))

Position of 22 research projects lying incomplete in UoR, Jaipur

Sl. No	Name of project	Purpose of research project	Period	Amount sanctioned (₹ in crore)	Amount released by sanctioning authorities to UoR (₹ in crore)	Expenditure incurred (₹ in crore)	Reason for non-release of remaining grant/refund of grant
1.	DST- PURSE (Phase-II) program	To provide support to performing universities essentially for research, man-power cost, augmentation of equipment and computational facilities, research consumables, organization of scientific conferences/workshops, travel and maintenance of the facilities.	2014-19	32.40	6.00	4.46	Failure to submit UCs of first installment till elapsing of entire period of 2014-19.
2.	DST-SAIF	To provide facilities of sophisticated analytical instruments to researchers through its Sophisticated Analytical Instrument Facilities (SAIF).	2013-18	5.80	2.00	Nil	Due to non-purchase of equipment timely, the entire amount of ₹ 2 crore was refunded.
3.	Start-up Research Grant (SRG)- <i>08 Projects</i>	To assist researchers working in frontier areas of science and engineering to initiate their research career in a new institution.	3 years	2.38	1.40	0.83	Non-utilization of disbursed grant.
4.	UGC- SAP (Special Assistance Program) – <i>11 projects</i>	To encourage the pursuit of excellence and teamwork in advanced teaching and research to accelerate the realization of international standards in specific fields.	2012-19	11.28	1.85	1.50	Delayed submission of UC and non-compliance of UGC guidelines.

Sl. No	Name of project	Purpose of research project	Period	Amount sanctioned (₹ in crore)	Amount released by sanctioning authorities to UoR (₹ in crore)	Expenditure incurred (₹ in crore)	Reason for non-release of remaining grant/refund of grant
5.	DBT- Interdisciplinary Progra of Life Sciences (IPLS).	Isolation and Identification of desired metabolites from the medicinally important plants and commercialization/ large scale production, synthesis & characterization of Nanoparticles by using chemical and biological route, integration of metabolites and Nano materials for application in textiles, nutritional enhancement and medicines and to develop water purification system using CNT route, etc.	2010-15	9.90	4.33	4.44	Non-utilization of initial grant timely and non-purchase of major equipment
Total				61.76	15.58	11.23	

Appendix- 5.1

(Refer paragraph 5.1.2.1)

Functioning of Governing Bodies in test checked universities

Sl. No.	Name of Governing Body	Functions/ Responsibilities (including periodicity of meetings)	Lapses noticed in functioning of the Governing Body		
			UoR, Jaipur	JNVU, Jodhpur	CGTU, Banswara
1	Senate	It is Apex Body of the university for: (i) Making/amending/ repealing Statue. (ii) Considering and cancelling ordinances and (iii) Considering and passing of the resolutions on the annual report, annual accounts and the other financial estimates etc. Periodicity of meetings- UoR- Once in a year. JNVU- Three meetings in a year	Constituted (i) No annual meeting of Senate was held since 2010 other than for 'passing grace' to the students who appeared in university examination in the year 2011 to 2018. (ii) Amendments made in ordinances by syndicate were not placed before the Senate. (iii) Representation of students were not found in Senate.	Constituted (i) Only four out of 15 meetings were held during 2014-19. (ii) No meeting of Senate was held during 2014-15 and only one meeting each in 2016-18 were held.	Not constituted
2	Syndicate/ Board of Management (BoM)	It is Executive Body of the university to act: (i) To make ordinance/ amend and cancel ordinances. (ii) To hold control and administer property and funds of the University etc. Periodicity of meetings- Ordinarily one meeting in two months in UoR and JNVU	Constituted (i) 10 amendments (test checked) made by Syndicate were not placed before Senate. (ii) Representation of students were not found in Senate. (iii) Audited accounts of the university were not placed before Senate	Constituted (i) Representation of students were not found in Syndicate. (ii) Only one meeting out of six meetings was held during 2018-19.	In the University, Board of Management is the highest Executive Body. Only six meetings were held against prescribed 20 meetings during 2014-19.
3	Board of Inspection	(i) It deals with applications for affiliation, approval, arrange their inspection, (ii) It makes rules for approval, recognition and affiliation of Institutions and colleges. Periodicity of meetings- As and when required.	Constituted (i) Delay in conducting of inspection of private affiliated colleges. (ii) Not prescribing of list of minimum laboratory equipment in affiliated colleges for granting affiliation.	Constituted Work relating to affiliation is being dealt with Academic Section. It was found that inspection teams were not submitting the required information in the prescribed format	Not constituted

