

**Report of the
Comptroller and Auditor General of India
on
Performance Audit of
Outcomes in Higher Education
in Andhra Pradesh**



लोकहितार्थ सत्यनिष्ठा

Dedicated to Truth in Public Interest



Government of Andhra Pradesh
Report No. 2 of 2022

Table of Contents

<i>Subject</i>	Reference to	
	Paragraph	Page
<i>Preface</i>		iii
<i>Executive Summary</i>		v
Chapter 1 – Introduction		
State Profile: Higher Education	1.1	1
Organisational set-up for HEIs	1.2	2
Identifying outcome parameters for Higher Education	1.3	3
Audit Objectives	1.4	5
Audit Criteria	1.5	5
Scope of Audit and Audit Methodology	1.6	5
Acknowledgement	1.7	6
Chapter 2 - Students Progression towards Employment and Higher Studies		
Employability and progression to higher studies	2.1	7
Performance in Examination	2.2	11
Progression to higher studies	2.3	12
Chapter 3 - Quality of Higher Education		
Imparting knowledge through effective curriculum and teaching-learning processes	3.1	15
Creating new knowledge through effective research	3.2	25
Infrastructure	3.3	28
Chapter 4 - Governance and Management		
Governance	4.1	36
Quality assurance mechanism	4.2	38
Availability of Higher Education	4.3	39
Affiliation of colleges	4.4	42
Accreditation of higher education institutions	4.5	44
De-burdening of the universities	4.6	45
Implementation of e-governance	4.7	46
Financial Management	4.8	47
Chapter 5 - Conclusion and Recommendations		51

Appendices

Appendix No.	Subject	Reference to	
		<i>Paragraph</i>	<i>Page</i>
1.1	Statement showing the details of selected colleges	1.6.1	55
1.2	List of Key Outcomes Indicators of Audit of Outcomes in Higher Education	1.6.2	56
1.3	List of Input-Output Indicators of Audit of Outcomes in Higher Education	1.6.2	57
2.1	The statement showing details of students passed in year end examinations	2.2	59
	Glossary		61

Preface

This Report has been prepared for submission to the Governor of Andhra Pradesh under Article 151 of the Constitution of India for being laid before the State Legislature.

This Report of the Comptroller and Auditor General of India contains significant results of the Performance Audit on ‘Outcomes in Higher Education in Andhra Pradesh’ covering the period 2014-15 to 2018-19.

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

Executive summary

Higher Education is an important sector for the growth and development of individuals that contributes to the development of a society. While students desire ‘employability and higher studies’ as the primary outcome of higher education, society wants higher education to contribute towards creation of new knowledge from research and diffusion of knowledge through effective teaching/learning processes. On the other hand, Government aims to ‘create a high-quality higher education system which is easily accessible to all sections of society’. Overall, a robust and strong governance structure is also of paramount importance in achieving the aforesaid outcomes.

The Government of Andhra Pradesh (GoAP) had conceptualised (2015) “Andhra Pradesh Knowledge Mission” to be built on the pillars of accessibility, affordability, partnerships, and quality. The Knowledge Mission aims for the creation of Andhra Pradesh as an education hub and knowledge society, creating a wealth of skilled human capital within the State to realise the objectives of Vision 2029. It envisaged the investment in Higher Education to be at least 1.5 *per cent* of GSDP by the year 2022 and 2.5 *per cent* of GSDP by the year 2029. However, the expenditure on higher education, as a percentage of GSDP has decreased during the last five years from 0.47 *per cent* in 2014-15 to 0.25 *per cent* in 2018-19.

In the above background, the Performance Audit was conducted between November 2019 and March 2020 covering the period 2014-15 to 2018-19 to assess the performance of the State in enabling the students to secure employment/progress to higher studies, ensure quality of higher education and assess the adequacy of Governance and Management in higher education. As a part of the audit, out of 10 State universities providing education in general stream (Arts/Commerce and Science), three universities *viz.* Andhra University (AU), Visakhapatnam; Sri Venkateswara University (SVU), Tirupati and Adikavi Nannayya University (AKNU), Rajamahendravaram were selected for audit scrutiny. All nine constituent colleges and 26 out of 607 affiliated colleges (government/private aided/unaided) in these universities providing education in general stream were test-checked.

The enabling factors *viz.* placement cell, job fairs, career counselling and guidance, *etc.* for helping students in enhancing their employability and progression to higher studies were in existence in all test-checked universities and in 46 *per cent* (12 out of 26) test-checked affiliated colleges. The system of maintenance of data on student’s progression to higher studies and employment needs to be strengthened at university and college level. Seven out of 26 test-checked affiliated colleges and five out of nine constituents’ colleges maintained data on student’s progression to higher studies.

The number of students successfully clearing final year undergraduate examination was not encouraging in AU and AKNU and the pass percentage declined in 2018-19 when

compared to 2014-15. The paper evaluation system was not reliable as many of the students who were initially declared as failed passed after revaluation.

The use of ICT facilities in teaching-learning process ranged between 14 to 89 *per cent* in test checked constituent colleges of AU (89 *per cent*), SVU (86 *per cent*) and AKNU (14 *per cent*), while in test-checked affiliated colleges usage was 28 *per cent*. Regarding availability of infrastructure facilities, most of the test-checked colleges lacked infrastructure facilities like sufficient administrative and academic building, lecture rooms, laboratories, library, auditorium, playgrounds, *etc.* as required in the norms. In four constituent and 16 affiliated colleges under the two universities (AKNU and SVU), no ramp or lift facilities were available for differently abled students.

In 19 test-checked private colleges, 281 teachers possessed 55 *per cent* marks at Master's level, of them only six teachers had Ph.D degree. No details were furnished regarding the qualifying criteria National Eligibility Test (NET)/ State Level Eligibility Test (SLET)/State Eligibility Test (SET) in respect of 275 teachers, who did not possess the Ph.D degree.

The existing two Academic Staff Colleges did not conduct the prescribed number of professional development programmes in the State to enhance the skill of teaching faculty. In AU, only one *per cent* full time teachers and in SVU & AKNU and in all the 26 test checked affiliated colleges, none of the teachers were awarded international fellowship for advanced studies/research during 2014-19. There was shortage of permanent teaching staff in all the three test-checked universities.

The State Higher Education Council had not prepared perspective and annual plans, as required under Rashtriya Uchchatar Shiksha Abhiyan (RUSA) guidelines. State Level Quality Assurance Committee (SLQAC) had a short-term target of achieving 100 per cent National Assessment and Accreditation Council (NAAC) accreditation. However, only seven per cent of affiliated colleges in the State were accredited by NAAC as of 2018-19. All the three test-checked universities did not enforce provisions of UGC (affiliation of colleges by university) Regulation, 2009 or the norms prescribed by Andhra Pradesh State Council of Higher Education (APSCHE) while granting affiliation to the colleges. Only three out of 26 test-checked colleges had permanent affiliation and the remaining colleges were being continued with temporary affiliation for more than 10 years against the APSCHE guidelines.

Recommendations:

- 1. The interaction of the students with placement/career counselling cells needs to be improved to provide the needed guidance to students for further progression to higher studies and getting suitable employment.*
- 2. The system of maintenance of data on student's progression to higher studies and employment needs to be strengthened at university and college level.*
- 3. The State Government may ensure that the universities put in place a reliable evaluation system and may also prescribe specific timelines for declaration of results.*

4. *The State Government should conduct relevant professional development programmes for continued professional development of faculties and encourage the teachers to participate in these programmes.*
5. *For effective teaching-learning process and to keep pace with technological advancement in Higher Education, the State Government may take steps for implementation of Information Technology solutions in all Higher Education Institutes.*
6. *The State Government should ensure availability of adequate basic infrastructure facilities like buildings with sufficient lecture rooms, laboratories, libraries and furniture in all the Higher Education Institutions as per the prescribed norms.*
7. *The State Level Quality Assurance Cell should function in a time bound manner towards achieving NAAC accreditation to Higher Education Institutions.*
8. *The State Government may take steps to recruit regular teaching staff for imparting quality education and to reduce the gap in student teacher ratio.*
9. *The State Government may ensure implementation of UGC affiliation norms while granting affiliation to colleges.*

Chapter - 1

Introduction

Chapter 1

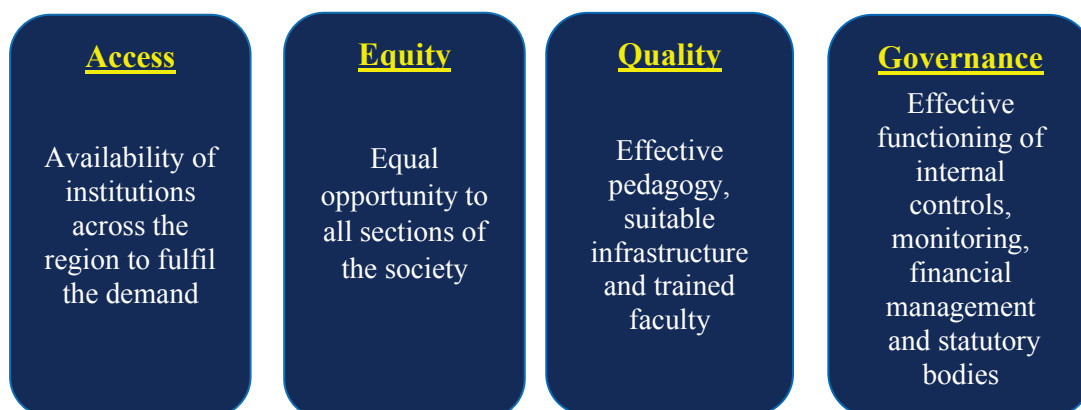
Introduction

Higher Education is an important sector for the growth and development of individuals to their full potential so that they can contribute towards the socio-economic development of the society. It seeks to empower youth with employability skills, research temperament and subject matter expertise through high quality, accessible, equitable, accountable, and affordable education system.

The Twelfth Five Year Plan (12th FYP) developed strategic aims on higher education which are centred around ‘three Es’ – **Expansion** (Expansion of access to higher education-increase in Gross Enrolment Ratio (GER) with diversified choice), **Equity** (to remove barriers to access arising out of such social and economic realities-through targeted schemes) and **Excellence** (improving academic quality –through governance reforms).

Strategic Framework of 12th FYP and the Outcome Budget 2018-19 of the Government of India have identified **Access, Equity, Quality and Governance (Chart 1.1)** as four main areas of focus in higher education that need attention.

Chart 1.1: Four focus areas for improvement in higher education



In line with the above, the Government of Andhra Pradesh (GoAP) had conceptualised (2015) “Andhra Pradesh Knowledge Mission” to be built on the pillars of *accessibility*, *affordability*, *partnership* and *quality*. The Mission aims to promote the State as an education and knowledge hub, bearing in mind the four pillars of the mission with a vision for holistic and sustainable growth.

1.1 State Profile : Higher Education

Higher education in India registered a significant scale of expansion in terms of increase in number of educational institutions at all levels with rise in enrolment as given in **Table 1.1**.

