Governance and Management of Higher Education in India:

A Study of Selected Institutions in Rajasthan

Rashmi Jain
Deeptima Shukla
Nidhi Singh

National Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi-110016

Research Project Co-ordinated by Dr. Garima Malik

Governance and Management of Higher Education: A Study of Selected Institutions in Rajasthan

Rashmi Jain
Deeptima Shukla
Nidhi Singh

Preface

The Centre for Policy Research in Higher Education (CPRHE) is a specialised Centre established in the National Institute of Educational Planning and Administration (NIEPA). It is an autonomous centre and its activities are guided by an Executive Committee which approves its programmes and annual budgets.

The Centre promotes and carries out research in the area of higher education policy and planning. Ever since the Centre became fully operational in July 2014, it has been carrying out research studies in the thrust areas identified in the perspective plan and the programme framework of the Centre. The thrust areas for research include access and equity, quality, teaching and learning, governance and management, financing, graduate employment and employability. At present the Centre is implementing research studies in selected institutions in all major states of India.

The present research on Governance and Management of Higher Education in India is one of the important studies initiated by the Centre in selected institutions in the states of Maharashtra, Rajasthan, Tamil Nadu and Uttar Pradesh**.** The study analyzes governance structures and processes in different institutions. The present report is part of this study. This research report is based on the analysis of the empirical evidence generated from all the institutions selected for case studies in Rajasthan.

A comparative analysis was carried out and a synthesis report was prepared based on the data generated from the institutions selected from all four states. Some of the findings suggest that the Central universities enjoy more autonomy than the State universities. The State universities have government officials and public representatives on their governing bodies and they exercise control over the functioning of these universities. Although the Central universities enjoy more autonomy there is more centralization of decision making at the level of the offices of Vice Chancellors. It was found that institutions enjoyed academic autonomy while there was limited administrative and financial autonomy.

Along with autonomy comes the issue of accountability which needs to be strengthened in all institutions. The teaching learning process and learning outcomes need to be closely monitored while maintaining academic freedom of teachers. Moreover the Internal Quality Assurance cells need to function effectively.

The study was carried out by research teams identified in each of the institutions selected for the study. I would like to thank research teams from Savitribai Phule Pune University, Bharathiar University, University of Rajasthan and Banaras Hindu University for their active participation and cooperation in carrying out the study.

The CPRHE organized research methodology workshops at different stages in the progress of the study. The implementation of the research study was monitored by an expert committee specifically constituted for this research study. I appreciate the efforts put in by my colleague Dr. Garima Malik of the CPRHE to coordinate the research activities effectively and prepare the synthesis report.

The present report is prepared by a team consisting of Dr. Rashmi Jain, Dr. Nidhi Singh and Dr. Deeptima Shukla and is based on the information collected from University of Rajasthan and its affiliated college Kanoria Mahila Mahavidyalaya. I thank them for their efforts in carrying out the study and completing the report. The research study also has brought out other three state reports and a synthesis report.

N.V. Varghese
Former Vice Chancellor
NIEPA, New Delhi

Acknowledgements

place and doing the project alongside the usual work of the University was ardous but their zeal and enthusiasm for the project sustained us during the course of study. These long sessions and the brainstorming have enriched the analysis.

The office staff of Centre for Social Exclusion and Inclusive Policy and International Cooperation Cell was a pillar of support and provided all necessary assistance during the period of the project. Vikas Choudhary provided technical support during the study.

<div align="right">

Dr. Rashmi Jain
Team leader

</div>

Contents

List of Tables

List of Figures

Abbreviations

ACR: Annual Confidential Report
AICTE: All India Council for Technical Education
API: Annual Performance Indicator
APTC: Administrative Services Pre- Entry Training Centre
AQAR: Annual Quality Assurance Report
B. Sc: Bachelor of Science
B.Com: Bachelor of Commerce
BA: Bachelor of Arts
BBA: Bachelor in Business Administration
BCA: Bachelor in Computer Application
BITS: Birla Institute of Technology & Science
CABE: *Central Advisory Board of Education*
CAS: Career Advancement Scheme
CAT**:** Certified Accounting Technician
CBCS: Choice Based Credit System
CDC: College Development Council
CF & FA: Comptroller of Finance and Financial Advisor
CGPA: Combined Grade Point Average
COC: Committee of Courses
CSIR: Council of Scientific and Industrial Research
DPC: Departmental promotion Committee
DST: Department of Science and Technology
FDP: Faculty Development Programme
FDP: Faculty Development Programme
GDP- Gross Domestic Product
GER: Gross Enrolment Ratio
GOI- Government of India
HDI- Human Development Index
HEIs: Higher Education Institutions
HOD: Head of Department
HRDC: Human Resource Development Centre
ICC: International Cooperation Cell
ICHR: Indian Council of Historical Research
ICS: Indian Civil Services
ICSSR: Indian Council of Social Science Research
ICT: Information Communication Technology
IIM: Indian Institute of Management
IIT: Indian Institute of Technology
IQAC: Internal Quality Assurance Cell
IUB - Inter University Board
KMM: Kanodia Mahila Mahavidyalaya
LLB: Bachelor of Law
LLM: Master of Law

M. Sc: Master of Science

M.A: Master of Arts

M.com: Master of Commerce

MCA: Master in Computer Application

MHRD: Ministry of Human Resource Development

MIS: Management Information System

MNIT: Malviya National Institute of Technology

MOOCs: Massive Open Online Course

MPAT: M.Phil and Ph.D Admission Test

NAAC: National Assessment and Accreditation Council

NBA: National Board of Accreditation

NCC: National Cadet Corps

NCTE: National Council for Teacher education

NET: National Eligibility Test

NGO: Non-Governmental Organization

NOC: No objection certificate

NSS- National Service Scheme

OBC: Other Backward Classes

P.O.: Probationary Officer

PG: Post Graduate

PP: Project and Plan section

RAPSAR: Rajasthan (Regulation of Appointments to. Public Services and Rationalisation of Staff) *Act*

RAS: Rajasthan Administrative services

RJS: Rajasthan Judicial Services

RSHEC: Rajasthan State Higher Education Council

RTI: Right to Information

RUSA: Rashtriya Uchchatar Shiksha Abhiyan

SAB: Student Advisory Bureau

SC-Scheduled Caste

SET: State Entrance Test

SFS: Self-financing courses

SLET: State Level Eligibility Test

SSC: Staff selection Commission

ST: Scheduled Tribe

UE: University Engineer

UG: Under graduate

UGC: University Grants Commission

UOR: University of Rajasthan

URATPG: University of Rajasthan Admission Test for Post-Graduation

Chapter 1

An Introduction to Governance and Management of Higher Education in India

"A university stands for humanism, for tolerance, for reason, for the adventure of the ideas and for the search of truth. It stands for onward march of human race towards even higher objectives. If the universities discharge their duties adequately, then it is well within the nation and the people".

Jawaharlal Nehru

Introduction

The concept of 'Higher Education' refers to an institution of advance knowledge system. To compete successfully in the knowledge-based economy of the 21st century, India needs universities that can support sophisticated research. The primary objective of Universities, as a Higher Education Institution (HEIs), is to generate skilled human resource through capacity building, who can best fit global job market at higher packages. The other equally important objective of universities is innovation through Research and Development centres.

Higher education is the key to holistic development and plays an important role in achieving high and sustainable rates of economic growth. However, the character of higher education institutions has been changing over the last decades. Traditionally, the domain of higher education was identified with universities which were considered to be scholar centred institutions. With the increase in demand for educated manpower in the industrializing period, the Universities have transformed into teaching and training institutions. More recently, the advent of research universities has reoriented the universities into centres of knowledge production.

In order to support a rapidly growing and sustainable economy, a highly qualitative and competitive pool of human resource is indispensable. Human resource is created through higher education that imparts an individual with skills and required knowledge base which will be supportive of active participation in productive sectors and will help generate greater economic activities. Thus higher education promotes specialization of skills within its beneficiaries like students and teachers which in turn leads to human resource development.

In the neoclassical models, education was not considered a major input for production and hence was not included in growth models. In the 1960s, mounting empirical evidence stimulated the 'human investment revolution in economic thought' (Schultz 1961). Economic growth, if not accompanied by improvements in education, can be severely constrained in its scope. Social sector reforms are the most complex and daunting faced by any government. Thus comprehensive development outcomes need to be firmly entrenched in any growth trajectory. Inequality of opportunity is a major impediment in economic growth which can be effectively addressed through education system.

The race to restructure and reform higher education systems is accelerating among developing countries. Most countries have resorted to granting more institutional autonomy to higher education institutions (HEIs) with the hope that the increasing management flexibility will expedite the process of higher education development. Debates about higher education have prompted the issues of complex governance, autonomy, equity and finance at national and state levels impacting the higher education system in India. There is an urgent need for institutions of higher education to continually improve and align the governance model to meet the challenges and demands of contemporary society.

The capacity to innovate is directly linked with the quality of higher education. The shift in employment prospects from manufacturing to services sector is also reflective of shifts in

qualification levels of employees. Thus the escalation of knowledge use in production has led to a growth in demand for higher education graduates in the labour market. This in turn has increased the demand for higher education.

As developed countries have moved towards universalization of higher education, it has given rise to rapid expansion in enrolment. This massive expansion has led to an increasingly diversified higher education system. The major change in higher education recently has been in diversification of the system. The system diversified during the process of expansion from a unitary structure (universities) towards a system that is flexible and can accommodate the varying demands of different groups and regions within a country. The growing demand for skills in variance with those developed in traditional university study programmes (Grubb, 2003) has necessitated alternate modes of delivery which has led to setting up of different kinds of institutions and a wide variety of providers and study programmes. Higher education today is no longer identified with a university structure only.

The diversified structure has made it imperative to study the governance and management structures to understand the changing role of the state. Governance and management of institutions has become market oriented and managerial in approach. A market friendly approach to manage institutions is accompanied by measures to improve operational efficiency, enhance the performance of institutions and staff, and allocation of resources based on institutional performance. Thus an input-orientation in resource allocation is replaced by output and outcome orientation. Accountability measures have become a part of institutional governance and management practices.

Models of Decision Making in Governance

As an activity, decision making takes place at various levels – individual, collective, group and organizational- and involves such diverse variables as cognitive capabilities of decision makers' mind, communication of ideas and values among individuals, and mathematical calculations that are intended to identify the optimal choice. Theorists who have observed such interactions in organizational decision making have noted certain patterns of assumptions and behaviours that seem to appear together.

The Rational Model

The rational model of decision making is based on the logic of optimal choice which would maximize value for the organization. The rational model relies on bureaucratic organization to promote rationality. It favours a rational-comprehensive approach to decision making: reducing the number of alternatives that need to be considered; reducing the number of values that must be assessed in making a choice from among the alternatives; assuring that the administrator knows how to make a rational choice; providing the administrator with sufficient information to select from among the alternatives.

The ground reality is that, Universities often seem more like complex groups of coalitions fighting for share in limited resources, and using multiple sources of information with varying reliability to achieve a set of fluid goals. Individuals within organizations typically have widely divergent perceptions and goals and act to maximize their own gains, not necessarily those of the organization. Because of this disparity between the rational model and reality, we prefer to accept the rational model primarily as a benchmark for comparing the remaining two organization decision-making processes.

The Collegial Model

It has been traditionally assumed that colleges and universities make most of their decisions according to a model named for these institutions: the Collegial Model. According to this, institutions are directed by the faculty acting as peers who reason together toward their

common goals. Collegial model assumes that organizations determine policy and make decisions through a process of discussion leading to consensus. Power is shared among some or all members of the organization who are thought to have a shared understanding about the aims of the institution. Brundrett (1998) says that "collegiality can broadly be defined as teachers conferring and collaborating with other teachers". Each employee should develop a feeling that he is a part of the whole and contributes something to the whole and recognizes the contributions of others. Management is supported to be joint contribution and not the boss. The managerial orientation is toward teamwork. Management is the coach that builds a better team. The employees' response to this situation is responsibility the collegial approach for the employee is self-discipline. In this kind of environment employees normally feel some degree of fulfilment, worthwhile contribution, and self-actualization, even though the amount may be modest in some situations. This self-actualization will lead to moderate enthusiasm in performance.

The Bureaucratic Model

It has been claimed by a number of scholars that university governance can be most fruitfully studied by applying Weber's bureaucratic paradigm. Stroup(1966) points out some characteristics of colleges and universities that fit Weber's discussion of the nature of bureaucracy namely competence the criterion used for appointments, appointment of officials and not election, fixed salaries that are paid directly by the organization, rank is recognized and respected etc.

The model believes that the university is a complex organization chartered by the state, like most other bureaucracies. This seemingly innocent fact has major consequences; first, the university is seen as a "corporate person" with public responsibilities. Second, the university has a formal hierarchy, with offices and a set of bylaws that specify the relations among those offices. "Professors," "instructors," and "research assistants" are bureaucratic officers. Third, there are formal channels of communication that must be respected. Fourth, there are definite bureaucratic authority relations, with some officials exercising authority over others, although these relations are often blurred, ambiguous, and shifting. Fifth, there are formal policies and rules that hold the university together and govern much of its work, such as library regulations, budgetary guidelines, and the procedures of the university senate. Finally, there are bureaucratic elements in the "people-processing" activities of the university: record keeping, registration, graduation requirements, and a thousand other routine, day-to-day activities that are designed to help the modern university handle its masses of students. Thus, the university's structure and many of its daily operations suggest that a bureaucratic model is appropriate for studying it. Moreover, the decision-making processes in universities are often highly bureaucratic, especially when routine decisions are at stake. Any observer of decision-making processes on the campus cannot escape seeing that most decisions are routinely made by officials who have been given the responsibility by the formal administrative structure.

The Administrative Model

The Administrative model sees decision makers as people with varying degrees of motivation who are besieged by demands but have little time to make decisions and thus seek shortcuts to find acceptable solutions. Under the administrative model, a decision maker does not try to optimize but instead treats objectives as loose constraints that can tighten if there are many acceptable alternatives that fulfil those constraints. While optimization would require choosing the alternative with the highest value, satisfying requires finding the first alternative with an acceptable value, that is, an alternative with a value above a minimally acceptable level on a given constraint. Using the perspective, organizations could be viewed as constellations of loosely allied units, each having a set of SOPs and programs to deal with its piece of the

problem. As time passes, these units become more distinct and their sub goals more entrenched. These divergences are enhanced by increasingly distinct perceptions of priorities, information, and uncertainty; they are further reinforced by recruitment, rewards, and tenure. When these tendencies are very strong, the loose alliance of organization units breaks down into organized anarchies

The Political Model

In contrast to the administrative model, the political model does not assume that decisions result from applying existing standard operating procedures, programs, and routines. Decisions result from bargaining among coalitions. Unlike in the previous models, power is decentralized. This concept of decision making as a political process emphasizes the natural multiplicity of goals, values, and interests in a complex environment. The political model views decision making as a process of conflict resolution and consensus building and decisions as products of compromise. It is seen as a typical, sometimes appropriate approach for interdepartmental decisions. Theorists assume that organizational actors have multiple conflicting values and objectives that are determined primarily by their self-interests. However, proponents of the political model argue that this general purpose does not constitute a goal embodying the actors' partisan self-interests. Rather it provides a forum (the organization) in which actors work out the differences among themselves. The differences exist because the actors intend the final decision to favour them or their departments in preference to others. When an opportunity to choose arises, the position of each actor is determined by the actor's stake in the results.

The incremental approach of the political model allows managers to reduce the time spent on the information search and problem definition stages. Incremental decision making is geared to address shortcomings in present policy rather than consider a superior, but novel, course of action. In the political model, the stakeholders have different perception, priorities, and solutions. Because stakeholders have the power to veto some proposals, no policy that harms a powerful stakeholder is likely to triumph even if it is objectively optimal.

The Organized Anarchy Model

The rational as well as the political nature of decision-making in universities was finally strongly contested by M. Cohen, J. March and J. Olsen (1972) as well as Cohen and March (1974) who described universities as "organized anarchies", i.e. organisations characterized by multiple goals, unclear technology and fluid participation. In their study of university leadership, Cohen and March identified common characteristics promoting this type of decision making as diversity of goals, ill-understood technology, and scarcity of time and resources. The ambiguity created by these characteristics made purposeful forms of action impossible. The values of actors are diffuse and multiple; they come into play only when an actor perceives an opportunity for choice. One determinant of the outcome of a choice, then, is which actors make their presences and concerns known in the decision process. Their current problems or solutions then become the alternatives. Any sense of purpose about the choice is bound to be illusory under these conditions, a phenomenon that the authors term "ambiguity of intention". The logic of this model is that of a traffic collision. Since the technology whereby the organization produces outcomes is not understood, cause-effect relationships are unknown and therefore cannot direct the matching of problems with solutions.

The Democratic Model

Decision making in the democratic model happens when the leader gives up ownership and control of a decision and allows the group to vote. Majority vote decides the action. The decisions in this model are consensus based. The advantages of the democratic model include

a fairly fast decision, and a certain amount of group participation. The disadvantage of this style includes no responsibility. An individual is not responsible for the outcome. In fact, even the group feels no real responsibility because some members will say, "I didn't vote for that." Lack of group and personal responsibility seems to disqualify this style of decision making; however, the democratic style does have its place in business.

The Collective - Participative Model

In this model, decision making takes place when the leader involves the members of the organization. Other perspectives of the situation are discovered because the leader deliberately asks and encourages others to participate by giving their ideas, perceptions, knowledge, and information concerning the decision. The leader maintains total control of the decision because, although outside inputs are considered, the final decision is that of the leader. The leader is also completely responsible for the good or bad outcome as a result of the decision. The advantages include some group participation and involvement. This is especially valuable when a person is affected negatively by the decision. In most cases, the individual is informed before the decision is implemented and usually feels good about personal involvement. If the leader is a good communicator, and listens carefully to the information collected, he or she will usually have a more accurate understanding of the situation and make a better decision. The disadvantages of this style include a fairly slow, time consuming decision and less security, because many people are involved in the decision.

The Consensus Model

In the consensual model decision making, the leader gives up total control of the decision making and the whole group is totally involved in the final decision. The leader is not individually responsible for the outcome. The complete organization or group is now responsible for the outcome. This is not a democratic style because everyone must agree and "buy in" on the decision. If total commitment and agreement by everyone is not obtained, the decision becomes democratic. The advantages include group commitment and responsibility for the outcome. Teamwork and greater security is also created because everyone has a stake in the success of the decision. A more accurate decision is usually made, with a higher probability of success, because so many ideas, perspectives, skills and "brains" were involved. The disadvantages include a very slow and extremely time consuming process. It is also a lot of work getting everyone in the organization involved. It takes skill and practice for a group to learn how to work together.

Governance and Management of Higher Education in India: A Literature Review

It is commonly viewed that higher education besides being the provision for public good, also contributes to the strategic move toward greater growth and social solidarity. Apart from the focus on human resource development, governments and HEIs in India are well aware of the relevance and meaning of "adaptation" as a result of the globally altered objectives and vision of the higher education sector i.e. at the level of national and institutional governance, governments and HEIs. Adaptation is inevitable to counter the emerging challenges of higher education, including quality, access, equity, and outdated governance systems.

As India moves towards massification of higher education, this untoward expansion has led to an increasingly diversified higher education system. A market friendly approach to manage institutions is accompanied by measures to improve efficiency in operation, performance of institutions and staff, and resource allocations based on institutional performance. The diversified structure has made it imperative to study the governance and management structures to understand the changing role of the state. Governance has emerged as the foremost tool for improving quality of multi-faceted higher education system in India. Governance, arrangements and quality guidelines play important roles in helping institutions become more

effective. Governance patterns establish institutional structures and procedures, as guidelines for governing board members. Quality guidelines focus on planning processes and the nurturing quality culture. They have a largely mandatory character and may demand compliance from institutions which are seeking full accreditation. Compared to governance arrangements, quality guidelines are employed both by institutions (e.g. for self-evaluation) and by external bodies. Some are quite stringent (notably for programme accreditation) and leave institutions little leeway for implementation or interpretation.

The most significant governance trend in higher education has been the widening of institutional autonomy, both substantive and procedural, such as increased institutional discretion over the use of financial and physical capital, to greater authority over personnel matters (Eurydice, 2008: 2000). The three players influencing management decisions in higher education are the state, the market and the society at large. Changes in the governance imply changes in the way the relationship between the state, the market and the civil society are structured and monitored.

Committees on Higher Education in India

Indian Higher Education in its present form began to appear from the time when British Parliament renewed the Charter Act (1813) for educational development in India. A college was established in 1818 at Serampore in Calcutta to disseminate English education. Macaulay's minute on education (1835) to promote English education, Charles Woods'Despatch (1854) to establish the universities of Calcutta, Bombay, and Madras in 1857 and the introduction of grants-in-aid for these universities were major events. Indian Education Commission or Hunter Commission's (1882-83) recommendation to finance university education in India provided a major impetus to the development of higher education in India. Calcutta University Commission (1917) also called as Saddler Commission recommended autonomy for universities. The Hartog Committee (1929) report suggested improvement of quality and standards in the university level education in India. The Abbot-Wood Report (1937) recommendation suggested that English should be the medium of instruction and encouraged the establishment of Polytechnic Colleges, Central Technical Board and Vocational Teacher Training Colleges. At the time of independence there were almost 20 universities and 500 affiliated colleges with 2.1 lakh students in India. After independence India made various efforts to improve the higher education system. The number has now increased 44.75 times in the case of degree awarding universities, 84.68 times in the case of colleges and the student enrolment has gone up to over 140.1 times in the formal system of higher education in comparison to the figure at the time of independence. (http://www.ugc.ac.in/pdfnews/)

The University Education Commission of 1948

The first education commission in independent India, Radhakrishnan Commission of Education, 1948 stated the following on the setting up of new universities - *"....There are certain fundamental characteristics which should be inherent in any institution which is to call itself a university. It may occur that a university shall develop special strength in some particular field, as in engineering or industrial development or in teacher-training or in forestry or fisheries. However, these areas of special strength should be in addition to facilities for all round higher education, and should not be a substitute for such facilities. Unless an institution aims at providing such all-round training it should continue as a technical institute and should not aspire to be a university... Institutions doing perfunctory or mediocre work should not be dignified by university status."*

The recommendations of the *Radhakrishnan Commission* led to the establishment of authorities such as the UGC and AICTE that helped shift the regulatory authority to the central

government (MHRD). The University Grants Commission as a statutory body favoured a position of less interference from government and more autonomy to universities. It laid emphasis on the legislative framework for the universities to operate as self-regulating entities and to operate, and a strong governing body 'free from interference'. According to the Commission, while higher education is an obligation of the State, state aid should not be confused with state control over academic policies and practices. Teachers should be free to speak on controversial issues like other citizens. It further asserted that this atmosphere of freedom is necessary for developing moral strength of the mind.

The Kothari Commission (1964-66) emphasized introducing innovations and ensuring accountability in the higher education system. According to the commission, the sphere of autonomy lies in selection of students, appointment and promotion of teachers, determination of courses of study, methods of teaching and selection of areas and problems of research. Also, university autonomy functions at three levels: autonomy within a university, e.g., autonomy of the departments, colleges, teachers and students in relation to the university as a whole; autonomy of a university in relation to the university system as a whole, e.g., the autonomy of one university in relation to another, or in relation to the UGC and the Inter University Board (IUB); and autonomy of the university system as a whole, including the UGC and the IUB, in relation to agencies and influences outside that system, the most important of which are the Central and the State Governments.

The National Policy on Education of 1986 laid emphasis on elimination of disparities in the educational system, improvement in the quality of school education, involvement of the community with the educational process, reorientation of the whole system to promote women's equality, and made special provisions for the Scheduled Castes, Scheduled Tribes, other educationally disadvantaged sections, minorities, the physically and mentally handicapped, and for the areas which need special attention.

According to the Report of the *'Committee on Governance of Universities and Colleges'*, headed by Dr. P.B. Gajendragadkar (1969), *"The concept of university autonomy is often misunderstood. It is not a 'legal concept', not even a 'constitutional concept'. This concept does not question that, in a democratic society like ours, legislatures are ultimately sovereign, and have a right to discuss and determine the questions of policy relating to education including higher education, which means that legislatures can determine the structure of universities, their rights and their obligations...The concept of university autonomy, however, means that it would be appropriate on the part of the democratic legislatures not to interfere with the administration of university life, both academic and non-academic. The claim for autonomy is made by the universities not as a matter of privilege, but on the ground that such an autonomy is a condition precedent if the universities are to discharge their duties and obligations effectively and efficiently as regards imparting and advancement of knowledge, and also making their unique contribution to life and development of the nation."*

To this end, the Gajendragatkar Committee made the recommendations that expenditure on higher education and research should be given due consideration. U.G.C. should be involved effectively in advising State Governments in determining the quantum of maintenance grants. Besides the three principal authorities of the universities- the Court/Senate, the Executive Council/Syndicate and the Academic Council, the Committee also recommended the introduction of two new authorities: the Faculties/Schools and the Student Council. It recommended that the Academic Council should be the principal academic body of the university, with power to coordinate and exercise general supervision over the academic policies of the university.

Central Advisory Board of Education (CABE) Committee on Autonomy of Higher Education Institutions (2005) was set up by Ministry of Human Resource Development, Government of India to suggest measures for enhancing the autonomy and accountability of institutions of higher education. The Committee headed by Shri. Kanti Biswas submitted its report in 2005. It made many recommendations related to academic, administrative, financial and general aspects on autonomy of Higher Educational Institutions. The Committee also made some recommendations on academic matters and administrative matters of the universities. It favoured the autonomy of universities to start self-financing courses, choice-based credit courses, semester system and the academic structure besides promoting students' mobility both within the country and abroad. Each higher education institution should set up an *Internal Quality Assurance Cell* to ensure accountability and performance. Colleges with A+ or A++ accreditation and identified as *College with Potential for Excellence* may be granted status of an autonomous college without going through any other inspection procedure. Selection of faculty in all institutions of higher learning should be carried out on all-India basis to pick the best and the most meritorious teachers. Appointment of teachers on contract basis with a paltry remuneration should be disbanded. The constituent bodies and authorities in the universities and colleges should have representatives from the concerned stakeholders with an appropriate mix of elected and nominated representatives from amongst academia. The selection of Vice-Chancellors of the universities should be done with utmost care through a search-cum-selection procedure. The institutions should strive to achieve a ratio of 1:1.5 to 2.0 between the teaching and non-teaching staff including both technical and academic support staff.

National Knowledge Commission (2007) observed that there is a need for reform in the structures of governance of universities. The autonomy of universities is eroded by interventions from governments and intrusions from political processes. This must be stopped. At the same time, there is not enough transparency and accountability in universities. This must be fostered. It recommended that Standing Committees of Academic Councils, which are representative, should be created for frequent meetings and expeditious decisions. The Vice-Chancellor should, then, function as a Chief Executive Officer who has the authority and the flexibility to govern with the advice and consent of the Executive Council which would provide checks and balances to create accountability.

Yashpal Committee (2009) viewed higher education from a different perspective. It guaranteed student loans at low interest for those who can take loans. However, it also recommended free education for those who cannot afford it. The Yashpal Committee also discussed the need to develop expertise in "educational management" which can be achieved by universities conducting programs on management of educational institutions. It also recommended that state governments should stop appointing civil servants as university administrators. It recommended that the academic community should practice the autonomy given to it and help preserve it instead of being driven by ideological compulsions which make it easier for the bureaucracy to curtail the same.

National Policy on Education 2016 (Report of the Committee for evolution of the New Education Policy)

The report of the committee emphasised the issues affecting quality of higher education like variations in quality, teacher availability, appointment of Vice-Chancellors, and ensuring quality in Higher Education. It went on to recommend that the proliferation of private higher education institutions needs to be strictly monitored. A structured system and adequate commitment to provide quality teachers commensurate with the increasing demand for higher education should be put in place. The recruitment should be on time based on rigorous merit based selection. The absence of regular faculty should become a negative indicator at the time of accreditation. Budgetary allocations should be increased and facilities for carrying out

research should be improved to support competent researchers. Accreditation should be made mandatory for all institutions of higher education, including technical education, medicine and agriculture, both in public and private sectors.

Role of State in Management of Higher Educational Institutions: There are different types of institutions of higher education across the country. These include central and state universities, private universities created under state laws, 'deemed to be universities', autonomous colleges, and other types of education institutions.

At present, the management and regulation of higher education institutions is the responsibility of national level regulators like UGC, AICTE, NCTE, NAAC, NBA, etc., each one of which is created under a separate Act. The Committee has recommended that a new national level regulatory body should be set up, which will subsume all the existing regulators. The Committee recommends a new National Higher Education Promotion and Management Act. The new law will lay down norms and standards for recognition, accreditation and evaluation of higher education institutions. The underlying principle would be to provide assistance, guidance, and mentorship to institutions which wish to improve themselves; to provide full academic and management autonomy to institutions which are in the highest scale; and finally, to weed out institutions which are on the lowest rung of the scale. Keeping in view the need to revamp the regulatory regime, it recommended a new regulatory regime of management paradigm that encourages quality by offering autonomy and also it should discourage poor management with appropriate checks and controls, leading to closure where required.

Accreditation and Quality assurance of HEIs: The committee has emphasized on the need for accreditation and quality assurance of HEIs. It has recommended an overarching management board, the National Accreditation Board, to oversee the entire process, set standards and define guidelines, also license private agencies in adequate number, who will do the actual evaluation process. All the existing institutions of higher learning would be ranked over a given period and their ranking revisited every three years or so; all the information would be made available to the general public, including the main stakeholders and students, through public platforms.

International Linkages in Indian Higher Education: Under this encouragement is to be given to 'high quality' foreign universities and educational institutions to collaborate with Indian partners, and establish an Indian presence. The thrust to be towards globalization Indian higher education without compromising the basic needs of access, equity and quality for the Indian student.

Need for a National Higher Education Promotion and Management Act: The Committee proposed the enactment of a new Higher Education Management Act, to provide the legal framework to confer the authority to promote, manage and stimulate the higher education sector, backed by a justiciable national mandate. It also proposed the recognition of all new universities and colleges, strictly in accordance with standards set by NLHE, to be done by an autonomous statutory Council of Higher Education to be set up by each State.

The Major Stake Holders of Higher Education System in India

External stakeholders

Persons who have vested interest in the function, practices, and outcomes of higher education institutions (may include members of central, regional or local government, employers in the labour market or other representatives from industry, members of labour unions, national student associations, representatives of civic society, graduates, parents of students, etc.).

Internal stakeholders

Institutional governance bodies (e.g. Advisory board, Council, Academic senate, etc.) and persons employed by or enrolled at a higher education institution are internal stakeholders. These bodies can work at the institutional level, or at regional or national levels. Bodies at the institutional level are typically governing boards, academic senates, and councils, etc. Typical bodies at regional or national levels include ministerial committees or departments, councils for higher education, science and technological councils, and independent umbrella organisations for higher education, etc.

The three major stakeholders of Higher Education System in India which functionally integrate with each other are:

1. *Regulators*- Governmental organizations comprising of ministries and departments at both central and state levels.
2. *Providers*- Universities (Central/State/Deemed/Private institutions), International HEIs, Public Institutions and related organizations.
3. *Beneficiaries*- Students (user), teachers, parents (customer), employers, entrepreneurs, society and nation at large.

Regulation and Governance

Besides its quantitative limitations and qualitative deficits, Indian higher education is also considered to be sub optimally organized and significantly overregulated, limiting initiatives for change and stifling or misdirecting private efforts. In its assessment of the existing regulatory arrangements, the Knowledge Commission concludes: "In sum, the existing regulatory framework constrains the supply of good institutions, excessively regulates existing institutions in the wrong places, and is not conducive to innovation or creativity in higher education." Pratap Bhanu Mehta, President of the Centre for Policy Research, concurs: "Our regulation is faulty, because it contemplates very little place for diversity of experiments."

The Emerging Trends of Governance in Higher Education System and Challenges

There are new models of governance that redistribute responsibility, accountability, and decision-making power among the respective external and internal stakeholders. The initial reform efforts provided four models of governance: the market model; the participatory state model; the flexible government model; and the deregulated government model. The principal mechanisms of co-ordination or control relevant in these models of governance in the higher education sector include:

1. *External regulation*: refers to the authority of the State or region to lay down the rules of operation for HEIs.
2. *External guidance*: refers to the steering power and co-ordination by external stakeholders as members of university boards (e.g. boards of governors or trustees), to which the relevant government authorities (e.g. ministry) have delegated certain responsibilities.
3. *Managerial self-governance*: refers to senior leadership and management staff (Vice chancellor/Registrar, Deans) who set goals and take decisions on the direction, behaviour and activities of the institution.
4. *Academic self-governance*: refers to governance through consensus within and among the academic communities of a higher education institution.

The models are based on the assumption that the regulations governing the operational activity of institutions are defined in detail by public authorities and that compliance with them is

ensured via mechanisms such as inspection or bureaucratic formalities. The degree of success in transforming the higher education preface sector into a development level depends greatly on the capability of both national agencies and HEIs to work together to create more alignment, lessening tension, and achieving a more balanced governance system.

Global Perspectives on Higher Education

Over the past half-century, globalization has had a profound impact on higher education which is facing novel challenges in its role in the establishment of an inclusive, progressive and equitable society. On one hand higher education has come of age with opening up of the world through globalisation, but at the same time it has led to serious challenges in relation to quality, management and practices. The exponential rise in enrolment has paved the way to the growing participation of private players and commercialism in the higher education sector. The nature of higher education has experienced a sea change with for-profit and corporate interventions from private sector. There is a distinct possibility of quality, integrity and freedom in higher education getting compromised. Maintaining high academic standards are at odds with profiteering tendencies. The concept of equity and academic excellence in higher education too has been compromised with the rise in cross-border movement of students and academia in search of opportunities in premiere institutions of education. This has emphasised and further entrenched the divide between the first-world and developing nations adversely impacting the development and stature of the institutions of higher education in the latter nations struggling to meet and maintain the international standard. The competition to draw more students who are now seen in terms of economic gains and not human resource is an unhealthy fall off of commercialisation of higher education.

Altbach (2016) presents a comprehensive interrogation of the implications of the forces of mass higher education and the 'global knowledge economy' and their influence on academe at large. He discusses the global trends that are progressively impacting higher education; the consequences of mass enrolments; the logistics of mass higher education systems across the globe; focused discussion of challenges faced by Brazil, Russia, India, and China. He highlights implications of globalization, spread of the English language usage, intra-university enterprises, research universities in developing countries, the influence of the West on Asian universities, and privatization of higher education. He reconnoitres how the cross-border exchange of ideas, students, and scholars has impacted and fundamentally altered higher education.

The inequality between higher education providers across borders emerges as one of the chief concerns. Altbach suggests that neo-colonialism is an underlying cause for the development of inequality in the system (pp. 151, 166). The international higher education can be seen as shaped by universities from industrialized nations maintaining dominance over the 'Third World'. Though Singapore and South Korea have successfully moved towards developing world-class research universities, a lot need to be done in Africa and parts of Asia. Altbach raises the issues of 'Massification, the center-periphery/brain-drain dynamic, commercialization and privatization, and the rise of non-Western academic institutions.' He suggests that private higher education providers can help meet the demand of exponential increase in student number. Private sector is 'demand absorbing' and offers access to higher education to students who were not eligible or could not be admitted in traditional universities. However, the growth of the private sector compromises the general quality of education provided to students. The privatization of higher education may lead to a 'crippling' effect on the quality of institutions in the region (pp. 23-24).

Countries such as Brazil, Russia, China and India are emerging as important players in shaping the future of higher education. In China and India higher education sector is large, expanding

and increasingly powerful with a steep number of enrolment within and also a substantial number of students moving overseas to international universities. China is well on its way toward establishing world-class higher education institutions, while India lags behind in terms of investment and meeting the domestic demand (Agarwal & Altbach, 2012). The struggle to compete with international universities while handling domestic issues like political instability, poverty, corruption is evident in 'periphery countries' like Malaysia, Myanmar and Nigeria. Students from Asia, Africa and the Middle East—generally struggle with academic literacy issues in a global context emphasising a need for orientation to ford the gap between local and international standards.

Marijk van der Wende (2017) points that with Brexit, failed coup in Turkey and changed leadership in America, reports of xenophobia and discrimination in Australia, South Africa and Russia, concern for reduced opportunities of domestic students in the UK and Netherlands, echoed by Denmark and Germany, all point at growing scepticism of internationalism, giving rise to grave concerns about cross-border exchange of students, academics, knowledge and ideas. Rise of China is indicative of possible shift in terms of higher education. There is a general atmosphere of uncertainty in the field of higher education.

The dynamics between academic oligarchy, the state and the market were seen as main driving force within closed system in a national context by Clark (1983). With supra and international factors gaining influence on national HE, internationalization emerged as a characteristic of the system that was still seen within the parameters of nation/state. This closed model gives rise to questions related to the dynamics between international, national, market and institutional forces in shaping the policies impacting higher education. The notion of tertiary education has become progressively suspect with rise in average student's debt, graduates opting for non-graduate jobs, rising threat of technological advancement, robotisation and artificial intelligence making the educated redundant. It is further bolstered by pressure of global competition and prestige and critique of negligence of local and national commitment. The question of accountability for their global performance too has become as problematic as the demands of the range of stakeholders and their interests.

Higher Education in India

The essence of Human Resource Development is education, which plays a pivotal role in balancing the socio-economic fabric of India. In pursuance of this objective, the Ministry of Human Resource Development (MHRD) was established on 26 September, 1985, through the 174th amendment of the Government of India (Allocation of Business) Rules, 1961. Currently, the MHRD discharges its duties through two departments:

I. Department of School Education &Literacy which is responsible for development of school education and literacy in the country.

II. Department of Higher Education which takes care of higher education systems in India at College and Universities level. It is engaged in bringing world class opportunities of higher education and research to the country so that Indian students will not find lacking when facing an international platform. The main objective of the MHRD is:

a) Formulating the National Policy on Education and to ensure that it is implemented in letter and spirit.

b) Planned development, including expanding access and improving quality of the educational institutions throughout the country, including in the regions where people do not have easy access to education.

c) Paying special attention to disadvantaged groups like the poor, females and the minorities.

d) Providing financial help in the form of scholarships, loan subsidy, etc. to deserving students from deprived sections of the society.

e) Encouraging international cooperation in the field of education, including working closely with the UNESCO and foreign governments as well as Universities, to enhance the educational opportunities in the country.

Figure 1: Flowchart of the higher education bureaucracy
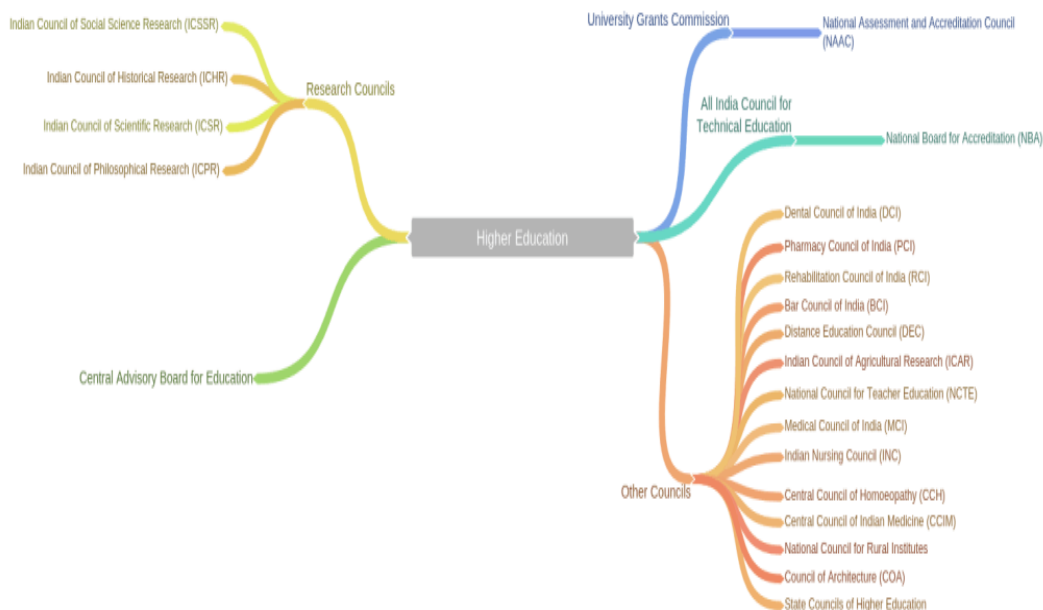
The present study focuses on the challenges faced in governance and management of higher education at the institutional level and discusses the broad issues of Higher education:

- Diminishing Authority of Regulatory Bodies
- Increasing Autonomy of Governing Bodies
- Problem of Funding of HEIs
- Quality of Education in HEIs
- Accessibility and Equity in imparting Education

The Rationale

The complexity of governance and management structures in higher education system has increased in recent times due to shift in the role of universities from pure centres of learning to institutions that provide an avenue for employability, and finally employment. The rationale of the present study is based on the analysis of facts in the light of the recommendations suggested by various commission of higher education since independence of India like the Radha krishnan Commission, the Kothari Commission, the National Knowledge Commission and the Yashpal Committee. All of these laid emphasis on the need for autonomy. The study also interprets the autonomy of university structure in the light of the 12th Five Year Plan which decrees that autonomy can be empirically linked to a better outcome – in terms of efficiency

and performance. This is so when decisions regarding academic matters rest with faculty. The 12th Five Year Plan also mentions the need for autonomy in finance, organisational structure, and operations and staffing.

The study is an attempt to bridge the coordination and implementation gap between the models of governance and autonomous conventional University structures.

Research Questions

1. How has the governance and management of Indian higher education evolved?
2. How the governance and management of higher education functions at the national and state level?
3. How are higher education institutions governed and managed?

Research Objectives

The following research objectives have been identified in the study:

1. To discuss the evolution of the governance structure and processes at the national, state and institutional level.
2. To study important actors and their roles at the state level and study how the Ministry of Education, Directorate of Higher education, State Councils of Higher education and Higher education institutions interact.
3. To study the role and functioning of governing bodies at universities and colleges.
4. To study the management of higher education at the institutional level.

Database and Methodology

The study has followed a descriptive research design and a comparative approach. Like any study relying on comparative research methodology, the researchers have attempted to analyse similarities and differences in the governance and management in the selected states. The study uses both primary and secondary sources of data and descriptive statistics to analyse the information.
India has central and state universities. Most public universities have affiliated colleges few of which are aided private while others are government. To understand the governance and management of higher education in India it is important to study different categories of institutions like central universities, state universities and affiliated colleges.