Sl. No.	Name of Governing Body	Functions/ Responsibilities (including periodicity of meetings)	Lapses noticed in functioning of the Governing Body		
			UoR, Jaipur	JNVU, Jodhpur	GGTU, Banswara
			(iii) Director of Education did not participate in any BoI meeting.		
4	Academic Council	<p>(i) It shall be responsible for the maintenance of the standards of teaching and examination.</p> <p>(ii) Subject to approval, to make, amend and cancel regulations laying down courses of study and curricula.</p> <p>Periodicity of meetings- UoR- Once in a year JNVU & GTTU- one meeting in every month.</p>	Constituted	<p>Constituted</p> <p>Only 13 out of 60 meetings were held during 2014-19</p>	<p>Constituted</p> <p>Seven meetings were held during 2014-19</p>
5	Board of Study in UoR and GTTU/ Committee of Courses and Studies in JNVU	<p>To recommend courses of study and curriculum in their respective subject to Syndicate and Academic Council.</p> <p>Periodicity of meetings- As and when required</p>	<p>Constituted</p> <p>Only the modified syllabus was attached by BoS before Academic Council without detailing of the changes that were actually made in the syllabus.</p>	<p>Constituted</p> <p>Only the modified syllabus was submitted by Committee of Courses and Studies to Academic Council without detailing the changes that were actually made in the syllabus</p>	<p>Constituted</p> <p>Thought it was constituted in 2017, no syllabus of courses was revised in the university.</p>
6	College Development Council (CDC)	<p>The CDC recommends the proposal of the colleges and teachers to the UGC as per the guidelines of UGC. The CDC plays an important role between UGC and Colleges for improving infrastructure facilities in the college and for the benefit of the faculty members and students in multiple ways.</p>	<p>Constituted</p> <p>(i) CDC did not invite any proposals from colleges for UGC grants during 2014-19. However, colleges sent their proposals to UGC by their own.</p> <p>(ii) Due to not recommendation of proposal of colleges by CDC, grants sanctioned by UGC to colleges decreased drastically from ₹2.64 crore in 2014-15 to nil in 2018-19.</p>	<p>Constituted</p> <p>(i) CDC was established in 2016. Director of CDC which was appointed in June subsequently abolished in October 2017 due to paucity of funds.</p> <p>(ii) Also advisory committee for CDC was not found constituted.</p>	<p>Not constituted</p>

Appendix- 5.2

(Refer paragraph 5.6.2.2)

Delay in release of RUSA funds by the State Government					
Year	Central Share		State Share		Delay in grants released to SPD (in days)
	Amount (₹ in crore)	Date of grants released to State Government	Amount (₹ in crore)	Date of grants released to SPD	
2014-15	3.25	12.01.2015	1.75	31.03.2016	428
2015-16	38.40	30.09.2015	43.60	31.03.2016	167
	27.00	29.12.2015			77
2016-17	44.40	27.12.2016	29.60	17.03.2017	64
2017-18	53.70	19.12.2017	35.80	14.03.2018	69
2018-19	12.00	11.07.2018	8.00	14.08.2018	18
	25.80	30.08.2018	17.20	29.11.2018	75
	10.80	11.10.2018	7.20	27.03.2019	151
	7.50	31.12.2018	5.00	29.03.2019	72
	4.20	07.03.2019	2.80	05.07.2019	104
Total	227.05		150.95		

Appendix- 5.3

(Refer paragraph 1.6.2)

Responses of student satisfaction survey			
Sl. No.	Survey Questions	Percentage of students satisfied/highly satisfied	Percentage of students partially satisfied/dissatisfied
1.	How much of the syllabus was covered in the class?	62.98	37.02
2.	Teachers inform you about your expected competencies, course outcomes and programme outcomes.	81.10	18.90
3.	The teachers illustrate the concepts through examples and applications.	80.49	19.51
4.	The teachers identify your strengths and encourage you with providing right level of challenges.	84.70	15.30
5.	Teachers are able to identify your weaknesses and help you to overcome them.	77.72	22.28
6.	The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	90.17	9.83
7.	The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.	88.95	11.05
8.	Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.	88.00	12.00
9.	The overall quality of teaching-learning process in your institute is very good.	90.04	09.96
10.	Satisfaction with teachers.		
(i)	Subject Knowledge	88.95	11.05
(ii)	Teaching Ability	84.43	15.57
(iii)	Regularity/ Punctuality	74.61	25.39
(iv)	Fair as evaluator/examiner	79.91	20.09
(v)	Mentor / Role Model and Guide	76.54	23.46
(vi)	Communication Skills	73.42	26.58