Table 1.1: Details of Higher Education Institutions and Gross Enrolment Ratio in AP

Year	Number of universities in		Number of colleges in		College density in		GER of		Rank of Andhra Pradesh amongst all States /UTs
	Andhra Pradesh	India	Andhra Pradesh	India	Andhra Pradesh	India	Andhra Pradesh	India	
2014-15	28	760	2,673	38,498	47	27	31.2	24.3	7
2018-19	41	993	2,678	39,931	49	28	32.4	26.3	11
Increase ¹ (in per cent)	46.42	30.66	0.19 ²	3.72	4.26	3.70	-	-	-

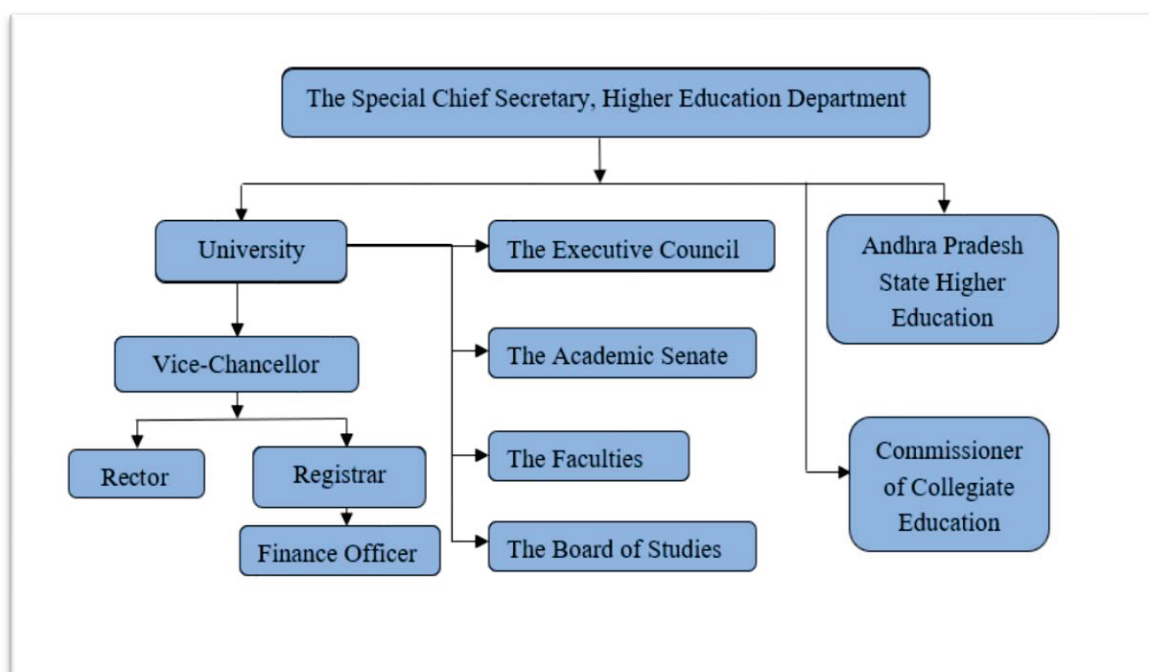
Source: All India Survey on Higher Education Reports of Ministry of Human Resource Development (MHRD)

No new university imparting/providing general stream courses was introduced during 2014-19 in AP. The ranking of the State in terms of GER amongst 36 States/Union Territories has fallen over the years from 7th to 11th position.

1.2 Organisational set-up for HEIs

The department of Higher Education headed by Special Chief Secretary deals with the affairs of universities and colleges providing higher education. Commissioner, Collegiate Education (CCE) is responsible for the overall work relating to development and expansion of higher education and oversees administrative and financial aspects for all non-technical government degree colleges in the State. Andhra Pradesh State Council of Higher Education (APSCHE) acts as a coordinating body between the University Grants Commission (UGC), State Government and universities. The State Public Universities regulate their affiliated colleges as per applicable norms.

Organogram of Higher Education Department



¹ base year taken as 2014-15 (State bifurcation year)

² the number of colleges have not increased in proportion with the increase in universities as all the 13 (41 minus 28) additional universities are Specilised universities (three); State Private universities (seven) and State Public Private Partnership university (one) and Central universities (two)

There were 10 conventional³ universities with 1,432 affiliated degree colleges as of 2018-19 in the State. The colleges affiliated to the universities were running under two types of management *i.e.* Government and Private.

At the university level, the Vice-Chancellor (VC) is the Academic Head, Principal Executive Officer of the university and exercises general control over its affairs. The VC shall be a whole-time officer of the university. The VC, by virtue of his office acts as a member and Chairman of the Executive Council and of the Academic Senate. The VC is assisted by Rector, Registrar, Finance Officer, *etc.* The Executive Council is the executive authority of the university, and the Senate exercises general supervision over the academic policies of the university and provides leadership for raising the standard and quality of education and research.

1.3 Identifying outcome parameters for Higher Education

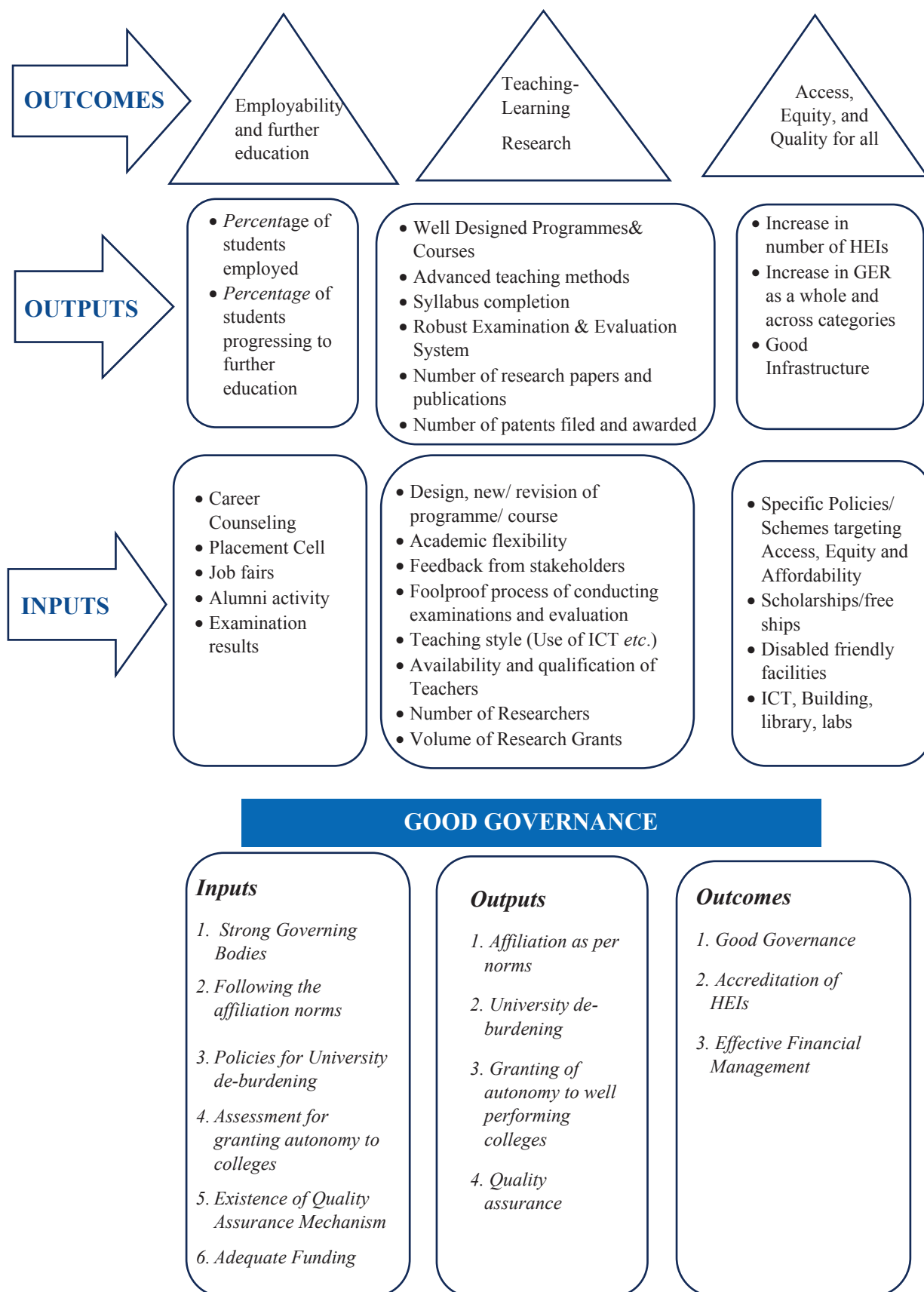
The students, the society and the government, all have differing expectations from higher education. In order to understand the expectations of the various stakeholders in higher education, we interacted extensively with experts like policy makers, accreditation agencies, regulatory bodies, universities, Government Education Departments, *etc.* Based on their inputs, we arrived at the broad outcomes of higher education and related parameters to assess them. It emerged that:

- Students desire employability and higher studies as the primary outcome of higher education.
- Society wants the higher education to contribute towards creation of new knowledge through research and diffusion of knowledge through effective teaching-learning processes.
- Government aims to create a high quality higher education system which is accessible to all sections of the society.

Achievement of higher education outcomes crucially depended on a number of inputs and outputs required in setting up and managing an effective higher education system. The outcomes, their related inputs and outputs and the relationship between them is depicted in **Chart 1.2**.

³ universities which provide general stream education (Arts, Commerce & Science)

Chart 1.2: Diagrammatic representation of the relation between the outcomes, their related inputs and outputs



1.4 Audit Objectives

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

- (i) The higher education system enabled the progression of students to higher studies and improved their employability,
- (ii) The prescriptions with regard to physical infrastructure, syllabi and faculty were followed to ensure quality higher education and high quality research and
- (iii) Governance and Management of higher education system was adequate and effective.

1.5 Audit Criteria

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

- Inclusive and Qualitative Expansion of Higher Education 12th Five Year Plan (2012-17)
- Guidelines/Acts/Regulations issued by University Grants Commission (UGC)
- Guidelines and Manuals issued by National Assessment and Accreditation Council
- Circulars/orders/guidelines issued by APSCHE, GoAP/CCE, *etc.*
- Minutes of the meeting/Circulars/Orders of the Senates, Syndicates, Academic Councils, Boards of Inspection, Finance Committees, *etc.*, of the selected universities
- All India Survey on Higher Education (AISHE)
- Rashtriya Uchchatar Shiksha Abhiyan (RUSA) guidelines
- Andhra Pradesh Knowledge Mission
- Report of the expert committee constituted by APSCHE in February 2018 to conduct survey on the need of new unaided degree colleges in the localities / mandals in AP State

1.6 Scope of Audit and Audit Methodology

1.6.1 Scope of Audit

The performance audit was conducted between November 2019 and March 2020 covering the period 2014-15 to 2018-19. The audit included examination of aspects such as students' employability, progression to higher education, quality of teaching-learning and research and governance of higher education in selected State universities and in selected constituent/ affiliated colleges in general stream.

Three⁴ out of 10 State conventional Universities⁵ providing **higher education in general stream (Arts/Commerce/Science)** were selected based on the number of affiliated colleges and total number of grants given by the State to these universities during the period 2014-15 to 2018-19⁶. All (nine) general stream constituent colleges of the universities were selected for audit. Of the 607⁷ affiliated government/private aided/private unaided colleges

⁴ Andhra University, Visakhapatnam; Sri Venkateswara University, Tirupati and Adikavi Nannayya University, Rajamahendravaram

⁵ which have affiliated colleges

⁶ based on budget allocated by the State Government and number of affiliated colleges

⁷ AU : 204 colleges, SVU : 141 colleges and AKNU : 262 colleges (as per APSCHE)

in the three selected universities, 26 were selected by Simple Random Sampling without Replacement method. The details of selected colleges are given in **Appendix 1.1**. Besides this, records of Higher Education Department, Commissioner, Collegiate Education and APSCHE were scrutinised.

An entry conference was held (November 2019) with the representatives of all three selected universities in which Audit objectives, methodology, scope, criteria and audit sample were discussed. Audit enquiries were issued and discussions were held with departmental authorities and universities/colleges to substantiate findings wherever necessary.

The draft performance audit report was issued (May 2021) to the Department /Government for their response. Replies from Department/Government were, however, not received despite reminders. Hence, an exit conference was proposed (November 2021) to obtain the Government's view. However, the same was not conducted due to lack of response from Government. As on the date (April 2022) neither replies were received nor did the Department convey their concurrence for exit conference.

1.6.2 Audit Methodology

The aim of this audit was to assess and evaluate the performance of the State in achieving outcomes of higher education. Neither Government of India nor Government of Andhra Pradesh have clearly defined such outcomes. In the absence of defined criteria for evaluation and measurement of outcomes in higher education, we developed key outcome indicators (**Appendix 1.2**) and formulated input-output indicators (**Appendix 1.3**) based on policy documents, provisions of 12th Five Year Plan (12th FYP), assessment indicators adopted by National Assessment and Accreditation Council (NAAC). The same were discussed with the auditee representatives during the entry conference.

Audit was conducted through physical inspections of selected universities and colleges and evidence was collected through copies of relevant documents, discussion papers and photographs of sites. However, certain records/data as required by audit were not furnished (appropriately commented in the report) by the test-checked universities, constituent/affiliated colleges, APSCHE and CCE.

Audit findings relating to these identified key outcomes indicators/input-output indicators and the factors that contributed towards their achievement have been discussed in detail in the succeeding chapters.

1.7 Acknowledgement

We acknowledge the co-operation extended by the Higher Education Department; Commissioner of Collegiate Education; APSCHE; Vice-Chancellors and concerned officers of Andhra University (AU), Visakhapatnam; Sri Venkateswara University (SVU), Tirupati and Adikavi Nannaya University (AKNU), Rajamahendravaram and Principals of test-checked affiliated/constituent colleges in the conduct of the Performance Audit.