Following issues have been studied at the institutional level:
- Academic matters (e.g. teaching method, examination, research and publication)
- Issues relating to the recruitment and promotion of academic and administrative staff
- Student admissions
- Matters pertaining to administration and financing

The research study examines the governance structure and processes at national and state level and governance and management structure at the institutional level. At the national level it has entailed studying the role of regulatory bodies like the UGC, Planning Commission, AICTE and the like. At the state level the relationship between Ministry of Education, Directorate of College Education, State Councils of Higher Education and higher education institutions was examined. To understand the dynamics of institutional level governance and management structures at the university and affiliated colleges, the governing boards at the universities and colleges have been studied to provide greater insight.

Methodology: In order to arrive at an understanding of the complex relationship between governance and management in higher education in the state of Rajasthan, it was thought proper to use mixed methods for examining the complex issue of governance and management of higher education. The mixed method research involves collecting and analyzing both quantitative and qualitative data. By mixing the data sets, the researcher can provide a better understanding of the problem than if either dataset had been used alone. The data from the structured schedule was supplemented by qualitative data collected through interviews of key persons in the university and college and focus group discussions with teachers and students separately.

Sample Institutions: The institutions selected under the study were state universities and Central University. The universities in India are affiliating universities and generally have a large number of colleges affiliated to them. Hence one affiliating college was also included in the sample institution to complete the picture. The governance and management in state Universities and central universities is different. More autonomy is found in central universities and they are also free from undue vigilance or regulation of the government. The study was conducted in four states namely Maharashtra, U.P, Rajasthan and Tamil Nadu. In Rajasthan, University of Rajasthan, the oldest University and the largest as yet, was chosen as the main institution to be studied. As per the design of the study, an affiliated college of UOR was to be studied to understand the working of affiliated colleges and the issues of governance and management involved therein. Kanoria Mahila Mahavidyalaya (KMM) is one of the oldest private college and also an affiliated college of UOR. Hence it was selected as a unit of analysis.

Selection of Departments: After getting the required institutional approval for conducting research from the Vice Chancellor of UOR and Director of KMM, the departments to be selected for undertaking the study were identified. Five departments were selected for the study: one department from Arts and Humanities, one from Social Sciences, one from Commerce, and two from Science. The departments selected for data collection were Department of English, Business Administration, Chemistry, Physics and Political Science. The consideration that was kept in mind while selecting the departments was that the departments should be running at both PG and UG level.

The heads of the selected units were consulted to work out the availability schedule of the teachers and students for data collection. They were informed of the objectives of the research project and the modus operandi of data collection. All the faculty members with more than five years of experience in the institution in the selected departments were administered questionnaires. Focus Group discussions took place after the data had been collected from individual teachers. The FGDs helped to augment the understanding of the issues related to governance and management, and if there are any violations then why do they happen and how?

The students studying in second year at post-graduation level, and third year at Undergraduate level were chosen as sample. The student respondents were chosen by systematic sampling from the attendance registers.

A meeting of all the probable students of each department was called wherein the objectives of the research project were shared with them. In Physics and Chemistry departments, the Head of the Department made available a time slot for data collection during the duration of field work. In other departments a convenient time was taken from the students and the questionnaires were administered to them. The Head of Departments also gave a slot for focus group discussions with the students. Interviews were also held with institutional leaders. The data collection was carried out from January 2016 to April 2016.

Table 1: Faculty and Student respondents in selected departments in UOR

	Department	Teacher Strength	Respondent Teachers	PG IVth Semester students	Respondent students
1	English	15	9	60	36
2	Business Administration	20	18	180	75
3	Chemistry	56	21	50	34
4	Physics	33	16	50	24
5	Political Science	21	12	100	25
	Total	**145**	**76**	**440**	**194**

Table 1a: Faculty and student respondents in selected departments in KMM

	Department	Teacher Strength	Respondent Teachers	UG III rd year students	Respondent students
1	English	9	6	145	51
2	Business Administration	8	6	900	50
3	Chemistry	12	9	400	50
4	Physics	7	3	180	50
5	Political Science	6	4	150	50
	Total	**42**	**28**	**1775**	**251**

Data Collection: Data was collected at various levels. Primary data on UOR and KMM was collected through a detailed questionnaire administered to faculty members and students of the selected departments. Second level of data collection was carried out through focus group discussions with the faculty and students separately. Thirdly, the individuals directly involved with the governance and management of study institutions like Vice Chancellor, Registrar, Finance officer, Controller of Examination, Deans and heads of selected departments, Management Board etc. were interviewed. The Director of College Education was also interviewed. The primary data collected from the teachers and students was supplemented by secondary data from University handbook, minutes of the meetings of governing bodies like Syndicate, Staff Council, Board of studies, Board of Inspection, Faculty meetings etc. These helped understand the functioning of the bodies and the necessary procedures of functioning.

Data Analysis: Thematic and Descriptive Statistics

The data collected through questionnaires from students and teachers was coded and categorised according to themes desirable in the study. Descriptive statistics like averages and standard deviation were used to arrive at conclusions. The detailed interviews with institutional leaders and focus group discussions with teachers and students yielded valuable insights about the issues related to governance and management in UOR and KMM. Qualitative analysis was done on the basis of themes identified in the study.

Structure of the Report

The present study is presented in seven chapters. The first chapter deals with the overview of higher education in India and the review of relevant literature. It also throws light on the research objectives, research questions, research methodology adopted in the study. The second chapter traces the evolution of higher education system in Rajasthan. It also examines

the State Policies and Programmes on Higher education, structure of governance and management of higher education in state and the challenges faced by higher education in Rajasthan. Chapter three presents the history and evolution of University of Rajasthan and Kanoria Mahila Mahavidyalaya (KMM), selected as sample in the study. It discusses the governance and academic structure and its functioning at the university and college. Chapter four is regarding institutional autonomy and decision making and shared governance in University of Rajasthan. The issues of governance and management processes in UOR and KMM are shared in chapter five. It discusses issues related to openness, accountability, policy effectiveness, communication processes in UOR and KMM. Chapter six is focused on the discussion on good governance, its major principles and examines the actual situation of UOR on the principles of good governance. It also throws light on tools for achieving good governance. Chapter seven summarizes the study and relates it to the research objectives. It also discusses the results on autonomy, accountability, openness, shared governance, best practices of the university and challenges posed to good governance in the university.

Chapter 2

Higher Education Development in Rajasthan

Introduction

The present demography of state of Rajasthan came into existence with the passing of State Reorganization Act of India in 1956. It was formed with the amalgamation of 22 princely states in several stages after independence. Rajasthan is geographically the largest state of Indian union and is situated between 23 03' and 30 012' north latitude and 29 030' and 78 017' east longitude. The state has an area of 3, 42,739 sq. kms and is bound by Punjab, Haryana, Delhi and Uttar Pradesh in the north and north-east, by Gujarat in the South west, by Madhya Pradesh in the East, and by Pakistan in the West. The state is sub-divided into 32 districts with population of 65.55 million (2011 census). The male population is 35.55 million and female population is 33.00 million. The literacy rate of the State is 67.06% as against the national average of 74.04%. The state has made great progress in literacy in the decade 1991-2001, with literacy rate rising to 60.40% from 38.55%. The male literacy in Rajasthan is 80.51% and female literacy is 52.66% (Rajasthan state Planning Commission).

From the education point of view, Rajasthan, along with Arunachal Pradesh, Bihar and Jammu and Kashmir, is among the most backward states of the country. The difficult terrain of the state has been largely responsible for the backwardness in general and education in particular.

Evolution of Higher Education in Rajasthan and Present Scenario

At the time of independence, Rajasthan had 13 institutions of education at UG and PG level, of which 8 were boys' college in the government sector, and 5 other institutions were run by religious or social organizations. The first university named as 'Rajputana University' was established in Jaipur, which was later named as University of Rajasthan. By the end of 1986-87, Rajasthan had 6 Universities, 3 engineering colleges and the total number of colleges rose to 142. Prior to the year 2006, all Medical , Pharmacy and Engineering colleges, except BITS Pilani, MNIT, Jaipur, MIT, Laxmangarh, College of Technology and Agriculture Engineering, Udaipur and MBM Engineering College, Jodhpur were affiliated to University of Rajasthan, Jaipur. From the year 2006 the affiliation of all Medical and Pharmacy colleges was transferred to Health University, Jaipur and that of the colleges of Engineering and Technology to Rajasthan Technical University, Kota.

After the passing of 'The Bill of Private Universities' in 2005, there has been an increase in the number of private universities and colleges in the State. Today Rajasthan along with U.P., A.P., Maharashtra, Karnataka and Tamil Nadu can claim to have highest number of colleges. It stands at fourth position in the country with 3050 Colleges, and 35 Colleges per lakh population. Most of the Colleges run only Under Graduate level programmes.

Table 1: State scenario

Indicator	Value
State GDP (2014)[2]	513,688 Cr
State HDI ranking[3]	12 (among major states)
Sex Ratio (2011)[1]	928
HE Expenditure as a % of GSDP[2]	0.41%
Expenditure on HE[2]	Rs. 1667 Cr

Source: 1. Census 2011; 2. RUSA, National Higher Education Mission, Sept 2013; 3. India Human Development Report 2011.

Gross Enrolment Ratio in Rajasthan: Despite consistent growth in number of institutions of Higher Education, Rajasthan is among the most backward states from education point of view. Gross Enrolment Ratio (GER) which is calculated for 18-23 years of age group, in higher

education in India is 24.5% (2015-16). GER for male population is 25.4% and for females it is 23.5%. For Scheduled Castes it is 19.9%, and for Scheduled Tribes, it is 14.2% as compared to the national GER of 24.5%. The GER in Rajasthan is 20.2% as compared to the national ratio at 24.5% and global at29%. For Scheduled Castes and Scheduled Tribes, it is 15.2% as compared to the state GER of 20.2 %. Rajasthan has done better in GER of Scheduled tribes as compared to national GER. The population in the age bracket of 18-23 years was 85.95 lakh and only16.94 lakh were enrolled in higher education. This shows a big gap in the enrolment.

Table 2: Timeline of Institutions of Higher Education in Rajasthan

Year	Evolution of higher education in Rajasthan
1947	13 educational institutions at UG and PG levels
1947	*Rajputana University* was established in Jaipur (renamed University of Rajasthan in 1956)
1962	Universities were established at Jodhpur and Udaipur
1987	University at Ajmer and Bikaner (Agriculture) and VMOU (Open university) were started, 3 Engineering colleges and 142 colleges were opened
1998	Sanskrit university was opened
1999	National law university, Jodhpur was opened
2002	Ayurveda university, Jodhpur
2003	University at Kota and Bikaner
2004	Health University, Jaipur
2005	Rajasthan Technical university, Kota
2005	'The Bill of Private Universities' in 2005 led to establishment of a number of Private Universities and Colleges
2006	Affiliation of all Medical & Pharmacy Colleges were transferred from UOR to Health University, Jaipur and of Engineering & Technology Colleges to Rajasthan Technical University, Kota
2009	Establishment of Central University at Kishangarh
2010	Veterinary University, Bikaner
2012	State universities opened in Bharatpur, Alwar, Banswara and Sikar
2012	Sardar Patel Police University , Jodhpur
2012	B.R Ambedkar Law University and Harideo University of Journalism were opened. These Universities were closed in 2016
2013	Sports University , Jhunjhunu
2014	Agriculture universities at Jobner, Jodhpur and Kota
2017	Rajasthan ILD Skill University

Table 3: Type and Number of Institutions of Higher Education in Rajasthan, 2017

Type of University/Institution	Number
Central University	01
Deemed Universities	07
State Universities	26
Private Universities	47
Government Colleges	207
Private Colleges	1532
B. Ed. Colleges	814
Industrial Training Institutes	1876
Engineering Colleges	127
MNIT	01
IIM	01
IIT	01
AIIMS	01
IIIT	01
Management Colleges	134
MCA Colleges	38
Polytechnics	197

As per data of Department of College Education, Government of Rajasthan, there are 207 Government colleges, 1532 unaided private colleges and 814 B.Ed. Colleges (2015-16). Today Rajasthan has one Central university, 7 deemed universities, 26 state universities, and 47 private universities. Besides these, there are 1876 Industrial Training Institutes, 127 Engineering colleges, 134 Management Colleges, 38 M.C.A. Colleges, and 197 Polytechnics and a host of research institutions in the technical education sector. The total intake of 3027 technical institutions of Rajasthan is 4, 82,827 which is growing 58% annually. The highest number of finance professionals like C.A., I.C.W.A. and C.S. are from Rajasthan. In the budget of 2017-18, higher education has got 11.01% higher outlay.67 government colleges have been accredited by NAAC and 9 of them have got A Grade.

Table 4: Status of Colleges in Rajasthan (2015-16)

		No. of Co-ed College	No. of Girls College	Total
A.	Government colleges	136	44	180
	Government Law colleges	15	-	15
	SFS Colleges	6	1	7
	Government and PPP colleges	1	4	5
	Total	**158**	**49**	**207**
B.	Private Colleges	969	415	1384
	Private Law colleges	46	02	48
	Total	**1015**	**417**	**1532**
	Total (A+B)	**1173**	**466**	**1639**
C	B. Ed. colleges	543	271	814
	Grand total (A+B+C)	**1716**	**737**	**2453**

Source: http://www.dce.rajasthan.gov.in/document/reports/2017_8_2_19_11_16_AR_1516_1.pdf

In recent times, the education scenario of Rajasthan has changed and cities like Kota, Jaipur and Pilani have made their presence felt on educational landscape of India. Due to the proximity to the National Capital Region and rapid industrialization, the possibility of employment and industry interface for the aspirants are increasing manifolds with each passing day.

Table 5: Category-wise distribution of students, teachers and non-teaching staff in Higher Education in Rajasthan (2015-16)

Indicator	Male	Female	SC	ST	OBC	Muslim	Other Minority
Share of Population	51.9%	48.1%	19.2%	13.0%	47.5%	7.9%	1.1%
Share of Enrolment	59.8%	43.7%	13.8%	9.6%	38.9%	1.9%	0.8%
Share of teaching staff	66.9%	33.08%	7.08%	3.5%	22.34%	1.5%	1.4%
Share of non-teaching staff	79.9%	20.04%	12.07%	4.98%	25.46%	1.4%	0.8%

Source: Share of population - Census 2011; share of enrolment, Calculations of teaching and non-teaching staff using data from All India Survey of Higher Education, MHRD 2015-16

The above table shows the category-wise distribution of students in higher education. It can be seen from the table that a lot needs to be done to increase the enrolment of students in all categories, especially Muslims.

Table 6: Position of Registration in the Year 2015-16 and 2016-17 in General Education (Except and Constituent Colleges of University, Technical, B.Ed. & Sanskrit Education)

Description	Govt. Colleges		Private colleges		Total		Increase in percentage	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
General Category								
Boys	34065	35811	48216	61481	80281	97292	8.38	21.19
Girls	39236	42167	64287	73797	95529	115964	5.61	24.00
Total	73301	77978	100503	13528	173804	213256	6.87	22.70
			SC					
Boys	43415	44070	22627	35994	66042	80064	1.92	21.23
Girls	29765	31702	24209	36733	53974	68435	9.51	26.79
Total	73180	75772	46836	72727	120016	148499	5.20	23.73
ST								
Boys	31107	30559	23640	33388	54747	63947	0.36	16.80
Girls	25085	26761	22736	35422	47821	62183	0.00	30.03
Total	56192	57320	46376	68810	102568	126130	4.21	22.97
OBC and SOBC								
Boys	90759	90813	78377	118868	169136	209681	5.08	23.97
Girls	67150	70156	90549	134831	161702	204987	8.70	25.22
Total	157912	160969	174926	253699	332838	414668	6.83	24.59
Minority								
Boys	5081	3923	7102	10415	12185	14338	3.72	17.69
Girls	4242	4435	6529	10768	10771	15203	0.34	41.15
Total	9823	8358	13611	21183	22954	29541	2.11	28.70
Total Registration								
Boys	204427	205176	177062	260146	382380	465322	4.44	21.69
Girls	165481	175221	204110	291551	369791	466772	7.80	26.23
Total	**369908**	**380397**	**382272**	**551697**	**752180**	**932094**	**6.06**	**23.92**

Source: http://www.dce.rajasthan.gov.in/document/reports/2017_8_2_19_11_16_AR_1516_1.pdf

It can be seen from the above table that the total registration of students in general education has registered a rise of 17.86% in 2016-17 from 2015-16. Table 10 below highlights the faculty wise registration of students. 96.14% students in general education enrol in traditional study courses in Arts, Science and commerce stream.

Table 7: Faculty Wise Registration 2015-16

Faculty		Total Registration			Faculty Wise Registration in %		
		Boys	Girls	Total	Boys	Girls	Total
Arts	2015-16	220558	251612	472170	29.32	33.45	62.77
	2016-17	270745	319935	590680	29.05	34.32	63.37
Science	2015-16	83898	64834	148732	11.15	8.62	19.77
	2016-17	109927	86436	196363	11.80	9.27	21.07
Home Sc.	2015-16	76	340	416	0.01	0.05	0.06
	2016-17	06	316	322	0.00	0.03	0.03
Commerce	2015-16	59512	42776	102288	7.91	5.69	13.60
	2016-17	59762	46050	105812	6.41	4.94	11.35
Law	2015-16	8125	3147	11272	1.08	0.42	1.50
	2016-17	12665	5412	18077	1.36	0.58	1.94
Agriculture	2015-16	860	408	1268	0.11	0.05	0.17
	2016-17	1140	524	1664	0.12	0.06	0.18
Diploma & Others	2015-16	9360	6674	16034	1.24	0.89	2.13
	2016-17	11077	8099	19176	1.19	0.87	2.06
Total	**2015-16**	**382389**	**369791**	**752180**	**50.84**	**49.16**	**100.00**
	2016-17	**465322**	**466772**	**932094**	**49.93**	**50.07**	**100.00**

Table 8: Registration of SC, ST and OBC Students 2015-16

S. No.	Class	% of Reservation for Admission	Student Registration	% of Total No. of Students	Increase in % of Registration as compared to last year
1.	SC	16	120016	15.95	5.20
2.	ST	12	102568	13.63	4.21
3.	OBC	21	332838	44.25	6.83
4.	Minority	-	22954	3.05	2.11

Registration of SC and ST students can be seen from Table 11. It is seen that SC students have registered an increase of 5.20 %; ST students an increase of 4.21 %, and OBC student an increase of 6.83 %. The rate of increase for minority students is low at 2.11%.

Table 9: University wise allocation of students 2012-13

	Scheduled Casts		Scheduled Tribes		OBC		Minority		Other Castes		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
MDS University Ajmer	7443	4218	2349	1392	16742	9146	1275	1301	8154	10043	35963	26100	62063
JNV University Jodhpur	3967	1592	615	118	7864	4112	475	305	4643	5485	17564	11612	29176
MGS University, Bikaner	7122	4521	427	410	18688	13792	1768	1241	9743	10611	37748	30575	68323
University of Kota, Kota	6690	3977	7702	5206	11045	8041	1096	759	3911	7442	30444	25425	55869
University of Rajasthan, Jaipur	24836	15947	18948	13100	62812	58100	2953	1758	34209	32564	143758	121469	265227
MLS University, Udaipur	3729	3086	15886	10443	8510	6819	534	849	5914	9814	34573	31011	65584
Total	53787	33341	45927	30669	125661	100,010	8101	6213	66574	75959	300,050	246192	546242

Source: Department of College Education, Government of Rajasthan, Jaipur

Structure of Governance and Management of Higher Education in State

The structure of governance and management of Higher Education in Rajasthan is managed through Directorate of College Education, State universities and its affiliated colleges, central universities and private universities. The affairs of higher education are managed by the Higher and technical education department which is at present headed by Smt. Kiran Maheshwari, Minister for Higher education. There are three departments under higher and technical education, namely Department of College Education, Department of Technical Education and Department of Sanskrit Education.

Department of Technical Education: The Department of Technical Education looks after *the* planning, organizing and execution of the programmes of Technical Education at diploma level and works as a link between engineering colleges and the State Government. The duties of the DTE are to advise the State Government on all matters related to policy making, planning for the development, management and expansion of technical education in Rajasthan.

The Directorate is primarily responsible for providing technical, educational, financial and administrative management of all Polytechnic Colleges and other Diploma level institutions under the overall policy guidelines laid down by the State Government.

Department of Sanskrit Education: The Department of Sanskrit education has been established with the aim of working for the expansion of Sanskrit education in accordance to the policy, programme and guidelines of the state government. It also arranges for Sanskrit teaching, training at college and school levels. It is entrusted with the responsibility of arranging for higher education in Shastric subjects**.**

Department of College Education in Rajasthan

The Department of College Education (DCE) was set up in 1958 for the administration and development of College education in the Rajasthan State under the aegis of DHE, MHRD. In 1958 there were only 40 Colleges (24 Government, 13 Aided and 3 Unaided) under its control while today there are 207 government colleges and 1532 private colleges. There is one Central university, 26 state universities, 7 deemed universities, and 47 private universities. All the government colleges are under the control of Directorate of College Education.

Directorate of College Education (DCE): The Department is headed by Commissioner, College Education, Rajasthan, Jaipur. The DCE plays an important role in bringing about the quantitative and qualitative improvement in the higher education in the State. It is the principal body in Rajasthan which looks after the budget distribution and the control of expenditure in Government Colleges, the placement of teaching and non-teaching staff, service matters and the academic control of all colleges. Apart from this, the Department also provided Grant-in–aid to 71 non-government colleges till Feb 2012. It helps the colleges in procuring development grants from the U.G.C. and also facilitates in implementing of programmes like N.S.S., scouting, youth programmes etc. It also provides grants for organization of the academic conferences and seminars. The deputation to refresher courses and other academic programmes is also done by the Directorate.

Organizational Structure

The Department of Higher Education is being administered at Secretariat level by Principal Secretary, Joint Secretary, Asst. Secretary and an OSD. The Department of College Education (Commissionerate of College Education) is headed by Commissioner (IAS). There is one Additional Commissioner (RAS). There are 5 joint Directors (PG Principals) and 3 Deputy Directors, and 11 Assistant Directors in the Department. The Department has six zonal offices situated at Ajmer, Jodhpur, Udaipur, Bikaner, Kota and Jaipur. The Department has posts of Chief Accounts Officer and DLR.

Activities of DC

1. Management of existing Government Colleges.
2. Opening new colleges in public sector.
3. Issuing permanent and temporary NOC to private colleges.
4. Distribution of scholarship to students.
5. Ensuring quality of Higher Education in the State.
6. Preparation of Budget Proposals for BFC (Plan and Non Plan) and monitoring of Plan budget.
7. Monitoring of the colleges to be assessed and accredited by NAAC.
8. Collection of Data for Planning: The Statistics Cell collects information regarding enrolment, infrastructural facility, staff strength, etc. from all government and private colleges. The information is obtained through manual means (a blank booklet is sent to all

colleges by the Directorate) and information thus received is entered in DOS based data management software. The information compiled at Directorate level is used by the department, state government, central government, MHRD etc. for various purposes.

The Directorate helps the colleges in obtaining development grants from the U.G.C. and also helps in implementing programmes like Youth development Programmes etc. It also provides assistance for organization of academic conferences and seminars at Colleges

The department has an establishment section which looks after the postings, transfers, promotions of government college employees; new recruitment for various posts for government colleges; personnel information's of Lecturers; pay scale / fixation etc.; fixing of seniority of the lecturers/ employees; maintaining service details for DPC and conducting enquiries against employees

The planning and coordination section undertakes the work of planning, monitoring and coordination between the Directorate and the colleges. Work related to plan expenditure of government colleges is carried out by this section. Information and proposals from various government colleges related to opening of new colleges, subjects, posts and up gradation of colleges is obtained and compiled at Directorate level. These proposals are sent to government for approval. The important functions undertaken by planning section are as follows:

The academic section deals with the following matters:

- Formation and implementation of admission policy of students.
- Nomination of Lecturers to Orientation and Refresher programmes in the State and out of the State, seminars, symposiums, workshops, conferences and other training programmes are dealt with from the academic section.
- Matters related to student union election, hostel admission, NSS and NCC programmes, sports and other co-curricular activities smooth effective and fair conduction of university examination in all the govt. colleges of Rajasthan.
- Management of Elementary Computer education in government colleges.
- Foreign scholarships awarded to students are also forward from this section.

The legal section maintains record of the all the legal cases related to the department filed in the Supreme Court, High Courts, Civil Court, District Courts, Session courts or Tribunals. The cases are usually related with employees of the Department. All details like Court wise details, OIC wise details, decisions and contempt are maintained by the section.

The major function of the Accounts Section is related to allocation and monitoring of budget to the Government/Aided colleges and offices related to the Department. The expenditure incurred by the Government/Aided colleges and related offices is monitored on monthly basis by this section.

Financial reports of Plan and Non plan budget are also prepared by this section on monthly/quarterly/annual basis. It also processes salary of the head office of the department.

It also conducts audits of the accounts of the related colleges. It monitors all pension cases and conducts special audits for embezzlements, thefts, misappropriation of Government money and other financial irregularities. The reconciliation of expenditure of all Government colleges, Sangeet Sansthan, School of Arts, Universities and N.S.S is done by them.

Rajasthan State Higher Education Council (RSHEC): The constitution of RSHEC was announced on 8th July 2015 but it was registered on 11th January 2016. The government did not make any appointment on the post of Vice Chairman for more than one and a half year. Recently, Prof. M.C Sharma has been appointed as Vice Chairman in October 2017.

Rashtriya Uchchatar Shikshan Abhiyan (RUSA): Rashtriya Uchchatar Shikshan Abhiyanaims to improve overall quality of existing State higher educational institutions by ensuring their conformity to prescribed norms and standards and adoption of accreditation as a mandatory quality assurance framework. RUSA enables reforms in the affiliating system and governance, academic and examination (and evaluation) reforms in the Sate higher educational institutions. It seeks to expand the institutional base by creating additional capacity in existing institutions and establishing new institutions in un-served and underserved areas, to achieve enrolment targets and to address critical regional and social gaps. RUSA ensures adequate availability of quality faculty in all higher educational institutions and promotes capacity building at all levels of higher education and also facilitates research and innovation. Regional imbalances would be corrected in access to higher education by facilitating access to high quality institutions in rural & semi-urban areas. RUSA also aims to improve equity in higher education by providing adequate opportunities of higher education to socially deprived communities; promoting inclusion of women, minorities, SC/ST/OBCs and differently abled persons. The scheme is being implemented throughout the country with the support of State Governments. The aim is to identify and fill up existing gaps in higher education, by augmenting and supporting the State Government's efforts and promoting a spirit of healthy competition amongst states and institutions to excel in quality higher education, research and innovation. Central funding will be in the proposed ratio of 60:40 for general category States and 90:10 for Special Category States (North-Eastern States, Sikkim, Jammu &Kashmir, Himachal Pradesh and Uttarakhand) and 100% for Union Territories.

The key objectives of RUSA are to improve access, equity and quality in higher education through planned development of higher education at the state level. Objectives include creating new academic institutions, expanding and upgrading the existing ones, developing institutions that are self-reliant in terms of quality education, professionally managed, and characterized by greater inclination towards research and provide students with education that is relevant to them as well the nation as a whole.

Institutional Hierarchy of RUSA

National Level: National Mission Authority (NMA), Project Approval Board (PAB), National Project Directorate (NPD), Technical Support Group (TSG)

State Level: State Higher Education Council (SHEC), State Project Directorate (SPD), Technical Support Group (TSG)

Institutional Level: *Board of Governors (BoG), Project Monitoring Unit (PMU)*

The State of Rajasthan joined RUSA on 26.05.2014 by committing to reforms in higher education in the State. The Project Approval Board (PAB) in its 8th and 9th meetings held on 02.09.2015 and 01.12.2015, approved proposals of the State worth Rs. 352 crore, comprising of Rs. 211.20 crore as central share (60%) and Rs.140.80 crore as State's share (40%). The details of funds approved to the State are given in the table below:

Table 10: Grant under RUSA

S.No.	Component	Physical units approved	Total amount approved (Rs. in Crore)	Central share approved (Rs. in crores)
1	Infrastructure grants to universities	5	100	60
2	New Professional College	2	52	31.2
3	Infrastructure grants to colleges	100	200	120
	Total		**352**	**211.2**

Strategic Planning and Resource Allocation in Higher Education

Funding of higher education by Government of Rajasthan

The following chart shows the fund flow and sources of funding in Higher Education System in Rajasthan

Figure 2: Fund flow and sources of funding in Higher Education System in Rajasthan
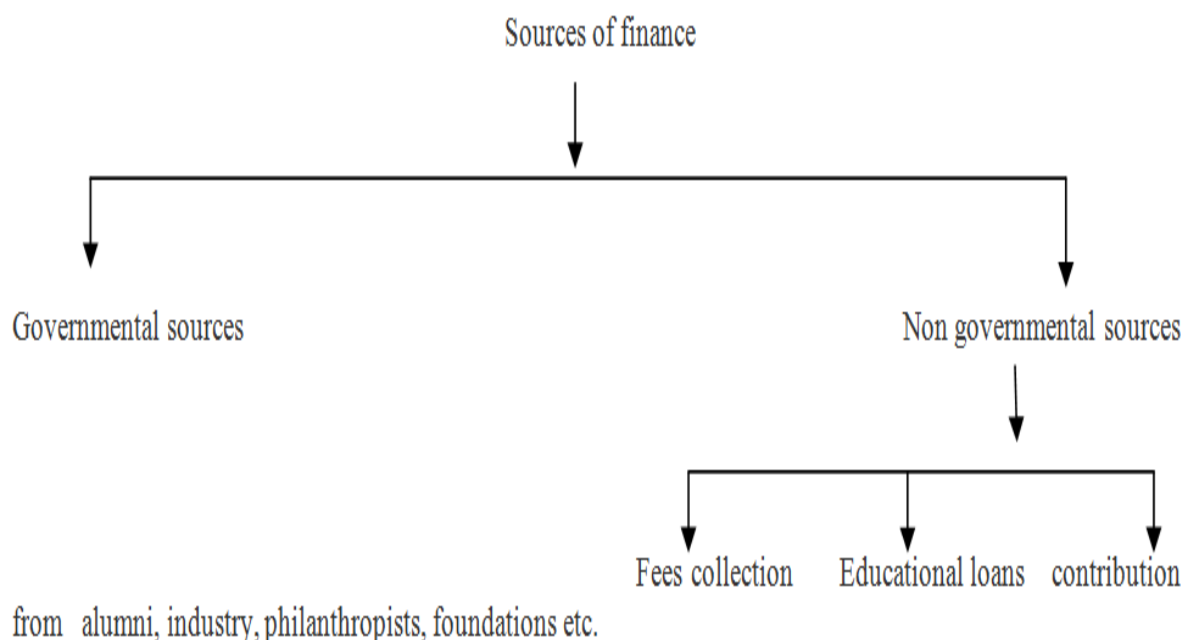
State Budget allocation for higher education

The government of Rajasthan allocates funds through annual budgetary provision for the smooth functioning of higher education in colleges and universities. They are as follows:

Table 11: Annual Budget allocation in Education sector

Year	Total provision (In crores)	Elementary education (In crores)	Secondary Education (In crores)	University and other Higher Education (In crores)	Literacy & Continuing Education (In crores)	Art and Culture (In crores)	Technical Education (In crores)	Sports & Youth Welfare (In crores)
2011-12	1707.72	1130.00	418.87	33.00	35.33	22.17	55.56	11.50
2012-13	2474.67	1619.42	660.86	44.40	10.17	43.83	54.55	
2013-14	3,440.47	2,094.72	1,003.62	105.64	21.82	65.98	80.55	80.55
2014-15	8179.30	4882.12	2776.15	155.48	95.22	48.25	96.86	95.36
2015-16	8912.12	5,610.52	2,791.30	175.93	77.17	53.50	57.51	106.86
2016-17	11,356.18	5,696	4,884	417.75	58.02	78.32	69.49	94.48

Source: http://dce.rajasthan.gov.in/college.aspx

The funding of higher education in Rajasthan is made from plan, non-plan, Centre funded Projects, UGC development fund etc. In 2015-16 a total outlay of 91364.02 lakhs was made in the budget of which 3570 lakhs was allotted under RUSA and 4550 lakhs for CM Higher Education Scholarships fund. In the financial year 2016-17, the outlay was raised to 107794.41 lakhs of which 14249.06 was allotted under RUSA and 4550 lakhs for CM Higher Education Scholarships fund. The funding of the university and government colleges comes under plan and non plan head by the UGC. The state government gives block grant to the universities.

Challenges faced by Higher Education in Rajasthan

It is the primary responsibility of the State to provide the eligible with good quality higher education at reasonable cost. There should be no withdrawal of the State from this responsibility. In fact, the investment in this area by the State should be stepped up to 3% of the GDP. This is essential for the intellectual strength of the State to address equity concerns.

1. Technical and Vocational education are not well developed.
2. Industries are not encouraged to be partners with educational institutions directly for the development of human resources dedicated to their interest. This could happen in the areas like creating infrastructure, faculty sharing and direct support with funds.
3. The industries belonging to a specific discipline or related disciplines are not encouraged to establish state of the art Research and Training centres for the development of necessary specialized man power.
4. Those areas, which not capable of attracting private funds, are also not supported sufficiently well from public funds, although this is essential for the balanced intellectual growth of the society.
5. Quality management for courses offered and monitoring the achievement of the students at all stages of the course is lacking.
6. Parallel courses like diplomas and certificates which can empower students to take up work soon after their degrees are not provided. This is an area where public Private partnership has a creative role to play.
7. Undue interference of Government, lack of financial support from Government and weak quality control of teaching faculty is not observed.
8. Higher education is a public good and its control cannot be left to the market forces. Those who venture investment in this area need to be properly scrutinized.
9. Lack of transparency in the working of executive/academic bodies and other governing councils of the universities and other institutions.
10. No fresh appointments for teaching and non-teaching posts.
11. Government curtailment of the autonomy of the state universities through RAPSAR Act.

Summary: Despite all the efforts of the State in the direction of the growth and development of educational facilities, it has been observed that there has not been an even distribution of colleges throughout the state. Most of the institutions are located in and around the districts of Sikar, Kota, Ajmer, Dausa, Sriganganagar, Jaipur and Jhunjhunu. Whereas Jaipur alone has 140 institutions which correspond to 18% of total institutions. Banswara, Barmer, Baran, Dungarpur, Jaisalmer, Jalore, Jhalawar, Rajsamand and Sirohi are the most lagging districts. As compared to the national average of 0.77 colleges per lakh population, Rajasthan on an average has one college per lakh population and as such is reasonably better placed in comparison to national average. However if the situation has to be improved uniformly throughout the state providing one college for every one lakh population and with Tehsil as a unit, 70 more colleges are required to be set up. This would certainly reduce the constraints of accessibility. Although providing cost effective education is the prime concern of the government, scarcity of the government resources has made government to encourage self financing courses and the establishment of private colleges. In the recent times the increased fees charged by the private colleges is making higher education especially Professional and courses in upcoming areas like Biotechnology unaffordable for many sections of the society.

The Government of Rajasthan has taken appreciable proactive initiatives in higher education sector like encouraging private participation, removal of uneven distribution of colleges, up gradation of infrastructure and faculty, institutional annual review, establishing Higher

Education Academy for Research and Training (HART), etc. These initiatives will go a long way in enhancing quality of higher education in the state and transforming higher education system into a dynamic, flexible and diversified one for meeting the needs of the global knowledge society. However, there are some basic problems in the governance of HEIs in Rajasthan. The state institutions face a lot of interference by the government. Lately, it has been seen that the state is backing from its duty of giving pension to the faculty members in the University which has led to litigation. The government officers are often seen trying to defend their action in the courts.

Chapter 3
University of Rajasthan: A profile

Introduction

The present chapter deals with the institutional framework of University and affiliated colleges in the state of Rajasthan in order to understand the structure and role of governance and management in higher education institutions in India. The University of Rajasthan, oldest University in Rajasthan, has been chosen as a unit of analysis. The University of Rajasthan (UOR), Jaipur is a university which has around 1000 colleges affiliated to it. As per the methodology of the study an affiliated college was also included as a unit of analysis. Kanoria Mahila Mahavidyalaya (KMM), one of the oldest affiliated college of UOR, has been chosen as the unit of study.

University of Rajasthan

The efforts for a separate University for Rajputana State were initiated as early as 1921 when the Act for the Allahabad University was passed. The Act prescribed for separation of Intermediate classes from the Degree classes as a condition for affiliation. This meant more expenditure for the colleges at Jaipur, Jodhpur and Ajmer, the only colleges then imparting University education at the time and affiliated to Allahabad University. The colleges in Rajasthan (erstwhile Rajputana) were affiliated to Agra University since 1927. After a gap of nearly two decades the efforts were again initiated in 1942 by Sir Mirza Ismail, the then Prime Minister of Jaipur, to start a University. J.C. Rollo was appointed as Special Education Officer for this purpose. Sir Mirza Ismail and his successor in office Sir V.T. Krishnamachari, took the initiative of holding talks with the representatives of Udaipur, Jodhpur, Bikaner, Alwar and Jaipur in December, 1946. They agreed to the establishment of a University at Jaipur on 8th January, 1947. Legislation was promulgated and the colleges in the State were formally federated into the University of Rajputana, which came into existence in July the same year. It was the 21st and last university to be set up in pre- independent India.

Until the establishment of the Rajputana University, (now called University of Rajasthan) on 8th June, 1947, the colleges as and when established were affiliated to Calcutta, Allahabad and Agra Universities. Since 1947, the growth of higher educational institutions in the state of Rajasthan has been phenomenal. To meet the demands of a vibrant democracy, the education structure it has undergone a remarkable transition from an elite system to a mass system that caters to the requirement of the masses. The number of university level institutions increased from one in 1947 to 67 by 2014 (1 Central University, 26 state universities and 40 private universities). With the creation of other universities, the affiliating jurisdiction of University of Rajasthan was modified in geographical terms. With the successive creation of other universities, though its affiliating jurisdiction has shrunk, UOR is still the hub of Higher Education in Rajasthan emerging as a model for the other universities in the state. It attracts students from all over Rajasthan and other parts of India, as well as abroad.

The University has had luminaries who were pioneers in their fields and contributed to the academic ethos of the institution. The foundation of the academic excellence of the University was laid by renowned veteran academicians like Dr. G.S. Mahajani, Dr. G.C. Chatterji and Dr. Mohan Sinha Mehta, who played a crucial role in the development of the University, its campus, recruitment of faculty and in laying down sound traditions. Prof. Raja Cheiliah, Raj Krishna, L. S. Ramaswamy, C. V. Subramanyam, Dayakrishna, B. Saraf, S, Lokanathan, Iqbal Narain, T.K N Unnithan, Yogendra Singh, Miss A. G. Stock, Prof. P. N. Srivastava, Prof. R. C. Mehrotra, Dr. S. Bashiruddin, Prof. Satish Chandra, Prof. S. P. Verma, Prof. Iqbal Narain, Prof. R. K. Kauletc. are just a few names who won glory and renown for the University. One of the greatest strengths of the University has been its ability to meet the challenges of the fluid

socio-cultural milieu and the contemporary politico-economic as well as academic temper of the nation.

Historical Background

The University of Rajasthan, recognized under sections 2(f) and 12 B of U.G.C. Act, was established on 8th of January, 1947. Initially named 'University of Rajputana', the University was renamed as the University of Rajasthan in 1956, keeping intact its enveloping jurisdiction. With the creation of other universities, its affiliating jurisdiction was modified in geographical terms. The change of nomenclature of this premium and pioneering academic institution was indicative of its democratic ideology and inclusive temper. A multi-faculty University, established with the goal to cater to the needs of higher education for the students of Rajasthan, it has a central campus spread across 286 acres, and the satellite campus comprising of 7 constituent colleges over150 acres. It has 8 faculties, 37 departments and 22 research centres. The total strength of the students in the university on campus and affiliated colleges is over 7.32 lakh, inclusive of PG students and about 5000 PhD scholars. 991 colleges are affiliated to it spanning 7 districts of Rajasthan (483 in 2017). The undergraduate teaching in the university is imparted through 7 constituent colleges. It has been granted A grade by NAAC in 2016 and was accorded A+ in NAAC accreditation from 2004-09. It was accorded the status of University for Potential of Excellence (UPE) by the University Grants Commission under XI plan in 2011. It received a financial assistance of 50 crores under UPE scheme. Four of the six constituent colleges have been accorded the status of Centre of Potential for Excellence. Three PG departments (Chemistry, Zoology, Philosophy) have been sanctioned UGC Centre for Advanced Studies; Economics and Physics have been sanctioned DSA programme while Botany, Geology, Maths, Sociology and Home science have been sanctioned DRS programmes. 7 science departments have been sanctioned DST-FIST programmes. In last 5 years, more than 80 individual research projects have been awarded with an outlay of about 15 crores.

University with Potential for Excellence

In the quest for excellence UGC has initiated a programme to provide substantial support to selected universities with Potential for Excellence. The programme is intended to make these Indian universities comparable to the world class universities by enabling them "to adapt to modern methods of teaching and learning, developing learner-friendly lecture materials, changing their evaluation methods and striving for excellence, to sustain themselves in this competitive world". The University of Rajasthan is one of the 15 universities in the country to be accorded the status of "University with Potential for Excellence" (UPE). The UPE program is broadly classified into three areas: Focused Area, Holistic development and Infrastructure Development. The focus area mainly deals with Materials and Converging Sciences: Nano Particles, Nano-composites and multi-layers. In the Holistic development area, Study of Ecology and Economy of Rajasthan, Comparative studies in Language, Literature and Culture are making steady progress and aiming for substantive work. Overall, UPE program has given the University an opportunity to initiate steps for necessary up gradation so that University can compete on all aspects vis-a-vis with other front ranking universities at national level and with other top ranking world Universities.

Visionary Goals

The most important visionary goal is to transform the University of Rajasthan into a Flagship University to serve as a model for the development of other universities in the State of Rajasthan, be it in public or private sector.

The University shall:

- Strive to foster an academic environment that enhances knowledge base, creativity and productivity providing accessible, affordable, holistic and value-based quality education leading to overall development of the learner.
- Develop centres of academic excellence for dissemination and advancement of knowledge through teaching and research, intellectual discourse and emerging learning paradigms.
- Provide an enabling system of governance that is transparent, objective, responsive, accountable and promotes excellence, diligence and ethical practices.
- Promote societal engagement and outreach through curricular contents as well as by project and field activities.

Mission Objectives

The core mission of the University of Rajasthan, as a Flagship University, is to develop a proactive blend of undergraduate and postgraduate education along with focused research activities and meaningful international engagement. Concomitantly, its mission will include substantial social dimensions such as regional economic engagement, community technical services, support for lifelong learning and mutually beneficial academic engagement with school and college systems.

