

Chapter - II
Student Progression towards
Employment and Higher
Studies

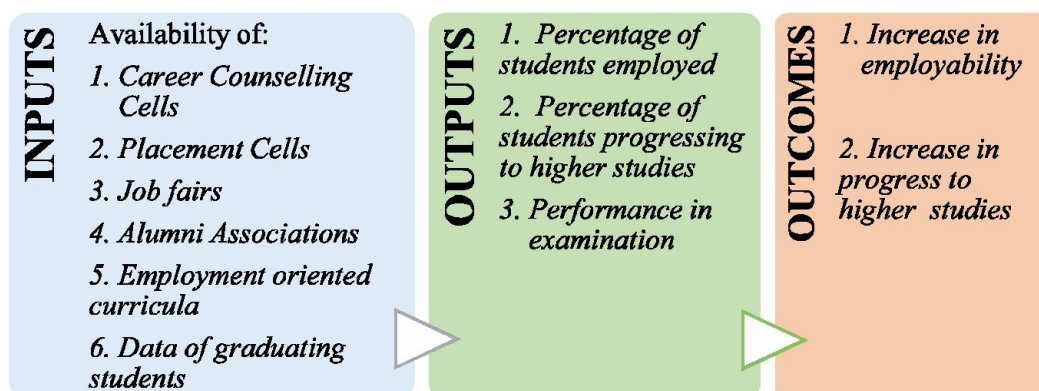
Chapter - II

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.

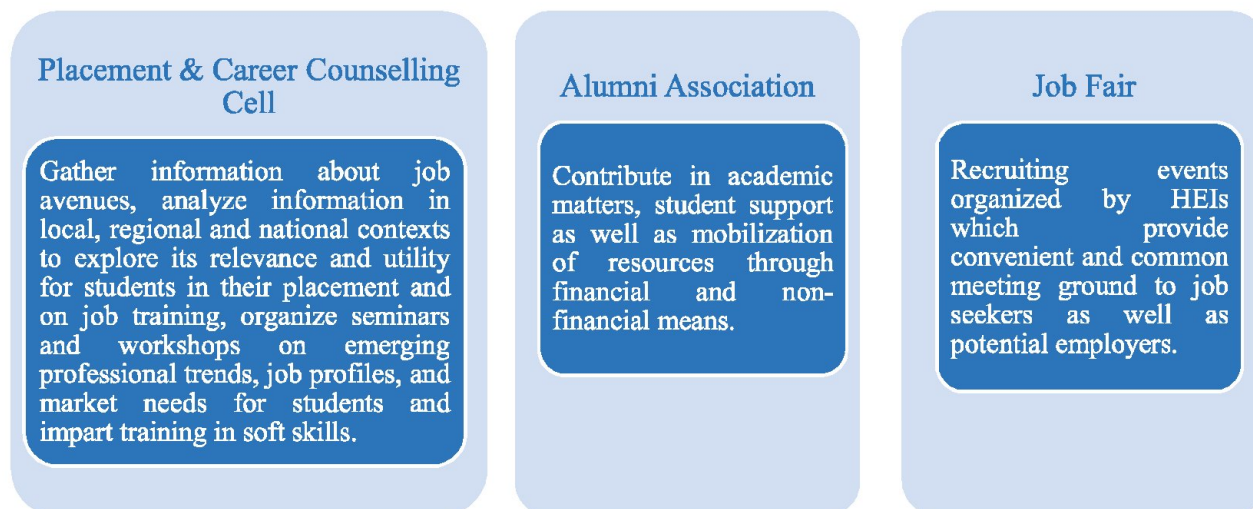
Generic employability skills are important because the labour market is intensely competitive and employers are looking for people who are flexible and have the ability to undertake a variety of tasks in different environments.

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.