Chapter - 2

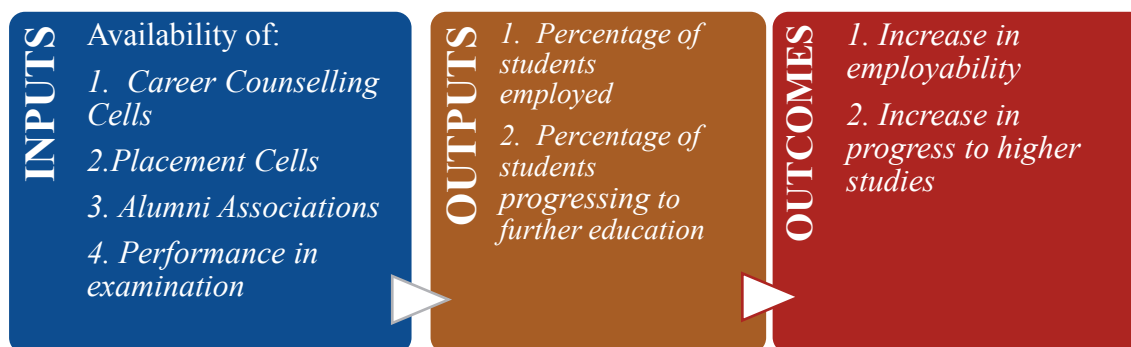
Students Progression towards Employment and Higher Studies

Chapter 2

Students Progression towards Employment and Higher Studies

The data related to placement made through the placement cells was not maintained by all test-checked universities and colleges. Only seven out of 26 affiliated colleges maintained data on students' progression to higher studies. Students progression to higher studies showed a decreasing trend during 2014-19 in two universities and though, there was slight increase in AKNU, the number of students progressing to higher studies was very meagre. The students successfully clearing final year undergraduate examination was not encouraging (except in SVU) as the pass percentage declined over the period 2014-19.

This chapter discusses the outcome of higher education related to students' progression to employment or higher studies. The relationship between student progression and various factors, contributing towards its achievement can be understood through the following representation:



Achievement of these outcomes, besides imparting quality education, directly depend on the availability and effective functioning of facilities in the form of career counselling cells, placement cells, job fairs, alumni associations, *etc.* These facilities act as enabling factors in enhancing employability and student uptake into higher studies. We cannot conclude absolutely that these outcomes are solely dependent on these enabling factors, however, availability of these facilities may have a positive impact on achievement of these outcomes.

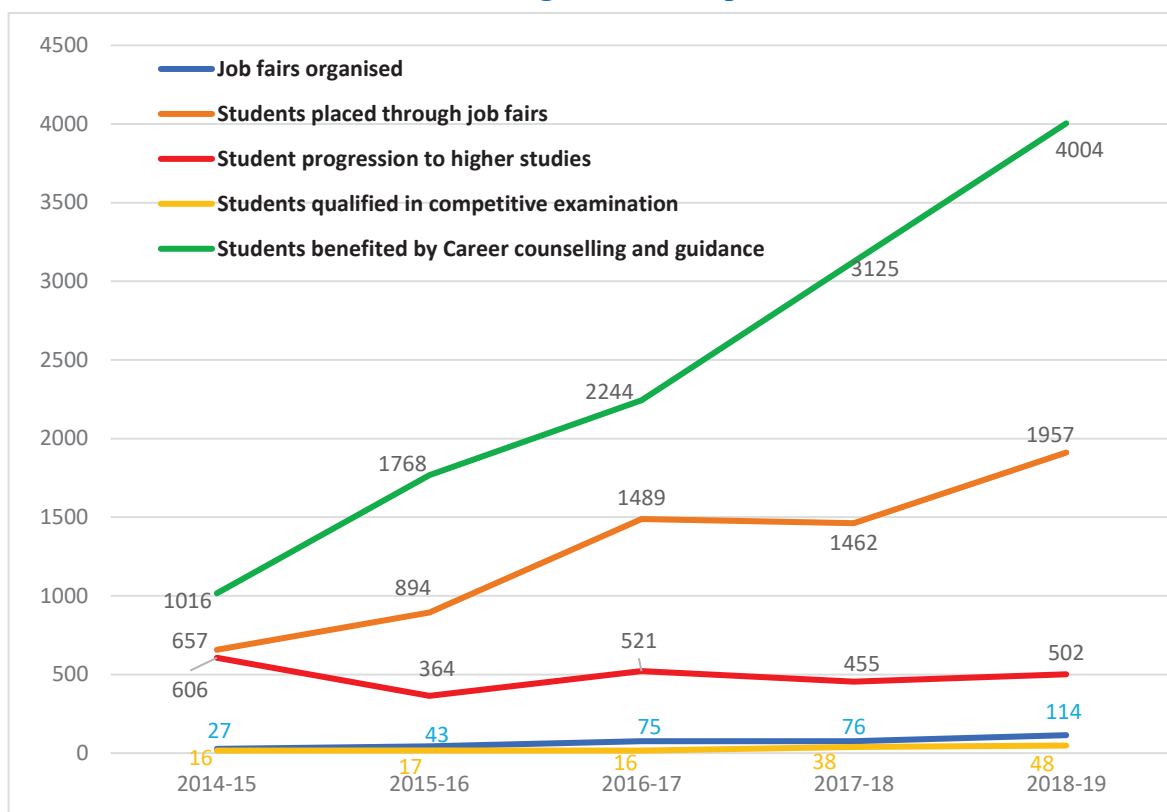
2.1 Employability and progression to higher studies

An increase in employability and progress to higher studies were identified as the most important outcomes that students expect from higher education. In order to assess these outcomes and evaluate the inputs towards achieving these outcomes, certain indicators have been used which are based on the data relating to number of students graduating successfully, the number of graduating students getting job placements, number of students qualifying in competitive examinations and number of students progressing to higher studies.

Based on data gathered against the above mentioned input indicators, performance of students in terms of progression to higher studies and employment in the test-checked

colleges and universities is shown in the **Chart 2.1**.

Chart 2.1: Details of enabling factors and performance of students

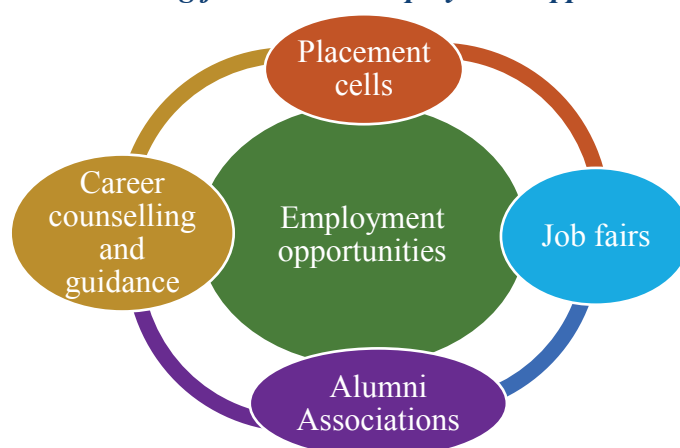


It can be seen from the **Chart 2.1**, that there was an increasing trend in students placed through job fairs during 2014-19. The number of students who availed career counselling and guidance also showed an increasing trend, however, the students coming out successful in competitive examinations and progressing to higher studies was low.

The audit findings related to enabling factors affecting employability and progression to higher studies as well as the results of the indicators have been discussed in the succeeding paragraphs.

2.1.1 Placement cells, career counselling and guidance, alumni associations and job fairs

Facilitating mechanism in higher educational institutions, such as guidance cell, placement cell, Career Counseling and Alumni Association help the students with appropriate guidance to establish linkages with the world of work and locate career opportunities vis-à-vis the realities and job profiles in the context of highly competitive emerging occupational patterns. The gaps in perception about the market demands and individual expectations could be bridged through the effective working of such mechanisms.

Picture I: Enabling factors and Employment opportunities

2.1.2 Placement Cell and Job fairs

- (a) The placement cells were in existence in all the three test-checked universities. However, out of 26 test-checked affiliated colleges, only 12 colleges⁸ had placement cells. The details of placements made through these cells were not on record. The details of job fairs and placements provided by test-checked constituent and affiliated colleges during 2014-19 is shown in **Table 2.1**.

Table 2.1: Job fairs and students placement in test-checked HEIs during 2014-19

Number of Job fairs and placements	AU		SVU		AKNU		Total
	Science	Arts	Science	Arts	Science	Arts	
Job fairs conducted in constituent colleges	106	14	-	16*	13 [#]	Nil	149
Students placed in constituent colleges	2,028	1,302	-	158	100	Nil	3,588
Job fairs conducted in affiliated colleges	48		67		69		184
Students placed in affiliated colleges	1,518		323		958		2,799

Source: Information provided by the universities and colleges

*information furnished by two out of three test-checked constituent colleges,

[#] information furnished by three out of four test-checked constituent colleges

We observed that in seven out of the nine test-checked constituent colleges 149 job fairs were conducted in which 3,588 students were placed. Similarly, in 12 out of 26 affiliated colleges, 184 job fairs conducted and 2,799 students were placed during 2014-19.

Thus, more than 50 *per cent* of the test-checked HEIs did not initiate any measures to establish an institutional mechanism to help students to locate employment opportunities through placement cells and job fairs.

- (b) The Commissionerate of Collegiate Education (CCE), introduced Jawahar Knowledge Centres (JKC) in 2005-06 to help students learn and practice employability skills. The students were trained to obtain skills & personality development (for pursuing higher studies) and for immediate employment. The information/data furnished by CCE revealed that during 2014-19, 1,476 job fairs were conducted in government colleges

⁸ two government, three private aided and seven private unaided colleges

in the State. Against 71,798 students trained by JKC, 24,904 students (about 35 per cent) were placed or gainfully employed.

2.1.3 Career counselling and guidance

University Grants Commission (UGC) in its guidelines has underscored the importance of career counselling in addressing the diverse socio-economic handicaps and geographic backgrounds of the heterogeneous population of students coming to the universities *vis-à-vis* equity of access and placement opportunities through the availability of appropriate institutional support information.

The information provided by the test-checked HEIs regarding career counselling and guidance revealed that all the three test-checked universities were providing this facility to their students. The details of number of students who had availed and qualified in competitive examinations is shown in **Table 2.2**.

Table 2.2: Details of student availed⁹ career counselling and guidance in test-checked universities and affiliated colleges during 2014-19

Number of students	AU		SVU		AKNU	
	Constituent colleges*	Affiliated colleges (9)	Constituent colleges#	Affiliated colleges (7)	Constituent colleges	Affiliated colleges (10)
Enrolled	8,130	10,574	750	1,863	2,494	5,536
Availed counselling and guidance	5,373	2,417	410	1,816	444	2,113
Qualified in competitive examination	Data not provided	1	21	6	37	70

Source: Information furnished by the universities

* information furnished by one (science and technology) out of two test checked colleges

information furnished by one (college of commerce) out of three test-checked constituent colleges

In three test-checked universities, 6,227 (55 per cent) out of 11,374 students availed career counselling and guidance facility. Further, in 12 out of 26 test-checked colleges, 6,346 (35 per cent) out of 17,973 students had availed career counselling and guidance facility.

It can be seen from **Table 2.2** that in five¹⁰ test-checked constituent colleges, 58 students out of 6,227 (one per cent) qualified in competitive examination¹¹ and remaining four¹² test-checked constituent colleges did not provide information in this regard. Similarly, in five out of 26 test-checked affiliated colleges, 77¹³ out of 6,346 (one per cent) students qualified in competitive examinations during 2014-19.

2.1.4 Alumni Associations

Para 5.4 of NAAC Manual states that alumni are a strong support to the institution. An

⁹ attended counselling given on competitive exams meant for higher studies and employment

¹⁰ SVU college of Commerce, AKNU college of Science and Technology, AKNU college of Arts and Commerce, AKNU MSN campus Kakinada and AKNU campus Tadepalligudem

¹¹ NET/SLET/GMAT/CAT/GATE/GRE/TOEFL/Civil Services/State Government examinations

¹² AU College of Science and Technology, AU College of Arts and Commerce, SVU College of Arts and SVU College of Science

¹³ one student from Government Degree College (GDC), Murrupalem, six students from BT college, Madanapalle, 53 students from Aditya Degree College (DC), Palakol, eight students from PSN Murthy DC, Turangi and nine students from Vivekananda DC, Jangareddygudem

active alumni association can contribute in academic matters, student support as well as mobilisation of resources (both financial and non-financial).

We noted that, alumni associations were in existence in all constituent colleges of AU and SVU, however, the same was in existence in only two¹⁴ out of four test-checked constituent colleges in AKNU. Similarly, alumni association was in existence in only seven¹⁵ out of 26 test-checked affiliated colleges under the three universities.

The details of support provided by the alumni to help students in searching/enhancing employment opportunities *etc.* and their contribution in academic matters was not on record in the two universities where alumni association was in existence.