The University offers undergraduate, post graduate and research programmes including M.Phil. and Ph.D. programmes at University level. The affiliating colleges impart undergraduate and post graduate teaching. The UOR had jurisdiction over all colleges- general and technical from its very inception. The jurisdiction of the university was gradually curtailed with the establishment of other universities (chapter 2). The affiliation of medical and engineering colleges was transferred to Rajasthan Health University and Rajasthan Technical University in 2004 and 2005 respectively. Today the UOR has 483 colleges affiliated to it and conducts examination of nearly seven lakh students every year.

Table 12: Faculty and Staff Strength in University

		University of Rajasthan		
		Sanctioned posts	**Vacant**	**Working**
Faculty	**Professor**	63	55	8+8 (CAS)
	Associate Professor	136	135	227 (CAS)
	Assistant Professor	710	228	248
Total		909	418	491
Ministerial Staff		1777	767	1010

Table 13: Course Wise Students Strength in Undergraduate Courses of UOR

	B.A	B.A Hons.	B.Com	B.Com Hons	B.Sc (Including H.Sc.)	B.Sc Hons	BCA	BBA	LLB
Maharani College	600 (1800)	600 (1800)	180(540)+120 SFS	180 (540)	240 (720) +40	150 (450)	120 (360)	120 (360)	NA
Maharaja College	NA	NA	NA	NA	720 (2160)	150 (450)	120 (360)	NA	NA
Rajasthan College	480 +480 SFS (2880)	600 (1800)	-	-	-	-	-	-	=
Commerce College	NA	NA	660 +420 SFS (4740)	180 (540)	NA	NA	120 (360)	120 (360)	NA
Law College	NA	NA	NA	NA	NA	NA	NA	NA	300 +300 SFS
Total	1080+480 SFS (4680)	1200 (3600)	840+120 SFS (5280)	360 (1080)	960+40 (2880)	300 (900)	360 (1080)	240 (720)	300 +300 SFS

Table 14: Student Enrolment in University of Rajasthan (2015-16)

A	Constituent Collges (UG)	No. of students
	Maharaja College	2545
	Maharani College	7504
	Commerce College	4411
	Rajasthan College	3546
	Law College	1433
	Total	19439
B	**PG Departments**	5928
	Grand Total (A + B)	**25367**

The department wise strength of PG departments has been shown in Annexure1.

Figure 3: Governance & Management: University of Rajasthan

```
                          ┌─────────────┐
                          │   Visitor   │
                          └──────┬──────┘
                                 ↓
                          ┌─────────────┐
                          │  Chancellor │
                          └──────┬──────┘
                                 ↓
                          ┌────────────────┐
                          │ Vice Chancellor│
                          └───────┬────────┘
```

Registrar	CF &FA	Controller of Examination	Dean Student Welfare	University Engineering	Dean Faculty	University Librarian

- Registrar
  - Dy. Registrar Research/ Academics / Administration/ Project and Plan
  - Asst. Registrar
  - Superintendent

- Dean of Faculty
  - Head of the Departments
    - Teaching Faculty
- Director PG Schools
  - Principals of Colleges
    - Vice Principal
      - Teaching Faculty
- Chief Proctor
  - Directors of Centres
    - Dy. Director
      - Teaching Faculty
- Chief Warden
  - Convener, BOS
  - Warden

- University Librarian
  - Dy. Librarian
    - Asst. Librarian

Figure 4: Governance Structure at UOR
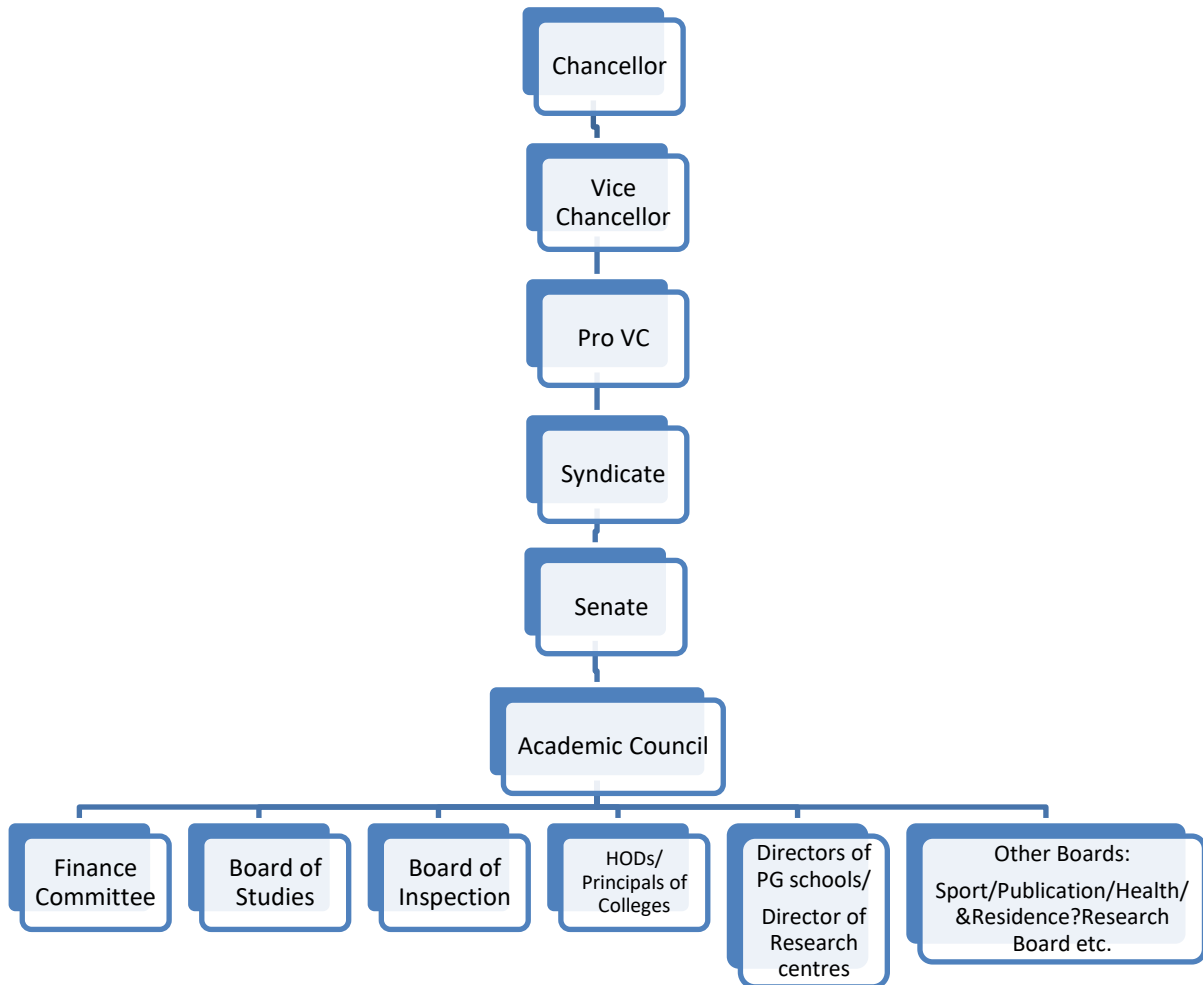
The Chancellor is the Head of the University Syndicate, the chief executive and academic body of the University for taking decision on all university matters. The V.C. is the principal executive and the academic officer of the University for taking decisions in University matters. However approval of Senate which is highest body is taken on the decision of syndicate in some matters.

The Vice-Chancellor: The Vice-Chancellor is a whole time paid officer of the University and is appointed by the Chancellor upon the recommendation of a Selection Committee consisting of the following namely:- (i) a person nominated by the syndicate not connected with the University or any affiliated college or approved institution, (ii) a person nominated by the Chairman, University Grant Commission, and (iii) an educationist nominated by the Chancellor, and the Chancellor shall appoint one of these three persons as the Chairman of the committee.

The Vice-Chancellor will hold office for a period of three years and will be eligible for re-appointment for a second term and such re-appointment will be made upon the recommendation of the selection committee referred to in sub-section (1): Provided that no person shall hold the office of The Vice-Chancellor more than two terms.

When a temporary vacancy in the office of the Vice-chancellor occurs by reason of leave, illness or otherwise, the Pro-Vice-Chancellor will carry on the office of the Vice chancellor. Where, however, there is no Pro- Vice-chancellor or he is also temporarily absent, the Syndicate will report the same to the Chancellor who shall make such arrangements for carrying on the office of the Vice-chancellor as he may deem fit.

Powers and duties of the Vice-Chancellor

1) The Vice-chancellor will be the principal executive and academic officer of the University. He will, in the absence of the Chancellor, preside at any Convocation of the University. He will be the ex-officio Chairman of the Senate, the Syndicate and the Academic Council and of any board or committee of which he is a member. He will be entitled to be present and to speak at any meeting of any authority or other body of the University, but will not be entitled to vote there unless he is a member.

2) It will be the duty of the Vice-chancellor to see that the Act, the Statutes and the Ordinances are faithfully observed, and he will have all powers necessary for this purpose.

3) He shall have power to convene meetings of the Senate, Syndicate and Academic Council, and joint meetings of Faculties.

The Pro-Vice-chancellor: The Pro-Vice-chancellor may be a whole time or part-time officer of the University and will be appointed by the Chancellor in consultation with the Vice-chancellor. He will hold office for a period of three years and shall be eligible for reappointment for a second term and such re-appointment shall be made in the manner prescribed in sub-section (1): Provided that no person shall be appointed as Pro-Vice-chancellor for more than two terms: Provided further that notwithstanding the expiry of his term, the Pro-Vice-chancellor shall continue to hold his office until his successor is appointed and enters upon his office. The Pro-Vice-chancellor may, at any time, relinquish his office by submitting, not less than sixty days in advance of the date on which he wishes to be relieved, his resignation to the Vice Chancellor, or if there be no Vice- Chancellor, to the Chancellor.

Powers and duties of the Vice-Chancellor: The Pro-Vice-chancellor shall exercise the powers and perform the functions as specified below: (a) Implementation of decisions taken by various bodies of the University, such as the Senate, the Syndicate and the Academic Council: (b) Attending to all matters relating to affiliated colleges: (c) Appointment of clerical staff of the University except those for which powers have been delegated to the Registrar; (d)disciplinary powers in respect of above staff; (e) Attending to all matters relating to students' welfare etc.; and (f) Perform such other duties and functions and exercise such other powers as the Vice chancellor any specify in general or in individual cases and shall assist the Vice-chancellor in all matters, academic and administrative.

Registrar: The Registrar is the custodian of the record and common seal of the University on behalf of the Syndicate. He is the ex-officio Secretary of the Senate, Syndicate and the A.C but is not a member of the Syndicate and the Academic Council. He is the main administrative officer who recommends the action which is to be taken for approval to the V.C. and implements the decision of the V.C. There is additional Registrar for suggesting and assisting the Registrar and giving advice in academic and administrative matters. For controlling, the Examination, there is Controller of Examination (C.E) who conducts the examination after taking approval of the V.C. and declares the results as per direction of the V.C. For each section there is Section officer (S.O), Assistant Registrar and Deputy Registrar for assisting the C.E. and the Registrar, who propose the action and implement the orders of the higher officers or authorities. Matters are put up by the dealing assistant to the Section Officer and Section Officer proposes the action to be taken in the matter to the AR/DR. The matter is then

referred to the A.C. and the Syndicate by the concerned section after taking the approval of the V.C.

Functions of the Registrar: The Registrar is appointed by the syndicate on the recommendation of a selection Committee (See Section 3, 4 and 5 of the Rajasthan Universities' Teachers and Officers (Special conditions of Service) Act of 1974 as amended vide Act of 1976). The emoluments and conditions of service of the Registrar will be determined by the Syndicate.

Governing Bodies:

As per the Handbook of UOR, the governing bodies are as follows:

- The Senate
- The Syndicate
- The Academic Council
- The Board of studies
- The Board of Inspection
- The Finance committee

Governance Structure at UOR

- **Syndicate**: Syndicate is the highest executive policy making body in the university. It is chaired by the Vice Chancellor. It has 2 members from Dean Quota, 2 members from Professor Quota, 1 educationist nominated by Chancellor, two Principals of government colleges, 2 government nominees, 2 MLAs, 1 elected teacher's representative, 1 teacher's representative from affiliated colleges, 1 student representative. The mandate of meetings of syndicate is once in every two months. One third quorum is required for the meeting to be conducted. It has the power to make, amend and cancel the ordinances. All the decisions of Academic Council, research board have to be approved in the Syndicate meeting before being implemented. Meeting of the syndicate will be held ordinarily at least once in two months and at other times as convened by VC. One third shall constitute the quorum.

  Functions of Syndicate:

  i)   Making and amending and cancelling ordinances.

  ii)   Hold, control and administer property and funds of the University.

  iii) Accept on behalf of university donations, bequests, or transfer of movable and immovable property.

  iv)   To administer any funds or resources placed at the disposal of the University for specific purposes.

  v)   To invest money belonging to university.

  vi)   To borrow money or raise public loans for the purpose of the university on the basis of security of property of university or any other security with prior permission of the state government.

  vii) Subject to the provisions of this Act and statutes, appoint officers (other than chancellor, Vice Chancellor, dean of faculties), teachers and to define their duties, emoluments and conditions of service.

viii) To determine the form, provide for custody and regulate the use of common seal of the university

- **Senate:** The Senate is constituted of Chancellor/ VC/All former VC / VC of other Universities/ Registrar/ Deans of Faculties/ Ed. Minister/ Chairman Board of Secondary Education/ Director of College Education/ Director of Education (Primary and Secondary)/ Director of Technical Education/ Syndicate Members/ HOD's/ Director CCT/ Director FYLC/ Director of Centres/President RUSU/Ex official Members/Life Members/Members nominated by State Government/ Principal, Chief Conservator Forest/ Director mines and Geology/ Director, Economics and Statistics/ Principles of P.G. Colleges/ MLAs/ 4 persons from AC/ 4 persons for registered graduate of University/ Two principles of Degree Colleges/ Principal of Medical College/ One principal of Engineering College/ One principal of Teachers Training College.

Functions: The Senate is responsible for making statutes, amending and repealing statutes, subject to confirmation by Chancellor. It considers and cancels ordinances. It considers and passes resolution on annual report, annual accounts and financial estimates and any other such function as prescribed by statutes.

Academic Structure at UOR

Academic Council: The academic council (AC) is the highest academic body in UOR. AC is responsible for maintenance of the standards of teaching and examination within the University and to make the Ordinances, regulations regarding admissions, examinations, study courses and circulars which are sent for the approval of the Syndicate. The composition and function of the A.C. have been mentioned in the Section 23 and 23A, of the University Act.

The AC is chaired by Vice Chancellor and all Head of Departments, Directors of teaching centres, Conveners of BOS, five persons co-opted by the Academic council who possess special attainments in particular studies and who are not teacher in the University or any affiliated college or approved institution are the members of AC. The term of office of the members of the Academic council, other than ex-officio members, shall be three years. One meeting of the academic council must be called in a year.

In the academic matters, the Academic council exercises the following powers and performs the following functions:

a) subject to the approval of the syndicate, makes, amends and cancels regulations laying down courses of study and curricula;

b) proposes to the Syndicate, Ordinances concerning admission to the University or to its examinations, courses of study and curricula and scheme of examination to be made after considering the reports, when necessary, of the faculty or of faculties concerned;

c) makes proposals regarding the maintenance of standards of teaching and examinations;

d) advises the Syndicate regarding the institution of University teaching posts in particulars subject;

e) after considering the recommendations of the faculty concerned, advices the Syndicate regarding the constitution of Board of Studies and their strength;

f) advises the Syndicate regarding University fees;

g) advises the Syndicate regarding equivalence of examinations and recognition of the examination of other bodies;

h) advises the Syndicate regarding University Library and the appointment of a University Library Committee.

i) advises the Syndicate regarding the conditions of award and tenure of University scholarships and other benefits;

j) refer matters to faculties and Boards of studies;

k) promote research; and

l) advise the Syndicate regarding all other academic matters.

Faculty: There are number of faculties in the University. Each faculty recommends to the A.C., courses of study and curriculum, scheme of Examination after due consultation with the Board of Studies. After the recommendations are accepted in AC, they are sent to the Syndicate. There is Dean in each faculty who is responsible for the due observance of the statutes, ordinances and the regulations relating to that Faculty. The election of the Board of studies takes place in Faculty. Meeting of the faculty will be held when convened by the Dean or by the Registrar on his behalf. 50 percent members have to be present for the meeting of the Faculty to be convened**.**

Functions of the Faculties: Each Faculty exercises the following functions:-

a) To recommend to the Academic Council courses of study and curricula and schemes of examinations, after consulting the Boards of Studies.

b) To recommend to the Syndicate through the Academic Council what Boards of Studies should be instituted and the strength of such Boards, and to constitute them as provided in Section 24- E.

c) To recommend to the Academic Council conditions for the award of degrees and other academic distinctions.

d) To co-ordinate work in the subjects assigned to the Faculty.

e) To organise research, or to secure co-ordination therein when desirable.

f) To deal with any matter referred to it by the Academic Council or the Syndicate.

g) To remit matters to Board of Studies.

h) To consider any matter within its purview referred to it by a Board of Studies.

i) To hold meetings with the sanction of the Vice-Chancellor jointly with any other Faculty of Faculties, such joint meetings to be convened by the Vice-Chancellor and to be presided over by him or by a Dean nominated by him.

j) To discharge such other functions as may be prescribed by the Statutes.

Board of Studies (BOS)

There is a BOS in each subject for group of subjects which recommends the courses of studies and curriculum in their respective subject. It gives advice on all matters related to them to the Syndicate through A.C. The composition and functions of BOS have been mentioned in section 24(e) and (f) of the University Act. The number of Boards of Studies in each Faculty and also the number of members of each board is determined by the Syndicate on the recommendation of the Academic Council and the Faculty concerned. The BOS is constituted by the Faculty concerned for a period of three years. In the Faculty of Arts, Science and Commerce and Law, the member of a Board should not exceed (a) seven in the case of Board dealing with Post-Graduate studies; and (b) five in other cases. There are at least one and not more than two external members on each Board consisting of five or less than five members, and at least two

and not more than three external members on each board consisting of more than five members. In the case of a Board dealing up to post-graduate studies, there are at least three internal members who are Head of Post-graduate departments, or post-graduate teachers to the extent the number of such Heads is less than three in the University or in affiliated colleges or approved institutions. Each board has a Convener appointed by itself in the following order of preferences from among its internal member, namely: (i) University Professors (ii) Principals of Post-graduate colleges being Heads of departments or Principals of degree colleges who have held the office of the Principals of a post-graduate college and Head of a department for at least five years (iii) University Readers in subjects in which there is no University Professor (iv) Principals of degree colleges being Heads of departments (v) Heads of post-graduate departments in colleges; and (vi) Heads of degree departments in colleges.

Financial structure at UOR

Finance Committee: It deals with the financial issues of the university and advises the Syndicate on matters related to finance of University and development of programmes. It also prepares the budget estimate of the university. The Finance Committee consists of the VC (Chairman), 4 members nominated from Syndicate, 2 Heads of teaching departments, Finance Commissioner or his nominee, Comptroller of Finance and Financial Advisor, Education Commissioner.

Functions of Finance Committee: The functions of finance committee are as follows:

i) To examine the annual budget estimates and advise the Syndicate thereon.

ii) To review the accounts of the university and the audit objections and the replies there to.

iii) To make recommendations to the Syndicate on all matters relating to the finances of the university and related to its development.

iv) The VC may sanction re-appropriation from one budget head to another amongst the various heads, other than heads related to pay, allowances and P.F contribution.

Financial resources of UOR: The UOR receives a block grant from the State Government and funds from UGC under plan and non-plan head. In addition to this the university also collects fees from the students seeking admission in the university departments/ centres and constituent colleges. From 2015, it has also received additional grant from RUSA.

The following figure represents the flow of funds in UOR.

Figure 5: Flow of funds to UOR
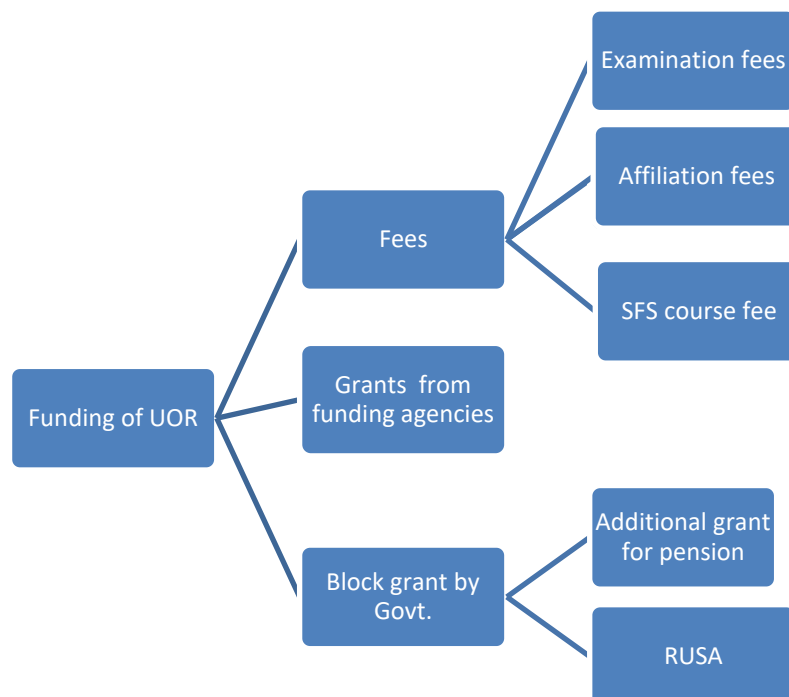
Other Governing bodies

Board of Inspection (BOI): UOR is an affiliating university and all colleges in Rajasthan were under it. Now the jurisdiction of affiliation has come down to only 3 districts. The affiliation matters are dealt by the BOI and recommended to the Syndicate. Application for the affiliation, recognition and approval of the colleges and the Institutions within the territorial jurisdiction of the University are considered by the BOI. The inspection of the colleges is also arranged by BOI and the recommendations are sent to the Syndicate for approval. BOI is composed of VC, Director, College Education and Dean of Faculties.

Functions of BOI

1) The BOI deals with application for affiliation, recognition or approval of colleges and institutions within the territorial jurisdiction of the University, arrange for their inspection in the manner prescribed by the Statutes, and makes recommendations to the Syndicate in regard to their affiliation, recognition or approval, as the case may be.

2) The BOI appoints two committees consisting of five members each, one to deal with applications for affiliation of colleges and another to deal with applications for approval of institutions. The committees shall be appointed for a period of three years.

3) Subject to approval by the Syndicate, the BOI makes rules for the approval, recognition and affiliation of institutions and colleges.

Director Examination: Director, Examination is responsible for timely conduction of annual and semester examinations.

Director Research: A Director, Research is now being appointed to ease the pressure of research at UOR. The functions of the Director, Research are to facilitate the research scholars and also to advise the VC on research related matters.

Research Board: The research board is the highest body of the University entrusted with the responsibility of modifying rules related to research and approving the minimum qualifications

of Research Supervisors. It comprises of VC (Chairman), pro VC, senior most Professor of each teaching departments, Directors of research centres, Deans of faculties, senior most Professor in each faculty which doesn't have a teaching department and 3 members nominated from Academic Council. It is required to meet at least twice in a year. The functions of the Research Board are to recommend the minimum qualifications for recognition as Supervisor for research work; to consider and to recommend applications from teachers in the affiliated colleges for recognition as Research Supervisor; to recommend the names of distinguished persons from outside the University for guiding research work; to consider the cases of registration for doctoral degrees where there is change of subject/Faculty; to consider cases of difference of opinion between examiners of doctoral thesis and other exceptional situations not expressly covered by rules on the subject; to perform such other functions, as may be assigned to it by the Academic Council or by the Syndicate, with regard to the maintenance of standards and promotion of research.

Publication Board: The Publication Board consists of Vice-Chancellor/Deans of Faculties, four Heads of University Teaching Departments nominated by the Vice-Chancellor in rotation, University Librarian and one nominee of the Syndicate. The functions of the publication board are to consider applications of persons working in University and its affiliated institutions for carrying out investigations concerning the economic and cultural problems affecting Rajasthan; recommend for publication grants to the Syndicate; to undertake, with the sanction of the Syndicate, the publication of a university journal; any other work, literary or scientific, text books considered suitable by the board; and to arrange publication of extension lectures and extramural lectures in the University.

Planning and Monitoring Board: It oversees the implementation and execution of programmes and policies of the University. Its members are VC, Pro VC, 4 outside experts nominated by VC, Deans of faculties, 3 members nominated by VC from its own staff, CF &FA and Registrar.

Policies of University of Rajasthan

Admission policy: UOR imparts undergraduate and post graduate teaching through its constituent colleges and Departments. It has annual scheme in Undergraduate courses and Semester scheme with credits in Post graduate courses. Admission in Undergraduate courses is on merit on the basis of percentile. The percentile formula was introduced in the academic session 2014-15 by Government of Rajasthan. This ensures parity in the percentage secured among State board and Central Boards. In Postgraduate courses, admission is made through entrance examination-URATPG. The entrance exam is of 70 marks and 30 marks are given on the basis of academic merit. The merit list is prepared by adding 30 % of the percentage secured to the marks obtained in the entrance examination. Admission through entrance examination was introduced in the year 2012. For M.Phil. and Ph.D. courses, an entrance examination with the nomenclature M.Phil.-Ph.D. Admission Test (MPAT) is conducted. The admission to Ph.D. programme is done in two phases. The first phase is run for the students who have cleared NET-JRF. 40 percent of the vacant seats in Ph.D. are reserved for them. The students still have to apply online and then they are asked to report to the concerned department on the dates given. The departments check their documents and allot them seats. The remaining seats are then advertised and second phase of admission starts. The students are required to appear in MPAT test and merit list is prepared as per university rules. All students who qualify for Ph.D. programme are required to complete one semester of course work which is common with first semester of M.Phil.

Reservation in all courses is as per government rules. Outright admission is given to students who have represented the state in national/ international event in sports, as well as President

Medal awardees in undergraduate and post graduate courses. The information about the rules of admission, concessions, outright admission and other special category is clearly mentioned in the University prospectus.

Recruitment Policy

The university follows the UGC prescribed norms for recruitment of teaching staff in the University. The hierarchy prescribed in the Handbook of UOR is Professor, Associate Professor, Assistant Professor (Selection scale), Assistant Professor (senior scale) and Assistant Professors. The establishment section of the university keeps a record of all the teaching and non-teaching staff. The Government of Rajasthan sanctions the teaching and non-teaching posts.

The vacancies of teaching and non-teaching staff are advertised in newspapers and on the university website. The applications are now received online. A screening committee is constituted to screen the applications and the eligible candidates are thereafter called for interview. As per ordinance the selection committee for appointment of teaching staff shall consist of Head of department, one Chancellor's nominee, one government nominee, one member nominated by the Syndicate, three subject experts (out of the panel approved by Academic council), Dean of faculty and senior most Professor of the department. The Vice Chancellor shall chair the selection committee. The quorum of the selection committee will be not less than 5 out of which at least two would be subject experts in case of professor and one in case of assistant professor.

Faculty Promotion policy

The UOR has adopted the UGC Regulation 2010 about minimum qualifications of teachers etc. and has replaced its Ordinance 141-141 E and 141- I with Ordinance 141- 141 F in January 2017 with effect from 18.9.2010. Ordinance 141F deals with rules and procedure of career advancement. Though the University is autonomous but permission has to be procured from the Government before starting the process of interviews under Career Advancement Scheme (CAS). The last promotion under CAS took place in 2013. Prior to 2013, CAS had taken place in the year 2009.

Research and Innovation Policy

The University encourages the faculty to undertake both minor and major research projects. Advance increments are given to teachers having M.Phil. and PhD degree. The faculty is encouraged to enrol in faculty development programmes. Study leave is permissible for PhD programmes and post-doctoral fellowships. The departments are also encouraged to apply for external agencies for funding for research (UGC/CSIR/ DST/ICSSR/ICHR etc.)

Faculty Development Policy

The University of Rajasthan recognizes the importance of upgrading the knowledge of its faculty members to meet new challenges. There is a UGC Human Resource Development Centre (Academic staff College) which was established on 11th May 1988 which holds Orientation and Refresher courses regularly. The HRDC at UOR has been ranked 2nd in the country by NAAC in 2013. The job of the HRDC is manifold, but all roads lead to a single goal i.e. to facilitate the growth of academic excellence. The HRDC organizes training programmes (Orientation and Refresher) with the objective-of giving impetus to newly recruited lectures to become effective class room teachers and become self-reliant; to facilitate senior teachers to continuously update their knowledge and help them develop a culture of continuous learning; to motivate decision makers to accept reforms as part of growth and development; and also to rejuvenate the institution builders and inculcate in them a spirit of

quality management of their institutions. Over **12874** teachers have benefited through these courses.

Curriculum: The curriculum of the University is developed through BOS meetings. In subjects where there is no BOS, a Committee of Courses is constituted to design the curriculum. The University had attempted to start Choice Based Credit System (CBCS) after receiving a communication from UGC about enforcement of CBCS in all universities. Herein, the Departments would have to offer a basket of courses (Compulsory, subjective elective and general elective) to the students. However, the decision to implement CBCS was deferred in the VC Coordination committee citing various reasons. The University encourages the updating of syllabus once in two years. The university largely offers traditional courses like MA/M.com/ M.Sc., BA/ B.Com/B.Sc pass course and Hons.; professional courses like LLB, LLM, BBA, BCA, MCA, Mass communication etc. A five year integrated course in converging technologies and Five Year Integrated Law has also been started on SFS basis.

The University departments follow semester system in post graduate teaching whereas the affiliating colleges teach in annual mode. For students appearing as non-collegiate, annual scheme is followed. The undergraduate teaching in constituent colleges is also in annual mode. The credit system in the post graduate departments allows a student to register for different courses and learn at his own pace. The student is registered for five years and he has to earn stipulated credits of the course to earn PG degree in these five years.

University Website: The University has a fully functional website- http://www.uniraj.ac.in. Besides sharing important information about the University administration, departments, research centres, it also provides information related to current and prospective students. The syllabi, examination rules, results, detailed prospectus, admission procedures, hostel rules, reservation rules etc. are available on the website of the University. University circulars, advertisements, tender notices are made available through respective pages on Administration tab. Each PG Department has its own page. Contact details of all members of the Syndicate, Senate, Academic Council, and all faculty members are made available. The University handbook can also be accessed online from the website. E-journal access is made easy through e-journal access page. E-contents developed by some faculty members can be accessed. The main page also provides a link to other server like daak server, result server, research server and earxiv server.

NAAC: The UOR has been accredited by NAAC with A Grade (CGPA 3.21). An active IQAC cell is functioning in UOR. The IQAC collects AQAR annually. Regular academic audit is conducted by the university.

Special features of University of Rajasthan

- **Administrative Services Pre- Entry Training Centre (APTC):** The Centre was set up by the University in 1978 and it has been given the status of an Independent Centre in 1999. The Centre has been organizing coaching for Administrative and Subordinate Services for over three decades on Self-financing basis. UGC has also recognized the centre as a supporting centre for uplifting the knowledge of SC, ST. OBC, and Minority Community students during 101h & I 11h Plan by providing funds for coaching students for RAS, ICS, RJS, NET/SLET, Bank P.O., Spoken English, and other competitive examinations.

- **College Development Council (CDC):** The CDC works as a coordinating agency between Colleges, UGC and Government of Rajasthan.

- **Student Advisory Bureau (SAB)** was established in the year 1962 with the aim to provide information on courses and combinations available in different Universities and Institutors

of India and abroad. The bureau helps in enhancing the reach and scope of available opportunities for the students and prepares them for future challenges.

- **Dean Students' Welfare:** Dean, Students' Welfare is entrusted with the responsibility of coordinating various activities of the students. It conducts student union elections every year. It also organizes Inter-university festival called Ghoomar. The Dean, Students Welfare, is also Advisor of International Students.

- **International Cooperation Cell (ICC):** The ICC was established in 2007 to facilitate internationalization of education through faculty and student exchange. This has been achieved through signing of MOUs between University of Mont Pellier, France, Jean Moulin University, Lyon, France and University of Laval, Canada.

- **UGC Research Centres**: The UOR has a UGC centre for South Asia Studies, Centre for the Study of Social Exclusion and Inclusive Policy, European Studies, Ambedkar Centre, Nehru Studies Centre, Sikh study Centre, Buddhist Study Centre, Centre for Gandhian Studies, Centre for Women studies and Centre for Water Management.

Case Study of Affiliated College: Kanoria PG Mahila Mahavidyalaya

In the present research project, Kanoria PG Mahila Mahavidyalaya (KMM) was chosen as a unit of analysis. The inclusion of KMM in the sample helped in developing an understanding of the structure, function and working of affiliated colleges in Jaipur, Rajasthan.

Genesis & Evolution

Kanodia College was established in 1965 by a philanthropist, late Shri Bhagirath Kanoria. The college was the first institution of higher education for women through grant in aid from Government of Rajasthan. It received permanent NOC from Directorate of College Education, Rajasthan in 1968. It was registered as ***Kanoria Girls College Trust*** on 20th January 1971 at Devasthan Department, Government of Rajasthan, Jaipur. Kanoria PG Mahila Mahavidyalaya has a locational advantage as it is situated just opposite to the University of Rajasthan campus and close to the Directorate of College Education with which the college needs to be in constant touch with.

Objectives: The College was established with the objective to educate women and equip them with advance learning through grant in aid from Government of Rajasthan.

Vision and Mission

Vision:

i)   To extend the outreach of women's education.

ii) To enlighten through instilling a deep and lasting respect for 'the world of the mind', steadfastness of values and commitment to social concerns.

iii) To empower through capacity building and by cultivating abilities to exercise informed choices.

Mission:

(i)   To disseminate knowledge and to inculcate critical and analytical thinking.

(ii) To create an understanding of the complexity of human history and culture through engagement with social, political, aesthetic and scientific issues.

(iii) To develop life skills for self reliance.

(iv) To create an enabling environment for participation of women in the public domain.

(v) To create a work ethos of accountability and transparency.

The College is affiliated to University of Rajasthan since 1965-66. It has permanent affiliation from University of Rajasthan for B.A, B.Com, B.Sc. courses as well as M.A in Political Science, History and English. For other subjects there is temporary affiliation which is renewed every year.

The structure of governance is 'Participatory' which includes Student, Parents, University, Government and Teachers as a part of Management Committee. The College has a Staff Council. Meetings of staff council are mandatory for every decision. The College has applied for NAAC accreditation recently.

Courses and Programme currently offered

College is offering both UG and PG programmes in classified subjects. Other add on SFS courses are also offered by the college - Certificate Course in German Language**,** Certificate Course in Cyber Security**,** हिन्दीभाषाकौशल, Diploma in Art and Craft Design**, C**AT (Certified Accounting Technician)**,** Certificate in Organic Farming, Functional English,गायनवादनएवंनृत्यडिप्लोमा, Diploma in Nutrition and Dietetics, Diploma in Office Management, Certificate Course in Psychological Assessment**.** Credit system is followed as per norms prescribed by University of Rajasthan in PG courses.

Table 15: Teacher, Student and Staff Strength in KMM (2016-2017)

S.No	Institutional Strength	Number
1	Teachers	136
2	Ministerial Staff	102
3	Students(UG & PG)	6,500

Special features of the college

- **Management Information System (MIS) connectivity**: Management information system (MIS) is helping college to realize the value by efficiently bringing together people, technology, equipment, and businesses processes. It is used in managing the database related to results, admissions, fee deposits, various curricular and co curricular activities etc. also implement a security system in college.

- Well maintained and green infrastructure.

- Broad vision of the management.

- Ensure services to diverse and students from varied socio-economic background vertical and horizontal growth of the institution. Provide better teaching and learning environment in the college.

Use of ICT: Online admission and fee payment, keeping records of the students registered, functional website, smart class rooms (2), language lab etc. are the features of use ICT.

Teaching innovations: Peer learning, use of ICT in teaching, developing critical thinking, use of project based learning and research based teaching etc.

Active Centers and Cells

The college has many active centres and Cells like Centre for Social Responsible Centre for career guidance, Centre for Counseling, Centre for Research and Development, Centre for

Rural Development and Cells and committees such as cultural committee, Women issues Cell, Environment Cell, Photography committee, Entrepreneurship Cell, Art and Craft committee, grievance Redressal cell etc.

Coaching Classes facility

The College provides subsidized coaching classes for entry in examinations for Staff Selection Commission and banks. The students are also provided facility for coaching for UPSC prelims exam.

Active Grievance Redressal mechanism

Grievance redressal Cell is active is addressing grievances both in college and in the hostel. Students can also come directly to Principal and Deans with their grievances or drop them in drop box. Drop boxes are opened every alternate month and student's grievances are taken care off.

Recruitment of qualified staff

The college has a policy of recurring competent staff. The college has become very conscious in recruitments, keeping the NAAC requirement in mind. Now the college recruits only UGC qualified faculty members.

Parallel courses: Diplomas and Certificate Programs

The College provides add-on and FS course to its students. The courses are designed by the subject teachers and are approved by the management committee.

Regular FDP and Student Discussion Groups Programs

The College ensures that teachers attend FDPs at offering institutions and FDPs are also organized in the college. Teaching methodology is based on the feedback of teachers according to requirement of students. Student's feedback is taken on a prescribed format and is then analysed and presented before teacher for their betterment.

Computerized and rich library

Library is also computerised with 55892 books 125 periodicals and journals. E- Journals are also subscribed by the college

Governance and Management structures

Administrative Structure at College: The Principal of college along with Vice Principals looks after the day to day administration of college and hostel. Deans take care of the academic programmes.

Figure 6: Decision making Structure and Deployment at KMM
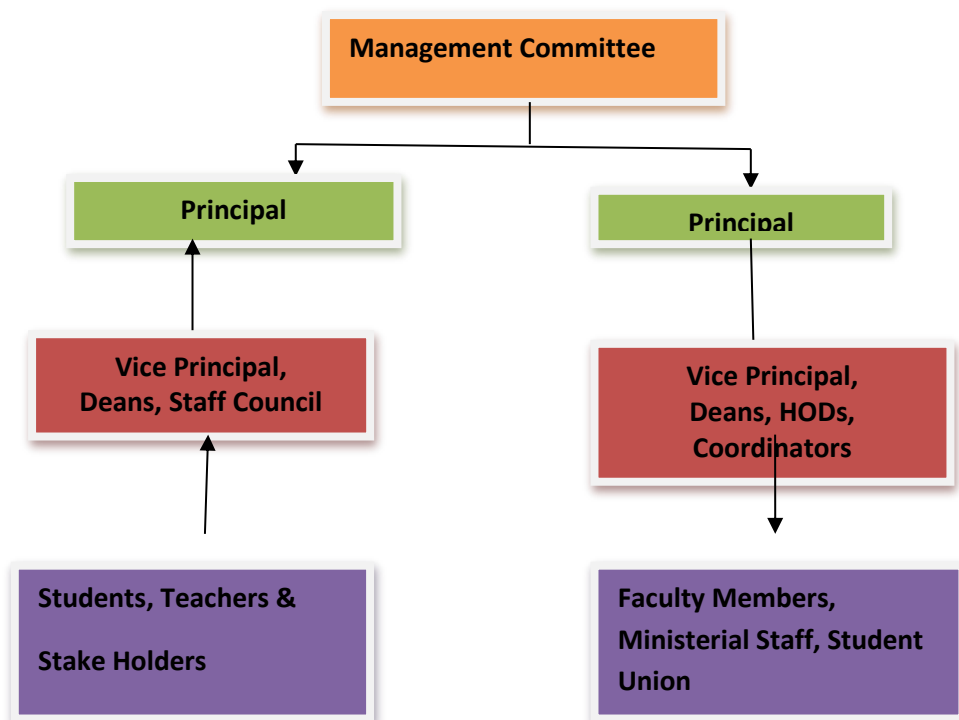
Governing Council: Management committee of the college is the apex body which takes decisions related to the matters of policy, planning and budget. The Management Committee consists of Chairperson, Secretary, 14 elected members, Principal, staff representative, Government nominee, University nominee, Ex-student representative, Student parent representative. Elections of Management Committee are held as per rules of Rajasthan Public Trust Act, 1959. Elections of Management Committee are held as per rules of Rajasthan Public Trust Act, 1959. The body of Donors and Trustees (43) form an electoral college to elect the Management Committee of the college.

Staff Council

All the permanent and teachers who are taking full workload are members Staff Council. Elections for Staff Secretary are held often every 2 years Assistant Secretary is also elected at the same time function of Secretary is to call open staff meeting on the institution of the Principal.

Financial structures

The Finance committee is comprised of 4 members of Management committee. All the financial decisions taken by Management committee have to be approved by Finance Committee. The finance committee is responsible for justified expenditure on all the three heads namely:

- Academic expenditure
- Students expenditure
- Infrastructure Expenditure

Funding and Budget allocation

Budget allocation is done keeping in mind – academics, student activities/co-curricular activities and infrastructure development. Table 15 shows the Fund allocation in the year 2015-16. The College is self financing and major expenses are bore by the college itself. College

receives grants from UGC on major heads – books, building and construction, labs and equipment's, coaching classes for NET, SET, classes for Entry in Services, Remedial classes, career counselling, minor and major research projects, seminars, conferences and workshops etc.

Table 16: Funding and Budget allocation at KMM

S.No.	Heads of Expenditure	Fund allocation in 2015-16
1	Student's expenditure	26,00,000/-
2	Salaries	5,00,00,000/-
3	Establishment	14,00,000/-
4	Recurring	10,00,000/-
5	Maintenance	10,00,000/-
6	Miscellaneous	25,27,000/-
7	Construction work	1,80,50,000/-
8	**Total Expenditure**	**7,65,77,000/-**
9	**Income From Fee**	**9,10,00,000/-**

Mandate and meetings in College

Two meetings of the Staff Council are mandatory in every academic session. The Principal is free to call a meeting through Staff Secretary or on her own and can address the staff. Deans call a meeting of their respective committees so as to organise any programme or to update themselves with the working of the committee members and HODs.

Policies at the college

Admission Policy: The admission policy of the college is governed by the rules of Directorate of College Education Rajasthan. The college follows the Student's admission policy of *Merit plus reservation.* The College does not follow the percentile calculation system for preparing merit list, the way it is followed in government colleges and university constituent colleges.

Recruitment policy: An assessment of requirement of teaching staff is made by the Head of the Department of each subject and presented before Principal. Principal then seeks the permission of Management Committee for new recruitments. Recruitment Advertisements are put up on college website and newspaper.