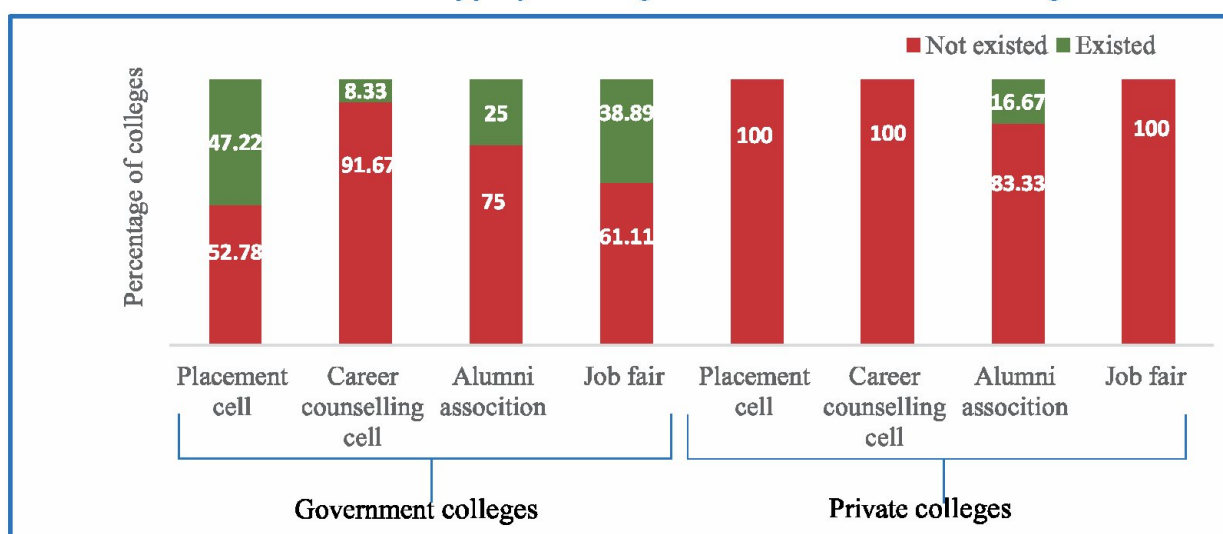
(iii) **Job fair:** UoR, Jaipur and its two constituent colleges organized only one job fair (2016) during 2014-19, in which 57 companies/employers took part. 449 out of 4,000 students who participated were stated to have got the job. JNVU, Jodhpur including its constituent college and GGTU, Banswara 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.