2.2 Performance in Examination

As per NAAC Manual (Para 2.6), the real test of the extent to which teaching-learning has been effective in a Higher Education Institution, is reflected in the student performance in the examinations. The performance of students in examinations is a necessary precursor for getting employment of choice and exercising the option of higher studies.

The data relating to average pass percentage of all students who appeared in final year examinations in undergraduate and postgraduate programmes of general stream during 2014-19 in test-checked universities are detailed in **Appendix 2.1**. Analysis of pass percentage in all the test-checked universities revealed the following:

(a) *Andhra University, Visakhapatnam*

- The average pass percentage in respect of undergraduate courses ranged between 18 and 46 *per cent* during the period 2014-19. During the year 2018-19, the pass percentage for Bachelor of Arts (B.A) and Bachelor of Science (B.Sc) and Bachelor of Commerce (B.Com) courses was 23.49 *per cent*, 23.54 *per cent* and 36.39 *per cent* respectively.
- In respect of postgraduate courses, the average pass percentage ranged between 47.52 and 90.13 *per cent* during the period 2014-19. Further, pass percentage in Master of Commerce (M.Com) declined gradually over the period. During 2014-15, the pass percentage was 90.13 *per cent* which decreased to 53 *per cent* during 2018-19.

(b) *Sri Venkateswara University, Tirupati*

- The average pass percentage in undergraduate courses was 98 *per cent* during the period 2016-17 to 2018-19. The average pass percentage in respect of postgraduate courses ranged between 82 and 100 *per cent* during the period 2014-15 to 2018-19.
- The data for undergraduate courses was furnished by SVU directly from the Annual Quality Assurance Report (AQAR). We found that the university has given

¹⁴ college of Arts and Commerce and PG center Kakinada

¹⁵ in AU, GDC, Marripalem and Dr.L.B College, Visakhapatnam; in SVU, GDC, Karvetinagaram and BT college, Madanapalli; and in AKNU, GBR aided degree college, Anaparthi, GDC, Ravulapalem and SAS GDC, Narayanapuram

same figures/numbers for the three years for the students appeared, students passed with distinction and first division to both NAAC and Audit. In case of PG courses also, same data was furnished for two years. The source document for the data was not furnished to Audit to verify the data.

(c) **Adikavi Nannaya University, Rajamahendravaram**

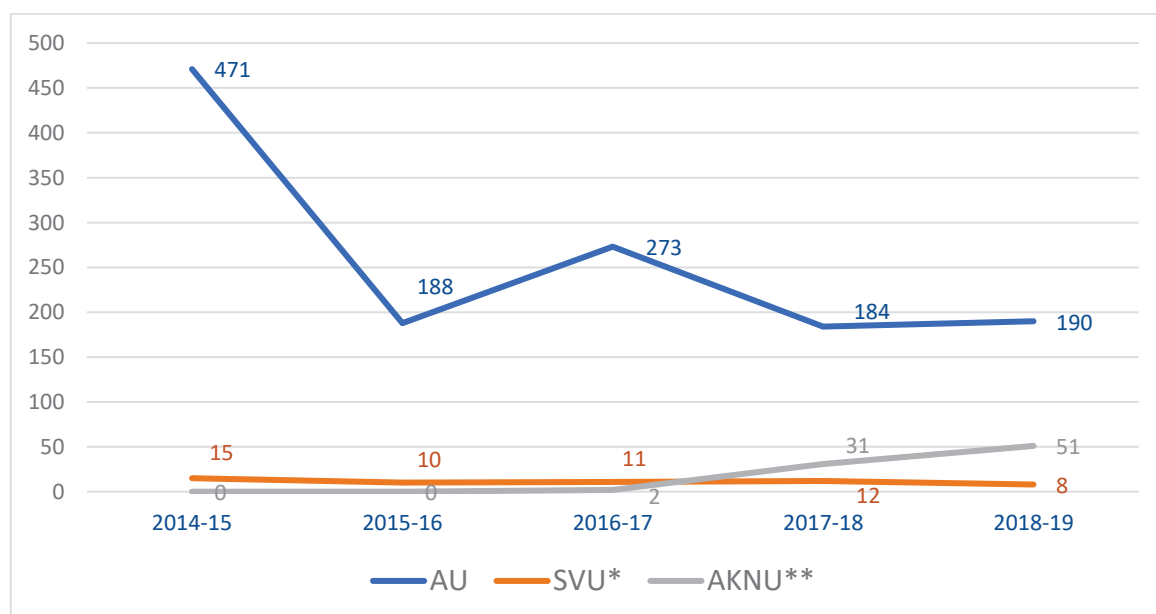
- The average pass percentage in respect of undergraduate courses in AKNU ranged between 15 and 52 *per cent* during the period 2014-15 to 2018-19. The pass percentage in B.A course decreased from 32.78 to 19.27 *per cent*, in B.Sc from 38.04 to 37.85 *per cent* and B.Com from 40.58 to 21.77 *per cent* over the period 2014-15 to 2018-19.
- The average pass percentage in respect of postgraduate courses in AKNU ranged between 57 and 80 *per cent* during the period 2014-15 to 2018-19. The pass *per cent* in Master of Science (M.Sc) has decreased from 70.58 *per cent* in 2014-15 to 60.90 *per cent* in 2018-19.

2.3 Progression to higher studies

As per Para 5.2 of NAAC Manual, the institutions concern for student progression to higher studies is a pertinent issue. The institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment.

The status of students progressing to higher studies in the test-checked constituent colleges during 2014-19 is shown in **Chart 2.2**.

Chart 2.2: Students progressing to higher studies



Source: Information furnished by the Universities

* data provided by one out of three test-checked constituent colleges

** information furnished by three (College of Science & Technology for 2014-19, PG center, Tadepalligudem for 2018-19 and PG center, Kakinada for 2017-18 & 2018-19) out of four test-checked constituent colleges.

(a) Test-checked universities

As shown in **Chart 2.2**, number of students progressing to higher studies decreased in two test-checked universities (AU and SVU¹⁶), while in AKNU, there is a slight increase in the number of students progressing to higher studies during 2014-19.

(b) Test-checked affiliated colleges

- In AU affiliated colleges, out of nine test-checked affiliated colleges, only one college¹⁷ maintained such data where only three students progressed to higher studies during 2014-19.
- In SVU affiliated colleges, one¹⁸ out of seven test-checked affiliated colleges maintained the data only for the year 2018-19. Of which, nine out of 655 (1.37 per cent) students progressed to higher studies.
- In AKNU affiliated colleges, only five out of 10 test-checked affiliated colleges provided the data. In these colleges, out of 1,820 passed students, a total of 595¹⁹ students progressed to higher studies.

Recommendations:

1. *The interaction of the students with placement/career counselling cells needs to be improved to provide the needed guidance to students for further progression to higher studies and getting suitable employment.*
2. *The system of maintenance of data on student's progression to higher studies and employment needs to be strengthened at university and college level.*

¹⁶ two out of three test checked colleges as well as the university did not maintain the data

¹⁷ Government Degree College for women, Marripalem

¹⁸ BT College, Madanapalli

¹⁹ Govt. Degree college (63), GBR college, Anaparthi (67), PSN Murthy degree college, Turangi (58), Annapurna degree college, Bhuvanapalli (2) and Jasti Bullemma degree college, Maredubaka (405)

Chapter - 3

Quality of Higher Education

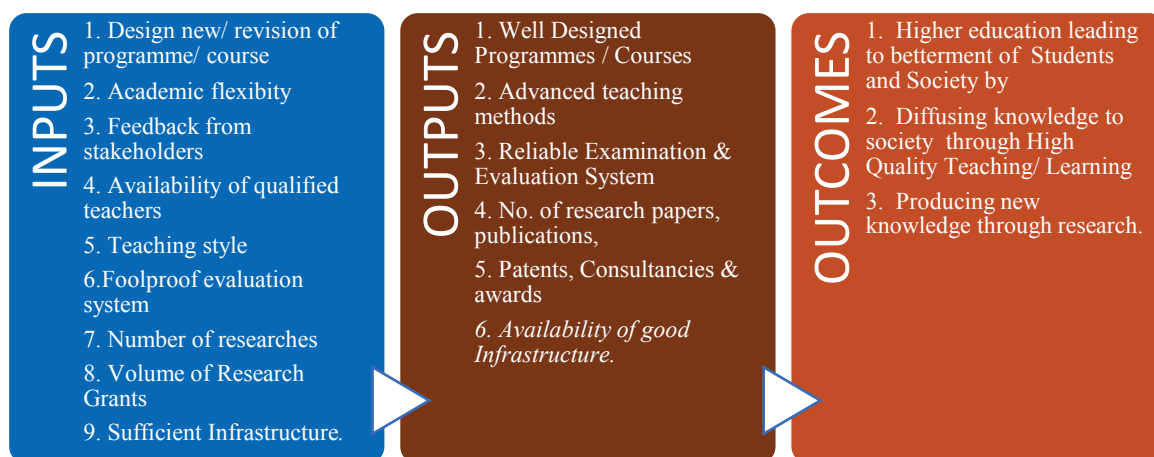
Chapter 3

Quality of Higher Education

The percentage utilisation of Information and Communication Technology (ICT) facilities by teachers in teaching-learning process was low in test-checked affiliated colleges. Of the three test-checked universities, AKNU lacked sufficient academic buildings and most of the test-checked private affiliated colleges suffered with lack of infrastructure facilities.

Prescribed number of professional development programmes for faculty members was not conducted during 2014-19. Awards of international fellowship for advanced studies/research to teachers was dismal. The paper evaluation system was not reliable as many of the students who were initially declared as failed passed after revaluation with vast increase in marks.

The expectations of society from higher education can be largely met if the system of higher education is of high quality in terms of its curriculum, teaching-learning processes, research capabilities and sufficient infrastructure.



The quality of higher education is assessed by NAAC based on certain benchmarks/standards against the key indicators such as curriculum design and development, periodic revision of syllabi, effective teaching- learning processes, availability and quality of faculty, Professional development trainings, reliable evaluation process, creating new knowledge through research and sufficient infrastructure.

We assessed the performance of selected HEIs, toward imparting quality education, against the NAAC benchmarks for the above indicators. Our findings and recommendations in this context are discussed in the succeeding paragraphs.

3.1 Imparting knowledge through effective curriculum and teaching-learning processes

3.1.1 Curriculum design, development and implementation

As per NAAC Manual, curricular aspects are the mainstay of any educational institution.

It includes curriculum design, development, enrichment, planning and implementation. A university has the mandate to visualise appropriate curricula for particular programmes, revise/update them periodically, ensure that the outcomes of its programmes are defined by its councils/bodies.

In Andhra Pradesh, Andhra Pradesh State Council for Higher Education (APSCHE) plays a vital role in curriculum design and is responsible for:

- Reviewing the syllabus of existing Undergraduate (UG) and Postgraduate (PG) level programmes.
- Conducting meetings with university authorities (Dean, Academic affairs) and obtaining feedback (of teachers and students) for improvement in the existing curricular framework.
- Interacting with industry to assess the employability of students and studying the vertical ability/progression of students pursuing the programmes.

During the year 2015-16, after implementation of Choice Based Credit System (CBCS), APSCHE constituted subject committee and reviewed the syllabus and curricula for core subjects of all the UG courses. The revised curriculum was communicated to all the universities for adoption through the respective statutory bodies for implementation from the academic year 2016-17.

3.1.1.1 Process of curriculum design and development in universities

As per Andhra Pradesh Universities Act, 1991, the Academic Senate has general supervision over the academic policies of the university, to make regulations relating to courses, to advice the Board of Studies on all academic matters, *etc.*

(a) Curriculum Design and Development

The curriculum design and development in the two test-checked universities²⁰ were approved by Academic Senate and Board of Studies. In AKNU, the same was approved by Vice Chancellor²¹ instead of senate up to February 2018.

(b) Stakeholders' feedback for designing curricular content

Curriculum design and development is a complex process of developing appropriate need based inputs in consultation with expert groups, based on the feedback from stakeholders. AU and SVU²² obtained feedback from various stake holders' *i.e.* students, teachers' expert groups, entrepreneurs (prospective employers) while AKNU did not obtain any feedback before designing curriculum.

3.1.1.2 Revision of syllabus

Paragraph 4.3(d) of Report on 'Inclusive and Qualitative Expansion in Higher Education' issued under 12th FYP mandated that the curricula be revised at least once in every three years and the syllabi be made relevant in tune with job market dynamics and in tune with advances in research and development.