- Recruitments are done through selection committee comprising of Chairperson, Secretary, Principal, HOD, Government nominee, University nominee and 2 subject experts.

- The College has its own salary structure though adherence to UGC basic pay is complied with at all levels of teaching and non teaching staff.

Academic development Policy for faculty:

- The college encourages the faculty to undertake both minor and major research projects. Study leave is permissible for post doctoral fellowships.

- The college organizes Faculty Development programmes every year in the beginning of the new session. Teachers are encouraged to pursue faculty development programmes within college and in other institutions.

- Three to four national and international seminars are organized in the college in each academic session. Teachers are given academic leave to participate in seminar, conferences and workshops in other institutions as well.

- Peer learning sessions among teachers are organized.

Research and Innovation

The college has a research and development centred its own college motivates its teachers to take up research project though funding from various agencies. College speeds up the process of processing research projects proposal so as to help teachers to send the proposals to various agencies. College has also set up different labs to promote science projects.

Curriculum: besides the regular courses, the college also runs various add-on and SFS Course. The curriculum for the regular courses is framed by the University BOS and the courses are also run as per University guidelines.

Special status of College in University of Rajasthan

The College is a part of the Standing Committees of the Senate of University of Rajasthan, which provides following powers by virtue of its position:

- Teaching staff is a voter for 1 University syndicate member and 10 University senate members.

- Two principals of the college have been nominated in Principal's quota in the University Syndicate.

Challenges facing the Board and Executive management in UOR:

- Undue interference of Government, lack of financial support from Government and Quality control of teaching faculty is not observed.

- Lack of transparency in the working of executive/academic bodies and other governing councils of the universities and other institutions.

- No fresh appointments for teaching and non teaching posts.

- Government curtailment of the autonomy of the state universities through RAPSAR Act.

- Technical and Vocational education not well developed.

- Lack of quality management for courses offered and monitoring the achievement of the students at all stages of the course.

- Parallel courses like diplomas and certificates which can empower students to take up work soon after their degrees are not provided. This is an area where public Private partnership has a creative role to play.

The UOR's biggest challenge is to maintain its position as the *numerouno* in Rajasthan. All the other universities look up to it for guidance. The University has been facing the challenge of curtailment of its jurisdiction, cutting of block grant, losing its financial autonomy after the RAPSAR Act, faculty crunch, demand for increase in seats of students, to name a few. Most of the challenges will be dealt in greater detail in the coming chapters.

Challenges facing the Board and Executive management at KMM

The Government of Rajasthan has stopped giving aid to private colleges since 2010. All the (duly appointed permanent) teaching staff of aided colleges was given an option to join the government education system through absorption by The Rajasthan Voluntary Rural Education Service Rule 2010. KMM also received 90% Government aid till 2010. Thereafter, it had to look after its own affairs without any support from the government. At present college is self funded and the funds are generated through admission fees.

Data Analysis: University of Rajasthan

Five departments namely Physics, Chemistry, Business Administration, Political Science and English were selected for data collection. The students studying in final year of the M.A/ M.Sc./ M.Com were selected. All the teachers having a teaching experience of more than five year at University of Rajasthan were selected as respondents. The profile of the students is as follows:

Table 17: Details of teacher respondent and student respondents in selected Departments in UOR

S. No.	Department	Respondents	
		No. of Teachers	PG students
1	English	9	36
2.	Business Administration	18	75
3	Chemistry	21	34
4	Physics	16	24
5	Political Science	12	25
	Total	**76**	**194**

Table 18: Details of teacher respondents and student respondents in selected Departments in KMM

S.No.	Department	No. of Teachers	Final Year students UG
1	English	6	51
2	Business Administration	6	50
3	Chemistry	9	50
4	Physics	3	50
5	Political Science	4	50
	Total	**28**	**251**

Teachers Profile

Table 19: Gender distribution of Teachers

	Male	Female	Total
University of Rajasthan	41	35	76
Kanodia College	-	28	28
Total	**41(39.42%)**	**63 (60.58%)**	**104**

60.58% of teacher respondents were females and 39.42% were males. KMM being a girl's college has only females as faculty members. It was observed from the data that 73.08% respondent's spouses were having Masters Degree; in the case of their parents, 69.23% fathers were Post Graduates and 41.35% mothers were having bachelor's degree and 33.65 had completed secondary education. It was also seen that majority of the respondents' mother were home makers and 87.13% professional/ Managerial careers. The average monthly household income of the teachers is more than 1 lakh. This is so because in UOR, there are only Associate Professors with more than five years of experience. New recruitment took place in the academic session 2013-14 and 250 Assistant Professors were recruited in various departments.

Teachers Profile: KMM

All the teachers in KMM are females. It was observed form the data collected that out of 28 teacher respondents, 8 were unmarried. Of the married teacher respondents, spouse of 35.71% were educated up to Masters Level; whereas 53.57% of fathers and 28.57% mothers were graduates. 64.28% of the spouses were having a professional/ managerial career.

Student Profile

Table 20: Gender Distribution of students

	Male	Female	Total
University of Rajasthan	73	121	194
Kanodia College	-	251	251
Total	**73**	**372**	**445**

Since KMM is a girl's college, all the respondent students were girls.

Summary: Higher education in Rajasthan is still not as developed as other states like Delhi, Maharashtra, Tamil Nadu. The Central University was started in 2009 in a poorly connected area. UOR is the flagship University of the State of Rajasthan and it has had an illustrious past. The governance of UOR is a mammoth task with 20000 students in undergraduate courses at the constituent colleges and 5928 students in PG departments on campus. Approximately 4000 research scholars are doing research here. It conducts examination for over 7 lakh students even after the curtailment of its jurisdiction. The present chapter has presented a profile of the UOR and Kanodia Mahila Mahavidyalaya.

Chapter 4
Institutional Autonomy & Decision making

Introduction

In the first half of the nineteenth century, prior to the establishment of the first set of Indian Universities, several colleges came into existence with full autonomy such as Hindu College, Calcutta (1817), Agra College (1827), Poona College (1833), Elphinstone College, Bombay (1834), Hoogly College (1836), Patna College (1840), St. Joseph College, Nagapattinam (1844), Hislop College, Nagpur (1844), Bethune College for Women, Calcutta (1849), Madras Christian College (1852), and St. John's College (1853). With the establishment of the first three Universities in Calcutta, Bombay and Madras, twenty-seven existing autonomous colleges were affiliated in 1857 to these three universities, when rules were adopted for common admission, courses, examination and results. The attempt to revive the concept of college autonomy was made in Uttar Pradesh Legislature by way of Agra University Amendment Act. However, this provision was not put into effect to by the university. The Committee on Colleges under the chairmanship of Prof. Mahajani in 1964 advised UGC on a general policy to be followed in development of colleges. The Committee on Standards of University Education under the Chairmanship of Prof. S.K.Sidhanta (1965) emphasized the need for introducing autonomy. The first formal and specific recommendations on college autonomy appeared in the Report of the Education Commission (1964-66) under the chairmanship of Prof. D.S.Kothari. Since the first National Policy on Education based on Kothari Commission report was adopted in 1968, there has been continued emphasis on changing the affiliation system of colleges. The affiliation system which persisted since 1857 worked well during the early decades when the number of colleges affiliated to the universities was small and the universities had direct interest and close association with the programmes and performance of its affiliated colleges. During the last few decades, however, the number of colleges affiliated to universities has grown to almost unmanageable proportions. The relationship between the universities and affiliated colleges has degraded to proforma functions, reducing the status of affiliated colleges to mechanical entities.

The right to education has been given wide recognition in a number of important international and regional human rights instruments. The concept 'academic freedom' is an important aspect of this right. Academicians teach and do research, in the course of this, they have to express certain views which may not be popular but which may nevertheless be valid. This freedom requires that they should pursue the truth without any fear of reprisals, a freedom to follow a line of research where it leads, regardless of the consequences. On this point, O'Hear (1988) submits that 'academic freedom amounts to no more than a right supposedly given to academics to say and teach what they believe to be true'. Similarly, students have to learn and in the process they may ask questions or express certain views. Academic freedom, therefore, entails that they should not be punished for asking those questions or expressing those views. The purpose of academic freedom is to enable both academics and students to do their job effectively.

Like the term 'academic freedom', the term 'institutional autonomy' is also susceptible to problem of precise definition. According to Ojo (1990), 'university autonomy may be defined as that freedom granted to each university to manage its internal affairs without undue interference from outside bodies, persons, or, most especially, from the government that sustains it financially.' Institutional autonomy implies:

a) The freedom of universities to select their students and staff by criteria chosen by the universities themselves

b) Autonomy to shape their curriculum and syllabus

c) The freedom to decide how to allocate funds available among their various activities

In the Indian HEIs, institutional autonomy has been very elusive. While institutions like IITs and IIMs, and now to some degree Central Universities, have enjoyed institutional autonomy, the State Universities have been fighting a losing battle with regards to autonomy. Varghese (2015) writes in connection with IIT and IIM : " It seems that the prestige enjoyed by these institutions, their collaborations with foreign institutions, their highly qualified professoriate and the high degree of professional and academic standards maintained by these institutions, helped them exercise autonomy in a more meaningful manner than other institutions." It is assumed that autonomy would necessarily lead to excellence in academics, governance and financial management of the institutions. If it does not lead to this, it can be safely concluded that autonomy has been misused.

The University of Rajasthan, the oldest university in the State enjoyed immense institutional autonomy in the beginning. The University of Rajasthan (then called Rajputana University) was promulgated by a joint action of a group of princely states (16 out of 19). The states granted the University an annual grant of over Rs. 2.5 lakhs for first five years. It was made very clear that the acceptance of the grant will in no way detract from the University the autonomy and its freedom to organize its teaching and administration (Mahajani, 1982). Slowly and gradually, the government started interfering in the affairs of the UOR and curtailed the autonomy of UOR through curtailment of block grant.

Figure 7: Matrix of institutional autonomy
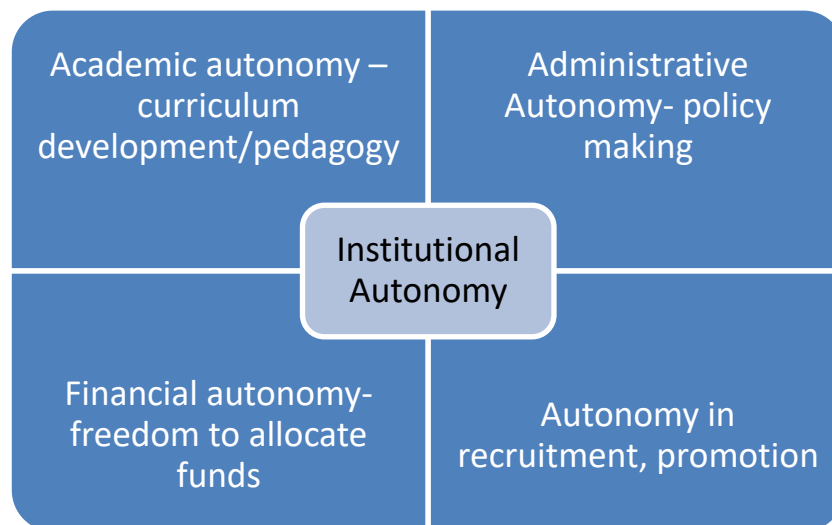
Institutional autonomy functions at three levels in the university. The first is autonomy within a university, second is autonomy of the university in relation to University system as a whole, while the third is autonomy of the university system as a whole. In the case of UOR, it has been seen that institutional autonomy is often compromised.

Table 21: Dimensions of autonomy examined and reported

S.No.	Aspects on Institutional Autonomy		
	Academic	**Administrative**	**Financial**
1	Designing academic programmes and curriculum	Involvement in governance processes, committees etc at University level	Financial regulation, control and scrutiny
2	Deciding teaching style and pedagogy	Shared governance at Department/ faculty level	
3	Control over time, work load determination	Freedom of pursuing a career	Purchase system and procedures
4	Choice of research, collaboration and twining	Existence of grievance redressal system	

Academic Autonomy

According to the Columbia Encyclopaedia, academic freedom is "the right of scholars to pursue their research, to teach, and to publish without control or restraint from the institutions that employ them". Furthermore, academic autonomy is the freedom to decide academic issues like curriculum, instructional material, pedagogy, techniques of students' evaluation. Without it, universities are unable to fulfil one of their prime functions: to be a catalyst and sanctuary for new ideas, including those that may be unpopular. Academic freedom is not an absolute concept; it has limits and requires accountability. It recognizes the right of academics to define their own areas of inquiry and to pursue the truth as they see it. Academic freedom can make a significant contribution to promoting the quality of both institutions and the system as a whole, but it needs to be understood and respected, both within institutions and by the bodies to which they are accountable.

Influence of Government on University academic matters:

The University of Rajasthan was envisioned as an institution which would be autonomous in every respect- academic, administrative or financial. The University of Rajasthan still enjoys autonomy in academic matters. The university bodies decide the curriculum, pedagogy, techniques of student evaluation, research and other academic matters. However, the government at times imposes courses on the University. One such example is the introduction of compulsory paper of Environment Science (EVS) and Elementary Computer Application (ECA) for all students enrolled in regular courses in First year at undergraduate level. This was done by the State government in compliance to the judicial intervention. This compliance resulted into teaching of EVS and ECA without any arrangement of faculty. The government has not yet sanctioned any posts for the teaching of EVS and ECA. The teaching in these subjects is left to Guest faculty.

Under the University Act 1946, the Vice Chancellor had powers under Sec. 3(3) to make adhoc appointment for a period of one year which was, abolished by the Government of Rajasthan in 2013. Though there's no direct regulation but the Governments regulates the academic affairs through their restriction on appointments on even sanctioned posts. The University has to seek approval for filling of the vacant posts. There is sometimes inordinate delay and on others the approval is not granted to start the recruitment process. At present also there are 418 vacant posts and the government has given the approval to recruit against 250 posts only. The interference of the government in the appointment of VC, Registrar, and CF&FA erodes the institutional autonomy of University. The appointment of Vice Chancellor has now become a

political appointment; hence he abstains from coming into any conflict with the government. In UOR, Registrar and Finance officer are also both government employees so they follow the rules of the government very stringently. This impacts the institutional autonomy of the University. Recently, in order to avail the grant under RUSA, the government has further sanctioned 149 teaching posts to be filled.

Academic autonomy within University of Rajasthan

The following table reveals the perception of teachers towards academic autonomy at University of Rajasthan. 61.84% teachers felt that they had the freedom to be creative in their teaching process to a great extent. It was observed that a larger percentage (93.42%) reported having the freedom of choosing student learning activities to some extent where as 68.42% reported having say over the content selected for teaching.

Table 22: Perception of academic autonomy amongst teachers at UOR

Perception / Response	Not at all (in %)	To Some extent (in %)	To a great extent (in %)
I am free to be creative in my teaching process		38.16	61.84
Selection of student learning activities is under my control	1.32	93.42	5.26
I have say over the content selected for teaching	25	68.42	6.58
Scheduling of use of time is under my control	64.47	51.32	6.52

Table 23: Perception of academic autonomy amongst teachers at KMM

Perception / Response	Not at all (In %)	To Some extent (In %)	To a great extent (In %)
I am free to be creative in my teaching process	3.57	57.14	39.29
Selection of student learning activities is under my control	10.71	71.43	17.86
I have say over the content selected for teaching	39.29	50	10.71
Scheduling of use of time is under my control	28.57	64.29	7.14

It was observed in Kanodia Mahila Mahavidyalaya that only 39.29% teachers reported freedom of being creative in teaching process.71.43% teachers at the college believed that they had control over selection of student learning activities. Regarding the content selected for teaching almost 40% felt that they had no say over the content selected for teaching. It is due to the fact

that very few teachers from the college are in BOS which approves the syllabus. 64.29% teachers at college felt that the use of time was under their control.

Table 24: Teachers' autonomy- Overall

Response \ Perception	Not at all (%)	To Some extent (%)	To a great extent (%)
I am free to be creative in my teaching process	0.96	43.27	55.77
Selection of student learning activities is under my control	3.85	87.5	8.65
I have say over the content selected for teaching	28.85	63.46	7.69
Scheduling of use of time is under my control	54.81	40.38	4.81

Overall also we observe that 55.77% teachers believe that they enjoy academic autonomy to some extent. Only in the teaching process it was observed that the teachers had autonomy to a large extent.

Academic autonomy- Research

Though the teaching system is under tight control of the University, research seems to enjoy greater autonomy. On all statements regarding academic freedom in research, it was observed that the faculty members are totally free to work on their chosen area of research (100%); choose their collaborators (98.68%); attend seminars/ conferences outside the university (100%), and promote research and Innovation (100%). The University of Rajasthan encourages the faculty members to attend conferences (domestic/ abroad) by providing financial assistance under non plan budget. Conferences/workshops/ seminar are also regularly organized by the departments.

Table 25: Academic Freedom in Research

	UOR	KMM
Freedom to work on the selection area of research	100%	82.14%
Decide on colleagues or graduate students you can collaborate with	98.68%	46.43%
Freely attend seminars conferences outside the university	100%	71.43%

The faculty at KMM do not enjoy similar academic freedom in terms of collaboration with colleagues and students (46.43%). Little less freedom is available to teachers at KMM with respect to attending conferences and seminars outside the College. KMM doesn't have provision of academic leave. Academic leave in terms of completing Ph. D is not provided. The teachers are allowed 4 days leave in one academic session to attend seminars and conferences in comparison to 12 in UOR. The prerogative to deny leave vests with the Principal.

Academic autonomy-Curriculum

Curriculum: A curriculum is considered the "heart" of any learning institution which means that schools or universities cannot exist without a curriculum. With its importance in formal education, the curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, curriculum refers to the "total learning experiences of individuals not only in school but society as well" (Bilbao et al., 2008). Curriculum development is defined as planned, a purposeful, progressive, and systematic process to create

positive improvements in the educational system. There is a need to update them to address the society's needs. (Alvior,2014). The responsibility of framing the curriculum in UOR lies with the Departments. There is a Board of Studies (BOS) for each course and for the new courses where there is no mandated BOS; a provision has been made in the handbook to provide for Committee of Courses (COC). The BOS frames the curricula, periodically assesses it and revises it as per the need. The curricula passed by the BOS are then put up in the faculty meeting where they have to be passed by majority. The minutes of the faculty are then presented in the academic council which passes them and then the curriculum is implemented. The BOS is elected for a period of three years during the meeting of the faculty. The members of BOS include PG head of Department in the concerned subject, Professor/ Associate Professor in the department, PG head of affiliating colleges in the subject, Principal or Head of the department in UG colleges. The affiliating colleges have an equal say in the formation of BOS.

Comparison between University and college on academic autonomy

Figure 8: Comparison of degree of academic autonomy in UOR and KMM
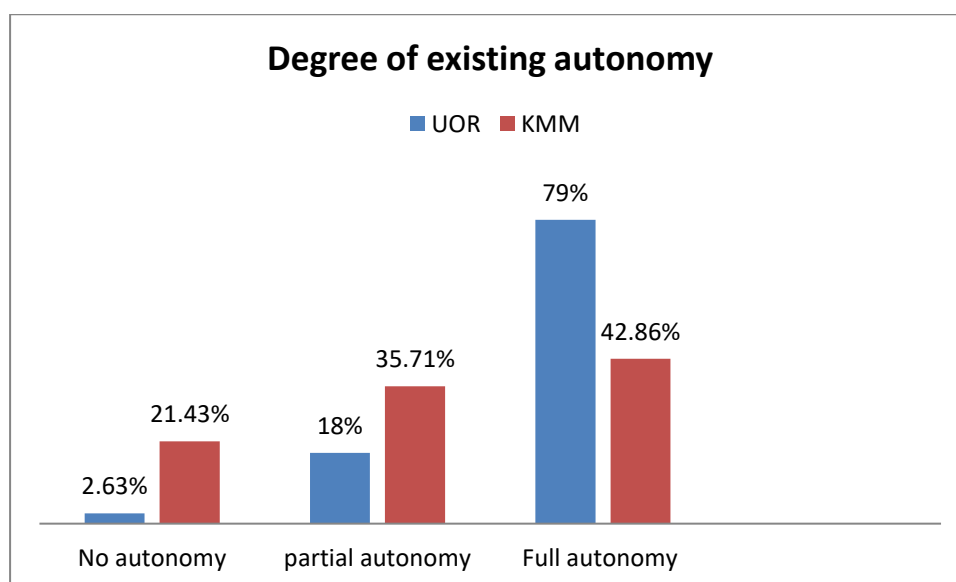
An analysis of the perception of degree of academic autonomy shows that 75% of the University faculty believes that there is full autonomy on academic matters. However, only 14.29% of teachers at KMM felt so. 85.71% of the faculty at KMM feels that there is either no autonomy or only partial autonomy. The reason for this is because responsibility of syllabus framing and modifications in syllabus is concentrated in the hands of University BOS which is largely influenced by university teachers. The teachers at KMM opined that they have no say in BOS of their subjects. KMM teachers have academic autonomy regarding syllabus and pedagogy of Add on SFS courses.

Table 26: Satisfaction level with the present level of academic autonomy

Response	UOR		KMM	
	Yes	%	Yes	%
Satisfied with the present level of academic autonomy	67	88.16	08	28.57

Table 30 shows the satisfaction level of teachers with regards to the present level of academic autonomy. 88.16% of university teachers were satisfied with the present level of academic

autonomy as compared to 28.57% of college teachers. It was found from the focus group discussions with teachers that they are less satisfied with the present level of academic autonomy due to the fact that syllabi making and its revision is concentrated in the hands of University teachers. The decisions in the BOS are influenced by University teachers. Only two teachers of KMM out of 28 were part of the BOS of their subjects, hence their voice doesn't reach the BOS members.

Administrative Autonomy

Administrative autonomy is the freedom to institution to manage its own affairs with regard to administration. It is the freedom to manage the affairs in such a way that it stimulates and encourages initiative and development of individuals working in the institutions and thereby of the institution itself.

Influence of government on university on administrative matters:

The University of Rajasthan is highly constrained in the matters of administration. The University enjoys the freedom to start new courses and grant administrative sanction to them, but when it comes to recruiting faculty for such courses it doesn't enjoy administrative autonomy. It has to follow the rules of the government regarding appointment of teachers, and guest faculty. Unlike government colleges, the UOR doesn't need NOC from Directorate of college Education to start any course. There is an acute shortage of both teaching and non-teaching staff in UOR. A large amount of work load goes unengaged due to paucity of teachers. The Government of Rajasthan has introduced the system of hiring retired faculty of the university, government colleges or other colleges. They are engaged for a period of 6 months with a limit of Rs.25000/- per month. The shortage of non-teaching staff is filled through agency at very little salaries. The government gives grant only for those posts which have been sanctioned by the government and any increase in posts over and above the sanctioned strength has to be funded by the University from its resources. The changing system of education as well as changing expectations of students has prompted the University to start standalone courses like Centre for Converging technology (CCT) and Integrated Five Year Law programme in SFS mode.

KMM is administered by its own management committee and trust. Though the management committee comprises of various stakeholders from Government, University and Civil Society, still the core group of college representatives in management committee has an upper hand in administrative and financial decisions. Affiliating university controls the status of affiliation of UG and PG courses and Directorate of College Education provides NOC for starting different courses. Academic curriculum designing, exams, evaluation, preparation of mark sheets and degrees of college students is taken care by University.

Figure 9: Comparison of the degree of administrative autonomy found in UOR and KMM

Administartive autonomy

	No autonomy	partial autonomy	Full autonomy
UOR	2.63%	18%	79%
KMM	21.43%	35.71%	42.86%
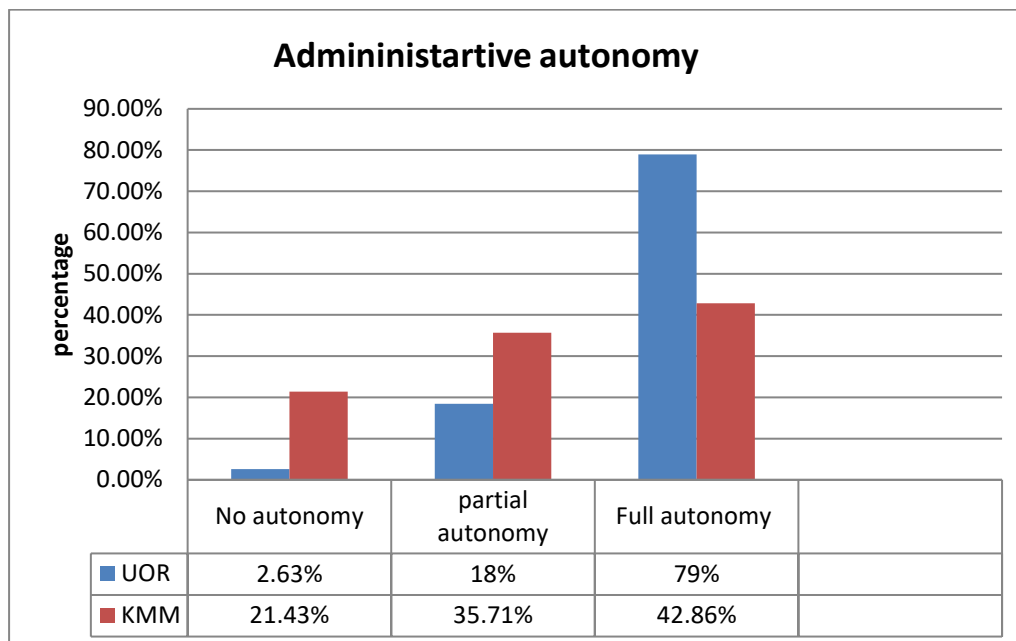
Comparison between University & College administrative autonomy: In the matter of administrative autonomy, 79% respondents of UOR opined that they enjoyed full autonomy whereas only 2.63% felt that they had no autonomy. KMM interestingly revealed that only 42.86 respondents felt that they enjoy full administrative autonomy and 21.43 % believed that there was no autonomy. The university teachers' opinions point to the presence of greater administrative autonomy where as the responses from KMM point towards the presence of stratified administrative structure and divided opinion in the college.

Financial Autonomy

Financial autonomy is the freedom to the institution to expend the financial resources at its disposal in a prudent way, keeping in view its priorities. Autonomy and accountability are two sides of the same coin. Accountability enables the institutions to regulate the freedom given to them by way of autonomy.

Finance Rules of Government

The major funding of the University is through the block grant provided by the state government and income from exam fees. In the year 2001-02, the state government had fixed the block grant at 40 crore. It was raised to 65 crore and in the year 2013-14, the government revised it to 75 crores. But in the year 2014-15, the government decreased the grant from 75 crore to 67.80 crore. The government decided to sanction grant in aid for payment of salary to sanction posts of teaching and non-teaching staff after adjusting the University's own income on certain percentage as under:

Table 27: Income of University from its own resources

S.No.	Income head	Percentage of income
1	Income of SFS programme	25%
2	Examination fees	50% during 2010-11 35% in future
3	Affiliation fees	50%
4	Interest Income	75%
5	Development fees	25%
6	Penalty	50%

Due to uncertainty of block grant and also rising expenditures, the University has been forced to make efforts to generate income from self finance scheme (SFS) courses. As per the decision of Finance committee and Syndicate, 40% of the revenue received from SFS courses is retained as University share with effect from 2012-13. The university also receives grants from UGC and other funding agencies. From time to time the state has been sanctioning additional grant towards disbursement of pension. In the year 2015-16, the estimated income of UOR was 18884.68 lakhs and the expected expenditure was 27582.13 lakhs. There was a deficit of Rs. 8697.45 lakhs in BE 2015-16. The deficit can be covered either by enhancement of block grant by the state government or by enhancing the fee structure and other charges.

Financial autonomy within university

When the teachers at university were asked about financial autonomy, it was found that almost 70% were of the view that there is partial autonomy, while 26.32% hold that there is no financial autonomy. A very negligible percentage claimed to enjoy full financial autonomy. There is a presence of defined rules and regulations about financial matters. The Head of the department also doesn't enjoy full financial autonomy. The budge of all the units is prepared in the budget meeting of the university and all the expenditure has to be incurred according to it. The Head of the department is authorized to spend not more than Rs.10000/- without seeking any permission. Any amount to be spent outside the purview of budget requires the permission of the Vice Chancellor. The rules of purchase change from time to time. The University has a decentralized system of purchasing at present. Two years back, it was a centralized system where all the purchasing was done through a central purchase committee. This caused a lot of delay both in purchase and delivery. The system was scrapped last year and the units were again authorized to make their own purchases through calling of three quotations in case of amount less than 1 lakh and e-tender in case the amount exceeded 1 lakh.

The teachers shared in the group discussion that it is difficult to get financial clearance from the university. The rules followed in the accounts section are often archaic and do not allow for any leeway. It is seen that the university follows the finance rules of the government of Rajasthan but discrimination is observed between government officers and University teachers.

Table 28: Degree of financial autonomy found in UOR

	No autonomy	Partial Autonomy	Full autonomy
Degree of financial autonomy	26.32%	69.74%	3.94%

Financial autonomy in UOR

■ No autonomy ■ Partial Autonomy ■ Full autonomy

4%

26%

70%
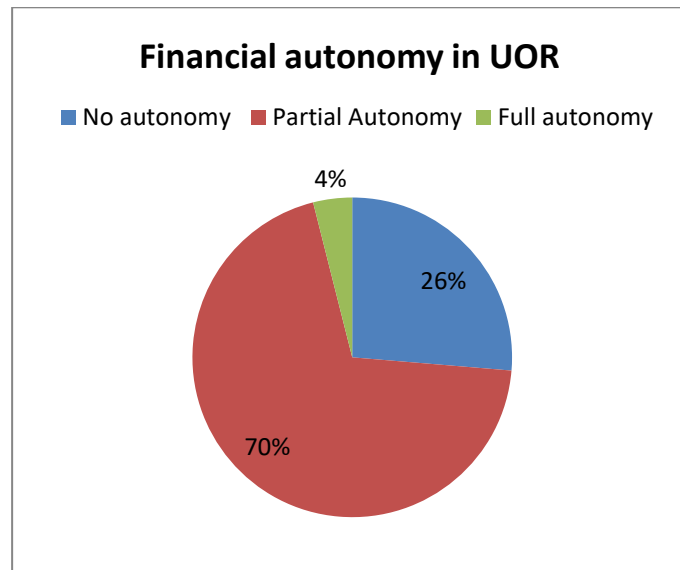
Influence of government on university on financial matters

RAPSAR Act: The RAPSAR Act of 2003 prohibits university from taking any decision having financial implications without the concurrence of the State government. This has severely limited the financial autonomy of the university and its decision taking power. However as far as possible, where there is no ambiguity in rules related to release of grants, the office is able to do so in fairly reasonable time.

MOUs: The Vice chancellors have signed MOUs with state Government where they have agreed to curtailment of their block grant, downsizing teaching and non teaching posts and other financial decisions. This has compromised the financial autonomy of the university. Since the expenditure on salaries and pension is very high, the university has no other option left open but to concur with the state government on issues of governance.

Financial autonomy within College: In the case of KMM it was seen that 64% teachers feel that there is partial or no financial autonomy. Kanodia College being a private college being run on its own resources has its own financial policy. There is not much red-tapism involved in financial matters. All the financial permissions are realized through the management.

Figure 11: Degree of financial autonomy in KMM

Financial autonomy in KMM

No Autonomy 25%

Full Autonomy 36%

Partial Autonomy 39%
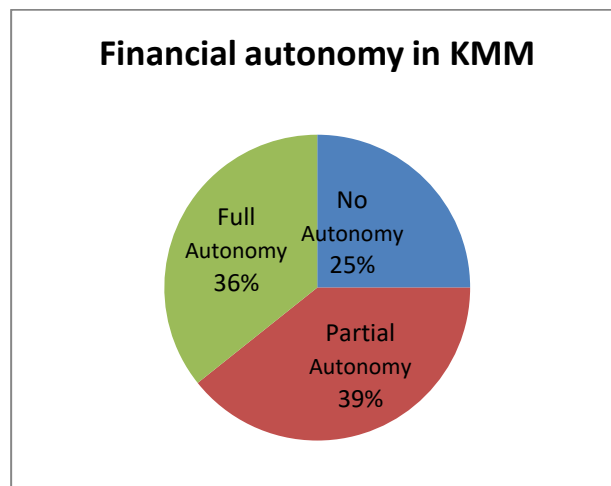
Table 29: Comparison of degree of financial autonomy within University and college

Degree / Institution	No autonomy	Partial Autonomy	Full autonomy
UOR	26.32%	69.74%	3.94%
KMM	25%	39.29%	35.71%

In focused group discussion it was found that teachers took financial autonomy as the funds they required for various activities organised in college. In fact, teachers have almost soon little right to decide about the amount they should get. At times demands for funds are also turned down by college administrations and funds are raised from students for field visits and study fees etc.

Comparison of UOR and KMM on areas of institutional autonomy

Table 30: Degree of Autonomy

	No autonomy		Partial Autonomy		Full autonomy	
	UOR	KMM	UOR	KMM	UOR	KMM
Degree of existing academic autonomy	-	28.57%	25%	57.14%	75%	14.29%
Degree of financial autonomy	26.32%	25%	69.74%	39.29%	3.94%	35.71%
Degree of administrative autonomy	2.63%	21.43%	18.42	35.71%	78.95%	42.86%

Student admissions in University: UOR, being a public university, has an open policy of admissions. It announces its admission process through media and also on its website. The rules and policies of the university, seats and courses available for admission are also displayed on the website. Since 2010, the university has started online filling of admission forms at undergraduate and post graduate level. The undergraduate admissions are done on percentile basis and post graduate admission through entrance examination. A nominal fee is charged from the student for registration. The merit list is prepared according to the rules of the university admission and merit list are published on university website (UG & PG) and on college websites (UG). Counselling is done in the respective units where admission is sought. Transparency is observed in the admission process.

Student admissions at college: KMM at large follows the directives received from the Directorate of College Education and partially the policies of UOR for admission as regards reservation, college develops its own policy. Admissions are announced through website and other public communication systems. College has its own fee structure. Since UOR is affiliating institution. Admissions are done keeping its policies also in mind.

Comparison between University and college on student admission

The university is bound by its rules of admission. It comes under the purview of RTI. The university follows the state reservation policy. The private colleges are not bound by university rules. They have greater flexibility. The private colleges follow the admission rules prescribed by the Directorate of College Education. Since 2014, the State government issued a directive to use the percentile formula for admission at undergraduate level in all government colleges and Universities of Rajasthan. This has resulted into increase in the number of students from Rajasthan Board in the University constituent colleges. Diversity of students has also been affected. The constituent colleges have a quota of 10% seats for students coming from outside state. The number of students from outside the state has come down considerably after the

introduction of percentile formula. The use of percentile formula has resulted into delay in UG admission process, since the university has to wait for the Boards to send their percentile data to DCE which then sends it to all universities.

Teacher recruitment

The Government of Rajasthan has not sanctioned any new posts; rather they have stopped giving grant for posts that are being vacated by superannuating staff. Before recruiting teaching and non-teaching staff, clearance has to be taken from the Government. The last recruitment drive for teaching staff was undertaken in 2013-14 when 250 Assistant Professors were recruited after a gap of over 20 years. In 2017, the Government of Rajasthan has given permission to recruit 250 teaching and non-teaching staff on vacant positions. The posts have been advertised and selections for non-teaching positions are to start soon.

The Vice Chancellor was concerned about recruitment. He felt that a lot of energy is consumed in persuading the government to give permission to recruit teaching and non teaching staff. Prior to the last recruitment drive in 2013, no recruitment had taken place for almost 20 years. Teachers were appointed on Ad-Hoc basis (under Sec 3(3) of the University Act). This system continued till the university signed an MOU in 2003 with the Government which put restrictions on the University regarding exercise of powers under Sec 3(3).

The Registrar opined that system of engaging Guest faculty has been evolved to cover the uncovered workload. As per Govt. Rules only retired person can be engaged to take classes. There is a capping on the age also. (Below 70 years)

The teachers also felt that recruitment is a big problem at the university. The history of the university shows that recruitment doesn't take place as and when the vacancy arises. The vacancies are kept on hold indefinitely causing a shortage of faculty in the university and disruption of teaching. The non-teaching staff is also being kept on contract through placement agencies. Most of the work in the University is being done by contractual staff which poses a threat to the university governance. In many departments there is not a single permanent staff deployed and the contractual staff is handling the admissions and finances of the department. There is no accountability of the contractual staff.

Teacher recruitment at college: KMM recruits faculty as and when required. Being a private college, the rate of attrition is quite high. Generally the HOD sends a requisition through Dean Academics for faculty. The request is then examined by the Principal and then forwarded it to the management Committee. Recruitments take place as per UGC norms.

Comparison between University Vs College on teacher recruitment: In KMM, the teachers felt that they are overburdened with work. As per UGC norms, the workload is 16 hours while they take 21 hours. The number of faculty can increase if the workload is allotted as per UGC norms. In UOR, the government decides when the recruitment process will be initiated. With the passage of time new courses have been started by UOR but the Government has not sanctioned any posts for them. The university is forced to engage teachers on hourly basis. In the last 7 years, the rules of eligibility have changed a lot which also makes it difficult to get faculty for emerging courses like Converging technology, MSW etc. Some of the new courses have been discontinued by the departments due to crunch of qualified faculty.

Teacher promotion

Though there is are overall satisfaction expressed by faculty in relation to salary medical benefits, teaching load, job security etc., promotion and pension have been a bone of promotion in University of Rajasthan. Like retirement benefits, more than three fourth respondents are dissatisfied with advancement in career prospects through promotion. The university has a history of not holding interviews for promotion leading the stagnation and general

dissatisfaction. Regular and timely promotion is a necessary condition for the academic health of an institution and for good governance. The teachers had been stagnating at the post of Assistant professor for 17 years before they were promoted to the post of Associate Professor with benefits from the date of eligibility. Now the same group is awaiting promotion to the post of Professor despite a lapse of 7 years.

Despite the same group of teachers submitting their forms for CAS in 2013/2015/2016, the interviews have yet not taken place. The teachers are forced to go to the Hon'ble High Court to direct the University to initiate the CAS process. Despite winning in the double Bench of High Court, the University is not able to start the interview process for want of clearance from the Government. The enforcement of RAPSAR Act has eroded the autonomy of the University since any decision with financial ramification needs the permission of state garment. This has adversely impacted both appointment process as well as promotion of existent faculty through regular holding of CAS process.

Table 31: Communication of promotion criteria to faculty in UOR

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Promotion criteria are clearly communicated to faculty	1.32%	14.47%	9.21%	75%	Nil

It can be seen from Table 38 that 75% respondent teachers agreed that the promotion criterion are well known to all the teachers. The University has been organizing special lectures/ workshops to acquaint the teachers with the new rules of appointment and promotion as adopted by the University.

Table 32: Valued in the promotion process in UOR

	Not at all Valued (%)	Somewhat valued (%)	Highly valued (%)
Research and Publications	2.63	2.63	94.73
Teaching contribution	2.63	96.05	1.32
Service (e.g. committee work)	17.10	77.63	1.32
Professional reputation	40.78	55.26	3.94
Advising and mentoring	81.57	7.89	10.52
Refresher Courses		23.68	76.31

Teacher promotion at college

Till 2016 no clear cut promotion policy was followed by the College. Due to NAAC requirements promotion was adapted policy of college Principal inferred that screening of API scores and interview is the basis to promote teachers to selection and senior scale. It was seen that in KMM 3 teachers out of 10 could not be promoted to selection scale since they did not have sufficient number of API. The announcement of API was done suddenly and the teachers found it difficult to produce certificates from retrospect.

Table 33: Communication of promotion criteria to faculty in KMM

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Promotion criteria are clearly communicated to faculty	17.86%	17.86%	39.28%	21.43%	3.57%

In the case of KMM it is observed that 35.72% teachers in the college felt that the promotion criterion is not clearly communicated to them. Only 21.43% agreed to the statement. This shows that the promotion policy is not clear to the teachers.

Table 34: Valued in the promotion process in KMM

	Not at all Valued (in percent)	Somewhat valued (in percent)	Highly valued (in percent)
Research and Publications	7.14	46.43	46.43
Teaching contribution	21.43	35.71	42.86
Service (e.g. committee work)	17.86	46.43	35.71
Professional reputation	21.43	46.43	32.14
Advising and mentoring	28.57	39.29	32.14
Refresher Courses	10.71	35.71	53.57

When the teachers were asked to tell about whether research and publications, teaching contribution, service commitment, professional reputation, mentoring and refresher courses were valued in promotion process, a mixed response was seen. The teachers were not sure about the value of the above requirements. As seen in the earlier table that the teachers are not much aware of the promotion criterion, so the response to this question was also not very clear. The UGC rules 2010 give credence to the above mentioned criterion and they are part of API but private colleges' do not attaché much value to them. The promotions are granted on the basis of seniority, management decision and API scores customised by college itself.

Comparison between University Vs College on teacher promotion

There are defined rules of promotion in the University which have to be followed to the letter. In the case of private college, the university cannot bind them to promote the teachers as per the rules of the University. The colleges are fully autonomous in this regard.

In colleges, teacher promotion is a management committee decision. Generally, the teachers have to serve a two-year probation period after first appointment and after completion of 4 years of service they are promoted to senior scale after verifying their API through screening. Further selection scale promotion is made after the completion of 8 years of service through screening, API and interview.

Faculty Development:

The higher education institutions are undergoing a substantial change world over. Faculty members are a vital agency in dealing with these changes. Historically, it was presumed that faculty members at Universities and colleges will self educate themselves, honing their teaching skills and incorporating new pedagogical techniques. The increasing pressure of regulatory bodies to regulate the promotion process has led to increasing pressure on faculty development.

Faculty development at University: The HRDC at UOR which is responsible for conduction of FDPs is ranked IInd amongst all HRDCs of the country. Orientation courses, refresher courses, short term capacity enhancing courses are organized regularly every year.