Sl. No.	Survey Questions	Percentage of students satisfied/highly satisfied	Percentage of students partially satisfied/dissatisfied
11.	Satisfaction on Teaching Methods.		
(i)	Practical Classes	75.09	24.91
(ii)	Assignments/Project work	71.18	28.82
(iii)	Seminars/Group Discussion	68.07	31.93
(iv)	Extra Coaching/Classes	56.23	43.77
(v)	ICT based teaching (PPT/Videos etc)	44.98	55.02
(vi)	Lectures	82.15	17.85
12.	Satisfaction with Admission Process.		
(i)	Availability of Information in prospectus or institution website	82.85	17.15
(ii)	Guidance in the choice of subjects in institution	79.39	20.61
(iii)	Fees payment procedure	81.71	18.29
(iv)	Fair selection criteria in admission	81.80	18.20
13.	Satisfaction with Examination and Evaluation Process.		
(i)	The pattern of Question Papers	87.11	12.89
(ii)	Practical / External Viva Examinations	74.69	25.31
(iii)	Timely Declaration of Results	79.43	20.57
(iv)	Grading / Marking System	75.88	24.12
(v)	Reassessment / Re-evaluation practices	72.76	27.24
14.	Institute's Initiatives		
(i)	Career Counseling	49.43	50.57
(ii)	Placement Cell	52.40	47.60
(iii)	Training and Internship	56.49	43.51
15.	Satisfaction with the opportunities in your institution to enhance the overall capabilities of the students?		
(i)	Discussion in the classroom	77.46	22.54
(ii)	Activities like theatre, art, painting, music	72.98	27.02
(iii)	Sports and Games	69.61	30.09
(iv)	Open discussion on public issues	64.78	35.22
(v)	Interaction with scholars and eminent personalities	69.17	30.83
(vi)	Campus Environment	72.54	27.46

Sl. No.	Survey Questions	Percentage of students satisfied/highly satisfied	Percentage of students partially satisfied/dissatisfied
(vii)	Social Outreach Activities National Service Scheme (NSS) National Cadet Corps (NCC) etc.)	74.52	25.48
16.	are you satisfied with the campus facilities available on your campus		
(i)	Library, laboratory, toilet and cleanliness of the campus	75.11	24.89
(ii)	Sports and games	67.72	32.28
(iii)	Drinking Water	74.12	25.88
(iv)	Hostel	48.46	51.54
(v)	Medical facility	52.19	47.81
(vi)	Supportive Campus for Differently Abled	53.11	46.89
(vii)	Common room	68.38	31.62
(viii)	Student's grievance redressal cell	63.95	36.05
17.	Are you satisfied with institutional governance?	74.30	25.70
18.	Survey Questions regarding Governance Policy.	Percentage of students were aware	Percentage of students were not aware
(i)	Whether student council election is held?	72.98	27.02
(ii)	Are you aware of Anti-Ragging cell in your institution?	42.46	57.54
(iii)	Are you aware of Sexual Harassment cell in your institution?	38.46	61.54
(iv)	Are you aware of IQAC (Internal Quality Assurance Cell) in your institution?	33.99	66.01
(v)	Are you aware of Equal Opportunity Cell in your institution?	47.46	52.54
(vi)	Whether option for SWAYAM / MOOC / Online Courses exists in your institution?	42.28	57.72
(vii)	Are you aware of choice based Credit System (CBCS) in your institution?	34.01	65.99
(viii)	Are you aware of Student Counselling Centre in your institution?	57.63	42.37

Appendix-5.4

Glossary of Abbreviations

AISHE	All India Survey on Higher Education
AQAR	Annual Quality Assurance Report
BoI	Board of Inspection
BoM	Board of Management
CCT	Center for Conversing Technologies
CEDC	Community Education Development Cell
DBT	Department of Bio-Technology
DST	Department of Science & Technology
FYP	Twelfth Five Year Plan
GER	Gross Enrolment Ratio
GGTU	Govind Guru Tribal University
GoR	Government of Rajasthan
HEIs	higher educational institutions
ICT	Information and Communications Technology
IQAC	Internal Quality Assurance Cell
JNVU	Jai Narain Vyas University
MBE	Molecular Beam Epitaxy
MHRD	Ministry of Human Resources Development
NAAC	National Assessment and Accreditation Council
NEP	National Education Policy
NET	National Eligibility Test
NMEICT	National Mission on Education through ICT
OBCs	Other Backward Classes
RUSA	Rashtriya Uchchatar Shiksha Abhiyan
SC	Scheduled Caste
SHEC	State Higher Education Council
SHEP	State Higher Education Plan
SLQAC	State Level Quality Assurance Cell
ST	Scheduled Tribe
STR	Student Teacher Ratio
TEM	Transmission Electron Microscope
UGC	University Grants Commission
UoR	University of Rajasthan
UT	Union Territory
VC	Vice Chancellor

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