²⁰ Andhra University and Sri Venkateswara University

²¹ as the senate was constituted in February 2018

²² university did not provide any records in this regard

To implement CBCS at undergraduate level, APSCHE framed syllabus in major subjects and circulated to all the universities in the State in the academic year 2015-16. The revised syllabus was being implemented from 2016-17. Further, in case of PG courses, SVU and AKNU had revised their entire syllabus in 2016-17. AU had last revised (in 2015-16) their syllabus of only 26 *per cent* PG courses (19 out of 73 courses).

3.1.1.3 Academic flexibility

Academic flexibility denotes the choices offered to the students in the curriculum offering and the curriculum transactions. There are number of ways through which academic flexibility can be incorporated. It includes introducing Choice Based Credit System²³ (CBCS), semester systems, offering new and relevant courses, *etc.* University Grant Commission (UGC) introduced the CBCS in 2015-16 for implementation by all the universities at UG level.

(a) Choice Based Credit System

We observed that all the three test-checked universities have implemented CBCS (includes semester system) in line with UGC guidelines both in respect of UG and PG courses from 2015-16 (AU) and 2016-17 (SVU and AKNU) onwards.

(b) Introduction of new courses

In respect of introduction of new UG/PG courses, SVU and AKNU had introduced eight (out of 71) and 21 (out of 30) new PG courses respectively during 2014-19, while AU has not introduced any new course. Further, in respect of UG courses, only AKNU had introduced 12 new courses (out of 67) during 2014-19.

Thus, AU had not introduced new PG and UG courses and SVU has not introduced new UG courses to give academic flexibility to students.

3.1.2 Effective Teaching-learning processes

3.1.2.1 Use of Information and Communication Technology in teaching

NAAC Manual states that technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. To keep pace with the developments in other spheres of human endeavour, HEIs must enrich the learning experiences of their students by providing them with state-of-the-art educational technologies. Effective and optimal use of Information and Communication Technology (ICT) in HEIs will be able to provide ICT literacy to the campus community for resource sharing and networking, as well as adopting ICT enabled administrative processes.

The position of number of teachers using ICT in the test-checked constituent and affiliated colleges during 2018-19 is given in *Table 3.1*.

²³ CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students

Table 3.1: Teachers using ICT for teaching during 2018-19

Name of the University	AU			SVU			AKNU		
	C	G	P [#]	C	G	P	C	G	P
Total No. of Teachers	277	169	94	163*	63	66	83	57	151
No. of teachers using ICT in teaching	247	27	08	141	63	31	12	30	11
Percentage	89	24	09	86	100	47	14	53	07

Source: Information provided by test-checked Institutions

C=constituent colleges, G=government/private aided colleges, P= private unaided colleges

[#]YLP degree college, Gajapathinagaram and Sri Sai degree college, Narsipatnam did not furnish the data

*Regular teachers

The use of ICT facilities in teaching-learning process ranged between 14 to 89 per cent in nine test-checked constituent colleges of AU (89 per cent), SVU (86 per cent) and AKNU (14 per cent), while, in 26 test-checked affiliated colleges, 28.33 per cent teachers (170 out of 600) were using ICT facilities. It can be seen from the above table that the usage of ICT in private colleges was very less and ranged between 7 to 47 per cent.

3.1.2.2 Students undertaking field projects/internships

As per NAAC Manual, internships are designated activities that carry some credits²⁴ and involve working in an organisation under the guidance of an identified mentor. Field projects mean formal projects, in which students need to undertake studies that involve conducting surveys outside the college/university premises and collection of data from designated communities or natural places on a particular subject.

The details of students who undertook field projects during 2018-19 in test-checked universities and colleges is given in **Table 3.2**.

Table 3.2: Students undertaken field project during 2018-19

Number of students undertaken field projects during 2018-19						
Name of the University	Constituent College (09)		Government / private aided colleges (07)		Private unaided college (19)	
	Total Students	Students participated (per cent)	Total Students	Students participated (per cent)	Total Students	Students participated (per cent)
AU	4,479	1,167(26)	2,199 [#]	51 (02)	1,656 [^]	154 (09)
SVU*	3,060	461 (15)	780 [#]	181 (23)	1,170	Nil
AKNU	1,159	427(37)	1,349	102 (08)	2,259	202 (09)
Total	8,698	2,055(24)	4,328	334 (8)	5,085	356 (7)

Source: Information provided by test-checked constituent and affiliated colleges

[#]Data in respect of only private aided colleges

*Information furnished by two out of three test-checked constituent colleges

[^]Dr. YLP DC, Gajapathinagaram and Sri Sai DC, Narsipatnam did not furnish the information

It is evident from the above table that during 2018-19, in three test-checked universities²⁵, 24 per cent students had undertaken field projects. In five out of seven test-checked government/private aided colleges, eight per cent students had undertaken field projects.

²⁴ a credit system is a systematic way of describing an educational programme by attaching credits to its components. UGC defines one credit as one theory period of one hour per week over a semester, one tutorial period of one hour per week over a semester and one practical period of two hours per week over a semester

²⁵ information furnished by two (SVU College of Arts and SVU College of Science) out of three test checked colleges

In remaining two²⁶ colleges, no such activities were taken up. In 19 test-checked private unaided colleges, seven *per cent* students had undertaken field projects.

3.1.2.3 Availability and quality of faculty

Paragraph 7.1.2 of Report on ‘Inclusive and Qualitative Expansion of Higher Education’ issued under 12th FYP stated that shortage of quality faculty coupled with lack of faculty mobility across regions is a major constraint in the development of Indian higher education system.

As per NAAC manual (Para 2.4), “Teacher quality” is a composite term to indicate the quality of teachers in terms of their qualification, teacher characteristics, faculty/teacher availability, professional development and recognition of teaching abilities. Teachers must take initiative to learn and keep abreast with the latest developments, to innovate, continuously.

(a) Availability of teachers

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) scheme aims to ensure adequate availability of quality faculty in all higher educational institutions. Under RUSA, States can claim funds for additional posts of faculty to enable them to achieve the Student Teacher Ratio (STR) of 20:1, if all the vacant sanctioned posts are filled by the State.

The position of number of teachers available and number of students enrolled in test-checked HEIs in 2018-19 is given in **Table 3.3**.

Table 3.3: STR in test-checked universities and colleges during 2018-19

Name of the University	Constituent Colleges			Government Colleges			Aided Colleges			Unaided Colleges		
	S	T	STR	S	T	STR	S	T	STR	S	T	STR
AU [^]	4,479	277	16:1	315	18	17:1	1,884	151	12:1	1,656 [§]	94	19:1
SVU	3,360	163 [#]	21:1	307	10	31:1	780	53	15:1	1,170	66	18:1
AKNU	1,159*	83*	14:1	616	34	18:1	733	23	32:1	2,259	151	15:1

Source: Information provided by test-checked institutions

S=Student, T=Teacher and STR = Student Teacher Ratio

[^] details not furnished by the YLP degree college, Gajapathinagaram, Sri Sai degree college, Narsipatnam and AQJ degree college, Visakhapatnam

[#] details of regular faculty only. Other faculty details were not provided by the university

** data furnished by three out of four test-checked constituent colleges*

[§] data furnished by four out of seven test-checked unaided colleges

As seen from the table, during 2018-19, the STR ranged between 14:1 to 21:1 in the constituent colleges; between 17:1 and 31:1 in Government colleges; between 12:1 and 32:1 in private aided colleges and between 15:1 to 19:1 in private unaided colleges under the three test-checked universities.

We have observed that in one out of nine test-checked constituent colleges, the ratio was adverse, while three test-checked constituent colleges under SVU did not furnish details of temporary teachers for calculation of STR. Further, out of 26 test-checked affiliated colleges, seven were found to have adverse ratio (more than 20:1).

²⁶ Government degree college (GDC), Marripalem under AU and GDC, Karvetinagaram under SVU

Thus, at university level the STR was within the norms, however, the test-checked colleges need to work to bring down the STR. The adverse STR may affect the quality of teaching-learning process and consequently impact performance of students.

(b) Availability of teachers with minimum prescribed qualifications

As per Para 3.3.0 and Para 3.3.1, of UGC Regulations²⁷, 2010, 55 *per cent* marks at the master's level and qualifying in the NET/SLET/SET²⁸ is minimum requirement for appointment as teachers in university/college/institution and the candidates, who are awarded a Doctor of Philosophy (Ph.D.) degree are exempted from the requirement of NET/SLET/SET.

We noted that all teachers in the three test-checked universities and four government colleges had prescribed minimum qualification. In 19 test-checked private colleges, 281 teachers possessed 55 *per cent* marks at Master's level and six teachers had Ph.D degree. The details of qualification of NET/SLET/SET were not furnished in respect of remaining 275 teachers. Thus, there is no assurance that the faculty had the required qualification for teaching undergraduate students.

(c) Full time teachers with Ph.D.

As per information provided by the three test-checked universities, in AU²⁹ and SVU³⁰, 100 *per cent* full time³¹ teachers had Ph.D, while in AKNU³², it was 80 *per cent* (59 out of 74). Further, in 26 test-checked affiliated³³ colleges, 15 *per cent* (88 out of 568) full time teachers had Ph.D during 2018-19.

Thus, all the teachers recruited at university level (except AKNU) had Ph.D degrees. However, in test-checked affiliated colleges, percentage of teachers having Ph.D was very low.

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

Recognition of teachers at State, National and International levels is a marker of their teaching quality.

As per information provided, in AU, 17 *per cent* (32 out of 193), in SVU³⁴ 45 *per cent* (122 out of 270) and in AKNU³⁵ seven *per cent* (six out of 86) teachers had received awards, recognition, fellowships during 2014-19. Further, in 26 test-checked affiliated colleges, none of the 600 teachers received such awards/recognition/fellowships during 2014-19.

²⁷ University Grants Commission (Minimum Qualifications for appointment of teachers and other academic staff in universities and colleges and other measures for the maintenance of standards in Higher Education) regulations, 2010

²⁸ National Eligibility Test/State Level Eligibility Test/State Eligibility Test

²⁹ all 193 full time teachers had Ph.D. degree

³⁰ all 163 full time permanent teachers had Ph.D. degree

³¹ a teacher employed for at least 90 *per cent* of the normal or statutory number of hours of work over a complete academic year is classified as a full time teacher

³² data furnished by three out of four constituent colleges

³³ YLP DC, Gajapathinagaram and Sri Sai DC, Narsipatnam under AU did not provide the information

³⁴ data of all constituent colleges of the university

³⁵ information furnished by three out of four test-checked constituent colleges

(e) Teachers provided with financial support to attend conferences/workshops/memberships of professional bodies

To enhance quality of teaching, the teaching faculty should be provided with financial support to attend workshops/conferences/memberships of professional bodies.

As per information provided by test-checked Universities we observed that:

In AU, one³⁶ out of two test-checked constituent colleges, 91 out of 193 teachers were provided financial support.

In SVU and AKNU, none of the teachers were provided financial support to attend conferences/workshops and towards membership fee of professional bodies during 2014-19.

In only one³⁷ college (out of 26 test-checked affiliated³⁸ colleges), the teachers were provided financial support to attend conferences/workshops and towards membership fee of professional bodies during 2014-19.

Thus, financial support to attend conferences/workshops was not extended in two test-checked universities and 25 test-checked affiliated colleges.

3.1.2.4 Professional Development of faculty

Paragraph 7.1.3 of Report on ‘Inclusive and Qualitative Expansion of Higher Education’ issued under 12th FYP states that faculty development initiatives could include areas like entry level orientation, curriculum development, teaching and learning, research and innovation, engagement with social concerns and leadership development. Customised faculty development programmes may also be developed on a large scale.

Further, as per NAAC Manual (Para 2.4), teachers need to take initiative to learn and keep themselves abreast with the latest developments, to innovate, continuously seek improvement in their work and strive for individual and institutional excellence.

(a) State level status

In AP, there are two Academic Staff Colleges (ASC), one at AU, Visakhapatnam (established in 1987) and the other at SVU, Tirupati (established in 1988) sponsored by UGC under the National Policy of Education, 1986. These Centers have been established to organise socially relevant, professionally useful and academically important programmes in Inter-Disciplinary Refresher Courses, Orientation Courses, Panel Discussions, Seminars, Workshops, Guest Lectures, *etc.* on a regular basis. Details of number of programmes/courses to be conducted (as per UGC communication) and actual number of courses/programmes conducted by ASC are given in **Table 3.4**.