Table 35: Faculty development at UOR

Initiatives	Percent
Measures to enrich professional development of teaching, non-teaching staff	98.68
Deputation for refresher courses	96.05
Regularly conducting faculty developmental programs	96.05
Conducting seminars/conferences regularly	97.36
Opportunity to interact with experts in various fields	98.68
Conduct regular workshop on syllabus or new development in the field	93.42
Addresses by experts from industry and academia	78.94
Incentives given to staff to complete Ph.D.	76.31
Faculty members are encouraged to take up research projects	97.36

The above table presents a summary of perceptions of teachers about various aspects of faculty enrichment measures. It can be seen from the table that almost on all aspects the teachers enjoy the availability of resources for enriching their professional life. The departments regularly organize special lectures which all the faculty and students attend. These sessions are open to all the faculty members in the university. The younger teachers felt that many a times they are denied the permission to attend the FDPs. In UOR maximum workload of undergraduate teaching is taken up by the younger faculty. The UG teaching takes place between July and February. The faculty is not permitted to join FDPs during this time. The faculty members also felt that there are no clear cut rules about duty leave. It is often granted only if the faculty is engaged in the university work. Any work carried out in collaboration with other universities or other bodies like consultancy, joint projects etc., the faculty has to take academic leave or casual leave. The number of academic leave is limited and the teachers feel that they should be allowed to go on duty leave if they are representing the university at various forums.

Faculty development at college

The college principal opined that the administration encourages the teachers to enhance their skills. Both teaching and non-teaching are encouraged to join enrichment programmes. Regular FDPs are also organised in college itself and teachers fell that enrichment of teachers academic and professional knowledge is taken care of by the institution. The teachers are permitted to join FDPs organized by other intuitions. Four to five seminars are organised in each academic session. The teachers get an opportunity to interact with experts in various fields during the course of seminars, workshops, FDPs, Research Development Programme and invited lectures. Teachers are given four days academic leave for presenting papers in seminars and conferences. Teacher are supported and motivated to take up research projects funded by various agencies and collaborators. Faculty members are allowed to attend orientation and refresher courses in UOR (between Feb to June). Staff members are relieved from examination/ invigilation and other extra duties so as to complete their Ph.D. In accordance to NAAC requirements, the faculty members are now being encouraged to take projects from government, non-government and other agencies. Syllabus is designed by the UOR but teachers make sure (especially science) to stay updated with new developments in the field by bringing experts from industry and academic in the seminars, FDPs, workshops and for special lectures.

Table 36: Faculty Development at KMM

Faculty development initiatives	Percent (Yes)
Measures to enrich professional development of teaching nonteaching staff	82.14
Deputation for refresher courses	21.42
Regularly conducting faculty developmental program	96.42
Conducting Seminars/ Conferences regularly	96.42
Opportunity to interact with experts in various fields	53.57
Conduct regular workshop on syllabus or new development in the field	64.28
Addresses by experts from industry and academia	89.28
Incentives given to staff to complete Ph.D.	25.00
Faculty members encouraged to take up research projects	71.42

The above table shows that the faculty is in agreement about the faculty development initiatives taken by the college. The two areas which were found lacking are deputation for refresher courses and incentives given to staff for completing their PhD. It is very clear that the college doesn't permit teachers to attend refresher courses during the period when they are required in college.

Comparison between University Vs College on faculty development

As compared University teachers, the college teachers are assigned lesser number of academic leave to participate in workshops, seminars and conferences. The teachers are allowed to attend refresher and orientation courses only from February to June each year. In UOR there is no such rule which stops them from going for Refresher/ Orientation courses. However, the application forms of the teachers have to be forwarded by Principal of the college. They can be denied permission if the Principal refuses to relieve them.

Shared governance

Shared governance is one of the goals of good governance. If all the stakeholders participate in governance process, the institution will definitely rise. It arises from the concept of relative expertise and aims to ensure that decisions are devolved to those who are best qualified to make them. At the system level, it entails giving institutions or their advocates a role in shaping national higher education policy. At the institutional level, it ensures that faculty are given a meaningful voice in determining policy. This applies particularly to educational policy, and especially to curriculum development and academic appointments.

Shared governance at University

The University authorities like VC, Registrar, CF& FA, Deans etc. feel that shared governance is a very important aspect of good governance. The VC opined that collective decision making should be encouraged and regular discussions must take place with all stakeholders. The incumbent VC has been a faculty member at UOR prior to his appointment as VC here. He has the advantage of being acquainted with the system and also the staff members. However, a lot of tussle is going on with the Registrar who is a government officer of the state. Armed with a bureaucratic mind-set, the Registrar feels that teachers are not important in governance structures. This has created an unhealthy environment in the University where the administration and teachers are often found to be in clash with each other. The teachers felt that teacher friendly policies are being ignored and bureaucratic mind-sets are prevailing in the university. Their voices are being stifled.

The students too voiced similar opinion. The student leaders felt that the University doesn't involve them in governance structures. There is a provision of student representation in the Syndicate and Senate but for last many years it has not been encouraged. The department student union functionaries also felt that the departments do not involve them in any decision making of the department. They are only involved when it comes to any function being organized for the students and that too ceremonially only.

The faculty members were asked to share their status of involvement in governance processes. The table below shows the responses of the faculty members. 45.19% of the respondents felt that they were somewhat involved in the governance process. Since the teachers interviewed were mostly senior teachers, they have a greater involvement in governance of their institution. On an average, each faculty member served on at least 3 committees in the last one year. While most of the teachers are involved in committees at college/ department and University level, it was surprising to note that their involvement in external committees or boards was low. The reason for this could be that the UOR is the Flagship University of Rajasthan and the teachers do not wish to serve on committees outside the University. It is seen from the table that there is no autonomy to decide which committee to serve. In case of UOR, the Conveners of the Committees decide the names of the colleagues to be enlisted and orders are issued by the concerned authority.

In KMM, the teachers do not enjoy the freedom of choice. The higher authorities assign work to the faculty members and they have to follow the orders. In focused group discussions, the teachers lamented the loss of academic and administrative freedom. They felt that if they do not follow the orders of the higher authorities, their jobs become endangered. In the university set up, though the teachers are seldom consulted while making committees, they have the option of refusing without any ramifications. Table 38 elaborates on the issue of decision makers in involvement in governance process. It is found that in case of University teachers, Head of the departments (50%) involve the teachers in the day to day running of the departments followed by Deans (25%) and Vice Chancellor (14.47%). In the case of College teachers, it is seen that Deans(53.57%) followed by College Principal (42.86%) assign teachers committee work.

Table 37: Involvement in Governance Process in UOR

Involvement of teachers in Governance Process at Campus (in percentage)	
Not at all	-
Not Much	3.94
Neutral	21.05
Somewhat	51.31
A great Deal	23.68

Table 38: Committees served on within last year in UOR

No of Committees served on within Last Year	Mean
Departmental level	4.01
University level	3.36
College level	2.30
External committees or boards	1.45

Table 39: Decide on which committee to serve in UOR

Decide On Which Committee To Serve	
Yes	2.63
No	97.37
Total	100

A negligible number (2%) feel that they can choose the committee they wish to serve. In most of the cases it is the administration which decides who will serve in which committee.

Figure 12: Decision taking in UOR
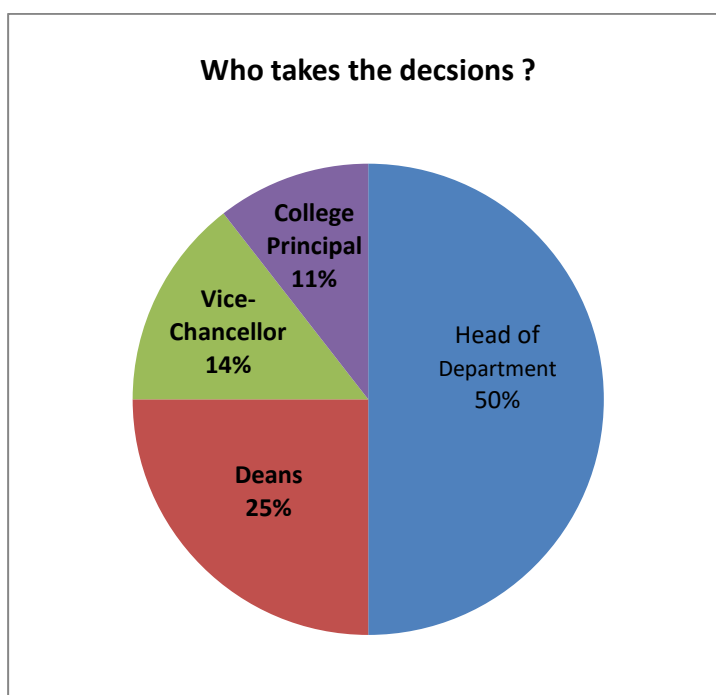
The decision regarding the committee members is from top to down where individuals are not accorded any option. They cannot choose the committee they wish to be members of. The institutional Head, department Heads are the decision makers. The teachers feel that they are excluded from the decision making process. Though, in the university handbook there are defined mechanisms for constitution of various committees in the University, but in practice it was observed that the mechanisms are often subverted to accommodate personal choices.

Table 40: Views on importance of Shared Governance in UOR

Shared Governance Views	
Not Important	2.63
Important	9.21
Very Important	88.16
Total	100

Theoretically, the UOR works within the frame of shared governance structure.88.16% are of the view that shared governance is very important, keeping in view with the democratic temper and inclusive nature of higher education in India.

Faculty Development programme

Table 41: Part of planning of professional development programs in UOR

	Yes
Part of planning of Faculty development programme	28.95%

It was found that only 28. 95% of the respondents were part of the planning of professional development programmes. During the discussions it was found that all the positions are given to teachers on the basis of seniority in UOR. Whenever the department gets an opportunity to organize a refresher course, the responsibility largely vests with the Head of the department or Senior faculty member of the Department.

The senior faculty is involved in the planning of faculty development programme and hence almost 30% have opined inclusion in planning process. However 70% feel marginalized and excluded.

Shared governance at college

The management committee of the college is an example of shared governance where representative teaching and non teaching staff, Alumni, College trust, government, University, and parents are the members. The management committee is not the highest decision making body, it is the college trust which is an apex body, still in day to day decision management committee plays its part. Therefore, shared governance in this sense is seen at college level. Director, Principal, Deans, HODs are the part of governance in the daily activities of the college. Role of students in shared governance is small yet crucial. President of the students union is a member of IQAC committee of the college where her suggestions and ideas represent student's ideas.

College's participation in University is in many ways – all students of the college are registered in University, Syllabus, examination, evaluation result declaration, degree distribution etc. are taken care by University. All kinds of NOCs, allotment of number of seats in each faculty, opening of new sections, opening of new course, research centre etc. are provided by the University. University representative is a member of college management committee. University provides a panel of experts of the college for interviews of teaching faculty. University experts are the part of board in the selection of the college principal. Appointment of college principal requires clearance from University. However, teacher and students feel that their participation in governance is not much. Only 4% faculty was involved in governance process in KMM.

Table 42: Involvement in Governance Process in KMM

Your Involvement in Governance Process at Campus	
	Percent
Not at all	28.57
Not Much	10.71
Neutral	28.57
Somewhat	28.57
A great Deal	3.58

Table 43: Committees served on within last year KMM

No of Committees served on Within Last Year	Mean
Departmental level	1.64
University level	0.36
College level	3.07
External committees or boards	0.29

Most of the teachers are the members of various college committees. Departmental committees are lesser and smaller in number. Teachers of the college are members of BOS at University level. Teachers are also members of BOS in private and Deemed Universities, DST expert committee etc.

Table 44: Decide on which committee to serve in KMM

Decide On Which Committee To Serve	
	Percent
Yes	35.71
No	64.29
Total	100

Inclination and interest of teachers is generally taken into consideration while deciding on which committee to serve.

Table 45: If not, who takes the decision KMM

Who Takes Decisions	Percent
Head of the Department	3.57
Deans	53.57
Vice-Chancellor	-
College Principal	42.86
	100

In KMM, the teacher doesn't enjoy the freedom of choice. The higher authorities assign work to the faculty members and they have to follow the orders. In focused group discussions, the teachers lamented the loss of academic and administrative freedom. They felt that if they do not follow the orders of the higher authorities, their jobs become endangered. In the university set up, though the teachers are seldom consulted while making committees, they have the option of refusing without any ramifications. **Error! Reference source not found.** elaborates on the issue of decision makers in involvement in governance process. It was found that in case of University teachers, Head of the departments (50%) involve the teachers in the day to day running of the departments followed by Deans (25%) and Vice Chancellor (14.47%). In the case of College teachers, it is seen that Deans (53.57%) followed by College Principal (42.86%) assign teachers committee work.

Table 46: Shared Governance Views in KMM

Shared Governance Views	
Response	%
Not Important	3.57
Important	50
Very Important	46.43
Total	100

96.43 % respondents feel that shared governance is important. Shared and participatory governance is the preference shown by the respondents of KMM. This gives a sense of belongingness towards the institution and keeps them motivated.

Table 47: Part of planning of professional development programs in KMM

Response	%
Yes	32.14
No	67.86
Total	100

It is mostly Principal, Deans, HODs and Conveners of the committees who are the part of planning of professional development programmes. The faculty is then notified about the programmes through notices.

Comparison between University Vs College on shared governance

Figure 13: Decide on which committee to serve
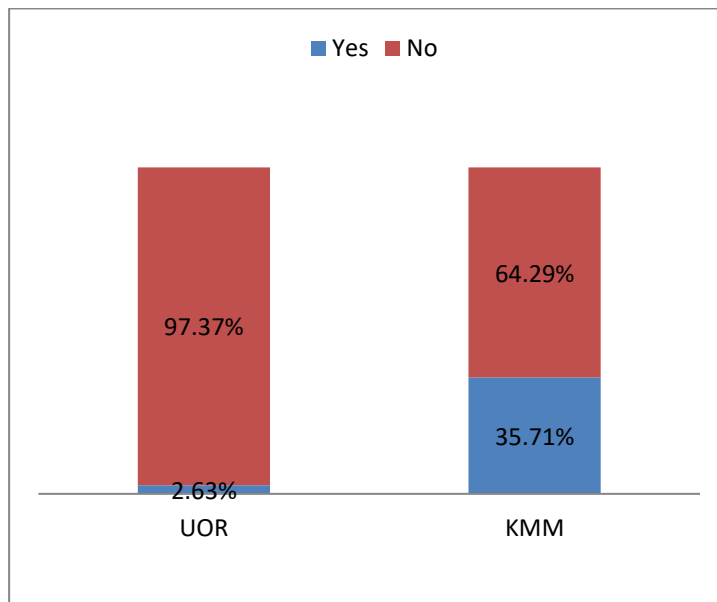
Figure 14: Who takes the decision?
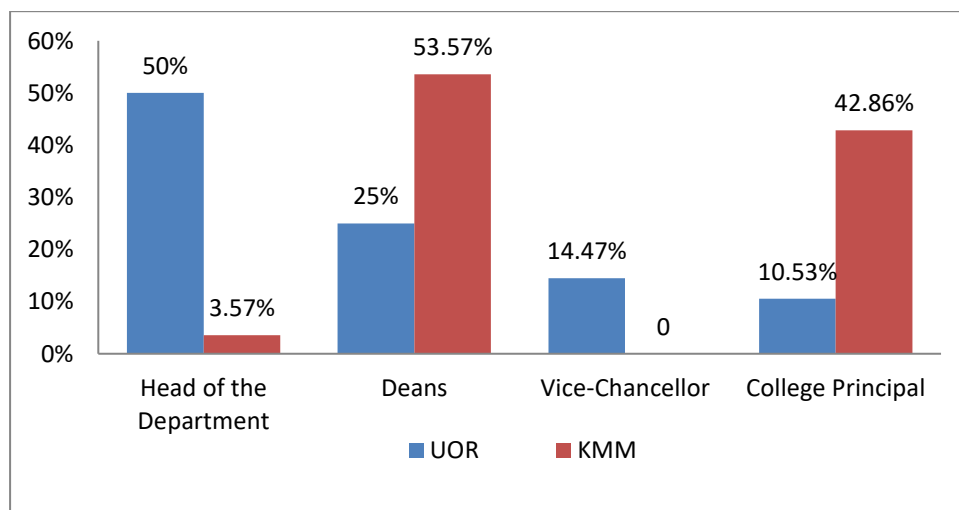
Table 48: Shared Governance Views

Shared Governance Views	
	Percent
Not Important	2.89
Important	20.19
Very Important	76.92
Total	100

It was surprising to see that University faculty (97.37%) feel that they are not consulted about the committee they will work in. contrary to this the teachers at KMM are more autonomous since 35.71% felt that they can choose the committee they wish to work on. the reason was that KMM administration asks each teacher to fill a form stating their preference for the committees they would like to serve on. The University has no such system. In the Departments for the statutory committees names are invited in the staff council meeting and sometimes elections also take place if more persons are willing to work on any particular position. The teachers shared in the focus group that in practice it is not so. Most of the time teachers are asked to work on a committee even if they decline. There is a shortage of staff, hence, everyone is asked to share some or the other responsibility. At the university level, members of the committee are generally decided by the convener of the committee as per the rules laid out in the Handbook. The members are notified through an office order. If they wish to decline they can do so by giving in writing. The autonomy to decline was not found in the college.

Student's Union: Student Unions are also a part of governance structures. Of the 194 students interviewed in UOR, 50 (25.77%) had held a post in the University/ department union and 65.98% feel that the student unions are involved in governance decisions. In UOR, the students have their leader in the Syndicate, the highest policy making body of the university, but there has been no student representative since last many years.

It was observed in KMM that 19.12% students were part of the Student Union and 53.78% feel that the student union is involved in governance decisions. Though, the Dean and faculty members opined that the student union representatives are only called in committees where their presence is mandatory. The students are generally represented through Dean, Student activities at various forums.

Table 49: Student Unionsin UOR and KMM

Yes	UOR	Percentage	KMM	Percentage
Student Union In Campus	186	95.88	238	94.82
Post Held In University Or College Student Union	50	25.77	48	19.12
Student Unions Involved In Governance Decisions	128	65.98	135	53.78

Internal Governance Structures: Internal governance includes all standards and principles covered with setting an institution's objectives, strategies and risk tolerance; how its working is organized; how responsibilities and authority is allocated; how reporting lines are set up and what they convey; and how internal control is organized.

The internal governance structures in an educational institution are designed to ensure participatory governance. The various stakeholders in the governance structures should be informed about all decisions and their involvement should be sought in all matters. The table

below shows what the faculty members feel about participation of staff and students in internal governance structures being characteristics of higher education institution like University of Rajasthan. However, in their opinion student participation is not a strong feature of the University (93.42%).

Table 50: Characteristics of Internal governance structure in UOR

	Not at all (in percent)	Yes, To Some extent (in percent)	Yes, To a large extent (in percent)
Staff Participation	-	100	-
Student Participation	93.42	6.58	-

It is evident from the table that all teachers feel that they participate in the internal governance structures to some extent. The reason is that most of the teachers interviewed were of the rank of Associate Professor and they are all engaged in some or the other committee. With regard to students participation it was found that 93.42% students felt that they have no participation in the internal governance structures of the University. The Handbook of the University provides for student participation in governing bodies like Senate and Syndicate. However, there has been no student representative in these bodies since many years.

Table 51: Characteristics of Internal governance structure in KMM

	Not at all (%)	Yes, To Some extent (%)	Yes, To a large extent (%)
Staff Participation	7.14	78.57	14.29
Student Participation	28.57	64.28	7.14

As the data shows teachers and students at KMM have little participation in internal governance structure of college. It is generally the members of management committee, Director, Principal who play major role in formulating internal governance structure.

Summary and Analysis

Institutional autonomy and decision making at UOR are a big challenge to achieve. The jurisdiction of UOR, though now curtailed quite a bit, is vast and concerns non collegiate students and students from affiliated colleges. The norms, policies made for UOR departments and constituent colleges are also applicable to them. This poses a great challenge in effective implementation of academic reforms. It is often seen in BOS that the teachers from affiliating colleges do not allow the BOS to revise the syllabus due to their vested interests. They often cite the reasons of non-availability of latest literature to turn down major revisions in the syllabus or examination scheme.

The decisions of autonomy are often curtailed due to interference of Government in University affairs. Though the UOR was promulgated as an autonomous body by the legislature, the successive governments have been imposing orders to curtail the financial autonomy of the University.

Chapter 5
Governance and Management Processes

Introduction

University, the locus of knowledge production and dissemination, has structures of governance with constitutional forms and processes through which it governs its affairs. Interest in university governance is not something new. As early as 1213, a magna charter was issued in University of Paris (which was confirmed by the Pope) which held that the Chancellor was obliged to obtain the vote of Professors in matters connected with appointments in theology and canon laws (Ruegg,1992). It goes to show that educationists were held in great esteem and were to be consulted as and when required. This can be held true for India also. There are many examples in the scriptures where the guru has been accorded higher esteem than God. The educationists were entrusted with the task of advising the King in matters of state governance, laws and ethics. Governance and management while theoretically dissimilar are closely related to each other in a university organization. They reflect the decision making procedures, rules and processes that link the actors at various organizational levels. Sometimes the decision making may involve extensive consultation and corroboration amongst stakeholders while at other time, decisions may be top down.

Universities remain one of the most under-managed organizations in Indian society. The governance structures are archaic and have not changed with demands of changing environment to meet the expectations of its various stakeholders. While most other organizations in society have adapted themselves in terms of organizational design, mechanisms for conducting their business and motivating people, use of technology to bring effectiveness in operational efficiency etc., universities have not changed much (Yashpal Committee report). In the case of UOR, it has been seen that despite being accorded University with Potential for Excellence (UPE) status, it has not been able to utilize the UPE funds due to inept governance and archaic and cumbersome finance rules. The University has been sanctioned 50 crores under UPE, a part of which is to be utilized for automation of examination system and library. Some examination automation has been carried out but major reforms have not taken place. Frequent change in leadership has proved to be detrimental to overall governance and management of the university. In the last 5 years, the University has seen 5 Vice Chancellors, resulting into delay in decision taking.

The UPE Committee was constituted four times. Every time the incoming Vice Chancellor scrapped the old committee and made a new one, only to be scrapped by the next VC. The same thing happened to committee responsible for NAAC accreditation. The frequent change of VC delayed the submission of self study report which delayed the accreditation process.

Openness

Openness is a major pillar of good governance and endorses ethical practices. It promotes unambiguous policies related to various aspects of university administration and management, encourages proper system of recording the proceedings of meetings, emphasizes adherence to the statutes and ordinances of the University. Openness to inputs from faculty and staff results from participatory model of governance. The Vice Chancellor was of the opinion that there is complete openness in UOR. All the major decisions are taken through various committees, the composition of which is as per guidelines laid in the handbook. Proper record of all meetings is maintained and shared with all members. The university is committed to provide information asked under RTI in time bound manner. The teachers said that there is openness in theory but in practice, it is seen that people who are close to administration are favoured while constituting committees. Many a times, rules are circumvented to give advantage to selected few. The students were of the opinion that all the rules of admission and examination are not clearly

spelt out. They have to face a lot of problems especially in semester scheme. The semester scheme was formulated by the University without much thought, resulting into chaos in the first few years. Even now, the rules of promotion in semester are not clear. The department heads are not aware of the rules and they keep sending the students to administrative block for clarification.

Table 52: Openness in University

	Not at all	To Some extent	To a large extent
Openness As Characteristic For Higher Educational Institution	27.63	64.47	7.89

The analysis of the table above shows that majority of respondents are of the view that openness in university is practiced only to some extent. Response also indicates that openness is perceived as largely lacking in the University. It has been observed in the University that incompetent and slack communication system exacerbates the sense of not being in the information loop and hence being kept in the dark. Absence of awareness on the part of the respondents about their rights as well as rulings of University also contributes to a sense of lack of openness. The higher administration feels that the governance structures are very open but the faculty feel that preferential treatment is meted ant to those who are favoured ones.

Table 53: Openness in KMM

	Not at all	To Some extent	To a large extent
Openness As Characteristic For Higher Educational Institution	28.57	64.28	7.14

The college data reveals that not much openness is found in KMM. 28.57% respondents feel that there is no openness and 64.28% feel that that there is openness to some extent. KMM is a private college run by a Trust where the rules are set by the management. Documents related to decision making in college administration are not shared with the faculty.

Transparency

Transparency in processes and procedures go a long way in establishing the credibility of any institution. UOR has University Hand Book which makes all necessary information available. University website too makes information and such decisions that impact the stakeholders easily accessible. It facilitates efficient and effective management and governance, and to avoid glitches arising from stakeholders working at cross purpose due to lack of transparency. University of Rajasthan has successfully incorporated transparency in student admissions. With most of the processes gradually being moved to online portal, the progress towards transparency in transactions is gaining strength. The pressure of RTI too has contributed to greater transparency.

The UOR has adopted the UGC Regulation 2010 about Minimum qualifications of teachers etc. and has replaced its Ordinance 141-141 E and 141- I with Ordinance 141- 141 F in January 2017 with effect from 18.9.2010. Ordinance 141F deals with rules and procedure of career advancement. Though the University is autonomous but permission has to be procured from the Government before starting the process of interviews under Career Advancement Scheme (CAS). All the UGC notifications related to rules of promotion are available on the UGC website and so the onus of garnering the information lies with the interested party. University website too displays relevant information from time to time. Notifications are sent to departments too.

It was observed from response of the VC that his hands are often tied by government rules. Despite clear cut rules of promotion, UOR has not been able to conduct CAS since 2013 since the State government has not yet given its clearance. All the modifications, amendments are done through committees constituted for specific purposes. The decisions of the committees are ratified by the Syndicate, in case of policy decision.

Table 54: Promotion criterion clearly communicated to faculty in UOR

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Do you agree that promotion criteria are clearly communicated to faculty	1.32	14.47	9.21	75	-

The above table shows that three fourth of the respondents agree to the statement. This is indicative of general satisfaction as far as communication regarding promotion criterion is concerned. Only around 16% have expressed their dissatisfaction. Besides communication being uploaded on the website, decisions and information are circulated among those concerned through letter/circular/notices too. There is a top down communication system in force.

Table 55: To what extent the following are valued in the promotion process in UOR

	Not at all Valued (%)	Somewhat valued (%)	Highly valued (%)
Research and Publications	2.63	2.63	94.73
Teaching contribution	2.63	96.05	1.32
Service (e.g. committee work)	21.05	77.63	1.32
Professional reputation	40.78	55.26	3.94
Advising and mentoring	81.57	7.89	10.52
Refresher Courses	-	23.68	76.31

Though the teaching system is within the tight control of the University, research enjoys more autonomy and support from the University. The table reveals general perception of teachers and concurrently the paradox inherent in the API system in force for promotions as well as appointments. While research and publications are highly valued followed by Refresher Courses, more than 81% respondents feel that advising and mentoring is not valued at all. The low self-esteem of the teaching faculty is apparent where more than 40% hold that their professional reputation is not valued at all. Only a minimal 3.9% feel it is highly valued. Even teaching is seen as only somewhat valued activity for promotion since it does not add to the API score needed for promotion. The faculty members of UOR feel that their contribution in teaching, professional reputation, and mentoring of the students is not valued much. Guiding and mentoring of students is integral to the production of academic environment in the campus. Research and publications and attending Refresher Courses are valued by the university because they are integral to API score as developed by UGC. There is a palpable shift away from emphasis on teaching towards beefing up of individual profile of teachers through research and publications. This popular perception promotes self-accreditation at the cost of the larger good of the students. The group discussion with teachers revealed the dissatisfaction over quantification of promotion parameters.

Transparency in KMM

Table 56: Do you agree that promotion criteria are clearly communicated to faculty

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Do you agree that promotion criteria are clearly communicated to faculty	17.85	17.85	39.28	21.42	3.57

35.70% of respondents in college opine that promotion criteria are not clearly communicated to them. Only 24.99% respondents agree/strongly agree to the statement. It has been observed that in private college, promotion criterion is not clearly communicated to the faculty.

Table 57: To what extent following valued in the promotion process

Response	Not at all Valued	Somewhat valued	Highly valued
Research and Publications	7.14%	46.43%	46.43%
Teaching contribution	21.43%	35.71%	42.86%
Service (e.g. committee work)	17.85%	46.43%	35.71%
Professional reputation	21.43%	46.43%	32.14%
Advising and mentoring	28.57%	39.29%	32.14%
Refresher Courses	10.71%	35.71%	53.57%

It was found that in KMM all the criteria for promotion very relatively equal. Attending Refresher courses was the highest due to the fact that it is now mandatory by the UGC. Services and committee work is also valued in KMM. The Principal of the college opined that they evaluate the all-round performance of the teacher while promoting. The teachers were of the view that the college often takes partisan view while considering for promotion. In the case of denial there is no recourse for them.

Accountability in UOR

University being the seat of teaching and learning is accountable not only to its stakeholders, but also to the society at large. For an organization dealing with human resource at every level, it is imperative for accountability to be the corner-stone of governance and management. In good governance, it is necessary for all its stakeholders to be accountable for their decisions and fulfilment of duties. This can be achieved only when the roles and responsibilities of the stakeholders are spelled out clearly. Higher education institution must be accountable to its sponsors, whether public or private. Accountability does not imply uncontrolled interference, but it does impose a requirement to periodically explain actions and have successes and failures examined in a transparent manner. It is expected that all interactions should occur within the context of agreed rights and responsibilities. Buffer mechanisms may be needed to help determine the appropriate balance between autonomy and accountability. The universities should have an institutionalized mechanism for evaluation of teaching, learning and research. Establishment of IQAC contributes to the fulfilment of this requirement.

External Quality Assurance (EQA) and Internal Quality Assurance (IQA) in UOR

Internal Quality Assurance Cell in UOR is in place and compromises of a committee headed by a convener and senior members of the faculty. It holds conferences and workshops annually. It also prepares an annual report wherein the departmental activities and academic inputs of

individual faculty are tabulated to prepare a comprehensive report of individual departments and finally, of the University at large.

Table 58: IQAC at UOR

	Agree In %)
Are Internal Quality Assurance Cells (IQAC) active?	78.94
Does the IQAC help the Principal and Registrar to coordinate and monitor the various activities?	3.94

As can be seen from the table, almost 80% of the respondents are aware of the active presence of IQAC, but there is a general perception that IQAC is not contributing to the administration and management to help coordinate and monitor various activities. As has been observed, IQAC becomes very active especially during the period of intended visit of NAAC team. At other times it keeps a low profile instead of taking on the role of leadership that is required of it. In UOR there is a gradual and growing acknowledgment of the relevance of the body, of the role it can play in upholding good practices and strengthening academics. It was observed that IQAC cell is there but becomes active only when NAAC accreditation has to take place. In UOR, the last AQAR filled by the departments was in 2015, when the University was applying for NAAC. The NAAC mandates that yearly AQAR must be filed with NAAC by every institution. It also mandates that the minutes of the meeting of IQAC should be put on the website for access to all stakeholders which would enhance openness and transparency of governance. Collecting and collating information from all units is one of the biggest challenges before IQAC. For EQA, UOR conducts academic audit of each department. It was done only once at the time of the NAAC visit. The external members in the academic audit were from other departments in the university.

Accountability of staff

UOR has governance and management structure with administrative power vested top down. Headed by Chancellor, the Vice chancellor has the decision making authority. Fig. 3 (p.44) delineates the structural organization of governance and management in UOR. Registrar functions as the administrative head of the university while the Finance Officer is responsible for the financial health of the university. Controller of Examination is responsible for managing the sensitive job of conduct of examination, evaluation process, and declaration of results. The onus of student activities like student elections, functions etc. vests with Dean Student Welfare. The University Engineering department is there to manage the infrastructure of UOR. All these offices have a team of support staff under them to help in efficient and smooth conduct of duties. Accountability works on the principle of established hierarchy where staff is accountable to the head of their unit like Head of department, Principal, Registrar, FO, C.E etc. The final accountability of the staff and faculty is towards VC who represents UOR and its constitution stated in University Hand Book.

Accountability of teachers in University

Attendance: Biometric attendance is in force since the last two academic sessions where in the teachers are required to punch their presence on arrival and then on exit. Along with biometric attendance, the teachers have to mark them sign in the attendance register too which is placed with the Head of Department at PG departments, and at office in constituent colleges. The record of the attendance of the faculty is maintained at the place of basement. Leave is accorded as per UGC norms. Most of the teaching faculty of University of Rajasthan engages classes both at UG as well as PG levels, and since the UG institutions are not within the

University campus, monitoring the movement of faculty becomes a challenge. Biometric attendance as well as signature in the attendance register cannot ensure the presence of the teachers in the class rooms.

Annual Performance Indicator (API): With the enforcement of API score there has been a spurt of academic activity among the faculty members. There is an escalation of academic events like conferences, workshops and lectures that is contributing to the academic enrichment of campus like. There is a growing awareness towards reviving the department journals that had become defunct. However, the flip side to it is the production of sub-standard output that is detrimental to the academic health and credibility of the institution. In the race to garner more and more API score, competition to be a part of administrative process has led to politicization of committees and posts. Healthy competition has been replaced by underhand practices.

Research Contribution: University of Rajasthan has a rich history of academic luminaries who have contributed with to the field of education and research. The tradition contrives with faculty of science doing landmark work in the field of research, winning the acknowledgement of Shri Manmohan Singh, the erstwhile Prime Minister. University of Rajasthan has produced standard research work in not only in Sciences but also in Social Sciences and humanities. University receives funding from DST and FIST (PURSE). Large funds have been granted to University of Rajasthan for upkeep and maintenance of infrastructure under RUSA also. In last 5 years, more than 80 individual research projects have been awarded with an outlay of about 15 crores. The faculty of Fine Arts boasts of artists of national and international repute who have contributed to strengthening and growth of their area of interest. University of Rajasthan has centers that are promoting quality research work in areas like Jain studies, Gandhian Studies, Nehru Studies, Exclusion and Inclusive Policy etc. The University PG departments are running M.Phil. and Pre PhD courses work. This ensures the quality of research work being pursued under University of Rajasthan. The Research Board monitors the processes as well as quality of research work being done.

Annual Report: Publication of the Annual Report is a herculean task involving data collection and collation from all the units of the University. University brings out the Annual Report once in every three years. It tabulates the report of all the activities and achievements of three consecutive sessions. It has five chapters: Chapter 1- Registrar's report; Chapter 2- Accounts and Finance; Chapter 3- Teaching Departments; Chapter 4- Constituent Colleges; and Chapter 5- Affiliated Colleges. The Annual Report not only covers administrative units and the PG Department and Centres of the University, but also takes under its gambit the constituent colleges and affiliated colleges. It highlights the academic activities, extracurricular achievement of students as well as honours won by the faculty during the session. Other units like Hostel, Health Centre, Infonet Centre, DSW, Central Library, University Garden and Nursery, Five Year Courses Low and CCT etc. University Press, HRDC, Students Advisory Bureau etc. too find their due place in the Annual Report. Associations like RUWA, Union of Non-teaching Staff and RUTA too figure in the report. The annual report archives all aspects of UOR, be it administrative, financial or academic. Apart from this, in last two years, it was seen that each VC brought out a magazine to commemorate his term at UOR. During the time of the project, charge of Vice Chancellor was with Divisional Commissioner, Jaipur. Even while a Search committee meeting was taking place, he pushed for publication of a university magazine, *Jyotirgamaya*.

HODs Monitoring: PG Department is under the HOD who is responsible for administrative as well as financial decisions. He is also the academic head. Staff Council meetings are held to constitute committees with Head as the convener. The HOD monitors the department with the help of these committees. Holding two Staff Council meetings per year is mandatory and

Staff Secretary can call a meeting whenever the need arises. The discipline in the department is maintained by Proctor and Rector under the leadership of HOD. The final authority as well as responsibility of discipline, finance, attendance, academics and overall governance and management of the Department rests with the HOD. HOD is the key person or link between Deans, Principal and Director on one hand and Faculty members on the other. It was observed that most departments organize meetings of staff council for most of the major decisions pertaining to the development of the department.

Table 59: Accountability of staff in UOR

	Not developed	In developed phase	Developed but still new	Developed and in use for at least 3 years	Developed but not in use
Institutional System for Evaluation of Teaching and Learning Exist	21.05	2.63	1.31	75.00	-
Institutional System Extent of System for Evaluation of Research Exist	22.36	2.6.	1.31	73.68	-
Institutional System Extent of Institutional Procedures for Research Reward Exist	92.10	1.31	1.31	5.26	-
Institutional System for Teaching Performance Rewards Exist	94.73	1.31	1.31	1.31	1.31

All figures are in percentage

Though around three fourth of the respondents have opined that systems of evaluating teaching and learning as well as research evaluation are in existence since last three years, a staggering more than 92% are of the view that there are no institutionalized system of rewarding research and teaching performance. IQAC, Research Board, Publication Board, Annual Report and the like monitor the quality assurance and evaluation in the field of research and academics, Faculty Development Policy promotes good teaching practices. However, UOR lags in acknowledging and rewarding the faculty for their achievements within and without both in the fields of research and teaching. There is no mechanism of felicitating or rewarding individuals who are doing excellent work either in teaching or in research. The accolades come from outside the university system. There is no recognition accorded at the University level for awards won by the faculty from National and International bodies. This does not auger well for the morale of the faculty. Non recognition by one's own University is a non-motivating factor and the faculty starts feeling alienated from the system. It is important that the university gives due recognition to their achievements. This will inspire greater commitment to teaching and research strengthening the academic ethos of institution engendering loyalty and pride for the institution.

Accountability of students in University

The university follows semester system in the PG departments. All the students have to enrol themselves for various types of papers offered at the departments. Generally, the departments offer papers as core compulsory courses, elective compulsory courses in each semester. The papers carry fixed credits. The students are required to earn a certain number of credits in order to be awarded the degree. The students have to attempt two examinations- one mid-term examination and one end term examination. The internal examination has two components, home assignment (20 marks) and midterm examination (80 marks). The students have to clear

this internal examination to be eligible to appear for End term examination. The students can complete the course in 5 years from the date of registering for the course. The students have to maintain 75% attendance in the University.

The university had attempted to start choice based credit system (CBCS) as proposed by the UGC. However, all Universities in Rajasthan were not ready to implement the CBCS without adequate infrastructure. All the Vice Chancellors raised objection in the Coordination committee convened by the Chancellor. They opined that introduction of CBCS will increase the workload by a great extent and the Universities are already understaffed, so they will not be able to start CBCS. The decision was shelved for the moment.

Accountability in KMM

Table 60: EQA and IQA in KMM

	Yes (in percentage)
Is Internal Quality Assurance Cell (IQAC) active?	57.14
Does the IQAC help the Principal and Registrar to coordinate and monitor the various activities?	46.42

The college has an active IQAC. Regular meetings of the same are held at given intervals. The composition of IQAC is as per the norms of NAAC. The minutes of the meeting and action taken on the heads of discussions is presented before the members in each meeting.

Annual report: The annual report of the college is prepared and presented by the Principal of the college. This report is based on the news and information shared by the teachers especially Convener, Coordinators, HOD of various committees/Cell/Centers and Departments.

Accountability of staff in KMM:

Attendance: The teachers are required to mark them attendance regularly. Bio-metric attendance system has been installed. Teachers have the freedom to move in between classes (during gap period) by entering their movement in their movement register kept with Vice Principal. Bio-metric data is checked every alternate month and teachers are called for explanation in case they are habitually late or are on leave.

API: Teachers are encouraged to increase their API scores as this is essential not only for their promotions but also for the purpose of NAAC. Teachers publish their articles, books and research reports and also attend seminars, conferences, workshops and FDPs to increase their API areas.

Research Contribution: After the implementation of mandatory research requirement by NAAC and UGC, the teachers have taken up research projects funded by various funding agencies. The college motivates its teachers to take up research work by speeding up the process of applying for the same.

Since UGC and ICSSR have stopped funding private non autonomous institutions therefore, KMM faculty members have to seek funding for research from other organizations like DST, various departments of state government department, private hospitals, NGOs etc. At present research activities in college have grown manifolds as compared to two years back.

HODs along with the Deans are responsible for checking the regularity of classes. HODs prepare departmental time table and assign classes to the respective faculty.

Accountability of teachers in college

<p style="text-align:center">Table 61: Accountability of teachers in KMM</p>

Institutional System for	Not developed (%)	In developed phase (%)	Developed but still new (%)	Developed and in use for at least 3 years (%)	Developed but not in use (%)
Evaluation of Teaching and Learning exists	17.85	21.42	Nil	10.71	Nil
System for Evaluation of Research exists	32.14	42.85	14.29	7.14	3.57
Research Reward exists	35.71	39.28	14.29	7.14	3.57
Teaching Performance Rewards exists	39.28	32.14	17.85	10.7	Nil

Accountability of students in College: The college follows the pattern of the University. It has annual system in undergraduate courses and semester system in post graduate courses. 75% attendance is compulsory in college. The college organizes internal tests in every course. These marks are not counted in the final examination.

Policy effectiveness in University (Academic):

The UOR, being the pioneering university in Rajasthan, has a well-developed system of management and governance. As per the provision in the Handbook of University, there are committees constituted like Planning and Monitoring Committee, Finance Committee and the like which play important role in policy making and policy execution. Some of the committees and boards had become dysfunctional with time but in recent times they are being revived and empowered keeping in view the thrust for accreditation by regulatory bodies. A good example of this is the revival of Research Board which is responsible for modifying rules related to research and if required to maintain and promote quality research work. The position of Director (Research) has been created to decentralize research related decisions. In UOR, all the decisions require the approval of VC even if they are related to day to day administration. This creates an unwarranted burden on the VC and also delays the decision taking. The participatory form of governance too is supportive of policy effectiveness due to the direct involvement of faculty in the processes related to it. However, there are instances when the approach 'everyone's responsibility means no one's accountability' can undermine the best of policy decisions.

The institutional authorities like VC, Registrar, CF & FA, Head of Departments work towards making academic environment effective.

<p style="text-align:center">Table 62: Existing policies in UOR</p>

Type of Policy	Percent
Having Research and Publications Policy	59.21
Policy or strategy on Innovation IP Ownership and Tech foresight	Nil
Demonstrating success in attracting grants from national or international Sources	31.57
Encouragement and support to present research at national or international conferences	100
University establishes linkages to promote international joint research and publications	9.21
Working on major/minor Research projects	13.15

The above table is indicative of the presence of research and publication policy but the fact that only 60% of the respondents are aware of it is indicative of the need to raise awareness among the remaining 40%. It is imperative that the teaching faculty be conversant with its role as a recommending body to Syndicate for publication grant. It is responsible for publication of University Journal, other literary or scientific works, text books, extension lectures and extramural lectures in the University with the sanction of the Syndicate.

A heartening 100% response endorses supportive policies of UOR for research paper at national and international conferences. Teaching faculty has been registering its presence in conferences at an average of three per year. A calculated mean of 2.8 is indicative of the fact that the faculty at UOR is engaged in sharing their research work in academic circles. Sciences, followed by social sciences and then humanities have contributed in attracting grants from National and International sources. The lion's share comes from the Sciences. There is a need to up the quotient of Humanities for attracting grants. Major research projects are in progress in UOR. In the last five years, more than 80 individual research projects have been awarded with an outlay of about 15 crores.