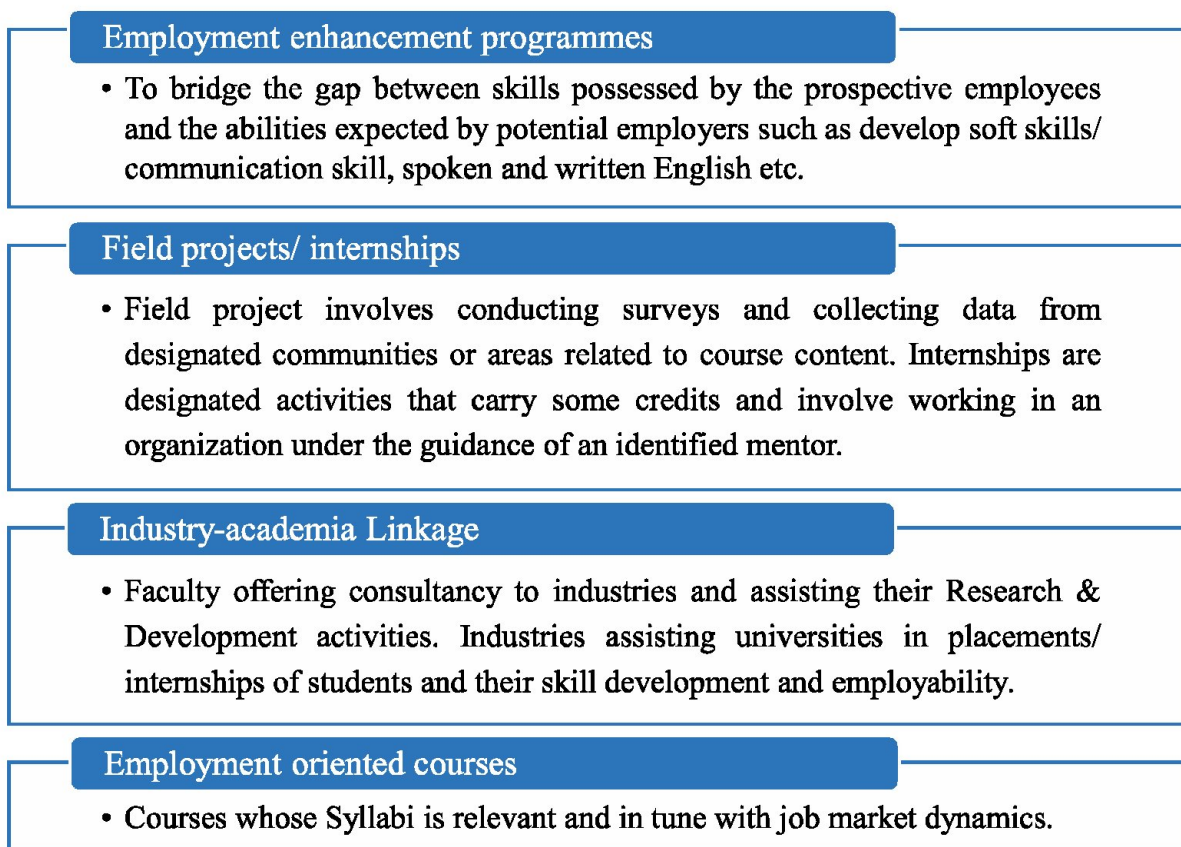
Further, State Higher Education Plan (2015-22) also envisages creation of institutional linkages with industry to enhance employability of graduates. In line with this, State Project Director, *Rastriya Uchhatar Shiksha Abhiyan* directed (October 2017 and January 2018) all Principals of Government College

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.

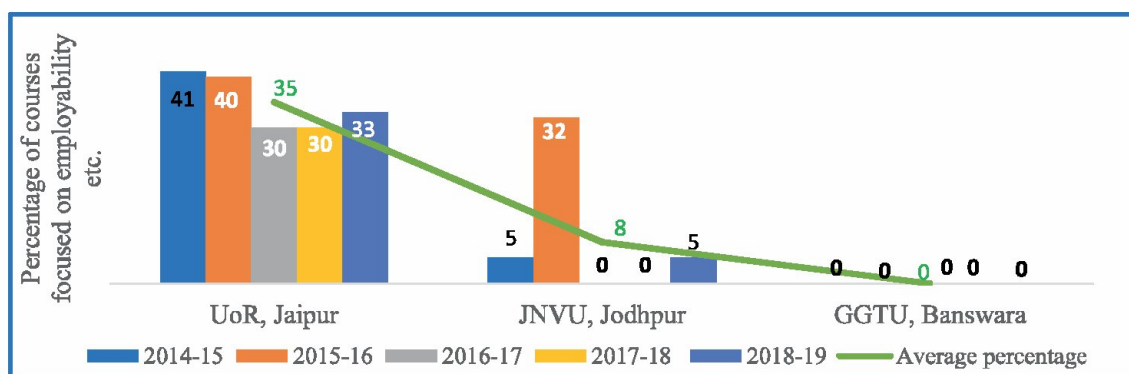
2.1.2.3 Courses having focus on Employability/Entrepreneurship/Skill development