³⁶ college of Arts, Commerce and Management

³⁷ 17 out of 19 average teachers during 2014-19 in PSN Murthy degree college, Turangi under AKNU

³⁸ total 600 teachers were available in these colleges

Table 3.4: Targets and shortfall in Professional Development Programmes (PDPs) for teachers during 2014-19

Year	No. of courses to be conducted as per UGC norm			No. of courses conducted by ASC			Shortfall in no. of courses		
	AU	SVU	Total	AU	SVU	Total	AU	SVU	Total
2014-15	25	15	40	13	6	19	12	9	21
2015-16	19	13	32	12	7	19	07	6	13
2016-17	20	11	31	3	7	10	17	4	21
2017-18	17	10	27	6	8	14	11	2	13
2018-19	20	17	37	9	11	20	11	6	17
Total	101	66	167	43	39	82	58	27	85

Source: Information furnished by Academic Staff Colleges

It is evident from above table that the two ASCs have conducted only 49 *per cent* training/faculty development programmes during 2014-19. Thus, the continuous professional development programmes conducted at the State level were less than the prescribed norms of UGC.

(b) At test-checked universities and colleges level

As per information provided by three test-checked universities, the position of teachers attending PDPs during 2014-19 is given in **Table 3.5**.

Table 3.5: Details of teachers who attended PDPs during 2014-19

Name of the University	Average no. of full time teachers	Average no. of teachers attended PDPs	Percentage of teachers attended PDPs
AU	193	42	22
SVU*	270	229	85
AKNU	69	1	1

Source: Information furnished by test-checked universities

* Data of all constituent colleges

It is evident from above table that, in AU 22 *per cent*, in SVU 85 *per cent* and in AKNU one *per cent* teachers attended PDPs during 2014-19. Further, in seven³⁹ out of 26 test-checked affiliated colleges, on an average 24 *per cent* (56 out of 235) full time teachers attended PDPs during 2014-19.

As a result, most of the faculty members of universities and affiliated colleges were not provided any opportunity to improve their teaching skills and strive for individual and institutional excellence.

3.1.2.5 Declaration of examination results and Evaluation Process

As per NAAC manual (Para 2.5), the quality of assessment process in a HEI depends on quality of questions, extent of transparency in the system, extent of development inducing feedback system, regularity in the conduct of examinations and declaration of results as well as the regulatory mechanisms for prompt action on possible errors.

³⁹ Dr. L. B college, Visakhapatnam and GDC, Marripalem, under AU, GDC, Karvetinagaram under SVU and SAS GDC, Narayanapuram; GDC, Ravulapalem, Aditya DC, Palakol and PSN Murthy DC, Turangi under AKNU

(a) Declaration of examination results

Timely declaration of results is extremely important, especially for graduating students as many of their post-study opportunities such as employment, further studies, appearing in competitive exams *etc.* are dependent upon their performance in the examinations. No timelines were prescribed for the declaration of results either by the universities or by the State Government.

Andhra University, Visakhapatnam

The university took time up to 135 days for UG courses and 196 days for PG courses for declaring results. The university replied (February 2020) that Optical Mark Recognition (OMR) system would be introduced from September-2019 to avoid such delays.

Sri Venkateswara University, Tirupati

The university did not provide information regarding date of examination and publication of results for UG courses, while in PG courses, the results were declared ranging from 12 to 274⁴⁰ days from last date of examination during 2014-19. During 2015-16 for 92 *per cent* courses, results were declared within two months, while in 2018-19, for 100 *per cent* courses, results were declared after two months and period of declaration of results ranged from 86 to 166 days.

Adikavi Nannaya University, Rajamahendravaram

Analysis of 20 semester exams conducted for different UG courses in general stream for the period 2016-17 to 2018-19, revealed that in respect of 15 *per cent* of exams the results were declared within 30 to 45 days, in respect of 70 *per cent* exams the results were declared in 45 to 90 days and in respect of 15 *per cent* exams the results were declared up to 125 days.

Delay in declaration of results has the potential to cause damage to the future of students as it affects their chances of securing admission for further studies in the institution of their choice, appearing in competitive exams and employment prospects.

(b) Evaluation process of answer scripts

Broadly, evaluation process involves, evaluation of answer scripts by examiners appointed by university under the guidance of subject chief and in case of any doubt or vagueness, the matter is referred to the spot chief for assessment. After the evaluation of the answer scripts, the special assistants verifies whether the marks are correctly posted question/page-wise by the examiner and the total marks recorded correctly. The entire process of evaluation leaves a lot to be desired as the marks of most of the students who opted for revaluation changed after revaluation as detailed in **Table 3.6**.

(c) Revaluation process

Revaluation is a process in which students can request the university to reevaluate/recheck their answer book/books as they believe that awarded marks were not commensurate with their expectations/performance in the examination by payment of certain fees as fixed by

⁴⁰ for the course AIHC (Archaeology) in 2014-15

the university.

As per information provided by universities concerned, the details regarding revaluation of answer books are given in **Table 3.6**.

Table 3.6: Revaluation of answer books

Name of the University	Course	No. of students appeared in the examination during 2014-19	No. of applications received for revaluation of marks during 2014-19	No. of students whose marks were changed	Change in percentage
SVU	UG	79,213	8,929	6,137	69
	PG	15,950	DNP	DNP	DNP
AKNU	UG	3,95,591	22,326	5,404	24
	PG	36,123	8,039	5,236	65

Source: As per information provided by concerned university. AU did not maintain data.

DNP - Data not provided

Andhra University, Visakhapatnam

The university stated that specific record of students who have applied for revaluation and change of marks after revaluation were not maintained. As the university did not maintain records of revaluation, we could not verify the percentage of students who applied for revaluation and the change in percentage of marks after revaluation.

Sri Venkateswara University, Tirupati

As per the information furnished by the university, marks were revised in case of 69 *per cent* students who applied for revaluation in UG courses during 2014-19, while data of PG courses were not furnished.

We test-checked some of the revaluation data and randomly selected five⁴¹ papers of semester-I and five⁴² papers of semester-III of PG examination held in November/December-2018. Marks of 120 students were revaluated by the university in the said papers. Scrutiny of data revealed that marks were affected⁴³ in 90 *per cent* (108 out of 120) cases where papers of the students were revaluated. The increase of marks from original marks ranged between 20 and 866.67 *per cent*. Based on the revaluation, 81.66 *per cent* of students (98 out of 120) who were earlier declared as failed were declared as passed.

Similarly, we examined seven⁴⁴ papers of semester-I and nine⁴⁵ papers of semester-VI of UG examination held in October-2018 and April-2019 respectively. The following was observed:

- Marks of 304 students were revaluated by the university in said papers, and marks were affected in 43 *per cent* cases (130 out of 304) after revaluation.
- 16 *per cent* of students who were earlier declared as failed were declared as passed after revaluation. Of which three candidates were earlier awarded zero marks.

⁴¹ Algebra, Business Environment and Policies, Operation Systems, Real Analysis and Statistical Computing

⁴² Master of Arts (M.A), English-American literature paper, M.Sc. Statistics, Computer Programming and Data Analysis, M.Sc. Applied Mathematics-Differential Geometry, M.Sc. Chemistry-Organic Chemistry and M.Sc. Inorganic Chemistry-Organic Chemistry paper

⁴³ marks are affected when, revaluated marks are increased by six or more *per cent* of original marks

⁴⁴ English, Tamil, Telugu, Computer application, Fundamental of Computers, Mathematics and Political science

⁴⁵ 1.Auditing, 2. Management Account, 3. E-commerce Application, 4. Advance Numerical Analysis, 5. Advance Cost Accounting, 6. Analysis of Drugs, 7. Micro Controller and Interfacing, 8. Training and Development and 9. Laplace Transforms

- In UG courses, papers were reevaluated by two valuator/examiners. In case of 55 reevaluated papers, there was a difference of 10 and above marks between valuator –I and valuator-II.

Our examination of revalued papers did not inspire confidence in the evaluation process, as 16 *per cent* of students who were initially declared as failed were later declared as passed after revaluation.

Adikavi Nannaya University, Rajamahendravaram

In the University, an average of six and 22 *per cent* students who appeared for UG and PG examinations respectively applied for revaluation. Of which, marks were increased in respect of 24 and 65 *per cent* students of UG and PG respectively after revaluation during 2014-19.

The high percentage of revision in the marks after revaluation, even affecting the overall pass percentage, suggests that the evaluation systems of test-checked universities suffered from operational and monitoring inadequacies.

3.2 Creating new knowledge through effective research

Paragraph 7.1 of Report on ‘Inclusive and Qualitative Expansion of Higher Education’ (12th FYP) recommends that research capacities need to be consciously developed in the colleges. Colleges and their teachers should be encouraged and supported in taking up research including generation of innovative teaching-learning material. Further, paragraph 7.1.19 (a) states that multi-disciplinary mission mode research and innovation programmes should be evolved in association with arts, humanities and social sciences which should directly benefit the society at all levels and contribute to economic development.

3.2.1 Research activities and outcomes

NAAC Manual (Para 3.4) suggests that quality research outcome is beneficial for the discipline, society, industry, region and nation. Research outcomes of HEIs include research papers and publications, patents awarded, consultancies given externally, *etc.*

The details of research activities taken up in test-checked universities during 2014-19 and outcomes are given in **Table 3.7**.

Table 3.7: Number of patents awarded/revenue generated from consultancy in test-checked universities during 2014-19

Name of University	No. of research projects		Grants received for research (₹ in crore)	Grants ⁴⁶ utilised for research (₹ in crore)	No. of patents awarded	No. of JRFs, SRFs and Post-Doctoral fellows enrolled for research projects	No. of consultancies given	Revenue generated from consultancies (₹ in crore)
	Sanctioned	Completed						
AU	100	22 ^{\$}	12.24	6.50	4	2134	680	3.71
SVU	74 [#]	156 [*]	17.70	17.70	3	992	DNP	10.51
AKNU	1	0	0.27	0.27	DNP	DNP	Nil	Nil

Source: Information provided by concerned university

^{\$} in which seven projects were sanctioned before 2014-15

^{*}including research projects sanctioned before 2014- 15, [#]sanctioned, DNP : Data not provided, JRF: Junior Research Fellows, SRF : Senior Research Fellows

⁴⁶ test checked universities received grants from different funding agencies *i.e.* UGC, ICSSR, MHRD, *etc.*

3.2.1.1 Number of Research activities undertaken

It can be seen from above table that, AU had completed 22 out of 100 research projects duly utilising the grant of ₹6.5 crore and remaining 78 projects were still ongoing as on March 2019. SVU completed 156 research projects while, AKNU had undertaken only one research project which was scheduled to be completed by March 2020.

Similarly, two (BT College⁴⁷ and GBR DC, Anaparthi⁴⁸) out of 26 test-checked affiliated colleges were sanctioned research grant of ₹8.80 lakh for research projects. An amount of ₹4.70 lakh was released to the colleges.

3.2.1.2 Research outcomes

It is evident from the **Table 3.7**, that during 2014-19, AU registered four patents in science stream, enrolled 2,134 JRFs/SRFs/Post-Doctoral fellows and provided 680 consultancies and generated revenue of ₹3.71 crore. The SVU registered three patents, enrolled 992 JRFs/SRF/Post-Doctoral fellows and generated revenue of ₹10.85 crore through consultancies. In AKNU and 26 test-checked affiliated colleges no patents were registered, nor any revenue was raised through consultancies.

As evident from above, there is a need to encourage research activities particularly in affiliated colleges in the field of arts, humanities and social sciences which should directly benefit the society and contribute to economic development.

3.2.1.3 Teachers contributions to Research

The strategic framework of 12th FYP seeks to bring excellence in higher education by building synergies between teaching and research to promote excellence in both.

(a) Number of research papers and books published per teacher

The details of number of research papers published in UGC notified journals and number of books and chapters published in edited volumes/books for test-checked three universities during 2014-19 is given in **Table 3.8**.

Table 3.8: Number of research papers published and number of books and chapters in edited volumes/books published during 2014-19

Name of the university	Average number of full time teacher	No. of teachers who were given seed money ⁴⁹ for research	Papers published in UGC notified journals		Books & chapters in edited volumes/published and papers in national/international conference proceedings	
			No. of papers published	No. of papers published per teacher	No. of books & chapters in edited volumes/ Published	No. of Books & chapters in edited volumes/ published per teacher
1	2	3	4	5 (col.4/col. 2)	6	7 (col.6/col.2)
AU	193	Nil	1,385	7.17	308	1.59
SVU [#]	270	Nil	20,055	74.28	793	2.93
AKNU	69	Nil	220	3.19	26	0.40

Source : Information furnished by the universities

[#] Data pertains to all constituent colleges of SVU, apart from the general stream colleges

⁴⁷ the college sanctioned ₹2.80 lakh for research project 'Analysis of soil and water in Madanapalle area of Chittoor district', out of which ₹2.30 lakh were released during 2014-19

⁴⁸ the college sanctioned ₹6.0 lakh for research project 'Impact of food security scheme on Dalits in rural areas of AP', out of which ₹2.40 lakh were released during 2014-19

⁴⁹ funds provided to a teacher or a group of teachers by the institution to get the research initiated to facilitate the preparation of formal research proposal for funding

It is evident from above table that during 2014-19;

Test-checked universities

The number of papers published in UGC notified journals per teacher varied from three in the case of AKNU to 74 in the case of SVU during 2014-19. Similarly, papers published in national/international conferences varied from 0.4 per teacher in the case of AKNU to 2.93 in the case of SVU for the period 2014-19.