In times where bridging the global and local divide facilitates exposure to pedagogies from across the globe, establishing linkages for promotion of international joint research and publications are the need of the time. Though University has signed MOUs with Université Jean-Moulin Lyon3, France, University of Laval, Quebec, Canada, Montpellier University, France, a lot of ground work for supportive policies is needed in this area which shows a discouraging 9.21%. There are no defined rules for individual consultancy projects.

Table 63: Satisfaction level of faculty members with regards to collaboration in research in UOR

	Strongly Disagree (in percent)	Disagree (in percent)	Neutral (in percent)	Agree (in percent)	Strongly Agree (in percent)
I am satisfied with opportunities to collaborate with colleagues in my department	1.31	1.31	22.36	73.68	1.31
I am satisfied with opportunities to collaborate with colleagues in other departments	-	2.63	21.05	76.31	-
Interdisciplinary research is recognized and rewarded by my department	-	1.31	46.05	52.62	-

Research Policy

Research is the backbone of academic excellence of an institution of higher education. It contributes to the addition of new knowledge to the existent repertoire establishing the status of the contributor institution as pioneers and leaders. UOR has the distinction of making relevant and path-breaking contribution in the field of research winning it the stature where other Universities of Rajasthan look up to it as flagship University of state. This has been achieved because of the supportive Research policy adopted by the University.

Table 64: Does the University facilitate faculty development?

	Yes
University grants leave to attend seminars/ for doing project work	98.68
University helpful in participation in faculty development programmes	98.68
University arranges for the required books and journals	94.73

The University encourages the faculty to undertake both minor and major research projects. Advance increments are given to teachers holding M.Phil. and Ph.D. degree. The faculty is encouraged to enrol in faculty development programmes. Study leave is permissible for Ph.D. programmes and post-doctoral fellowships. The departments are also encouraged to apply for external agencies for funding for research (UGC/CSIR/ DST/ICSSR/ICHR etc.) The general acknowledgement of the supportive policy adopted as well as academic autonomy in research activities is apparent in the responses of table 72.

Table 65: Publication output of faculty at UOR

In the past 2 years how many of the following did you submit		
	Mean	Standard deviation
Papers for publication in peer-reviewed journals	3.95	
Papers for presentation at conference	5.25	
Books	0.30	
Chapters in books	0.43	
Monographs	NIL	
Working Papers	0.12	
Grant Proposals	0.15	

The culture of paper publication and paper presentation is strong in UOR with each faculty member contributing at least four papers for publication annually at an average. The faculty at UOR regularly attends seminars/conferences with an average of 5 annually.

Table 66: Support for teaching and research

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Resources provided to support your teaching and	-	-	43.42	55.26	-

As indicated in table 70, all respondents have expressed their satisfaction related to research presentation. Interestingly, only 55% faculty expressed their satisfaction when it comes to providing resources to support research. However none of the remaining respondents express dissatisfaction preferring to be neutral. Strengthening infrastructure, making processes related to Research and Project less time consuming and complex, making the campus teacher and student friendly, digitalizing and upgrading library are some of the areas where University can work to make it more research and teaching friendly. The students were satisfied with the time table schedule.

Figure 15: Efficiency of time table in UOR
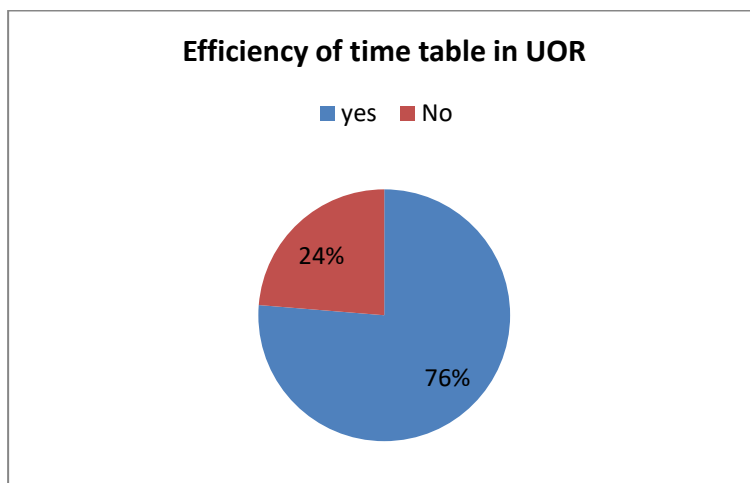
Each department holds the Staff Council meeting where Timetable committee is constituted comprising of Convener and members from the faculty. This committee is responsible for drawing the timetable of the department in consultation with the Local Head from the constituent college too. A large number of faculty members engage classes both at university as well as constituent colleges. A balance has to be arrived at to minimize the impact of non-engaged classes both at PG and UG levels due to the faculty crunch being faced by the university as recruitments at the level of both faculty and staff is long pending. UGC stipulation regarding the workload of the faculty is followed while drawing the timetable. Some of the faculty helps to tide over the workload by engaging extra classes without any honorarium. University has made the provision of engaging retired faculty too. It goes to the credit of staff and students who are able to maintain the standard of academics despite the severe constraint of manpower and certain other supportive facilities.

Library services

University of Rajasthan can take pride in having a very rich Central library with a collection of rare books and documents besides a huge collection of text books and reference books for every course being run in the University. It has a sitting capacity of about 700 students. It has collection of more than 5 Lac books, bound periodicals, etc. The Library subscribes to 40 plus current journals and popular magazines relating to various subjects. In addition, about 15000+ e-journals are available for online access under UGC-INFONET Digital Library Consortium (e-Shodh Sindhu). New Library building is under construction and will be completed during this academic session 2017-18. There is annual purchase of books to update and upgrade the existent repertoire.

Director, Library is the administrative head under whom the staff functions. There is a central library committee comprising of the Director and senior faculty members that assists the Director with financial decisions related to fund allocation for purchase of books. Unfortunately, due to the appointments not being made and CAS not being held, there is a lack of professors forcing the administration to appoint a professor from non-library background to the highest post of the library. Though the process of expansion of the infrastructure and digitization is in progress, lack of staff undermines the possibility of smooth and efficient functioning of this important unit. This severely limits the advantage that students and faculty can garner from the rich resource in hand.

Table 67: Library services at UOR

	Yes (in Percent)
Librarian Helpful	77.31
Availability of study facilities	79.89
Easy availability of library resources	71.64
Availability of online database	46.90

The general satisfaction of the student respondents with library facilities ranging from 71.64% to 79.89% is indicative of the commitment of the staff despite the constraint they are working under. The availability of online data base is weak but work is in progress for digitization of the library to address the issue.

Table 68: Facilities for Learning in UOR

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Courses are academically rigorous	2.57	13.91	21.13	41.23	21.13
There is a good rapport between faculty and students	2.57	4.12	15.97	50.51	26.28
There is a good rapport between staff and students	4.63	4.12	26.28	41.23	23.71
Students receive recognition for their accomplishments	4.12	14.43	24.22	40.20	17.01

*Figures are in percentage

Despite the challenges of government intervention, finance issues, faculty crunch, rise of private players, UOR has been able to retain its status as the leading institution of higher learning in Rajasthan. 62.33% of the respondents express their faith in the institution as the seat of learning. The relation between students and staff/faculty is largely congenial. However, like faculty, even students feel that there is a need for greater recognition by the institution for their accomplishments.

The curriculum of the University is developed through BOS meetings. In subjects where there is no BOS, a Committee of Courses is constituted to design the curriculum. The University had attempted to start Choice Based Credit System (CBCS) after receiving a communication from UGC about enforcement of CBCS in all universities. Herein, the Departments would have to offer a basket of courses (Compulsory, subjective elective and general elective) to the students. However, the decision to implement CBCS was deferred in the VC Coordination committee citing various reasons. The University encourages the up-dation of syllabus once in two years. The university largely offers traditional courses like MA/M.com/ M.Sc, BA/ B.Com/B.Sc pass course and Hons; professional courses like LLB, LLM, BBA, BCA, MCA, Mass communication etc. A one of its kind five year integrated course in converging technologies has also been started. With the change in the demand of students, UOR is keen to start new courses but the major handicap is the faculty shortage. Recently the Bar Council of India has threatened to with draw permission to the Law departments if the issue of permanent faculty in Law is not addressed. In 2013 appointments were made in Law as a result of the stipulation by BCI.

Though there are number of courses being introduced by the university at regular intervals, yet faculty crunch and financial red-tapism are great deterrents in the successful conduct of these courses. To establish retain its position as one of the leading institutions nationally and internationally, there is a need to address the issue of appointments and promotion on one hand and financial autonomy on the other.

Policy effectiveness in University (Administrative)

The university follows the UGC prescribed norms for recruitment of teaching staff in the University. The hierarchy prescribed in the Handbook of UOR is professor, associate professor, Assistant professor (Selection scale), Assistant professor (senior scale) and assistant professors. The establishment section of the university keeps a record of all the teaching and non-teaching staff. The Government of Rajasthan sanctions the teaching and non-teaching posts. The Government of Rajasthan has not sanctioned any new posts; rather they have stopped giving for posts that are being vacated by superannuating staff. Before recruiting teaching and non-teaching staff, clearance has to be taken from the Government.

The vacancies of teaching and non-teaching staff are advertised in newspapers and on the university website. The applications are now received online. A screening committee is constituted to screen the applications and the eligible candidates are thereafter called for interview. As per ordinance the selection committee for appointment of teaching staff shall consist of Head of department, one Chancellor's nominee, one government nominee, one member nominated by the Syndicate, three subject experts (out of the panel approved by Academic council), Dean of faculty and senior most Professor of the department. The Vice Chancellor shall chair the selection committee. The quorum of the selection committee will be not less than 5 out of which at least two would be subject experts in case of professor and one in case of assistant professor.

The last recruitment drive for teaching staff was undertaken in 2013-14 when 250 Assistant Professors were recruited after a gap of over 20 years. In 2017, the Government of Rajasthan has given permission to recruit 250 teaching and non-teaching staff on vacant positions. The posts have been advertised and selections for non-teaching positions are to start soon.

Admission Policy Effectiveness in University

UOR imparts undergraduate teaching through its constituent colleges and post graduate teaching through Departments. It has annual scheme in UG courses and Semester scheme with credits in PG courses. Admission in undergraduate courses is on merit on the basis of percentile. The percentile formula was introduced in the academic session 2014-15 by Government of Rajasthan. This ensures parity in the percentage secured among State board and Central Boards. In Postgraduate courses, admission is made through entrance examination-URATPG. The entrance exam is of 70 marks and 30 marks are given on the basis of academic merit. The merit list is prepared by adding 30 % of the percentage secured to the marks obtained in the entrance examination. Admission through entrance examination was introduced in the year 2012. For M.Phil. and Ph.D. courses, an entrance examination named M.Phil.-Ph.D. Admission Test (MPAT) is conducted. The admission to Ph.D. programme is done in two phases. The first phase is run for the students who have cleared NET-JRF. 40 percent of the vacant seats in Ph.D. are reserved for them. The students still have to apply online and then they are asked to report to the concerned department on the dates given. The departments check their documents and allot them seats. The remaining vacant seats are then advertised and second phase of admission starts. The students are required to appear in MPAT test and merit list is prepared as per university rules. All students who qualify for Ph.D. programme are required to complete one semester of course work which is common with first semester of M.Phil.

Reservation in all courses is as per government rules. Outright admission is given to students who have represented the state in national/ international event in sports, President Medal awardees in undergraduate and post graduate courses. The information about the rules of admission, concessions, outright admission and other special category is mentioned in the University prospectus. (Chap. 3)

Table 69: Admission Services in UOR

	Yes (In Percent)
Admission staff helpful at time of admission	79.38
Admission process fair and transparent	85.56

Admission Policy in UOR is based on UGC and Govt. stipulations. It is fair and transparent and hence quite effective. The table above is indicative of high level of satisfaction with it.

Registrar: The Registrar is the administrative head of UOR. All orders are issued by the registrar after being sanctioned by VC. The UOR has a tradition of having government officers being appointed as registrar. At present also, a senior officer of the Government of Rajasthan is the registrar. Since the Registrar comes from the Government, he ensures adherence of Government orders very strictly. This has impeded the autonomy of UOR. The UOR functions on the basis of the statutes and ordinances laid in the handbook. The government directives are also followed from time to time.

Table 70: Registration Services in UOR

	Yes (%)
Officers in office of Registrar helpful	76.28
Ease of obtaining mark sheets	89.17
Ease of registering for classes	90.20
Adequate information about registration of classes	74.74

As can be concluded by the opinion expressed by the respondents, there is a high degree of satisfaction with the functioning of the registrar office. Despite the shortage of man power, the staff is able to satisfy a bulk of the students by catering to their needs.

Table 71: Student services in UOR

	Yes (%)
Are officers helpful	81.44
Awareness about counseling services	68.55

There is a need to raise greater awareness among the students about the counselling services provided by the university at different levels**.** Counselling is provided by individual departments and Constituent Colleges to the students aspiring for admission. Most of the PG departments and Constituent colleges have Counselling Cells to help students deal with academic as well as personal issues. Professional Counselling programmes are organized from time to time to help students make an enlightened choice once they graduate. Raising awareness to ensure greater participation of students needs to be addressed.

The average wait time for services/ or response was found to be 3.89 hours. However, in practice it is not so. Normally it takes more than a week for the complaint to be addressed.

Admissions, Examination and Student Assessment: The main work of the University is to make systems for admission, examination and student assessment at regular intervals. Students are major stake holders of any university system. Much of the governance lies in the effective management of student centric activities like admission, examination and evaluation. The UOR has clear cut rules about admission to various courses. Before the start of a fresh academic session, prospectus is prepared which provides all information about the courses being run, eligibility, number of seats, reservation criterion, fee structure, rules of admission,

rules of reservation, rules of concession etc. all the colleges and departments are expected to follow the guidelines mentioned in the prospectus during admission time. The prospectus is available on the University website and can be downloaded for free. A nominal charge is levied on the print copy. The faculty members were asked to rate the admission process, examination system and student assessment. Table 73 presents the analysis of the responses of the teachers. It is observed from the responses that more than three fourth respondents have agreed to the all the statements except about the inclusion of teacher's suggestions in framing University policy and load of admission work. 39.47% respondents are neutral and 36.83 % disagree with the statement that suggestions of teachers are given any cognizance in policy formation. It shows that the teaching faculty feels alienated from policy formation process. The major reason for this is that the policy decisions are taken in Academic council and then ratified by Syndicate where the common teacher's representation is very low. The syndicate meetings are generally overpowered by Government nominees.

Table 72: Perception of teachers in UOR about admissions, examination and student assessment

Views of faculty regarding	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Transparency in admission process	-	-	6.57	86.84	6.57
Admission process being simple and less time consuming	-	6.57	15.78	77.63	-
Load of admission work on teachers is ok	-	-	43.42	47.36	1.31
Importance given to teachers suggestion in framing university policy	3.94	32.89	39.47	23.68	-
Appropriateness of present exam system	1.31	9.21	17.10	72.36	-
Examination system being transparent and student friendly	1.31	3.94	18.42	76.31	-
Examination system giving sufficient autonomy to teachers	1.31	2.63	17.10	78.94	-
Load of examination work on teachers	1.31	22.36	3.94	72.36	-
Examination system giving time to teach	1.31	3.94	6.57	88.15	-
Scope of making examination system student/ teacher friendly		2.63	19.73	77.63	-
Assessment system appropriate to judge examinee calibre	1.31	9.21	7.89	80.26	1.31
Student assessment ensures timely result	1.31	1.31	9.21	88.15	

Performance Appraisal in UOR: All the faculty members unanimously agreed that the University implements the performance appraisal system using API scores as decided by UGC from time to time. The implementation of UGC rules has caused a lot of friction between the administration and the faculty members over implementation of UGC rules from retrospective.

There is a general consensus among the faculty regarding implementation of performance appraisal system using API score as per UGC norms. Lack of option to choose otherwise could also be one of the reasons for this result.

Grievance redressal Policies at UOR:

Every public institution is now required to have a grievance redressal mechanism in place where the aggrieved can submit their complaint. In the university system, department specific complaints are dealt with by the department concerned. However, UOR has developed a Grievance Redressal Cell on its website where grievances can be registered and then the grievances are sent to the concerned departments for redressal. In special cases Vice Chancellor sets up a committee of senior faculty to tackle sensitive issues needing careful handling. In the year 2012-13 the grievances received were quite low in proportion to the total numbers of faculty and students indicating the low usage of website for registering grievances. On being asked, students expressed their ignorance about the existence of this facility. The individualistic and variegated nature of grievances too detracts from their being addressed by the authorities. In general the faculty and students used the traditional practice of submitting a written grievance to the concerned authority.

Table 73: Grievance Redressal Mechanism in UOR

Grievance Redressal Mechanism	Yes (%)
Presence of grievance redressal mechanism in university	84.62
Facility of sending grievances by email	18.27
Prompt and effective disposal of grievances	21.15
Does the cell find solutions for problems like harassment, complaints regarding housing teaching, grievances relating to housing and administration	70.19
Number of grievances addressed in the last one year	300

It is not enough to have a grievance redressal mechanism in place. Though 84.62% are aware of its existence, the information about the same must be shared with all the stakeholders. Most of the respondents are not inclined to send their grievance through email, or maybe are unaware of the option of doing so. They still use the slow process of submitting grievance in the form of application. The responses also indicate that a general perception exists among stakeholders (approximately 80%) that prompt and effective disposal of grievances is doubtful. There is an inherent paradox apparent where more than 70% of respondents feel that the Cell is able to find solutions for harassment, housing etc.

Policy Effectiveness in UOR (Finance)

Financial Management

There is a duly constituted Finance Committee in the university which deals with the financial issues of the university and advises the Syndicate on matters related to finance and development of programmes. It also prepares the budget estimate of the university. The Finance Committee consists of the VC (Chairman), 4 members nominated from Syndicate, two Heads of teaching department, Finance Commissioner or his nominee, Comptroller of finance and financial advisor.

Table 74: Financial procedures in UOR

	Yes (in percent)
The process of getting financial approvals is simple	30.26
Travel grants for conference travel and meetings are given in a timely manner	85.52
All claims and reimbursements are processed in a timely manner	73.68

As can be seen from the table above, financial approval is not easy to get. Any financial approval of expenditure over and above the limit prescribed of the Unit has to be taken from finance department. In case of availability of fund in the unit, prescribed procedure of holding a purchase committee having a VC nominee and a nominee of CF & AF is mandatory. In the case of approval of travel grant from project funds, the file of approval goes to VC through Finance section. In the event of travel grant for attending conferences in the country or abroad under non plan grant by UGC, the faculty has to apply to Project and Plan section. In case of domestic travel the maximum limit is Rs.10,000/-. For foreign travel, the minimum time required is 4 months, but many a times, the approval is received after the conference is over. Once the grant has been sanctioned, it is easy to get the claims reimbursed.

Facilities in UOR

Facilities available in the university determine how faculty and student friendly the campus is. Since University houses units with varying demands and needs specific to the course they run, ensuring satisfaction of all the stakeholders is a difficult proposition. However, there are certain basic necessities of an educational institution in terms of human resource, technical support and infrastructure that need to be met if it has to function smoothly and successfully.

Table 75: Presence of facilities in UOR

Type of Facilities present	Yes (In percent)
Photocopying	77.63
Secretarial assistance	13.15
Projectors in classroom	51.31
ICT facility-laptops/ Computers/Printers	48.68

UOR has to bolster its human resource in terms of secretarial assistance. Most of the departments are in a state of crisis since the university has decided to cut down on secretarial staff by reducing the number of Computer operators. Though all the departments have photocopiers, the same is not accessible to the students who have to go out of campus to get anything copied. Only girls' hostel campus has a store that caters to the students. Though almost every department now has a smart class room, yet purchasing projectors for classrooms seems impossible with RAPSAR in force.

Table 76: General Facilities in UOR

Availability of facilities	Yes (In percent)
Personal Computer	84.21
Office Space	77.63
Internet Facility	94.73
Access to research journals in library	92.10
Access to online research database	94.73
Faculty Room	93.42
Air conditioning in Faculty Room	53.94
Canteen	3.94
Toilets	100
Drinking Water	93.42

Office space in most of the units is sufficient. The university campus has Wi-Fi facility and internet can be accessed easily. Library provides the facility of accessing on line research journals. Air conditioners have been installed in Staff rooms but where faculties have

individual rooms. Not all departments have been able to install air conditioners for faculty. Some departments have been enterprising enough to use the funds from projects to do the needful. Though there are two canteens and a kiosk within the university campus, they are mostly used by the students. The fare served in these canteens cannot be considered healthy or wholesome by any stretch of imagination. There is no canteen where faculty can go, or hope to order good food from. In the last few years the basic facility of drinking water and toilets has been attended to as can be seen from the input of the respondents.

Campus environment

UOR can boast of a beautiful and green campus with a backdrop of stately Aravalli hills. Though well maintained, its expanse demands greater care and more maintenance. It still has a long way to go as far as class rooms are concerned. The sciences have a strong presence in the University with good research work of national and international standard being conducted in the departments. 35% of faculty members rue the lack of well-maintained laboratories. With a sprawling campus and parking space being developed, despite the rising number of vehicles, there is easy availability of parking space.

Table 77: Campus environment in UOR

	Yes (%)
Well maintained campus	68.04
Classrooms equipped with projectors	47.93
Well maintained laboratories	65.46
Availability of parking services	84.02

Table 78: Infrastructure facilities in UOR

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Furniture is satisfactory	6.70	14.94	21.64	38.65	18.04
Computer Labs are adequate	19.58	27.31	18.04	24.22	10.30
Drinking water is available	8.76	15.97	14.43	44.84	15.97
Toilets are in good condition	21.13	27.31	14.43	26.28	10.30

All figures are in percentage

This table contradicts the results of the former table as far as drinking water and toilets are concerned. Dissatisfaction with adequacy of computer labs corroborates general dissatisfaction of lab facilities and maintenance. Furniture is upgraded from time to time but there is still scope for further improvement.

Policy effectiveness in College (Academic): KMM is one of the oldest private college in Jaipur. It enjoys good reputation as an institution delivering quality education. After University Maharani College, it is the most coveted multi- faculty college for girls. It conducts UG and PG teaching. Being an affiliated college, it follows the norms of UOR.

Table 79: Policy effectiveness in KMM

	Yes (in Percent)
Having research and publications policy	17.85
Policy or strategy on innovation ip ownership and tech foresight	17.85
Demonstrating success in attracting grants from national or international sources	25.00
Encouragement and support to present research at national or international conferences	71.42
University established linkages to promote international joint research and publications	21.42
Working on major/minor research projects	3.57

Very few respondents feel that college has its own research and publication policy. Recently college has developed a Research and Development Centre to increase research and Publication College has started two journals 1-Science, 2-Social Science, Humanities and Commerce. Since college has not been able to provide Wi-Fi in campus as a whole and computers and laptops are not made available to faculty members in good numbers, therefore most of the respondents feel that IT and tech foresight does not exist in college. College has recently broadened and liberalized its policies attract students from all over the country and outside the country. Few new courses have been started in collaboration with prominent institutions to enhance the employability of students. The college has started applying applies for state and centre government funded projects and grants for seminars. Prior to this, the college used to fund the academic activities of the college. Therefore respondents used to get encouragement from the college.

Few respondents especially from science faculty work on joint project with university. Only two research project have taken up till recently in collaboration with university. Recently almost 10 research projects in collaboration with outside agencies are being carried out.

The high mean of 5 for the number of national and international conferences attended by the faculty of college in the past one year shows that the faculty at KMM seriously engages itself in academic discourses. The college also organizes at least 3 national level conferences every year.

Table 80: Satisfaction of faculty regarding research opportunities in KMM

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
I am satisfied with opportunities to collaborate with colleagues in my department	-	3.57	28.57	53.57	14.28
I am satisfied with opportunities to collaborate with colleagues in other department	-	10.71	25.00	53.57	10.71
Interdisciplinary research is recognized and rewarded by my department	3.57	21.42	42.85	28.57	3.57

Most respondent opined that they are satisfied with opportunities to collaborate with colleges in the department. Personal relationships and problems of seniority etc. do obstruct relationship with colleagues in their department and other departments. It is a recent phenomenon in college to have interdisciplinary research which hasn't seen much success. Teachers are given leave to attend FDPs. The College also organizes its own FDPs and permits teachers to attend FDPs in the institution. Most of the teachers opined that college arranges for books and journals in

the library. The HODs submit the list of books and journals of their subject and the purchase is done within the allotted budget to the department.

Table 81: Does the college facilitate faculty development?

	Yes(%)
The college grants leave to attend seminars/ for doing project work	75
The college helps in participation in faculty development programmes	78.57
University arranging for the required books and journals	71.42

75% teachers opined that college grants them leave to attend seminars and for doing Research Project College has the policy of granting academic leave to the teachers for presenting papers in seminars for project work they are assigned leave without pay.

Table 82: Publication output of faculty at KMM

	Mean
Papers for publication in peer-reviewed journals	1
Papers for presentation at conference	1.39
Books	1.29
Chapters in books	0.29
Monographs	0.14
Working Papers	0.18
Grant Proposals	0.29

Table 83: Support for Teaching and Research

	Very Dissatisfied (in percent)	Dissatisfied (in percent)	Neutral (in percent)	Satisfied (in percent)	Very Satisfied (in percent)
Resources provided to support teaching and research of faculty	-	14.28	25.00	46.42	10.71

Not many respondents feel that college provided enough resources to them to support their teaching and research. Since computers, IT facilities are not made available to all teachers, therefore, teachers to not feel very satisfied with the recourses provide to the teachers.

Figure 16: Efficiency of timetable in KMM

Efficiency of timetable in KMM
no 3%
yes 97%
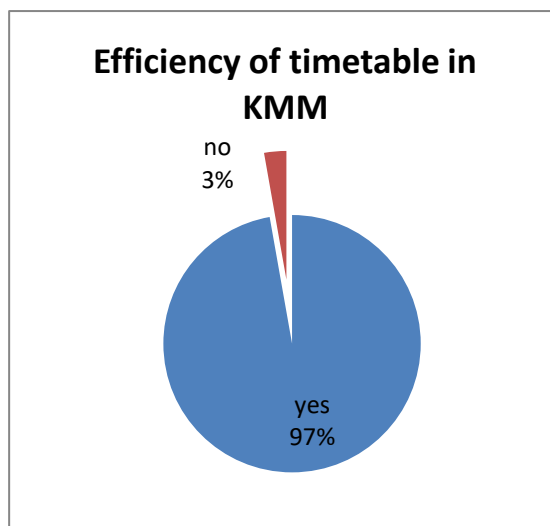
Table 84: Library services in KMM

	Yes (in Percent)
Librarian Helpful	75.29
Availability of study facilities	95.21
Easy availability of library resources	92.43
Availability of online database	92.43

Table 85: Facilities for Learning in KMM

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Courses are academically rigorous	1.19	1.19	10.35	55.37	31.87
There is a good rapport between faculty and students	-	-	7.17	60.95	31.87
There is a good rapport between staff and students	-	0.79	14.74	62.15	22.31
Students receive recognition for their accomplishments	-	-	10.35	56.57	33.06

Policy effectiveness in College (Administrative)

A. Teacher recruitment Policy Effectiveness in College

Teacher recruitment policy is clear and effective in college. The requirement for new appointments is assessed by HODs and Principal, and advertisement is issues by the Management committee. For permanent faculty appointments, a properly constituted selection committee is formed to interview the applicants. Teachers on temporary, Ad-Hoc and on period basis are appointed on the basis of their qualifications and interview by internal board (Principal, Director, HODs, Dean (academic) and Vice Principal along with one subject expert).

B. Staff Recruitment Policy Effectiveness in College

Staff recruitment is made as per the requirement assessed by management committee. Advertisement for the same is published to appoint staff on permanent basis. A properly constituted interview board interviews the applicant. Qualifications are decided as per the requirement of the position and post. Temporary staff is also recruited as and when required.

C. Admission Policy Effectiveness in College

Online admissions are a feature of the college. Transparency is maintained in admissions. The college follows its own reservations policy. The refund of fees in case admission is cancelled is on the discretion of the management committee.

Registration Services

Students seem to be quite satisfied by the way office works and meets the requirement demands and needs of the students. All the information regarding admission, registration in classes, fee deposition, exam form submission, distribution of mark sheets and degrees are well taken care off.

Table 86: Registration Services in KMM

	Yes (in percent)
Officers In Office Of Registrar Helpful	98.00
Ease of Obtaining Marksheets	99.20
Ease Of Registering For Classes	99.20
Adequate Information About Registration Of Classes	98.40

Admission services

Students are highly satisfied with the help they get at the time of admission. They are also satisfied by the process and transparency adapted in the admissions. (Though reservation policy is not followed strictly but a balance is maintained in giving reservation to various categories)

Table 87: Admission Services in KMM

	Yes(%)
Admission staff helpful at the time of admission	93.62
Admission process fair and transparent	94.41

Students Services

Students are highly satisfied by the services provided to them. Office staff takes care of informing and satisfying the queries of the students. Students are helped in filling up various gent sponsored scholarships forms. They are provided with various kinds of certificates and forwarding letters in case they are going for same internships, job placement, studies in the out of the country etc. Student governances are redressed timely. Since college counsels the students at the time of admissions to make them aware of the courses they can choose, scholarships available, add on SFS courses etc., students are able to get first-hand knowledge about the academic system of the college. A counselling and guidance centre is especial feature of the college. Specialized counselling under the supervision of faculty of psychology provide year long services of casual counsel students in their private on carrier related queries. This fact is also corroborated by the table below.

Table 88: Student services in KMM

	Yes (%)
Are officers helpful	99.60
Awareness about counseling services	80.07

The students were asked to report the time taken for their request for services. KMM students responded that the average time taken was one and half day.

Admissions, Examination and Student Assessment

Table 89: Perception of teachers in KMM about admissions, examination and student assessment

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Percent	Percent	Percent	Percent	Percent
Transparency in admission process	-	-	3.57	89.28	7.14
Admission process being simple and less time consuming	-	3.57	10.71	78.57	7.14
Load of admission work on teachers is ok	-	21.42		71.42	3.57
Importance given to teachers suggestion in framing university policy	3.57	17.85	21.42	53.57	3.57
Appropriateness of present exam system	3.57	10.71	10.71	75	-
Examination system being transparent and student friendly	-	14.29	14.29	71.42	-
Examination system giving sufficient autonomy to teachers	-	10.71	32.14	57.14	-
Load of examination work on teachers	-	10.71	21.42	67.85	-
Examination system giving time to teach	-	7.14	21.42	71.42	-
Scope of making examination system student/ teacher friendly	7.14	3.57	17.85	60.71	10.71
Assessment system appropriate to judge examinee calibre	7.14	10.71	14.29	67.85	-
Student assessment ensures timely result	-	14.29	10.71	75	-

Overall students feel that admission process is simple, less time consuming and transparent. This is mainly because admission merit lists are declared on college notice boards and website for the convenience of the students.

One fourth of the teachers feel that admission work is an extra burden on them. The admission process commences during summer vacations, therefore, teacher are deprived of the holidays. Most of the teachers feel the admission work given to them is just right. Teachers are given a format in during the end of an academic session to choose their preference of work often final exams time-table making, prospectus making or admissions. Teachers are assigned duties mostly according to their choice. In two months summer vacations, 1st fifteen days teacher involved in time-table committee come to college, next fifteen days the teachers in prospectus committee come to college. In this way teachers get one and a half month holidays each. In practice, teachers are often called to the college during summer break on one pretext or the other.

Only almost half of the respondent feel that they get chance to frame University policy. This is mainly because only HODs are invited for the meetings of BOS and only they get the chance to become members there. It is only if and when University requires any suggestion from

affiliated colleges, the colleges contribute in framing University policies otherwise not much scope is there in framing the University policies.

Most of the respondents feel that examination pattern for UG annual system and PG semester system pattern is followed as per university norms. Few teachers who disagreed felt that having some marks as internal would contribute in having more control over the attendance and regularity of the students.

Almost 72% of the respondents feel that exam system is fair and transparent though around 14% feel that it is not transparent and friendly as the checking of the copies is done by huge numbers of teachers and all have different style of checking. No moderation is done by the university.

57% teachers feel that they get sufficient autonomy with regard to examination system. They teach the prescribed syllabus in a given time and they also get chance to prepare university exam question papers and evaluate answer copies. 32.14% feel that since they do not have much role in play in examination system and exams are organized by university therefore, their role is only to each.

Since teachers are loaded with internal mid-semester exam organization and evaluation and then they also prepare question paper for University final exams, perform invigilation duties and evaluate answer copies therefore 67.85% teachers feel the presence of exam work load. 21.45% feel that it is up to them whether they wish to be part of the paper setting and evaluation system or not therefore they are neutral.

71.42% respondents feel that they get sufficient time to teach. Especially UG teachers feel so but due to semester system in PG almost 29% feel that time is just ok.10.71% feel that exam system is alright and not changes are required whereas 60.71% agree to the efficiency of exam system. Only almost 11% feel that student teacher friendly.

Since teachers do not have liberty to design syllabus, make on question paper their own therefore almost 43% teachers feel that exam system does not provide required autonomy. More than half of the teachers seem to be satisfied with the autonomy of the teachers.

Satisfaction towards the assessment system is almost 68%. But 18% respondents feel that assessment system is not good. This may be because evaluation of the student depends on the final exam only.

75% feel that university declares timely results. Only 14% disagree with this. UOR conducts examination for 7.5 lakh students every year, which results into long duration of examination. Due to continuation of examinations from March to June, sometimes the result declaration is delayed. This results in loss of opportunity to students who appear for entrance examination of other universities or competitive exams.

Performance Appraisal

API system has been introduced in the college since 2016. College has customized its own API score form. Since teachers were not aware of the API system being introduced in the college there was initial resentment but now teachers have started making efforts towards enhancing their API scores or their promotion.

Table 90: Performance Appraisal in KMM

	Yes (%)
Implementation Of Performance Appraisal System Using API Scores As Per UGC	57.14

B. Grievance redressal Policies in College

Complaints are received through complaint box, verbally and also given in hand in writing. Complaints with regard to academics are redressed by Dean Academics along with Principal and Director, regarding infrastructure are dealt by Dean College Development and regarding ragging and other students related problems are dealt by Dean, Student Activities along with Anti Ragging Cell, Women Cell and Grievance Redressal Committee. Final decision is taken by Principal and Director of the college.

Table 91: Grievance Redressal Mechanism in KMM

Grievance Redressal Mechanism	Yes (in percent)
Presence of grievance redressal mechanism in university	64.28
Facility of sending grievances by email	53.57
Prompt and effective disposal of grievances	42.85
Does the cell find solutions for problems like harassment, complaints regarding housing teaching, grievances relating to housing and administration?	53.57

Policy Effectiveness in College (Finance)

Respondents feel that getting financial assistance is not all that simple at college level. Being a private college is depends on the whims and fancies of the college management to approve any kind of financial requests. Generally no money is provided from the college to travel for conferences or meetings. It is the funding agency which has assisted for organizing seminar or conferences that pays for travel grant.

All claims and reimbursements from external funding come in the bank account of the college and they are then disbursed to the faculty which takes up project, research study or constancy. Money spent in organizing functions, special lectures etc. is reimbursed immediately.

Table 92: Financial Management in KMM

	YES
The process of getting financial approvals is simple	17.85
Travel grants for conference travel and meetings are given in a timely manner	10.71
All claims and reimbursements are processed in a timely manner	21.42

Facilities in KMM

The college has a facility of photocopying at library and office and this facility is available to teachers, office staff and students. Photocopying personal documents is charged but for official documents it is free of charge.

Table 93: Availability of services in KMM

	Yes (%)
Photocopying	100
Secretarial assistance	9.21
Projectors in classroom	25.00
ICT facility-laptops/ Computers/Printers	25.00

Projectors are available in the smart class rooms of the college. 4 rooms are made as smart class rooms. College has 6 projectors which are used in the class rooms where required.

ICT facility is partially available in the college. The college provides Wi-Fi facility in limited areas and to limited faculty and other staff members laptops are made available when and where required. Cyber room in the library with 25 computers exists. Printing facility is only within college office. There are 2 fully equipped computer labs with internet connection and language lab facility.

Very few PCs are made available to the teachers. PCs are mostly used by office staff and can be used by the students and teachers with the help of office staff. Sufficient number of office space is available but with the growing number of staff member and students it seems that more space to accommodate more faculty and looking at the strength more clerical staff is required.

Online and offline research journal are easily accessible in the library. College has research subscription of many online research journals which students and teachers can access. These journals are highly research board journals and researchers in the college have free access to them. Online access to various reports can be made for the purpose of research work.

One big faculty room with storage facilities for teachers is available. Science departments have their own faculty rooms, computers and commerce department also have their separate faculty rooms. No separate room is available for individual's teachers. Labs in the science, computers and research centers are well maintained and fully equipped.

Common faculty room and one room in computer department are air-conditioned while others are air cooled. Good, hygienic canteen facility with specialized cooks is managed by the college administration. Toilets are well maintained and are clean. Students and teachers can approach Dean, Infrastructure regarding the cleanliness of the toilets. Water coolers with RO facilities are installed in 7 places in the college. In summers matkas are also kept at various locations to provide cool water.

Table 94: General Facilities in KMM

	Yes (%)
Personal Computer	14.28
Office Space	50.00
Internet Facility	50.00
Access to research journals in library	85.71
Access to online research database	57.14
Faculty Room	100
Air conditioning in Faculty Room	20
Canteen	96.42
Toilets	100
Drinking Water	96.42

Over all the campus is well maintained. In many sense it is a green campus with solar lights, solar water heating system and water harvesting systems. Big green lawns are well maintained college has its own nursery and organic compost manufacturing system. For student only two wheeler parking is available and for teachers two wheeler and four-wheeler parking place is available.

Table 95: Campus environment in KMM

	Yes (%)
Well maintained campus	97.21
Classrooms equipped with projectors	55.37
Well maintained laboratories	97.60
Availability of parking services	75.29

Table 96: infrastructure Facilities in KMM

	Strongly Disagree (In percent)	Disagree (In percent)	Neutral (In percent)	Agree (In percent)	Strongly Agree (In percent)
Furniture is satisfactory		1.19	11.95	58.56	36.59
Computer Labs are adequate	-	1.99	15.53	61.75	20.71
Drinking water is available	-	1.19	4.78	52.98	41.03
Toilets are in good condition	1.99	5.17	11.15	43.42	38.24

The above table showing student's responses regarding learning facilities is corroborative of the claims made by administration regarding provision of facilities in the college.

Policy Effectiveness Overall

It is felt that what is planned and decided by the management is implemented and executed. Every decision and action taken is reviewed in the next meeting of management committee and NAAC- IQAC meeting, objectives of the institution are deliberated on NAAC-IQAC and management committee meeting and actions implementation are taken accordingly.

Generally policies are integrated across different policy areas like Trust, Management Committee, Day to Day administrative team of the College (Director, Principal, Vice Principal, Dean and HODs and faculty members). At times faculty members feel like out as few decision are not conveyed to them and are executed and implemented by higher at-time authorities.

Table 97: Internal Governance Structure in UOR

	Not at all (%)	To some extent (%)	To a large extent (%)
Effectiveness (e.g. in meeting important institutional objectives)	14.47	81.57	3.94
Coherence (e.g. policies are integrated across different policy areas, and across faculty)	22.36	73.68	3.94

UOR has clearly spelled out Vision and Mission, and to help achieve them it has University Hand book. The adherence to the handbook avoids ambiguity related to rules to be followed for effective governance and management of the institution. 81.57% of the respondents are generally satisfied with the effectiveness of governance while 73.68% feel there is coherence.

Internal Governance Structure in KMM

In college though participatory management committee is formed with members among various stakeholders yet openness, accountability, coherence and staff participation does not seem to be forceful enough. Similar to university study results students participation in internal

Governance structures is highly insufficient. Communication is a factor that also is not well handled.

Table 98: Internal Governance Structure in KMM

	Not at all (%)	To Some extent (%)	To a large extent (%)
Effectiveness (e.g. in meeting important institutional objectives)	25.00	67.85	3.57
Coherence (e.g. policies are integrated across different policy areas, and across faculty	28.57	67.85	-

Generally it is seem that institutional objectives are not effectively. Generally it is regarding the salary and workload matters that respondents do not fell that institutional objectives and satisfactions and motivation level do not much.

Workload & Satisfaction

In KMM, the teaching workload assigned to teachers is not as per UGC norms, teaching faculty is engaged and has to perform well in many other academic and non academic activities of the college.

Table 99: Distribution of workload in UOR and KMM

Activity	UOR		KMM	
	Hours per week spent	% of total time	Hours per week spent	% of total time
Teaching	13.97	46.56	20.03	66.76
Preparing for teaching	4.60	15.33	9.64	32.13
Correcting for assignments	2.15	7.16	2.42	8.06
Advising and Counseling of students	1.77	5.90	3.96	13.20
Student evaluation	3.20	10.66	3.21	10.70
Attending meetings	2.69	8.96	3.78	12.60
Other administrative activities	4.00	13.33	5.46	18.20
Research	5.20	17.33	1.92	6.40
Community or Public Service	1.41	4.70	2.35	7.83
Any other activities	1.12	3.73	3.21	10.70

Table 100: Perception of faculty about workload in UOR and KMM

Workload	UOR (%)	KMM (%)
Too Light	1.32	-
Light	-	7.14
Just Sufficient	94.73	50
Heavy	3.95	32.14
Too Heavy	-	10.72

94.73% of the UOR faculty feels that the workload is just sufficient as compared to 50% of the college faculty. 32.14% of college faculty feels that the workload is heavy. This is due to the fact that in colleges, the faculty has to engage 18 hours per week as compared to 14 hours in UOR. The table below reveals the perception of teachers about who decides the workload. 93.42% of the university faculties opine that it is the UGC which decides the workload whereas

the college lecturers feel that it is the college principal (71.43%) who decides the workload. The difference in the governance structures at college and university become very evident here.

Table 101: Decision making regarding workload

Who decides the workload?		
	UOR	KMM
UGC	93.42%	-
University	3.95%	17.86%
College Principal	-	71.43%
Head of the Department	2.63%	7.14
Other Bodies	-	3.57%

In the University system, the workload is decided by the UGC and 93.42% teachers endorse the same. In college it is generally the Principal of the college with the help of approval from management committee decides the workload of the teachers. In case of Ad-Hoc teachers it is decided by head of the department.

