

Chapter - VI
Conclusion

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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.

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**JAIPUR,
The 07 April, 2021**

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

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