Test-checked affiliated colleges

Out of 26 test-checked colleges, teachers of only two colleges contributed in these aspects. In BT college, Madanapalle, an average of 2.72 research papers per teacher were published in UGC notified journals and an average of 0.15 books and chapters in edited volumes/books in national/international conference proceedings and in GBR college, Anaparthi, two papers⁵⁰ were published in UGC notified journals.

(b) Number of teachers awarded international fellowship

In AU, one *per cent* full time teachers were awarded international fellowship for advanced studies/research, while in SVU and AKNU, no full time teachers were awarded international fellowship for advanced studies/research during 2014-19. Further, in 26 test-checked affiliated colleges, none of the teachers were awarded international fellowship for advanced studies/research during 2014-19.

3.2.2 Collaborative and Extension Activities

3.2.2.1 Collaborative activity of industry-academia connect

Academia and Industry share a symbiotic relationship. Engagement between universities and industries carry the idea of mutuality and sharing of knowledge and expertise.

As per paragraph 3.7 of NAAC Manual, through collaboration, the HEIs can maintain a closer contact with the work field. It helps to keep the academic activities in the HEI in a more realistic perspective and expand the scope of learning experiences for students. Collaboration can be sought with academic institutions or industry or other agencies of professional and social relevance. The range of activities could include training, student exchange, faculty exchange, research, and resource sharing, among others. For making collaborative endeavour impactful it is necessary that there is a formal agreement or understanding between the institution and other HEIs or agencies for such activities.

We noted that AU had executed 119⁵¹ Memorandum of Understandings (MoUs), SVU⁵² executed 264 MoUs and AKNU executed seven MoUs for collaborations with institutions of national/international importance, other universities, industries, *etc.* during 2014-19. However, no such MoUs were executed during 2014-19 by 26 test-checked affiliated colleges.

⁵⁰ 'Impact of food security scheme on Dalits in rural areas of AP'

⁵¹ data for 2015-16 not provided by the university

⁵² information of all constituent colleges

3.3 Infrastructure

As per RUSA-2.0 guidelines, the critical infrastructures were technologically enabled classrooms, automation of Library, availability of e-resources, adequate classrooms, auditorium, sport facilities, hostel (separate for boys and girls), converting existing buildings to disabled friendly, *etc.*

3.3.1 Availability of ICT facilities and student-computer ratio

The use of Information and Communication Technology (ICT) in teaching has been already discussed in this report (*paragraph 3.1.2.1*). In this section, we discuss the availability of the inputs that are required to enable the faculty to utilise ICT as a tool for imparting education.

The position of the percentage of ICT enabled classrooms and student - computer ratio in the test-checked universities during 2018-19 is given in **Table 3.9**.

Table 3.9: Percentage of ICT enabled classrooms and student-computer ratio in the test-checked constituent colleges of the selected universities

Name of university	Percentage of ICT enabled classrooms			Student-Computer Ratio		
	Total number of classrooms	Number of classrooms with ICT	Percentage	Total number of students enrolled	Number of computers in working conditions	Student-Computer Ratio
AU	177	78	44	7,551	382	20:1
SVU	116	49	42	3,360	264	13:1
AKNU	65	6*	9	1,122	110	10:1

Source: Information provided by concerned universities

* Only two out of four test-checked constituent colleges had ICT enabled rooms

(a) ICT enabled classrooms

Test-checked universities

It can be seen from the above table that in AU and SVU, the availability of ICT enabled classrooms was 44 and 42 *per cent* respectively, while, in AKNU it was only nine *per cent*.

Test-checked affiliated colleges

In AU, eight (9.9 *per cent*) out of 81 classrooms were ICT enabled in nine test-checked colleges during 2018-19. In SVU, only 27 (22.88 *per cent*) out of 118 classrooms were ICT enabled in seven affiliated colleges during 2018-19. In AKNU, only 12 (12.5 *per cent*) out of 96 classrooms were ICT enabled in five⁵³ out of 10 test-checked colleges. The ICT facilities were not available in 48 classrooms in remaining five test-checked colleges.

(b) Student-Computer Ratio

Test-checked Universities

The student-computer ratio in all three test-checked universities *i.e* AU, SVU and AKNU was 20:1, 13:1 and 10:1 respectively during 2018-19.

⁵³ GBR degree college, Anaparthi ; SAS Government degree college, Narayanapuram ; Government degree college Ravulapalem ; Aditya degree college, Palakol and PSN Murthy degree college, Turangi

Test-checked affiliated colleges

In AU, the student-computer ratio in eight⁵⁴ test-checked affiliated colleges ranged between 1:1 and 21:1. Even though, SV degree college (out of the eight colleges) had student-computer ratio of 10:1, the computers were not in working condition. Further, there were no computers in one⁵⁵ college. In SVU, the student-computer ratio in seven test-checked affiliated colleges ranged between 4:1 and 9:1. In AKNU, the student-computer ratio in ten⁵⁶ test-checked affiliated colleges ranged between 5:1 and 15:1.

The student-computer ratio of 10:1 as set by NAAC was not maintained by AU and SVU and was 20:1 and 13:1 during 2018-19. However, all the nine test-checked constituent colleges and 17⁵⁷ out of 26 test-checked affiliated colleges had student-computer ratio of 10:1 or less during 2018-19.

3.3.2 Availability of infrastructure facilities

The availability of infrastructure in the HEIs was assessed based on norms fixed by UGC (Affiliation of colleges by University) Regulations, 2009. The regulations specify requirement of space for lecture/seminar rooms, library with a minimum 15 square feet per student and laboratories with 20 square feet per student. However, APSCHE prescribed 600 square feet for classroom and laboratories irrespective of class strength. In test-checked constituent colleges of AU and SVU, lecture rooms, laboratories were available as per the norms prescribed by UGC/APSCH. In AKNU there were inadequate classroom facilities in University College of Arts and Commerce pending construction of building. As a result, classes were running on shift basis.

As per the norms, library with at least 1,000 books, laboratory equipment as prescribed by university or regulatory body concerned should be made available. The universities were equipped with varied number of books in the central library as per the UGC Regulations, 2009 and were maintained in good condition during 2014-19.

In two universities AKNU and SVU⁵⁸ and their 16 affiliated colleges had no ramp and lift facility for differently abled students.

We carried out joint physical inspection of 26 test-checked affiliated colleges to check the availability of infrastructure like college building, library, laboratory, furniture, etc. The availability of these facilities in the test-checked colleges are discussed below:

(a) Availability of land in affiliated colleges

As per APSCH norms, the educational society has to possess an area of one acre where there are 1,000 students and two acres, where there are more than 1,000 students (in three urban agglomerations of Vijayawada, Visakhapatnam and Guntur). In other places in the

⁵⁴ two affiliated colleges, viz. Sri Sai degree college, Narsipatnam and Dr. YLP degree college, Gajapathinagaram did not provide the data

⁵⁵ Sri Vasavi Vignana Mandali degree college, Visakhapatnam

⁵⁶ two affiliated colleges, viz. JC degree college, Mandapeta and Annapurna degree college, Bhuvanapalli had no computers

⁵⁷ computers were not in three colleges; two colleges did not furnish the data and in four colleges, the student-computer ratio was above 10:1

⁵⁸ in College of Arts (SVU) in six departments (i) Hindi (ii) Urdu (iii) Tamil (iv) Population Studies (v) History and (vi) Ancient Indian History, Culture & Archeology running on first and second floor

State, the educational society has to possess an area of two acres, where there are 1,000 students and four acres where there are students more than 1,000 for the proposed private degree college. The total extent of land mentioned above shall be provided at a single place only and it should be located at a place not more than 30 kms from the proposed college within the same mandal.

Andhra University

Physical inspection of the test-checked private unaided and aided colleges revealed that only one aided college⁵⁹ had land as per APSCHE norms. Further, in seven private affiliated colleges, only one college had land in the same mandal.

Sri Venkateswara University

All six test-checked private unaided and aided colleges had their own land as per APSCHE norms.

Adikavi Nannaya University

Physical inspection of (eight) test-checked private unaided and aided colleges revealed that only one private aided college⁶⁰ possessed land as per APSCHE norms.

(b) Accommodation status of the colleges

As per APSCHE guidelines/norms, the requirement of space/plinth area for building is prescribed as a minimum of 8,000 square feet and 6,000 square feet in urban and rural areas respectively and congenial for running an educational institution. Further, APSCHE has prescribed five years' time period for the functioning of the affiliated colleges in leased accommodation. However, many colleges were functioning in the leased accommodation for more than a decade.

Andhra University affiliated colleges

In the nine test-checked colleges we noticed that;

- Only three colleges⁶¹ were running in own accommodation.
- Two colleges⁶² were running at different locations other than registered location.
- Five colleges⁶³ had less than the prescribed area of below 8,000/6,000 square feet (urban and rural areas respectively) or were running in temporary sheds or dilapidated building or in shifts against the APSCHE guidelines. Out of these five colleges, two colleges were running in commercial complex. The colleges did not have own buildings even after 10 years of establishment and were running in insufficient, congested and dilapidated buildings.

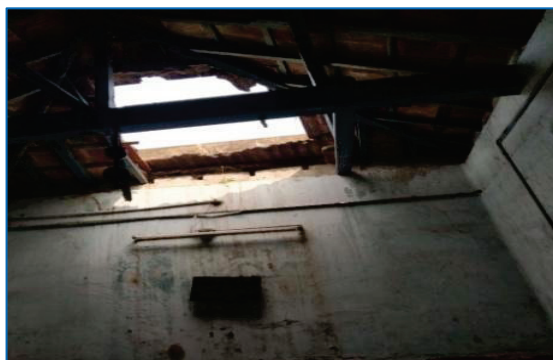
⁵⁹ Dr. LB degree college, Visakhapatnam

⁶⁰ GBR degree college, Anaparthi

⁶¹ Dr. LB college; GDC, Marripalem and Gowri degree college, Visakhapatnam

⁶² Dr. YLP degree college, Gajapathinagaram and AQJ degree college, Visakhapatnam

⁶³ S.V degree college, Sri Uma Bharati degree college, Vasavi Vignana Mandali degree college, Sri Sai degree college, narsipatnam and Dr. YLP degree college, Gajapathinagaram



Picture 1: Vasavi Vignana Mandali degree college, Visakhapatnam in dilapidated condition.



Picture 2: Government Women degree college, Marripalem, Visakhapatnam District without furniture

Sri Venkateswara University affiliated colleges

In seven test-checked colleges we noticed that;

- Only three colleges⁶⁴ were having own building.
- Three colleges⁶⁵ were not having room size as per APSCH norms and
- One⁶⁶ college had building area of 3,960 square feet against the requirement of 6,000 square feet.

Adikavi Nannaya University affiliated colleges

Five⁶⁷ out of ten test-checked colleges had their own buildings and remaining five colleges were functioning in rented building even after 10 years of establishment.

(c) Library facilities

As per UGC Regulations, 2009, library is to be equipped with at least 1,000 books or 100 books of different titles on each subject along with separate book bank facility to SC/ST students. Physical inspection of the test-checked colleges revealed the following;

Andhra University affiliated colleges

Out of nine test-checked colleges, only two colleges⁶⁸ had library facilities and remaining seven colleges had no libraries.

Sri Venkateswara University affiliated colleges

Out of seven test-checked colleges, one college⁶⁹ had library with less than 50 books. Further, in two colleges⁷⁰, separate library room was not available, and the books were kept in the room of the Principal and computer lab. There were no library rooms in the remaining colleges.

⁶⁴ Vedanarayana degree college, Narayananavanam; GDC, Karvetinagaram and BT College, Madanpalle

⁶⁵ Madhurai Meenakshi DC, B. Kothakota; Sri Srinivasa DC, Chandragiri and Sri Chaitanya DC, B. Kothakota

⁶⁶ Sri Srinivasa degree college, Chandragiri

⁶⁷ two Government, one private aided and two private unaided

⁶⁸ Dr.L.B. degree college and Sri Gowri degree college, Visakhapatnam

⁶⁹ Vijayalakshmi degree college

⁷⁰ Sri Srinivasa degree college and Madhurai Meenakshi degree college

Adikavi Nannaya University affiliated colleges

Out of the ten test-checked affiliated colleges, only four colleges⁷¹ had sufficient library facilities (books and space), remaining six colleges⁷² either had no libraries or had libraries with lesser number books than prescribed as per the UGC norms.