Job Satisfaction in UOR and KMM

The teachers were by and large satisfied with their job. We do observe variations in the level of satisfaction with respect to different aspects of job in university. Faculty members were found to be satisfied with the salary (98%), medical benefits (95%), teaching load (97.36%), professional relationship with other faculty members (78.94%), job security (98.68%), departmental leadership (90.78%).The overall satisfaction level was high at 93.41%. Retirement benefits like pension have been the bone of contention in UOR. With dwindling state grant, the university is not in a position to give pension to now retiring teachers. Majority of the faculty members in UOR (80.26%) are dissatisfied with retirement benefits. 80.25% respondents were also not satisfied with advancement in career prospects. The University has a long history of not advertising posts and also not holding interviews for promotion. The teachers have been stagnating at various levels. Regular intake and timely promotions of staff are necessary conditions of good governance. The teachers have been stagnating at Associate professor level for last 7 years. They were promoted to Associate professor Level after serving for more than 17 years with retrospective benefits. Again the same set of teachers has been asking for career advancement but it has not taken place. The university asked them to submit their forms for CAS in 2013/ 2015/2016 but the interviews have not taken place. Most of the professors were also given the benefit of CAS many years after the UGC implemented the promotion scheme. This shows the ineffective government mechanism and the increasing say of the state government in university affairs. The autonomy of the university system has been eroded due to the implementation of RAPSAR Act (The Rajasthan (Regulation of Appointments to Public Services and Rationalisation of Staff) (ACT, 1999), which binds the University to take permission from state government for any act which has financial ramifications. The retiring teachers are also facing the issue of non-payment of pension benefits due to the same rider. The report of the Knowledge Commission also recognizes this phenomenon. It states that, "the autonomy of universities is eroded by interventions from government and intrusions from political processes." It further adds that, "experience suggests that implicit politicization has made governance of universities exceedingly difficult and much more susceptible to entirely non-academic interventions from outside. This problem needs to

be recognized and addressed in a systematic manner within universities but also outside, particularly in governments, legislatures and political parties". (Yashpal committee report)

KMM: Dissatisfaction was found higher with regard to medical benefits (50%), retirement benefits (60.71%). It was surprising to observe that the overall satisfaction was 75% for KMM teachers. It shows that the governance takes care of its faculty members and the work environment is conducive to growth.

Table 102: Level of Satisfaction with various aspects of the job

	UOR					KMM				
	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Salary	1.32	-	-	75.00	23.68	7.14	21.42	28.58	39.28	3.58
Medical benefits	-	1.32	3.94	93.42	1.33	7.14	42.86	17.86	32.14	-
Retirement benefits	59.21	21.05	-	14.47	5.26	10.71	50.00	10.71	28.58	-
Teaching load	-	2.63	-	97.37	-	-	14.28	14.28	67.86	3.58
Quality of students	2.63	5.26	27.63	64.47	-	-	7.14	21.43	71.43	-
Professional relationships with other faculty	1.32	1.32	18.42	76.31	2.63	-	3.58	17.85	67.86	10.71
Job security	-	-	1.32	93.42	5.26	-	25.00	28.58	39.28	7.14
Departmental leadership	1.32	1.32	6.57	86.84	3.94	-	3.58	25.00	60.71	10.71
Prospects for career advancement	42.10	38.16	1.32	14.48	3.94	-	28.57	25.00	42.85	3.58
Overall job satisfaction	-	-	6.58	86.84	6.58	-	14.29	10.71	75.00	-

Campus support Services in UOR

UOR campus houses hostels for both girls as well as boys for students from across the nation. The constituent colleges of the university too provide the facility of hostel to the outstation students who seek admission in these institutions. To meet the rising demand of students coming to UOR, which remains the first choice of students of Rajasthan and neighbouring states, the university has constructed new hostels or increased the capacity of the old. At present there are 07 girl hostels and 07 boys hostel in the campus. Hostels of Constituent colleges put together number 09 hostels for girls and 09 hostels for boys. There are hostels for special category students and care is taken to make them friendly for differently abled inmates.

Table 103: Views of UOR students about Hostel experience

Hostel experience	
	Percent
Very Dissatisfied	4.14
Dissatisfied	6.21
Neutral	27.46
Satisfied	48.70
Very Satisfied	13.47

Almost 60% of the students have expressed their satisfaction with the hostel experience while a considerable percentage of 27.46% remained neutral. 10. 35% are not satisfied with the hostel experience. By and large the hostels are satisfactory but there is scope of improvement in terms of food and facilities.

Table 104: Overall experience of students at UOR

Experience of students at UOR	
	Percent
Very Dissatisfied	12.37
Dissatisfied	63.91
Neutral	17.02
Satisfied	5.15
Very Satisfied	1.55
Total	100

There are inner contradictions apparent where the same set of respondents veer from expressing satisfaction when questioned about units of administration and management separately, but when asked about the overall experience, only dismal 6.70% express their satisfaction while a considerable percentage of 76.28% express their dissatisfaction. This points towards the need for a serious rethink about how governance and management should further exploit its strengths and work on the weaknesses to neutralize them.

Campus support Services in KMM

Much emphasis is given to support students through various services in the college as this increases enrolment and admissions in the college. Students' satisfaction in terms of satisfactory hostel and mess facilities, canteen facilities, first aid facility, parking facility, Xerox facility, within campus coaching classes facilities, sports facilities, cultural, entrepreneurial facilities etc. are being provided. Placement cell is active but being a science arts and commerce college (i.e. non-technical) college companies do not get the kind of employees that can meet their requirement.

Table 105: Views of KMM students about Hostel experience

Hostel experience	
Level of satisfaction	Percent
Very Dissatisfied	1.20
Dissatisfied	0.79
Neutral	52.20
Satisfied	38.24
Very Satisfied	7.57
Total	100

Respondents feel that their experience regarding hostel facilities is just satisfactory. It is generally because the student grievances are well taken into consideration and their requirements are met well in advance. Strictness in allowing students to go out from college premises even during day time makes them dissatisfied with the hostel rooms. Students who want to go out for coaching classes or shopping have to take prior permission. Food facility is satisfactory in the hostel.

Support services in the campus are satisfactory. Management committee, Principal, Vice Principal and Deans try to support the teaching and non-teaching staff but salaries remain the

issue as they are not as per UGC pay scale. The salaries are customized as per wishes of the college management.

Communication in UOR: Communication in an educational institution must continually target different kinds of concerns. It must provide information on key decisions, mobilise staff and sustain values, and provide support and reassurance.

Strategic Vision of UOR

The most important visionary goal is to transform the UOR into a Flagship University to serve as a model for the development of other universities in the State of Rajasthan, be it in public or private sector. The Vision aims to foster an academic environment and centers of academic excellence in UOR. It aims to provide enabling system of governance as well as promote societal engagement.

The core of mission of UOR as a Flagship University is to develop a proactive blend of UG and PG education along with focused research activity and meaningful national as well as international engagement. Concomitantly, its mission embraces substantial social dimensions like regional economic engagement, community technical services, support for lifelong learning, and mutually beneficial academic engagement with school and college systems.

Table 106: Awareness of faculty about University's Vision and Mission

	Yes (%)
Aware of the University's mission and vision statement	69.73
Institutional heads have a clear vision in place	67.10

Vision and Mission are accorded a place of honour in University Prospectus that is considered to be the bible of University. More than 69% of the respondents have expressed their awareness of the vision and mission statement of the university. The awareness of the in scripted mission and vision of the university is complemented by 67.10% expressing their faith in the vision of the institutional heads. The dilemma of the university is that this faith has been tested time and again in the last decade with five VCs being changed in quick succession in five years to be succeeded by a controversial selection that was contrary to the stipulations of UGC for the post of VC.

Table 107: Trust between faculty and leadership in UOR

	Not at all	Not Much	Sufficient to move forward	A great deal
Level of trust exists between the faculty and the leadership	-	1.31	92.10	3.94

It goes to the credit of the faculty at large for retaining the trust for leadership despite the adverse conditions and interventions of outside forces, as can be seen in the 96.04% response.

In the modern globalised world we live in, ICT plays the important role of connecting people across time and space. For any organization to be a success, it needs very strong and reliant communication system. The communication system followed in UOR is through circulars and notices. Email too is now being used but the culture of responding through emails is yet not prevalent. The top down communication exists. All the decisions and information are circulated through letters/circulars/notices and are also uploaded on the university website. Most of the literature dealing with governance and management in UOR too can be found on the website. When the teachers were asked whether they see communication as characteristic of HEIs, 52.63% didn't think so and 47.36% accept it to some extent. This shows that in UOR, communication is not seen as an enabling principle.

Awareness of Rules and regulations in UOR

We live in an extremely competitive world and with time, the competition is going to become more and more intense. To compete, one needs to be aware of the challenges, of one's strengths as well as weakness, of avenues of improvement and strengthening oneself. University as an organization is an aggregate of its stakeholders and their strengths. Hence for a university to excel, the faculty and students too need to be achievers; the management and governance should take this aspect into cognizance and be supportive of the stakeholders by keeping them informed and aware of the opportunities and openings for growth and progress. While this contributes to the individual growth, it also trains and prepares the faculty for their future role as active part of governance and management of the institution.

Table 108: Awareness amongst faculty regarding regulations

	Yes (%)	No (%)
Aware of UGC regulations on appointment of teachers	100	-
Aware of the details of the Academic Performance Indicators (API) in Career Advancement Schemes (CAS) under the UGC Regulations	100	-
Aware of the guidelines for granting of autonomy to colleges	76.31	23.68
Aware of the benefits of autonomy to colleges	85.52	14.47

There was cent percent awareness about UGC regulations regarding API in appointments and career advancement amongst faculty members at UOR. While faculty is aware of information related to their individual progress in terms of appointment and promotion (CAS), there is a decline in awareness related to governance.

Awareness amongst students about university rules and regulations

UOR imparts undergraduate and post graduate teaching through its constituent colleges and Departments. It has annual scheme in Undergraduate courses and Semester scheme with credits in Post graduate courses. For M.Phil. and PhD courses, an entrance examination named M.Phil.-PhD Admission Test (MPAT) is conducted. Reservation in all courses is as per government rules. Students representing the state in national/ international events in sports, recipient of President Medal in NSS/Scouts and Guides are given outright admission in undergraduate and postgraduate courses. The information about the rules of admission, concessions, outright admission and other special category is mentioned in the University prospectus.

Table 109: Awareness of students regarding admission services in UOR

	Yes (%)
Awareness of financial aid options	51.03
Administrative Staff comprehensible and supportive	57.21

Only 51.03% opine that they were aware of financial aid option. There is a need to provide counselling to ensure that maximum benefit can be had from the financial aid available. Orientation programmes to make administrative staff more conversant in rules and regulations so that they can provide proper guidance and help will go a long way in improving the present reading of 57.21% of the respondents.

Communication in college

The higher to lower level stepwise communication approach is followed in KMM. Notices and Circulars are put up on various notice boards. Letters are also issued in case information is for

any specific purpose. Use of text messaging and social media like WhatsApp is also common for disseminating information among students and faculty members.

Table 110: Awareness of faculty about college's Vision and Mission

	Yes (%)
Aware of the College mission and vision statement	82.14
Institutional heads have a clear vision in place	75

Respondents feel that institutional heads have a clear vision as regards the mission and objectives of the institution. In every IQAC meetings of the college it is kept in mind, that college vision is kept in forefront while considering the kind of development is to be done in the institution, both academic and infrastructural.

Table 111: Trust between faculty and leadership

	Not at all (%)	Not Much (%)	Sufficient to move forward (%)	A great deal (%)
Level of trust exists between the faculty and the leadership	-	35.71	57.14	7.14

It seems that being a private institution the level of trust between the faculty and the leadership is just sufficient to move forward. Infect 35.71% respondents also opined that there is not much trust between the two lock of transparency in the working and decision making of the leadership and lock of motivation in terms of salary seems to be basic reason behind this.

Table 112: Communication in KMM

	Not at all (%)	Yes, To Some extent (%)	Yes, To a large extent (%)
Communication as characteristic for higher educational institution	21.42	60.71	17.85

60.71% of KMM respondents opined that communication as the characteristic of higher education institution is present to some extent. The respondents opined that faculty members are not free and are not taken seriously when they try to communicate with the leadership. Leadership is autocratic in its decision and voices of others are not much heard. It is top to down communication and only few who have some connection with the leadership are able to communicate with leadership.

Table 113: Awareness of Regulations in KMM

	Yes (%)	No (%)
Aware of UGC regulations on appointment of teachers	75	25
Aware of the details of the Academic Performance Indicators (API) in Career Advancement Schemes (CAS) under the UGC regulations	75	25
Aware of the guidelines for granting of autonomy to colleges	53.57	46.42
Aware of the benefits of autonomy to colleges	39.28	60.71

Teachers are aware about the UGC regulations on appointment but being a private college and having their own norms of appointment some teachers do not take interest in knowing UGC norms. After NAAC, API scoring has been made mandatory for teachers for promotion.

College is an affiliate college of UOR so it doesn't enjoy any autonomy. Generally it is only the management and administration who wish to make college autonomous. Teaching and non-teaching staff is against it since this move will make the management will become more powerful and dictatorial.

Summary: The present chapter presents an analysis of the governance and management processes found in UOR and KMM. The UOR has a rich legacy of established working procedures while dealing with governance issues. The Handbook of the University is an exhaustive document which provides clear cut rules on how to deal with different issues. Amendments have taken place in the rules as and when required. It was observed while conducting the field work that the decision makers are often not aware of the procedures laid down in the handbook. There have been exceptions to the rule in past and those past practices continue to guide decision making. The administration in UOR is very challenging for varied reasons, among them large student base, shortage of faculty and staff, dependency on contractual staff, frequent change in leadership are important. During the course of the Project, the university saw four Vice Chancellors, which speaks for the instability in administration. UOR implements the rule of teacher-student ratio on its affiliating colleges but doesn't follow the same for itself. There are departments which do not have a single faculty. Appointments have not taken place for long period. Appointments have not been the rule in UOR. They have been undertaken in extreme situations when a large number was recruited, hence exodus of these teachers is also happening at the same time. In 2016, a large number of senior faculty members superannuated, leaving the UOR bereft of senior people at helm of affairs. This has affected the administration of UOR. The departments are now being headed with Assistant professors with less than 3-4 years experience. This compromises the functioning of the departments. The UOR provides an environment of academic freedom to the teachers but is unable to providing an enabling environment for funded research. The teachers do not want to apply for projects with external funding due to its archaic and unfriendly rules of finance. KMM exhibited greater openness when it came to funded research. The management feels that collaborating with external agencies brings glory to the college. The attitude of administration is different in UOR and KMM regarding collaborations is concerned. The scale of operations is also responsible for this situation.

Chapter 6

Good Governance: Lessons Learnt

Introduction

Governance is commonly understood as the process of decision-making and the process by which decisions are implemented (or not implemented).Good governance is associated with efficient and effective administration in a democratic framework. It implies high level of organisational effectiveness. It also relates to the capacity of the centre of power of political and administrative system to cope up with the emerging challenges of the society. It refers to adoption of new values of governance to establish greater efficiency, legitimacy and credibility of the system. The preliminary condition of good governance is the establishment of the Rule of Law supplanting the rule of whims and caprice of the power that be. Good governance demands that governance must be not only representative but responsive as well to the needs of governed.

Major Principles of Good Governance

Good governance has eight major characteristics. It is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and follows the rule of law. It assures that corruption is minimized, the views of minorities are taken into account and that the voices of the most vulnerable in society are heard in decision-making. It is also responsive to the present and future needs of society.

Participation: Participation by all the stakeholders is the key cornerstone of good governance. Participation could be either direct or through legitimate intermediate institutions or representatives. It is important to point out that representative democracy does not necessarily mean that the concerns of the most vulnerable in society would be taken into consideration in decision making. Participation needs to be informed and organized. This means freedom of association and expression on the one hand and an organized civil society on the other hand.

Rule of law: Good governance requires fair legal frameworks that are enforced impartially. It also requires full protection of human rights, particularly those of minorities. Impartial enforcement of laws requires an independent judiciary and an impartial and incorruptible police force.

Transparency: Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement. It also means that enough information is provided and that it is provided in easily understandable forms and media.

Responsiveness: Good governance requires that institutions and processes try to serve all stakeholders within a reasonable timeframe.

Consensus oriented: There are several actors and as many view points in a given society. Good governance requires mediation of the different interests in society to reach a broad consensus in society on what is in the best interest of the whole community and how this can be achieved. It also requires a broad and long-term perspective on what is needed for sustainable human development and how to achieve the goals of such development. This can only result from an understanding of the historical, cultural and social contexts of a given society or community.

Equity and inclusiveness: A society's wellbeing depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society. This

requires all groups, but particularly the most vulnerable, have opportunities to improve or maintain their wellbeing.

Effectiveness and efficiency: Good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

Accountability: Accountability is a key requirement of good governance. Not only governmental institutions but also the private sector and civil society organizations must be accountable to the public and to their institutional stakeholders. In general an organization or an institution is accountable to those who will be affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of law.

From the above discussion it should be clear that good governance is an ideal which is difficult to achieve in its totality. Very few countries and societies have come close to achieving good governance in totality. However, action must be taken to work towards this ideal with the aim of making it a reality.

Actual situation of University of Rajasthan

A. **Status on Academic autonomy**

The University of Rajasthan enjoys academic autonomy in the following areas:

1. As per Sub clause 4 section (1) and 1 (a) of the University of Rajasthan Act 1946, the University will make provision for instruction in such branches of learning as the university may think fit and also provide for research and advancement of knowledge in chosen fields. The freedom of designing courses, autonomy to choose research areas is inbuilt in the Act of the University. The act also makes provision for cooperation between other universities and authorities.

2. The departments are the extended arms of the University management. The academic programmes are conceptualized and executed in the department. The departments are authorized by the Act to run the courses that have been approved by Academic Council and Syndicate. The departments can propose any new course, changes in the curriculum of existing courses, focus on specific areas of research. Any new course to be started in the University is required to be forwarded by a department. The courses now are proposed only in SFS mode due to the state government unwillingness to sanction any new posts. Also the state government is now encouraging the universities to start SFS courses to fund the University expenses.

3. The teacher at the department enjoys the autonomy of content delivery, choice of pedagogical instruction in teaching and learning outcome of the course. They are free to choose the area of research. They are also free to collaborate with other colleagues within and outside the University. Apart from the time table given to them, they are free to utilize their time as they desire.

4. The University has an International cooperation cell which looks after signing of MOUs with foreign universities for mutual exchange of faculty and students. It also facilitates joint collaboration in research. Memorandums of Understanding (MOU) have been signed with Universities of France, Britain, America, Australia, Canada, Japan and Scotland. The exchange of student & faculty is going on since 2007.

KMM: The college doesn't enjoy academic autonomy. The college teachers are not free to decide the curriculum of the UG and PG courses. The curriculum is framed by the BOS of University. The evaluation and examination of the students of the affiliating colleges is also undertaken by the University. Internal tests to check the learning outcome are organized by the college. The College has the autonomy to introduce new add-on and SFS courses for which certificate and degree are provided by college itself. The design of its curriculum and fee structure is decided by the subject teacher and approved by the management committee. In case the college wants certification from UOR they have to get the course passed by the statutory bodies of the university. KMM is running courses with Tata Institute of Social Sciences, Mumbai.

Teachers have the freedom to decide upon the methodology they wish to adopt to teach students. Apart from lecture and board and chalk method, use of ICT is becoming popular. Teaching with use of films shows and documentaries is also been used.

D. Status on Administrative autonomy

The governance of University of Rajasthan is exercised through its teaching and non-teaching units. According to the University Act 1946, the University is fully autonomous in academic affairs but in administrative affairs, we find the influence of Government on university. All the major governance bodies have the representatives from government which suppresses the autonomy of the university. The Registrar and Finance Officer are government officers on deputation to the University. They do not want to come into any conflict with the government. The recruitment on teaching and non teaching posts can only be done after prior approval of the government. Approval is also required for promotion process. Even if the decisions are taken by other university bodies they have to be ratified in Syndicate, which has two government nominees, one chancellor nominee and 3 MLAs as members. Any decision that entails any conflict with the government does not get passed due to their intervention.

The departments in UOR enjoy full autonomy in academic matters but partial autonomy in administrative matters. The HODs have the authority to shift the basement of the teachers in their department. Apart from Professors, the teachers in the departments are based in constituent colleges. All their records are maintained in the college, so the department Head doesn't have much control on them.

KMM: In KMM the HODs assess the requirement of additional faculty and give a requisition to the Principal. After the assessment of the requirements by College Principal and approval of the college management committee the teaching posts are advertised. A panel is then constituted consisting of Principal, Director, Vice Principal, two members from Management committee, a representative from University of Rajasthan and HOD. For promotions of teachers, the college is free to adopt its own promotion policy. Since the college has started the process of accreditation by NAAC, a promotion policy has been formulated. The promotion of teachers to senior scale after 4 years of seniority and selection grade after completing 8 years of service has been made mandatory apart from required API scores.

The college generally follows the norms and guide book of Directorate of College Education with respect to admissions but no strict norms are set for the same. The College Management uses its discretion with regard of fees, reservation policy and dates of declaration of lists of the students to be admitted. University of Rajasthan allots number of seats in courses in each faculty i.e. Science, Social Science, BBA, BCA, Bio technology and commerce, Admissions above the allotted number incurs penalty payment to the University. The College has its own admission website and online admission takes place. The decision to refund the fees lies with the Management Committee.

The HODs in KMM have limited administrative autonomy. The college administration is responsible for framing the time table, workload assessment, requirement of non teaching etc. They have to give a requisition to the concerned Dean for their requirements. In KMM, most of the powers are concentrated in the hands of Deans, Vice Principals and Principal.

Teachers as individuals are members of various committees, calls and Centers of the College. As governance of the same they are solely responsible for the activities undertaken by their committee, cell or Centre. Teachers perform the duty as mentors of 20 to 25 students of the college and provide them guidance in all the fields. Staff decretory and asst. secretary and Staff representative to the management committee play their respecting role in governance.

Student representative in the IQAC and alumni representative in management students have a function to represent students respective in both the platforms. Students union organizes extra cultural activities for students and also acts as a link between college administration and students.

C. Status on Financial autonomy

The financial autonomy in the university is in name only. The university is not free in financial matters because it receives a major part of its funding from state government. The university has signed an MOU with Government in 2003 which restricts the University from taking any decisions which have any financial ramifications without seeking prior approval from the government within the University system. The financial powers are distributed between departments and colleges. Each HOD and Principal of college is authorized to make purchase up to Rs.10000/- on their discretion. Any purchase over Rs.10000/- has to be done through Departmental/ college level purchase committee which has a VC nominee and F.O nominee besides the departmental/college members. Any purchase over Rs1 lakh requires the procedure of open tender to be followed. The financial procedures are very complicated and require many procedures to be followed.

A budget committee meeting takes place in every department and the fund of the department is allocated in the meeting. Thereafter, the HOD is authorized to incur expenditure on the approved items. Any kind of infrastructural work is undertaken by the University Engineer. Only those works for which UE gives his NOC can be given to outside vendor. All grants are regulated by the Project and Plan section of the University. The HOD forwards the bills to P.P section which passes them first and then sends to accounts for payment. The Utilization certificate of all expenditure has to be submitted by HOD the funding agency. This utilization certificate is first prepared by the unit and then approved by accounts section and thereafter the Chartered Accountant of the university passes it. The same procedure is followed in the projects granted to the teachers also. The teachers have to submit an application to HOD/ Principal for the purchases to be made. In case the amount is less than 10000/- then a single quotation is called for and purchase is permitted by the purchase committee. In case of amount exceeding Rs.10,000/- then three quotations/ e-tender are called for as the case may be. The rules of the University have to be followed in case of appointing of project fellows and other staff in projects also. The bills of the expenses incurred are submitted to the accounts section which passes them and makes payment either directly to the vendor or to the person submitting the bills.

Allocation of funds to departments in KMM

In the beginning of every session HODs of the each department prepares annual budget of funds required for the activities in the ensuing session. It is up to the discretion of Director, Principal and Finance Committee of the College to allocate the funds to each department. The departments get funds to organize small workshops, guest and extension lectures. Generally field trips are funded by the student themselves. The HODs are responsible for utilization of the budget allotted to them. Since the colleges are small units, strict monitoring is done by the administration

The Principal is the extended arm of management committee in the college. There is a Director over the Principal who also comes daily to the college. Most of the important decisions are taken in the presence of the Director. The Principal is responsible for day to day administration of the college while all the important policy decisions are taken by the management committee.

Being a private college and not receiving any financial aid from the government, the relationship between college and government is terms of consultation is almost negligible. The college approaches government only for NOC for staring new courses or approval of faculty.

D. Status on Shared Governance

Shared governance as a principle is very important in the effective governance of an institution. It is a delicate balance between faculty and staff participation in planning and decision-making processes, on the one hand, and administrative accountability on the other. The legal right and obligation to exercise authority over an institution is vested in and flows from its board. Typically, the board then formally delegates authority of the day-to-day operation of the institution to the Vice Chancellor, who, in turn, may delegate authority to certain parts of university management or other university officials.

UOR has witnessed a great deal of instability as far as its leadership is concerned. Since 2009, there has been no VC who has done a full term of three years. Due to various reasons, the VCs have been changing every year and a half resulting into a standstill situation as far a development of UOR is concerned. The state is partly to be blamed for this. The successive change in government post election saw the incumbent VC being asked to resign. Thereafter, the government appointed VC who was not qualified as per UGC qualifications. The appointments of VC have become politicized. It has been observed that normally state doesn't consult the VC on many matters regarding the university. Of late, the relationship between government and University has been contentious. The government has been eroding the autonomy of the university under the pretext of reining in financial expenditure. The VCs have not been strong enough to take on the issue with the government. In UOR, the government did not give permission to recruit teaching and non-teaching faculty for a long time. They have been forced to grant permission post RUSA funding.

The University has a model of shared governance. The administrative work is taken care by the Registrar office. He has many Deputy Registrars working who are responsible for establishment/ academic/project and plan/ examination etc. The teaching is done through Departments for PG and colleges for Undergraduate studies. The UOR has a distinct arrangement where the teachers of the University teach at constituent colleges as well. The teachers till the rank of Associate Professors are based at various Constituent colleges and they undertake both UG and PG teaching. Each college is headed by a Principal, who is assisted by Vice Principals, Chief Rector and Chief Proctor. The colleges have their own establishment section which keeps a record of the teachers based in the college. The Colleges admit the students, collect their fees and arrange for their classes. The fee is collected from the student in two funds- University Fund and Local fund. The amount collected in the University fund is remitted to University by the college and the local fund remains with the college.

The departments conduct the affairs of PG teaching. The head of the departments are leaders of the University departments. They are entrusted with the responsibility of smooth functioning of the departments. All Head of Departments are members of academic Council as well as Senate. They hold meetings regularly. 2 meetings of the staff council are mandatory in a year. Various committees are formed in the staff council and they function in a democratic manner. A staff committee is also constituted to take up issues coming up in between the organization of staff council. It was found that most departments organize meetings of staff councils for most of the major decisions pertaining to the development of department. The time table is allotted by the HOD for PG teaching and UG teaching.

The teachers are part of all the committees formed in the University. They are consulted in the governance of their respective department. Each faculty member is a part of the staff council where the major decisions concerning the department are taken. For financial decisions regarding purchase of items, a departmental purchase committee is formed and the purchases are made through it. There is a library committee to recommend the names of the books to the central library or departmental library. For taking decisions regarding research, there is a mandatory Departmental Research committee which is responsible for recommending the research synopsis to the University for registration under PhD programme. Admissions are conducted by the Admission committee. Student Union elections are also executed through a team of Rector and Proctors. The various committees/ positions mentioned above are filled through election in the Staff council meeting.

There is a student's union in each department. The function of the departmental student union is to mediate between the administration and students. There is representation of students in important committees of the University like Senate, Syndicate etc.

Shared Governance in Colleges: The management committee of the college is an example of shared governance where representative teaching and non teaching staff, Alumni, College trust, government, University, and parents are the members. The management committee is not the highest decision making body, it is the college trust which is an apex body, still in day to day decision management committee plays its part. Therefore, shared governance in this sense is seen at college level Director, Principal, Deans, HODs are the part of governance in the daily business of the college. Role of students in shared governance is small yet crucial. President of the students union is a member of IQAC committee of the college where her suggestions and ideas represent student's ideas.

College's participation in University is in many ways – all students of the college are registered in University, Syllabus, examination, evaluation result declaration, degree distribution etc. are taken care by University. All kinds of NOCs, allotment of number of seats in each faculty, opening of new sections, opening of new course, research centre etc. are provided by the University. University representative is a member of college management committee. University provides a panel of experts of the college for interviews of teaching faculty. University experts are the part of board in the selection of the college principal. Appointment of college principal requires clearance from University.

The government doesn't consult the Principal of affiliated colleges. There is no direct involvement of colleges with the government. Three deans are appointed for the period of 2 years and their term can be extended by the Management committee of the college. Dean, College Development and Infrastructure deal with construction, budgeting of major expenditures and purchase of items in the college. The role of Dean, Academics is preparation of time tables, FDPs, monitoring student and faculty's academic growth, organizing coaching classes, NAAC (IQAC) etc. Dean for Student Activities deals with student's participation in

various cultural and co and extracurricular activities. They have own offices. A committee of faculty members is made to assist them.

The departments at the college are not completely autonomous in terms of functioning. The Deans have control on the functioning of the departments. All the academic and co/extracurricular activities of the departments have to be reported to the Deans. Departments are guided by the Dean Academics for carrying out innovations in teaching and learning, field trips, organization of seminars, workshops and training programmes. After every 3 months departments have to submit the reports of the activities undertaken by them to the Dean Academics.

The Department HODs have major role to play in the governance of the college. All functions related to department i.e., recommending books (subject books) in the library (as per subject budget) assessing requirement for fresh recruitments, of the students, conduction internal tests and mid semester (PG) exams are performed by them. HOD also acts as a link between higher administration and teachers and students of the department.

Participation of Teachers in College governance

Teachers as individuals are members of various committees, cells and Centers of the College. They are solely responsible for the activities undertaken by their committee, cell or Centre. Teachers perform the duty of mentors of 20 to 25 students of the college and provide them guidance in all the fields. Staff Secretary and Assistant Secretary and Staff representative are part of the management committee and perform the irrespective roles in college governance. The teachers felt that they are being burdened with extra work.

Participation of students in College governance

There is a student representative in IQAC and an alumni representative in management. The student members represent the student community on both the platforms. The students' union organizes extra cultural activities for students and also acts as a link between college administration and the students.

Openness in UOR

The University has openness in its functioning. All decisions are shared with all the stakeholders. HODs take care to promote a transparent and participatory administration. Many committees are formed at the departmental level to assist the Head and also to ensure shared governance. At the departmental level there is a staff council, staff committee, purchase committee, library committee, time table committee, workload assessment committee, admission committee which oversees working in the department.

The UOR being a public university is answerable under RTI. Hence it has to put all the information about admission, examination, student union elections, activities of the department, minutes of the meeting of Syndicate, prospectus, rules of admission to University and hostel, reservation rules, list of teachers and non-teaching staff in the public domain through the university website. The Constituent colleges have started using their websites for admission, online fee payment, display of time table, and lecture management system.

The decision making process in the department is also open. Major policy decisions are taken in staff council and the faculty has the right to turndown any proposal if they feel so. The HODs share all the circulars received from various units of governance. Most of the work in the department is undertaken through committees. The teachers are part of the governance of the department, hence are aware of what is happening in the departments. The rules in the university are same for all.

The students felt that the rules and regulations of the university are not well published. It is difficult to navigate the website and most of the rules are hidden. The students do not get an opportunity to participate in the governance for lack of knowledge. The departments are merely forwarding authority for their grievances. They have to seek redressal from the concerned bodies. The Union leaders too opined that the policies in the university are not student friendly.

Openness in KMM

In the college, it was observed that the system is not open for all to participate. Only few privileged ones have access to the management. KMM is a private college thus it doesn't practice openness in many of its functions especially those related to finances. The Director of KMM opined that the management doesn't interfere in the day to day working of the college. At the departmental level, HODs call a meeting and discuss future plans and actions. They also act as channel between administration and faculty. The teachers discuss the departmental activities with the HODs. As members of committee/cell or centre, they work along with the Conveners on the work to be assigned to them.

Minutes of the meeting of college management are not revealed and shared with the teaching and non-teaching staff. College administrations claim that transparency is adopted in its decision making and execution process. There is a student representation in IQAC but that is name sake only. In the meeting of IQAC and other activities new ideas are invited and action for the same is also taken up.

E. Status on Accountability in UOR

Accountability in a university system is the king pin of democratic administration. The university as a system is accountable to the society at large for the investment made in maintaining the Universities. Internally, accountability refers to ownership of actions by various stakeholders in the university system. The university has come into a lot of media attention over accountability issues. Questions have been raised on its effectiveness in delivering its vision and mission. UOR has adopted various mechanisms for ensuring accountability of its actions. Formation of IQAC, academic audit of departments, internal audit, decisions through committee system, transparency in its working, uploading all important decisions on website have all increased the accountability of the university.

The VC is accountable for adhering to the procedures laid down in the University handbook. At the same time he is also accountable to the society for actions of the university. Most of the decisions taken in the university require the approval of VC. In academic matters, VC is assisted by Deans, Directors and HODs. In administrative matters, Registrar and his team assist him and in the financial matters, the accounts department headed by CF & FA support him. Since the university follows a collegial cum bureaucratic style of governance, most decisions are taken through various committees, making the way for collective accountability.

The departments also follow the same pattern where staff council is supreme. The HOD convenes staff council meeting for most of the important decisions. Devolvement of decision taking authority is practiced. The teachers in the department are accountable to HOD and students. The students have a student's union which raises issues related to them.

Apart from this, UOR has special features of UOR like APTC and Life Long Learning Department which engage themselves in community outreach and social responsibility. It demonstrates their inclusive temper and contemporary relevance. Social engagement and responsibility are the hallmark of coaching center for students from backward classes being run in the university.

Status on Accountability in KMM

The college follows the rules and procedures laid down by the management. Top heavy administrative structure in a private college leaves few chances to be judged itself for its accountability towards staff and teachers. Power to take policy decision vests with the management but its implementation is done by the Principal. Regular meetings of the management committee take place. Salary revisions are made but not in accordance with UGC norms.

The College tries to provide best facilities to the students. The student union in the college is not very strong. The chances of the students union to making college accountable towards students are very low.

The departments are accountable to the management through the Principal. Their annual performance is evaluated and a report is prepared which is then placed before the Management committee. Strict adherence to the rules of college is followed for the staff. Their movement is monitored and they are accountable for their time spent in the college.

F. Status on Grievance redressal

The University has developed a grievance cell which works towards redressal of grievances of stakeholders. The grievance can be given in writing to the concerned unit or submitted online on the website. The grievances received in writing are then forwarded by the HOD to concerned unit with comments/recommendation as required. The grievances of teachers are also addressed in the same manner as the students.

KMM: The College also has a developed mechanism of grievance redressal. The grievances of students and teachers are addressed by the administration. The departments also have the power to address the issues raised by the students. Complaints are received through complaint box, verbally and also given in hand in writing. Complaints with regard to academics are redressed by Dean Academics along with Principal and Director, regarding infrastructure are dealt by Dean College Development and regarding ragging and other students related problems are dealt by Dean Student Activities along with Anti Ragging Cell, Women Cell and Grievance redressal committee. Final decision is taken by Principal and Director of the college. The Principal shared that most of the student's grievances are concerned about the curriculum, examination or results. These grievances are sent to the UOR for addressing.

Status on ICT in UOR

The University has established a UGC Infonet Centre which coordinates all the activity of UGC Infonet Project at University of Rajasthan end. The centre will further distribute and maintain the internet connectivity over Campus Wide Area Network making it available to constituent colleges, teaching departments, research Centres, and administrative units. The Centre maintains and host University Website and Mail server. The Centre will also coordinate and maintain Intranet of University when it comes up. There is no permanent staff in Infonet. Lack of trained computer personnel makes it difficult to use ICT in governance. Most of the computer operators work on contract basis through agency. They are poorly paid. Digitalization of records has not been done so far. Under UPE grant, the University received funds or automation of records and digitalization of library but they have been lying unspent due to lack of vision and want of policy guidelines. The University also lacks the technical expertise to take these decisions.

The use of ICT has increased in the University. All relevant information is uploaded on the website. Online admission is done by the university. The examination forms are also filled online and the attendance of the students in examination is also online. The university has an app of its own which can be downloaded by the students and faculty. The departments do not

a web page of their own on the website. Only the basic information of faculty is put up on the website. The science departments make use of ICT tolls in teaching. Humanities and social science departments have smart class rooms but they are used in conferences or special occasions. The departments are expected to send all information related to them for uploading on the website.

Status on ICT in KMM

The college has a functional website. All the important information is put on the website. The website is user friendly. The use of website also shows transparency in the working of the college. Role of ICT in KMM is discipline centric. Technology is widely used in pure sciences in teaching and learning but its use is minimal in humanities and social sciences. Two-way conversation, discussion and developing critical thinking is important to make instruction student friendly. Teachers are oriented in the very beginning of each academic session through orientation and Faculty Development Programmes to make classrooms more student centric.

Status on communication in UOR

The university system follows top- down model of   communication is followed. Notices, circulars and office order are the medium of sharing information with the stakeholders. The departments communicate with their faculty through notices, orders and meetings. The staff councils are called whenever an important decision concerning the department has to be taken. All major decisions are approved by the faculty members of the concerned department.

Communication also takes place from down to up in some cases. The departments/ faculty members are required to communicate through written application. Email is now being used but the culture of responding to emails is not yet developed. The email communication is also used for top- down communication and nit vice versa. The faculty or students mails are not answered. The department also follows similar pattern as University. Most of the communication is through meetings or circular/ notices. The departments maintain a circular file where in all the communication/ information from university or department is placed for the faculty to see. Communication with the students is mediated through the notice board. All the important notices related to time table, admission, fee payment, credit registration, programmes of the department are displayed on the notice board of the department.

Status on communication in KMM

KMM is an affiliated college of UOR. The university has no say in the working of the college except that all teaching appointments including the Principal have to be approved by the university. One VC nominee is appointed for three years in the college who is a mandatory member in all interviews of the college. Besides this, the UOR also approves the names of subject experts to be called in selection committees. KMM has permanent affiliation from the university. All the students of KMM are issued enrolment from the university. The university conducts the examination. Examination centre is also allotted to them for holding university examinations.

For research and any other funding, the college has to go through CDC, UOR. Approval of CDC is required for any work related with UGC.

The college communicates with their departments through notices, letters and meetings. The departments can also with the administration. Informal communication channels are also followed. Since the college is unitary in nature, the governance is easy to implement.

Most of the departments in KMM do not have more than 5 members; hence communication between the department and teachers is more informal. The department head shares the information sent by administration with faculty members.

The students are integral and an important part of the college. The college administration makes every effort to make its policies student friendly. Their voices are heard through the student union representatives.

Move towards participatory management

Participatory management encourages the involvement of stakeholders at all levels of an organization in the analysis of problems, development of strategies, and implementation of solutions. The university attempts to follow principles of participative management. It involves its faculty in its functioning. Though, the involvement of faculty is limited to being part of the various committees, a lot need to be done when it comes to adopting participatory management measures. Hierarchy is maintained when nominating members on various committees of the university.

State level changes

One of the major issues in governance has been the diminishing trust factor between government and the university. The UOR was envisaged as an autonomous body without any interference from the state. The university was funded by the state but this funding didn't entail that all the decisions being taken in the university must be approved by the state administration. Over the years, the state-university relations deteriorated as a result of bad governance by the university administration. The state government also didn't have higher education on its agenda and let the things go out of control. For the university to better govern itself, there is a need to establish trust between the university and state administration. The massification of higher education, curtailment of state funding, increasing influence of politics in university in teachers, non teaching and student unions, eroding credibility in the society, poor financial planning and acumen, bad governance all led to the erosion of university's governance and management systems. The appointments of VCs were not done on merit but on the basis of political affiliations or patronage. All commissions on Higher education have voiced out concerns on the selection procedure of VCs in the universities. In Rajasthan, the teachers in government colleges get all the benefits of pay fixation, pay revision career advancement automatically whereas the university teachers have had to agitate to get their dues. The promulgation of RAPSAR Act further compromised the situation. The VC also has to deal with a lot of resistance from Registrar and CF & FA who are now government officers. The University Act provisioned for an administrative cadre along with teaching cadre. With retirements of the persons appointed in the administrative cadre, new appointments have not been made. The work of CE is now being performed by teachers. The state governments need to understand the importance of University education and not treat them as government colleges. The state has to strengthen the hands of VC and give them freedom to undertake educational and governance reforms.

University level changes: In order to have participatory management, the university will be required to take the teachers and students in confidence. The office of Deans should be strengthened by giving them more functions. The various offices should be strengthened by making them student friendly. The universities exist because of students. Hence university should take decisions keeping the interest of students in consideration. The students should be represented in all bodies of the university so as to have more transparency in governance. This would also lead to increase in trust quotient.

Department level changes: The departments can be made more inclusive for the teachers. Responsibility should be distributed amongst all. Care should be taken to involve everyone in the decision making. Faculty contribution in the university working should be appreciated and lauded.

College level changes: the colleges should devolve responsibility and accountability to the teaching faculty. HODS should function as facilitators only. The students at the colleges also should be integral part of planning and execution.

Tools for achieving good governance in UOR

- University Governance bodies like Syndicate, senate, Finance Committee, Academic Council, BOS etc. should meet regularly and resolve issues of governance of UOR. The government representatives in these bodies should look at the overall perspective of the university and not be adamant on issues.

- The UOR should make use of ICT in governance to make it user friendly. An open and transparent system of working should be developed to display all relevant information on University website.

- Strict adherence to ordinances of the University should be adhered to. The archaic rules and regulation should be revisited and revised from time to time, keeping the changing nature of present challenges

- Starting of student welfare initiatives like student insurance, placement cell, directions to BOS to develop curriculum geared to enhance employability

- Encouraging participatory model of governance

- Scholarships to the students

- Encouraging faculty to apply for major research projects. Start up grants should be made available for young faculty for research.

- There is a dire need for recruitment drive at every level. Successive retirements and growing vacancies are paralyzing the system. Faculty/staff crunch is adversely impacting the academic ethos as well as efficient work culture. Employing part time teaching faculty and contractual staff is perceived as exploitative in nature. They are found to be lacking in accountability as well as commitment to institution.

- Timely pay fixation, pay revision and promotion should be strictly followed. Repeated postponement of CAS process has a demoralizing effect on those affected by it.

Best Practices in KMM

1. The College has good infrastructure and is located at the heart of the city. Well maintained and green campus makes it an attraction for all. Rain water harvesting system, solar lights, solar geysers in the hostel, big trees and variety of flora and farina makes it a green campus as well. Drinking water facilities with water purifiers and coolers, hygienic washrooms, well maintained hygienic canteen and hostel mess, well equipped labs (not for research purpose) open and well ventilated class rooms, ramps for disable students in the campus makes it a quality campus.