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

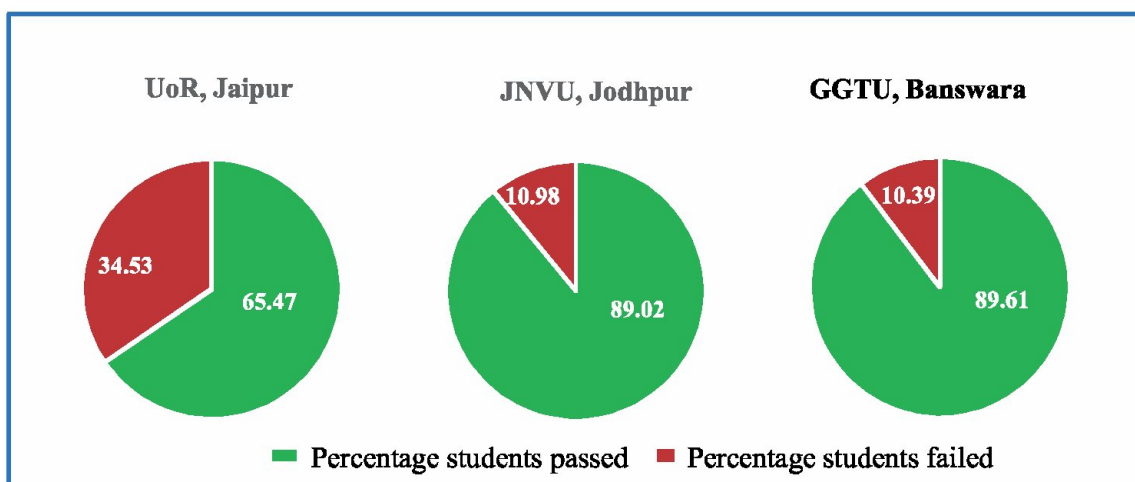
Extent of effectiveness of teaching learning in a HEI is reflected in the students' performance in examinations. Such performance is seen as the realization of learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.

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.

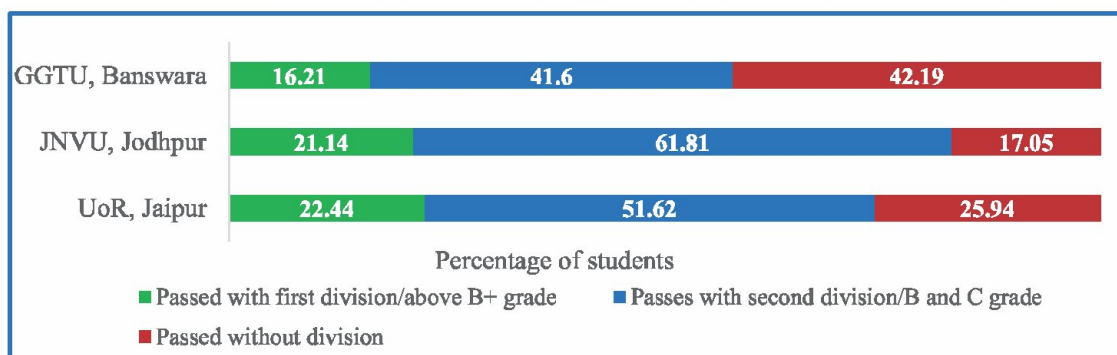
24 UoR, Jaipur: Three government colleges (number of placement reported by Commissionerate: 223 and no. of placement informed by colleges concerned to audit: 30; JNVU, Jodhpur: Four colleges (14 and 0) and GGTU, Banswara: Two colleges (345 and 15).

25 UoR, Jaipur: 141 students qualified in three government colleges and GGTU, Banswara: 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**.

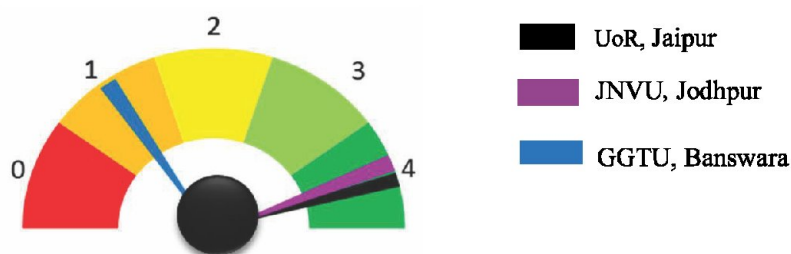
Chart 2.6: Division wise performance of students in examinations

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.*