2. With the requirement of NAAC and other quality assurance requirements coming out recently, the vision of the college management has also broadened in many ways. Management has set a goal to recruit and retain good faculty and other staff members along with attracting student population. Earlier not much emphasis was given on research and development but now administration facilitates to increase scholarship and research productivity administration has also ventured in the field of developing infrastructure and support, including new labs, for research, teaching, service and partnerships. It has maintained and continues to improve a climate of respect and human dignity. Improvement in teaching methods, service and research has become a part of vision of the college.

Administration is promoting creative and critical thinking among faculty, students and staff within a culture of inspiration, accountability and quality service to students and external community.

3. A part from innovative ideas in teaching has become part of the teaching learning methods. Creative teaching that stimulates learning and excites the young minds and captures their interest is being introduced in the form of role plays, storytelling and experience sharing. Audio and video tools such as filmstrips, short films movies and slideshows presentations are also introduced. Field trips and education tours are also part of teaching in almost all the departments. Around 6 classrooms are made smart classroom and are technology friendly. Faculty development programmes are organized within college and teachers are also motivated to attend them in other institutions as well. Teachers are motivated to take up research projects and studies from outside agencies.

4. Six centers are established in college viz. Centre for Rural Development, Centre for Corporate Social Responsibility, Centre for Guidance and Counselling, Centre for Entrepreneurship, Research and Development Centre and Career and Placement Centre. These centres along with various committees have helped teachers and students to serve society and develop themselves as research and practitioners.

5. Parallel Courses various Diploma and Certificate programme such as certificate in Dieticians and Nutrition, Certificate in French and German language, Certificate in Tally accounting etc are made available in order to enhance skill development in the students and increase their chances of employability.

Challenges in achieving good governance

Challenges in State-University Relationship: State-university relations have been contentious since the beginning. The founders of UOR believed that university as a system should be kept away from the state dominance and interference. The University Act was evolved in a manner to keep the University independent of state control. The UOR has partial autonomy. It enjoys administrative and academic autonomy but not financial autonomy. The finances of UOR are controlled by the state. The state gives a block grant to the university which is expected to take care of salary component. The block grant is insufficient to even meet the salary component. It only provides a part of the salary and the remaining is met out of the earnings of the university. The government says that it has asked the university to abolish teaching and non teaching posts. A university which has seen quantum jump in the number of students is required to abolish the posts. The state now is giving block grant only for posts that they have sanctioned. It results into increasing the deficit of the university and it has to meet this deficit from its own resources. On one hand the government is asking the universities to increase their sources of revenue and on the other hand the university has to use the earnings from its resources for paying salaries. The SFS courses are being discontinued since the government doesn't give permission to recruit faculty.

The appointment of Vice Chancellor is made through a selection committee constituted by the government. It consists of a Chancellor's nominee (chairperson), a government nominee, University nominee approved by the syndicate and UGC nominee. Under the new system (implemented from 2016), a state university will have to invite applications by placing advertisements in two national newspapers. The advertisements will also be uploaded on the university website. A pro forma for applicants has also been prepared, which will provide general information about them along with their educational qualifications, specialisation, academic publications and experience in administrative positions. The search committee shall make a comparative analysis of the candidates shortlisted and submit the same to the Governor. The government approves the name of VC with the consent of the state government.

Registrar and CF& FA are officers of administrative services and accounts service respectively. They work as the extended arms of the government and scrutinise each and every action of the university from government point of view.

Challenges in University-College relationship: The UOR is responsible for maintenance of standard in the colleges. It monitors the working of the colleges through BOI and other mechanisms. The UOR implements rules over the affiliated colleges in terms of faculty recruitment, infrastructure requirements and financial resources but it doesn't follow the same for its own units. CCT, Five year Law college, MHRM, CWM, Department of Education do not have any permanent faculty and they enrol students. The teaching is imparted through guest/ visiting faculty who are not at all accountable to the students.

Challenges in University-Department relationship: The departments should be given more autonomy in financial matters. In the present scenario the departments are totally dependent on university administration for their need of expansion, renovation and any infrastructure development. The limit of the expenditure of Rs.10000 should be enhanced. Finance rules should be revised.

Challenges in University-teacher relationship: The major challenge in this is that the policy decisions are taken in Academic council and then ratified by Syndicate where the common teacher's representation is very low. The syndicate meetings are generally overpowered by Government nominees.

Challenges in Uni.-students relationship: The students today have become vocal and demanding. The teacher –student ratio is very poor. The students demand for employment oriented courses but the university stresses more on theoretical learning. This causes friction amongst the university and students.

Challenges in State-College relationship: The state doesn't have any direct control over the affiliating colleges of UOR. But it does exercise control over the government colleges affiliated to UOR. The jurisdiction of UOR has now been limited only to three districts. Appointments in the government colleges are made by RPSC. The selected faculty becomes the part of government education department and come under Directorate of College education. The transfer posting of the teachers is under the purview of Department of Higher education. All the training opportunities are provided through DCE. The fee of the colleges is also controlled by the government. The challenge in this system is to provide quality education to the students who take admission in these colleges.

Challenges in College-Teachers relationship: Annual confidential reports (ACR) of the government teachers are filled by the   Principal of the colleges. The colleges by and large are providing traditional courses and the facilities for conducting research are very less. The government college teachers are frequently transferred which makes it difficult for them to guide doctoral students also.

Challenges in College-students relationship: There are not many issues in Undergraduate teaching in the colleges but when it comes to post graduate course, difficulty arises. All the universities are following semester system whereas the colleges still follow the annual system. The universities have to continue both system of evaluation for students. Questions are also raised over the sanctity of having two parallel systems of post graduate teaching.

Best Practices at University level: The University of Rajasthan is the flagship institution in Rajasthan based on its illustrious past, pioneering academic fraternity, democratic temper and inclusive frame. Despite the setting up of Universities in other cities of Rajasthan, UOR has highest student enrolment on the strength of the courses and amenities it offers to its students.

A multi faculty university, it caters to the needs and aspirations of a large number of students from Rajasthan, neighboring States and across India.

The establishment of other universities has lightened the burden of the process of affiliation of Colleges for UOR thereby enhancing its efficiency in working. All work related to admission, examination and affiliation is done online.

A lecture management system has been developed in constituent colleges to provide access to the students about what has been covered and what will be taught in coming week. Each teacher of the college has to upload his/her teaching plan for coming month. This is available for the students to see and note.

The UOR started innovative courses gauging their need in the changing circumstances. This has enhanced its reputation among the students.

Best Practices at college level:

- The College has good infrastructure and is located at the heart of the city. Well maintained and green campus makes it an attraction for all. Rain water harvesting system, solar lights, solar geysers in the hostel, big trees and variety of flora and farina makes it a green campus as well. Drinking water facilities with water purifiers and coolers, hygienic washrooms, well maintained hygienic canteen and hostel mess, well equipped labs (not for research purpose) open and well ventilated class rooms, ramps for disable students in the campus makes it a quality campus.

- With the requirement of NAAC and other quality assurance requirements coming out recently, the vision of the college management has also broadened in many ways. Management has set a goal to recruit and retain good faculty and other staff members along with attracting student population. Earlier not much emphasis was given on research and development but now administration facilitates to increase scholarship and research productivity administration has also ventured in the field of developing infrastructure and support, including new labs, for research, teaching, service and partnerships. It has maintained and continues to improve a climate of respect and human dignity. Improvement in teaching methods, service and research has become a part of vision of the college. Administration is promoting creative and critical thinking among faculty, students and staff within a culture of inspiration, accountability and quality service to students and external community.

- A part from innovative ideas in teaching has become part of the teaching learning methods. Creative teaching that stimulates learning and excites the young minds and captures their interest is being introduced in the form of role plays, storytelling and experience sharing. Audio and video tools such as filmstrips, short films movies and slideshows presentations are also introduced. Field trips and education tours are also part of teaching in almost all the departments. Around 6 classrooms are made smart classroom and are technology friendly.

- Faculty development programmes are organized within college and teachers are also motivated to attend them in other institutions as well. Teachers are motivated to take up research projects and studies from outside agencies.

- Six centers have been established in college Centre for Rural Development, Centre for Corporate Social Responsibility, Centre for Guidance and Counselling, Centre for Entrepreneurship, Research and Development Centre and Career and Placement Centre. These centres along with various committees have helped teachers and students to serve society and develop themselves as research and practitioners.

- Parallel Courses various Diploma and Certificate programme such as certificate in Dieticians and Nutrition, Certificate in French and German language, Certificate in Tally accounting etc. are made available in order to enhance skill development in the students and increase their chances of employability.

Summary: The chapter presents an account of the actual situation at UOR and KMM with regards to academic autonomy, administrative autonomy, financial autonomy, shared governance, openness, and accountability measures. It also discusses the challenges faced in achieving good governance. The principles and models of good governance are also discussed. It has been observed that good governance is not very elusive. It can be achieved if the leadership takes interest in establishing the rule of law and ensures accountability of all its stakeholders.

.

Chapter 7

Summary and Conclusion

Higher education institutions inevitably reflect the societies in which they operate. For many of the countries in the developing world, most problems faced by them were believed to require some degree of government guidance and supervision. Higher education was no exception, leading the policymakers, with little sympathy to its needs, managing it in the same way they managed infrastructure, the army, or customs. The failure to recognize the importance of taking the long-term view undermined the higher education sector's performance and inhibited the development of governance traditions. All the commissions/ committees on higher education have stressed on the need to have autonomy, transparency, accountability in university systems. It has been observed by them that the autonomy of universities in India has been eroded by interventions from government and political interference.

The National Policy on Education, 2016 highlights issues affecting higher education like teacher availability, political interference in the appointment of VCs, enhancing access, equity and ensuring quality education. Higher education systems are also getting more complex due to the growth in the number and diversity of public and private institutions, so that the task of managing and monitoring the sector is becoming more specialized and demanding. The entry of private players in the field of higher education has raised new issues like enforcement of regulatory mechanism, ensuring quality teaching, proper faculty recruitment, adequate infra structure etc. The diversified structure of HEIs in India has led to multiple issues. The State universities have been burdened with the task of catering to masses and the Central universities are entrusted the responsibility of providing courses beyond the reach of state universities and remove imbalances in education at the state level. In case of Rajasthan, there was no Central university till the establishment of CURAJ in 2009. The UOR was serving the needs of the students of Rajasthan. It attracted students from all over the country and also from outside the country. Unfortunately, the state government didn't pay attention to the problems plaguing UOR, resulting into a lot of litigation.

The present study was undertaken to understand the evolution of higher education in the state of Rajasthan. It also attempted to examine the core issues of governance and management of universities, interface between state and university and their relationship and the role of bodies like SCHEC and DCE and the Department of Higher education in furthering higher education.

Debates about education have prompted the study of governance at different levels impacting Higher Education system in India. There is a need for institutions of higher education to continually improve and align the governance model to meet the challenges of demands of time. Higher education governance has emerged as a key concern of the 21st century. While autonomy opens up areas for improvement and competition, it is restricted by the interventions of government driven higher education policy and progressive control of external quality assurance. The financial crunch has added to the new challenges to governance in higher education sector. The study attempted to study the evolution of governance and management of Indian HEIs and how they function at national and state level. It also examined the processes through which HEIs are governed and managed.

The study has been successful in unveiling the issues embroiled in the governance and management of higher education in Rajasthan. The research design of the project examining state and central universities from various parts of the country was appropriate to understand the issues plaguing the central and state universities in different parts of the country. It also made the understanding of the universal issues and specific issues more complete. UOR was the first University in the state of Rajasthan and enjoyed full autonomy in governance and management since its inception in 1947. With the promulgation of Indian constitution in 1950,

all universities except BHU, AMU and Delhi University and any other institution deemed as of national importance by the law of the Parliament, were brought under state control. This brought in some changes in the universities promulgated before the enactment of the constitution.

The UOR is governed by the University of Rajasthan Act, 1946. It has elaborate rules and procedural details for governing the University. The UOR worked very well till the 70s but after that somewhere down the years, procedures were flouted, rules broken and system jeopardized. This led to the government stepping in and laying restriction on the university governance. Along with this, the perspective of state towards higher education also changed. Concerns about access, equity and quality in higher education were responsible for state's intervention. Massification of higher education to address the issue of access and equity posed several challenges for HEIs like UOR, whose jurisdiction was spread almost all over the state till 1987. The university focused only on managing the huge numbers. Enrolling and evaluating them and declaring results became the sole work for UOR. Teaching and research disappeared from the priority list. The simultaneous carving of Universities like JNU led to the exodus of competent faculty from UOR. With the carving of MDS University, Ajmer (1987), Agriculture University, Bikaner (2003), Health University (2004) and Technical University (2005), the jurisdiction of the university was lightened. The jurisdiction of UOR was further curtailed with the promulgation of state universities in Alwar, Bharatpur, Banswara and Sikar (2012). Though with the shifting of jurisdiction came the problem of funding. Examination and affiliation fee is the only sources of revenue of the university, apart from block grant received from the state and UGC.

The study presents the results on autonomy, decision making processes, openness and accountability in UOR.

Results on Autonomy

Academic autonomy: The UOR was envisaged as an autonomous body by its founders. The liberal grant of Rs.2.5 lakhs to UOR for the first five years by the conglomeration of princely states of Rajputana laid the foundation of autonomy in UOR. In due course of time the autonomy of the university was gradually eroded. The UOR still enjoys academic autonomy. Four areas of academic autonomy were examined: 1) designing of academic programmes and curriculum, 2) freedom of teaching style and pedagogy, 3) control over time, work and load determination and 4) choice of research collaboration and twinning. The results show that UOR enjoys autonomy in all these four parameters. However, autonomy of introducing new courses vests with UOR but this autonomy is curtailed by the fact that the University doesn't have the right to make appointments for new courses. The authority to create new posts vests with the state government. Even for recruitment on vacant sanctioned posts, the university has to take permission from the state government before starting the process. The university started new courses such as Integrated course in Converging Technology, Integrated Five Year Law, Social Work, Human Resource Management, European Studies to enhance the employability of the students but had to run these courses under self financing scheme and with visiting faculty. Social work and European studies had to be closed citing faculty crunch and Converging Technology and Five Year Law are facing accreditation issues with regulatory bodies due to lack of permanent faculty in them. The university enjoys autonomy as far as teaching style, pedagogy, research collaboration is concerned. The work load determination is as per UGC norms. The departments follow the rules laid down in the University Act. Adherence to all academic procedures is followed. The BOS is supreme as far as curriculum is concerned. Not all members of the departments are in BOS so they feel sidelined when curriculum revision takes place. Informally all the teachers in the department are consulted on major revisions. The students have the choice of subjects ranging from traditional to some innovative also.

Academic Autonomy at College level: being an affiliated college of UOR, KMM follows the rules and procedures of UOR. The colleges do not have academic autonomy to start new courses by themselves. They require issuance of NOC from DCE and then approval of the course from concerned BOS, Faculty and Academic council and lastly Syndicate.

The departments at the college are not completely autonomous in terms of functioning. The Deans have control on the functioning of the departments. All the academic and co/extracurricular activities of the departments have to be reported to the Deans. Departments are guided by the Dean Academics for carrying out innovations in teaching and learning, field trips, organization of seminars, workshops and training programmes. After every 3 months departments have to submit the reports of the activities undertaken by them to the Dean Academics.

The college teachers do not wish for academic autonomy as this would increase their burden of preparing syllabus, working for examination and evaluation system and preparation of results. It was observed that the management favours academic autonomy as it would give it the freedom from control of University on many issues. Only institutions with good academic statues should be given academic autonomy revamping of the accreditation process is hence more important than giving academic autonomy. The government colleges also follow the curriculum designed by their affiliating university. There is a representation of faculty of private and government colleges in BOS.

Administrative Autonomy: Administratively, UOR has a large administrative structure which provides for transparency and accountability. There are 909 teaching posts, out of which 418 are lying vacant. In the ministerial staff, out of 1777 sanctioned posts 767 are lying vacant. The university is not administratively free to start the recruitment process for these posts. It has to take permission from the state government. In the past, the UOR was never given permission to recruit for more than 20 years. This led to abuse of Sec 3(3) of the handbook which grants powers to the VC to make appointments on Ad-Hoc basis as a stop-gap arrangement. The teachers appointed under sec 3(3) continued till 2008 when they were regularized by the state government through an ordinance. These teachers are still fighting for their promotions and subsequent benefits. Under the RAPSAR Act, 1999 the power of granting financial benefits (even according to the rules) has been withdrawn. The government has been stressing on abolishing non teaching sanctioned posts in the name of financial prudence, which has impacted the administrative working of the university. There has been no recruitment on administrative cadre of Deputy Registrar, Assistant Registrar, controller of Examination, Legal cell etc. Teachers have been appointed as CE, Director, Central Library, and In charge, University Guest House. Such an arrangement is not only responsible for gaps in understanding and follow up action but also for loss of teaching. The teachers who are very much involved in governance neglect their primary duty of teaching and research.

The departments also do not have permanent staff. The confidential files are also being handled by persons on contract whose accountability is in question. The department Heads enjoy administrative autonomy and they run their units with freedom. The faculty up to the rank of Associate professor are based in constituent colleges and have to mark their presence there. It was found that teachers of the rank of Associate Professor were largely engaged in PG teaching but due to their basement in colleges, they had to face a lot of issues in management of time table, attendance and leaves. All their record is being maintained in the college, while they are taking classes in PG departments. Teachers are part of the administrative machinery as members of various committees of the university. Grievance redressal mechanism is there but not very effective. The same set of rules does not apply to all.

Administrative Autonomy at college level: The College enjoys administration autonomy to manage its administration through Trust and Management Committee. The administration has to comply with the provisions of University Act, Statutes of admission and regulations of the university. The common system of governing all colleges in similar manner obstructs the academic development of college. All colleges have different strengths and weakness and should be dealt accordingly. However, such regulatory bodies, affiliating university and DCE are also essential as there is no other regulatory authority which can prevent college administration from its autocratic and unfair behaviour. The departments in colleges do not enjoy any administrative autonomy.

Basic administrative structure is largely dependent on support staff. Admissions, distribution of mark sheets, examination forms, various kinds of certificates, affiliations, inspections, Directorate- college communication, University- college communication etc. are some important functions carried out by them. Support staff has its own union and its representative in various important committees of the college. Various committees, clubs and centres of the college are integral part of the college system. They help in carrying out various activities. Teachers are made not only members but also in charge, conveners and centre heads to tap their potential in college functioning.

Financial Autonomy: It gives freedom to the institution to utilize the financial resources at its disposal in a prudent way keeping in view its priorities. The UOR doesn't enjoy any financial autonomy. The RAPSAR Act of 1999 has maimed the financial systems in UOR. The Act entails that the university cannot take any decision which has financial implication without seeking concurrence from the government. It attempts to regulate regular appointments and prohibits irregular appointments in universities. It also lays restriction on creation of any posts without concurrence of competent authority (here, state government). The university receives block grant from the government for payment of salaries but the grant is not enough to meet the expenditure on salary head. The deficit in salaries and pension is met out of other University resources. In UOR a set of teachers have been facing a lot of problems due to change in rules of financial autonomy. The departments are entitled to a small amount at their disposal for departmental expenditure. Each department has its local fund which can be spent if required after the permission of VC. Infrastructure development of the department falls under the purview of Registrar. The financial rules in the university are very archaic. The teachers face a lot of problems when settling their accounts of projects/ external funding. A lot of red tapism is involved with lengthy procedures of approval. This deters teachers from applying for external funding.

Financial Autonomy at college level: The College is free to decide its own fee structure and expenditure process on its own college has its own system of managing the expenditures from the fee it generates. Only the financial aid received from government bodies such as UGC, ICSSR, DST or the departments of state government require government structured fund utilization. The accounts of the college are audited annually and college has a permanent internal auditor and auditing system. With regards to financial autonomy, KMM is in a better position. All the financial decisions are taken by the management committee. The college has its own salary structure. They are not bound by University/ UGC rules. It is only after the requirement of NAAC that the salaries of the staff are now revised and made more respectable.

Main budget is finalized by Management Committee and the Trust of the college. However, teachers are asked to prepare the budget of the various activities they would carry out in a session and are supported to carry out various academic, CSR and other activities in and outside the campus.

Decision making processes: The decision taking in UOR is by and large participatory in nature. At the governance level also there are different bodies for different functions like BOS for issues related to curriculum, BOI for issues related to affiliation and recognition of affiliated colleges, finance committee for finance related issues, Planning and Monitoring Board, Examination Planning and Monitoring Committee to deal with issues related to examination, Academic council for all academic issues, Syndicate for policy issues and Senate for ratification of all ordinances, passing of grace for award of degrees etc. Besides the statutory bodies, UOR also forms committees and as and when the need arises. Collective decision taking is adhered to. The departments also function on the same principles as the university. The department forms various committees for the academic session in the staff council meeting. There are statutory requirements in some committees and elections take place in staff council for the person to be on board of the committee. Seniority is given credence to in formation of committees. In some committees the membership is by rotation so that everyone gets a chance to take part in the decision making.

Decision making at college level: A system of shared governance has been evolved in the college. The highest decision making body is the trust of the college and then comes the management committee. The management committee consists of variety of members who make joint efforts in the internal operations of institution. It is mainly the 'Trust' who takes the decision regarding college. Only the senior faculty members are able to give their opinions to the management committee.

Openness: In UOR, there is a developed system of recording of minutes of the meetings. No decision is taken on verbal orders. All the administrative decisions are taken either on note sheet or through meetings of the committees. The committee meetings are recorded and the minutes are kept with the concerned Cell/Department as the case may be. The system is transparent and the institutional leaders are open to ideas/ suggestion by the stakeholders. Minutes of the Syndicate are recorded and put on the website of the university after approval. All the policies of the university, circulars, notices, tenders, activities of University and departments are uploaded on the university website and are available for public access. RTI is applicable in UOR and time bound reply for RTI is ensured by the RTI cell. The teachers and students can access most of the information about university from the website. The departments also have to follow the rule of publication of all students' related information on the department notice boards. The students are not much aware of their rights.

Openness at college level: The College is fully dependent on the University system for its academic decisions and partially for its administrative decision making. University –college relationship is based on designing and deciding on curriculum and syllabus, affiliation, providing NOCs for starting new course and new sections or for increase in overall seats for admissions. The complete admission, examination and evaluation system is mostly governed by the University as University is the degree provider for all the affiliating colleges. Teachers within the college enjoy partial openness. Academically they have to abide by the syllabus prescribed by the University though they can use their own way of teaching for completion of syllabus. Administrative openness is limited up to the HODs. Not much administrative decision making is in the hands of teachers. Administrative decision within department is taken by HODs who are further directed by the Principal to the Director of the college. Financial openness comprises of the expenditure that teachers require for organizing any activities in college such as extension lectures, guest lectures, ruminants workshops or FDPs. The funds are provided to the HODs who further work on these programmes. All the reimbursements (financial) are made immediately. It was observed in the college that openness was not practices much in college. The teachers felt that it is only few who are privy to all decision

making. The college also makes extensive use of its website and information related to activities is put up on the website for wider dissemination.

Accountability: The University as a system is accountable to its stakeholders and society at large. The roles and responsibilities of the functionaries in the university are clearly spelled out. The administrative units are accountable for their actions. IQAC and EQA are mandated by NAAC to enhance accountability in any university system. In UOR there was no developed mechanism for evaluating accountability of the units of university. The IQAC cell was established in the university in 2008. It remained inactive in the beginning. However, as the university attempted to apply for renewal of NAAC accreditation, the cell started functioning. The cell is mainly responsible for development and application of quality benchmarks /parameters for the various academic, documentation of the various programmes / activities leading to quality improvement, dissemination of information on the various quality parameters of higher education, organization of workshops, seminars on quality related themes and promotion of quality circles, preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC. The university also undertakes external quality assurance measures. Academic audit is conducted of all the departments but it is not a normal feature.

The teaching, non teaching staff is accountable to the head of their units. The final accountability of the staff is towards the VC who is representative of the university and is accountable to the public exchequer. The university has taken various measures for maintain accountability like amending the Act as and when required, publication of annual report, biometric attendance, publishing of RTI related information on the website, fixing of responsibility of action, adherence to government finance rules etc. Transparency is followed in student evaluation and examination. To check the variations in marking pattern, the university has started the practice of submission of model answer by the examiner.

Accountability at college level: Top heavy administrative structure in a private college leaves few chances to be judged itself for its accountability towards staff and teachers. The College has made provision of few bonuses to be given to the staff besides salary. No medical bills reimbursement facility is available for staff and teachers. Salary revisions are made but not in accordance with UGC norms. College tries to provide best facilities to the students still the chance of the students union to making college accountable towards students is very less.

Challenges at college level: The college administration feels that more autonomy should be given to institution in terms of preparation of syllabus, examination and evaluation system, Internal examination pattern with few marks in the hands of the college should be followed. Autonomy in terms of allotment of seats for admission in all disciplines is also a demand by the administration.

Opening up of new courses and new sections is not a prerogative of college administration therefore; this freedom is required by the college so that both parallel and horizontal growth of the college is achieved. No financial assistance is given by the government.

In a private institution teachers are the means and not the ends in many terms. The salary structure is arbitrary and they have little or no say in administration. A bottom to top approach of communication is lacking. Since institution is not a public institution and is not funded by the government, therefore, teachers face the challenges of getting funds from various government agencies for their research work. Teachers are over burdened with extra curriculum work in the college and the teaching workload is also not as per UGC norms Junior teachers are allotted 21 periods and senior teachers 18 periods per week. No medical reimbursement facility is available and medical leave is provided only in case a teacher is hospitalized. Academic leaves are also not as per UGC norms. Thus the working conditions

are slightly different and difficult from what is prescribed either by UGC or Directorate or affiliating university.

Transparency in administration is also one of the challenges for teachers. Resistance for autonomy of institution is seen among teachers as it would increase their workload further without any regulatory authority.

The students feel that though infrastructural facilities are good but they have to run between college and affiliating University in case there is problem in their admission, re-evaluation, degree etc. The students and Students union doesn't have much say in college administration.

Challenges at University level

- The prestige and popularity of UOR is being challenged with the establishment of other Universities, emergence of private players in the field of higher education and confinement of its jurisdiction from whole of state to only Jaipur division. The number of affiliating colleges has come down from 1100 to 483.

- The curtailment of the jurisdiction has resulted in drop in the number of affiliating colleges and it has impacted the financial resource generation of the university. the state is withdrawing from its responsibility of providing grants for salary and pension. The university has to meet the deficit from its own resources. All development activities are undertaken by the university either from its own resources or through external funding.

- The faculty crunch at UOR resulted in a lower score in NAAC accreditation. The University has only 418 serving faculty members as against 909 posts. CAS hasn't taken place after 2013 and teachers are stagnating at Associate professor level. in the event that these Associate professors had been promoted as per their eligibility, the university would not have lost marks in research.

- The university was unable to conduct MPAT examination for 2 years resulting into two zero sessions in M.Phil. and PhD programme.

- Archaic governance structures and outdated management mechanisms severely challenge effective Governance and management processes at UOR

- Despite digitalization and automation in different stages of application, effective use of technology for operation is yet to be achieved. Lack of trained staff, rigorous training and orientation of the existent human resources combine with severe shortage of hands to make it a failed enterprise.

- UOR has been accorded University with Potential status but is unable to utilize the funds allocated due to inept governance and archaic and regressive finance rules. Most of the funds received under various schemes lie unutilized and have to be returned to funding agency with interest.

- Politicization of top posts and establishment of Central University has led to reshuffle resulting in UOR seeing 4 Vice Chancellors in five years' time. Every VC has his own approach to administration and attempts to establish a work culture based on it. This has resulted in instability and little overall progress.

- The university has not been able to attract foreign students due to proliferation of teaching in Hindi in the classes. The University has MOUs with foreign universities for student and faculty exchange. The students are willing to come under MOU but for want of English instruction, they do not come. There is no international student's hostel and the students who come have to procure accommodation on rent.

- UOR loses out on facilitating student placement. A placement cell is in place but is not very active in organizing industry-academia interface.

- The faculty recruited in 2013-14 is also facing many challenges in the university system. The pay fixation, making of service books, progression to senior scale has not been done so far. This lackadaisical attitude makes the teachers regret their decision to join the university.

Conclusion

The structure of the governance in the University is archaic, as are the practices, whatever few. Somewhere, the system seems to have taken a beating. Either processes are not defined, or not known for their compliance, or used to delay matters. Decisions are often person-centric rather than issue-centric. This practice has to be corrected from the top. The Vice-Chancellor can convey the right messages by demonstrating exemplary principles of governance in the larger interest of the University and its employees.

The establishment of Central Universities and private colleges has emerged as a major threat to the very existence of State Universities like University of Rajasthan. They are a drain to the human resource of faculty, staff and students. State Universities need to strengthen their curriculum making them innovative and relevant in view of the profound social and economic transformations with potential for new opportunities and long term growth of their students. Appropriately designed courses of study, research and short and long-term training courses that benefit students and academics through enhancement of human skills and capacity building is the demand of the time. Novel courses preparing and training students to face the challenges of the globalized world of ICT should be incorporated in the syllabi.

Roadmap for higher education in Rajasthan

- Encourage Industries to partner with educational institutions directly for the development of human resources dedicated to their interest. This could happen by providing training, faculty sharing and direct support with funds.

- The industries belonging to a specific discipline or related disciplines should be encouraged to establish state of the art Research and Training centres to develop the necessary specialized man power.

- Those areas (liberal arts)which may not attract private funds should be supported by public funds, it is essential for balanced intellectual growth of the society.

- Higher education is a public good and cannot be left to the market forces to control. Those who invest in this area should be properly scrutinized.

- Trust deficit between HEIs and government should be improved. No state can progress if emphasis is not laid on proper growth of the higher education institutions in the state.

  - Over regulation of HEIs should be discouraged. The universities and colleges should be encouraged to take strike a balance between regulation and autonomy. Measures for self regulation should be built in the system.

  - Encourage HEIs to develop good governance practices like openness, transparency, accountability, rule of law, participation, responsiveness, equity and inclusiveness, efficiency in operations and effectiveness in actions

  Higher education plays a crucial role in the realization India's potential for economic and technological growth. But it is also true that greater administrative and academic autonomy should be based on accreditation and raking. This provides freedom to institutions to manage then own affairs with regard to administration. It gives them freedom to manage

the affairs in such way that it stimulates and encourages initiative and development of individuals working in the institution and thereby of the institution itself.

References

Agarwal &Altbach, (2012). 'A Half Century of Indian Higher Education'. Sage Publications

Altbach P.G., (2008). The complex roles of University in the period of Globalization. International Journal of teaching and education vol.-IV (1).

Altbach Philip G. (2016). Global Perspectives on Higher Education, John Hopkins University Press Baltimore

Alvior, Mary G. (December 13, 2014). The Meaning and Importance of Curriculum Development in Simply *Educate Me*. Retrieved from http://simplyeducate.me/2014/12/13/the-meaning-and-importance-of-curriculum-development/

Bevir, M &Trentmann, F. (Eds.). (2007). Governance, Consumers and Citizens: Agency and Resistance in contemporary politics. London: Palgrave.

Bevir, M. & Rhodes, R.A.W. (2006). Governance Stories. London: Routledge.

Bilbao, P. P., Lucido, P. I., Iringan, T. C., and R. B. Javier (2008). Curriculum development. Philippines: Lorimar Publishing, Inc

British Journal of Sociology.(Jan 2010);61 Suppl 1:271-303. doi: 10.1111/j.1468-4446.2009.01247.x.

Brundrett,M.(1998). What lies behind collegiality, legitimation or control? Educational Management and Administration.

Castells, M. (2006): The network society: From knowledge to policy in M. Castells and G. Cardoso (Eds.)

Clark, B. (1983), The Higher Education System: Academia Organization in Cross-national perspective, University of California Press, Berkeley

Clark, B. (1998). Creating Entrepreneurial Universities: Organizational pathways of Transformation, New York: Elsevier Science

Cohen M.D. and March J.G. (1974): Leadership and Ambiguity: The American College President, McGraw-Hill, New York

Cohen M.D., March J.G. and Olsen J.P. (1972): 'A garbage can model of organizational choice', Administrative Science Quarterly, 17(1), pp. 1-25.

Columbia Encyclopaedia, http:www.britannica.com/topic/Columbia- Encyclopaedia

Deleuze, G. (1988). Foucault. Minneapolis: University of Minnesota Press.

Deleuze, G. (1995/1990). Postscript on control societies in G. Deleuze. Negotiations (177-182). University of Columbia Press, New York

Dobbins, M., Knill, C., &Vögtle, E. M. (2011). An analytical framework for the cross country comparison of higher education governance, 62 (5) , 665 -683. http://dx.doi.org/10.1007/s10734-011-9412-4

Eurydice, 2008, The information network on education in Europe,

Grubb, W.N. (2004) The Anglo-American approach to vocationalization:The economic roles of education in England, SKOPE Research Paper 52: Universities of Oxford & Warwickhttp:www.skop.ox.ac.uk/wordpren/wp-contenl / uploads/2014/04/SKOPEWPS2.pdf. (Accessedon Feb 2017)

Jessop, B. (2003). Governance and meta-governance: on reflexivity, requisite variety and requisite irony. In H. Bang, (Ed.). Governance as social and political communication (101-117). Manchester University Press, Manchester:

Kirsch, U. (2014). The higher education system in Israel– Issues, characteristics, and unique aspects.

Shmuel Ne 'aman Institute,Jerusalem

Mahajani G S, (1964) Committee on Colleges, UGC, New Delhi

Mizikaci, F. (2006). Higher education in Turkey Higher education in Turkey. UNESCO-CEPES. Monographs on Higher Education. Retrieved from

http://www. unesdoc.unesco.org/images/0014/001455/145584e.pdf

O'Hear, A.,(1998) 'Academic Freedom and the University' in Malcolm Tight (ed) Academic Freedom and Responsibility, Society for Research into Higher Education & Open University Press, Milton Keynes

Ojo, J. D. (1990). Law and University Administration in Nigeria. Malthouse Press Ltd., Lagos, Nigeria

Olsen, J. (2007). The institutional dynamics of the European University. In M. Peter, & O. Johan (Eds.), University Dynamics and European Integration. Dordrecht: Springer

Panova, A. (2008). Governance structures and Decision making in Russian Higher Education Institutions. Problems of Economic Transition 50 (10), 65 -82. http://dx.doi.org/10.2753/PET 1061-1991501004

Rhodes, R. A. W. (1997). Understanding Governance - Policy networks, governance, reflexivity and accountability. Buckingham: Open University Press.

Rhodes, R. A. W. (2000). Governance and Public Administration. In J. Pierre (Ed.). Debating governance (54-90). Oxford: Oxford University Press.

Rose & Miller, 1992 Political power beyond the State: Problematics of government.

Ruegg, (1992), A history of the University in Europe, Cambridge University Press

Schultz, T.W. (1961). Investment in human capital, American Economic Review, Nr 51(1), p.1-17 (reprinted 2004)

Stroup H. H. (1966), Bureaucracy in Higher Education, New York, Free Press

University of Rajasthan Act 1946

Varghese N.V. and Michaela Martin (eds.) (2014) Governance reforms in Higher education-A study of Institutional autonomy in Asian countries, International Institute for Educational Planning, Paris, France

Varghese, N.V. (2015) 'Challenges of Massification of Higher Education in India' , Centre for Policy Research in Higher Education Research Paper series 1.

Wende, Marijk Van Der. (2017) "Opening up: Higher Education systems in Global Perspective" in Centre for Global Higher Education working paper series. Working paper no.22

Reports/Committees/ Acts/ Regulations

Abbot-Wood Report, 1937

Charles Woods' Dispatch,1854

Hartog Committee, 1929

Kothari commission, 1964-66

Macaulay's minute on Education (1835)

Mahajani, 1982, Remembrances of University of Rajasthan

National Knowledge Commission, 2007

National Policy on Education 2016 (Report of the Committee for Evolution of the New Education Policy), MHRD

Report of the Education Commission (1964-66) under the chairmanship of Prof.D.S.Kothari.

Saddler Commission, 1917

S.K.Sidhanta, (1965), Committee on Standards of University Education

UGC Regulation 2010

Yashpal Committee (2009) 'Report of the Committee to Advice on Renovation and Rejuvenation of Higher Education' Ministry of Human Resource Development, New Delhi.

Annexures

Annexure 1: Departments, Courses, Student strength and Teacher strength in UOR

S.No	Name of University Department / Centres	Courses /Programmes	Students Strength		Teacher Strength		
			Sanctioned	Admitted	Female	Male	Total
1.	Department of English	Ph. D; M.Phil. PG	60	60	12	02	14
2.	Department of European Languages Literature and Cultural Studies	PG, P G Diploma &Certificate	20	15	01	01	02
3.	Department of Hindi	Ph. D/M.Phil/ PG	60	60	10	08	18
4.	Department of Philosophy	Ph. D./M.Phil./PG	60	45	01	05	06
5.	Department of Sanskrit	Ph. D./M.Phil./PG	60	60	06	03	09
6.	Department of Urdu & Persian	Ph. D./M.Phil./ PG/Diploma/ Certificate	60	60	03	02	05
7.	Department of Accountancy and Business Statistics	Ph. D./M.Phil PG/PG Diploma	240	240	06	21	27
8.	Department of Business Administration	Ph. D./M.Phil./PG	120+55 +55	230	05	09	14
9.	Department of Economic Administration and Financial Management	Ph. D./M.Phil./ PG/PG Diploma	120 +50	170	05	06	11
10.	Department of Education	Ph. D./ PG	40	40	01	-	01
11.	Department of Library & Information Sciences	Ph. D./PG/UG	20	20	01	-	01
12.	Department of Physical Education	Ph.D./M.Phil./ PG/PG Diploma UG Certificate	25	25		01	01
13.	Department of Dramatics	Ph. D./PG PG Diploma	20	20	01	02	03
14.	Department of Drawing & Painting	Ph. D/ PG	12+15	27	04	04	08
15.	Department of Music	PG/ UG	12	12	08	03	11
16.	Department of Visual Arts	Ph. D./PG/UG	12+12+12+ 12	48		05	05
17.	Department of Law	Ph. D./ PG PG Diploma	75+25	100	09	13	22
18.	Department of Botany	Ph. D./PG	25+30	55	19	14	33
19.	Department of Chemistry	Ph. D./PG	50	50	30	22	52
20.	Department of Geography	Ph. D./M.Phil. PG/PG Diploma	40	40	05	07	12
21.	Department of Geology	Ph. D./PG	10			02	02
22.	Department of Home Science	Ph. D./PG	30		13		13
23.	Department of Mathematics	Ph. D./M.Phil. PG/PG Diploma	90		05	11	16

No.	Department	Programme	Intake				
24.	Department of Physics	Ph. D./M.Phil./PG	35		05	28	33
25.	Department of Psychology	Ph. D./M.Phil./PG	30+10		08	02	
26.	Department of Statistics	M.Phil./PG	30		01	06	
27.	Department of Zoology	Ph. D./PG	25+30		19	12	
28.	Department of Anthropology	Ph. D./PG	30		03		03
29.	Department of Economics	Ph. D./M.Phil./PG	120		10	07	17
30.	Department of History & Indian Culture	Ph. D./M.Phil. PG/PG Diploma	120		13	10	23
31.	Department of Political Sciences	Ph. D./PG	120		10	10	20
32.	Department of Public Administration	Ph. D./M.Phil./PG	120		04	05	09
33.	Department of Sociology	Ph. D./M.Phil./PG	120		06	04	10
34.	R A Podar Institute of Management	MBA	60+40		02	03	05
35.	Centre for Mass Communication	Ph. D./PG	30		06	03	09
36.	Centre for Rajasthan Studies	PG	60				
37.	South Asia Study Centre	Ph. D./M.Phil.			02	0.1	03
Centres without Staff #							
38.	Centre for European Studies	PG/PG Diploma	30		-	-	
39.	Centre for Jain Studies	Ph. D./M.Phil. PG Diploma					
40.	Centre for Jyotirvigyan	PG Diploma Certificate					
41.	Centre for Converging Technologies	Ph. D./FYIP/LEP					
42.	Centre for Computer Science & Information Technology	Ph. D./PG	60+40				
43.	Centre for Development of Physics Education	PG					
44.	Centre for Non Conventional Energy Resources	Ph. D./M.Phil. PG Diploma					
45.	Centre for Water Management & Research	PG Diploma					
46.	Indira Gandhi Centre for Human Ecology, Environment & Population Studies	Ph. D./PG/PG Diploma	20				
47.	Centre for Gandhian Studies	Ph. D./M.Phil.					
48.	Centre for Museology and Conservation	Ph. D./PG PG Diploma	30				

Source: Prospectus of University of Rajasthan, 2017-18

None of the centres have any sanctioned posts, so they have no permanent faculty

Annexure 2: Courses and Programmes currently offered in KMM

S No.	Programme Level	Name of the Programme/Course	Student Strength in the year 2017-18		Annual /Semester System
			Sanctioned	Admitted	
1	Under Graduate	BA- English Lit, Hindi Lit, Sanskrit, Philosophy, Political Science, Public Administration, Sociology, History, Economics, Physical Education, Geography, D and P, Math, Statistics	600	600	Annual
2.	Under Graduate	BA Hons. English Literature			Annual
3.	Under Graduate	B Sc.- Zoology, Botany, Chemistry, Physics, Math, Statistics, Geography, Economics, B Sc. Bio tech	480 30	480 28	Annual
4.	Under Graduate	B Com.- ABST, EAFM, Business Administration	1020	867	Annual
5.	Under Graduate	BBA	120	110	Semester
6.	Under Graduate	BCA	60	60	Semester
7	Post Graduate MA	English Literature	60	46	Semester
		History	60	12	
		Political Science	60	17	
		Geography	40	22	
		D and P	12	10	
8.	Post Graduate M Com	ABST	40	21	Semester
		EAFM	40	24	
		Business Administration	40	27	
11.	Certificate Courses	Certificate Course in **German Language,** Certificate Course in **Cyber Security,** हिन्दीभाषाकौशल, Diploma in **Art and Craft Design, CAT (Certified Accounting Technician),** Certificate in **Organic Farming, Functional English,** गायनवादनएवंनृत्यडिप्लोमा, **Diploma in Nutrition and Dietetics, Diploma in Office Management,** Certificate Course in **Psychological Assessment.**			
Figure Showing subject wise students strength (approved and sanctioned) at UG, PG, MPhil and PhD course levels during the year 2017-18 and Credit system. NAAC accreditation					