(d) Laboratory facility

Andhra University affiliated colleges

Laboratory facilities were available in seven out of nine test-checked colleges. Of these seven colleges, in three colleges⁷³, labs were established in small rooms of 100-150 square feet as against 600 square feet as mentioned in the APSCHE guidelines. Further, in remaining two⁷⁴ colleges, where laboratories were not available, students of one college (Government women's college, Marripalem) had to travel 12 Kms to avail lab facilities at Government Degree College (GDC), Narsipatnam.

Sri Venkateswara University affiliated colleges

Out of seven test-checked colleges, lab room size in one college⁷⁵ was 500 square feet against 600 square feet as per APSCHE guidelines. There were no lab rooms in the remaining colleges.

Adikavi Nannaya University affiliated colleges

Lab facilities were available in all ten test-checked colleges, however, in five colleges⁷⁶ labs had less than the prescribed area of 600 square feet.

(e) Sports facilities

As per the APSCHE guidelines, the educational institutions which do not have the required land within the premises of the proposed college building will have to make available gymnasium/recreation and games facility to its students by providing separate built up space and equipment for this purpose in a public place *e.g.*, Municipal play ground or in another educational institution by having necessary tie up arrangements with concerned management within a distance of five km. of the college premises along with a bus facility for transportation of the students whenever required.

Seven⁷⁷ out of 26 test-checked affiliated colleges had their own playground, while two⁷⁸ colleges were using village playgrounds for sports activities.

When issues related to infrastructure (building, library, lab, *etc.*) were brought to notice of the respective universities, it was replied⁷⁹ that the observations would be communicated

⁷¹ GBR aided college, GDC, Ravulapalem; SAS GDC, Narayanapuram and Aditya DC, Palkol

⁷² JC DC, Mandapet; PSN Murthy DC, Turangi; Annapurna DC, Bhuvanapalli; Vivekananda DC, Jangareddygudem; Sri Deepthi Mahila DC, Malikipuram and Jasti Bullemma DC, Morampudi

⁷³ S.V. degree college, Sri Umabharati degree college and Sri Vasavi Vignana Mandali degree college

⁷⁴ Government Women degree college, Marripalem and Sri Sai degree college, Narsipatnam

⁷⁵ Sri Chaitanya degree college, B. Kothakota

⁷⁶ JCDC, Mandapeta, Annapurna DC, Bhuvanapalli, Vivekananda DC, Jangareddygudem, Sri Deepthi DC, Malikipuram and Jasti Bullemma degree college, Mareduvaka

⁷⁷ Dr. L.B college, Vedanarayana degree college, Narayanavanam, BT college, Madanapalli, GDC, Karvetinagaram, Vijayalakshmi degree college, Srikalahasti, GBR degree college, Anaparthi, SAS GDC, Nagarayapuram and GDC, Ravulapalem

⁷⁸ Sri Chaitanya degree college and Madhurai Meenakshi degree college, both at B. Kothakota

⁷⁹ by AU and AKNU in February 2020 and by SVU in February 2021

to the respective affiliated colleges and necessary action would be initiated to follow the norms.

Lack of sports and other facilities such as labs, ICT facilities and library in the test-checked affiliated colleges may impact the teaching-learning process and overall holistic development of students adversely and compromise the quality of education.

Recommendations:

1. *The State Government may ensure that the universities put in place a reliable evaluation system and may also prescribe specific timelines for declaration of results.*
2. *The State Government should conduct relevant professional development programmes for continued professional development of faculties and encourage the teachers to participate in these programmes.*
3. *For effective teaching-learning process and to keep pace with technological advancement in Higher Education, the State Government may take steps for implementation of Information Technology solutions in all Higher Education Institutes.*
4. *The State Government should ensure availability of adequate basic infrastructure facilities like buildings with sufficient lecture rooms, laboratories, libraries and furniture in all the Higher Education Institutions as per the prescribed norms.*

Chapter - 4

Governance and Management

Chapter 4

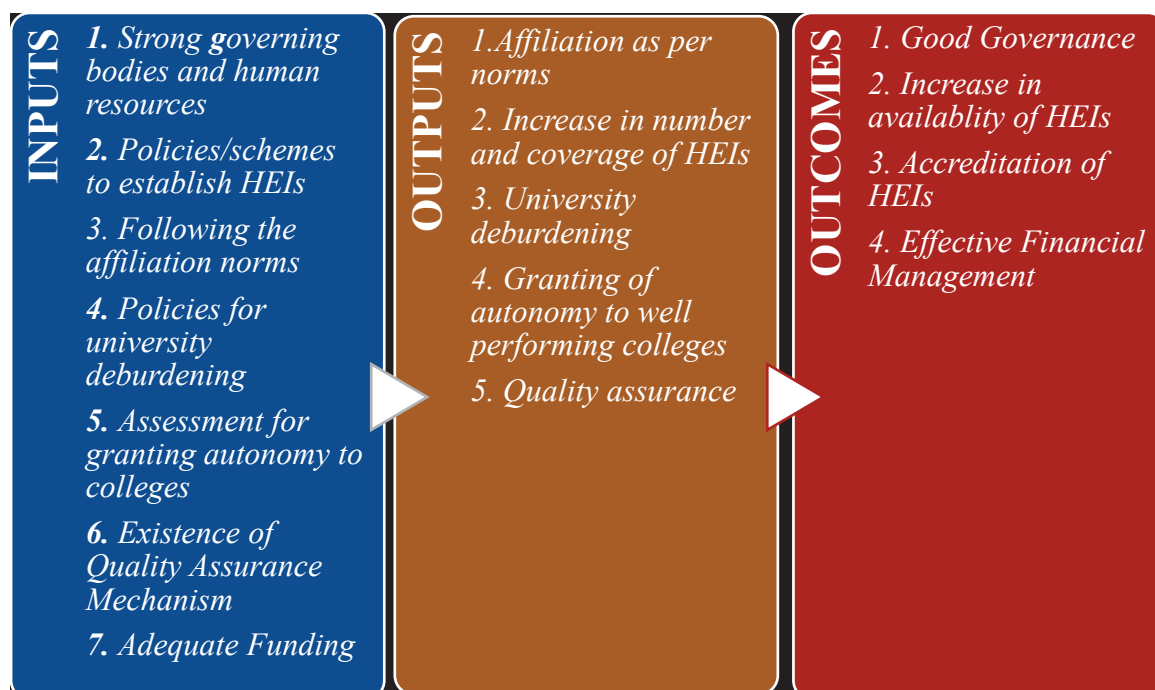
Governance and Management

Perspective and annual plans, as required under Rashtriya Uchchatar Shiksha Abhiyan (RUSA) guidelines were not prepared by APSCHE. There was shortage of permanent teaching staff in all the three test-checked universities. The deficiency was managed by temporary staff. In the state only seven *per cent* of affiliated colleges were NAAC accredited as of 2018-19. Provisions of UGC (affiliation of colleges by university) Regulation, 2009 or the standards prescribed by APSCHE for affiliation of colleges were not enforced. Only 12 *per cent* test-checked colleges had permanent affiliation and the remaining colleges were being continued with the temporary affiliation for more than 10 years against the APSCHE guidelines. Expenditure on higher education ranged between 0.25 *per cent* to 0.47 *per cent* of GSDP during 2014-19.

This chapter discusses various aspects of governance and management in higher education institutions in achieving the desired outcomes.

Governance involves structures and decision-making processes and management implies the implementation of decisions. Governance directly influences the performance of higher education institutions through planning and coordination. Though good governance and management themselves are not the outcomes that are to be achieved but are important means to achieve the objectives/goals of higher education.

The relationship between the aims of adequate and effective governance and management in HEIs and the factors, mechanisms and systems contributing towards achieving these aims can be understood through the following representation:



The governance and management at department as well as institutional level indirectly contributes towards overall growth of higher education. The effectiveness of governance

and management is derived through quality assurance mechanism, availability of HEIs, affiliation norms and procedures, de-burdening of universities, NAAC accreditation, implementation of e-governance and financial management.

4.1 Governance

The governance and management of higher education institutions in India is becoming increasingly complex against the backdrop of the unparalleled expansion and diversification taking place in the education sector. The existence and functioning of governance structures at State level and at institutional level have been discussed in this section.

4.1.1 State level governance

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

The National Education Policy, 1986 and Paragraph 21.308 of 12th FYP document states that it would be desirable for each State to set up a State Higher Education Council (SHEC) to lead the planned and coordinated development of higher education in the State.

Accordingly, the Andhra Pradesh State Council of Higher Education⁸⁰ (APSCHE) was constituted through Act No.16 of 1988 to advise the government in matters related to higher education in the State and to oversee its development with perspective planning and for matters connected there with and incidental thereto. The APSCHE consists of 21 members with the Chairman as the head. The Chairman and Vice Chairman (appointed from eminent educationalist) or any member shall be appointed by the government ordinarily for a term of three years. We noted that;

- As per the Act, the Council was required to meet at least once in every quarter. However, against 20 meetings to be held for the period 2014-19, only five⁸¹ meetings of APSCHE were held between July 2016 and December 2018. In its reply, APSCHE informed (August 2019) that no council meetings were conducted during 2014-19 as the organisation went through a turbulent phase during 2016-18 due to bifurcation of the State of Andhra Pradesh in 2014.
- APSCHE did not prepare perspective plan, annual plan and financial work plan for the period 2014-19.

4.1.2 Institutional level governance

As per Andhra Pradesh Universities Act, 1991, governance at the level of universities is carried out through an elaborate mechanism consisting of governing bodies (Senate, Board of Studies, *etc.*), quality assurance mechanism, affiliation process, *etc.*

We noticed that in AU and SVU, statutory/governing bodies like Executive Council⁸², Academic Senate⁸³ and Board of Studies⁸⁴ were formed and meetings were conducted. However, in AKNU, the Academic Senate was constituted only in February 2018 *i.e.* after

⁸⁰ separate APSCHE was established in May 2015 after bifurcation of the State

⁸¹ 30 June 2016, 11 May 2018, 24 May 2018, 3 July 2018 and 18 December 2018

⁸² Council is responsible to determine curriculum

⁸³ Senate makes statutes and amends or repeals the same and to consider, modify or cancel regulations and ordinances

⁸⁴ Board of studies is responsible for curriculum design and development

12 years of its inception. Though the Board of Studies (BoS) was constituted in 2008, there was no representation of students and prospective employers and entrepreneurs (industrialists and field experts) as envisaged in the Act.

Further, as a part of governance, we verified the composition of teaching and non-teaching staff in the three test-checked universities as detailed in the following paragraph.

4.1.3 Teaching and non-teaching staff

We analysed the existing strength against the sanctioned strength of both the teaching and non-teaching staff and noted the followings:

(a) *Status of the teaching staff*

As per Government Orders⁸⁵, the teachers should be appointed on contract/temporary basis only when it is absolutely necessary and when the student-teacher ratio does not satisfy the laid-down norms. In any case, the number of such appointments should not exceed 10 *per cent* of the total number of faculty positions in a college/university. However, we noted that the percentage of contract teaching staff ranged between 26 and 83 *per cent* as detailed in the **Table 4.1**.

Table 4.1: Details of teaching staff in test checked universities

Name of the University	Sanctioned Strength	Permanent staff	Temporary staff	Total staff on roll	Percentage of temporary staff
Andhra University	936	324	111	435	26
Sri Venkateswara University	539	243	296	539	55
Adikavi Nannaya University	80	26	126	152	83

Source: Information provided by the test-checked universities

Andhra University, Visakhapatnam

As against the sanctioned strength of 936 teaching staff, 435 were on rolls *i.e.* 54 *per cent* of posts were lying vacant⁸⁶. Further, 26 *per cent* (111 of 435) of the existing teaching staff were working on temporary basis.

Sri Venkateswara University, Tirupati

The teaching staff was as per the sanctioned strength. However, about 55 *per cent* (296 out of 539) of the teaching staff were working on temporary basis.

Adikavi Nannaya University, Rajamahendravaram

The total existing teaching staff was 152 against the sanctioned strength of 80. Thus, the university was running in excess of about 90 *per cent* of the sanctioned strength. Further, 83 *per cent* (126 out of 152) teaching staff were working on contract/temporary basis.

Thus, the universities depended on a growing number of temporary teaching staff. The shortage of permanent teaching staff and delay in recruitment may affect the guidance and knowledge sharing from senior faculty positions to junior faculty and students. Further, these might also affect the research activities of the university.

⁸⁵ AP GO Ms. No.14 dated 13.02.2019

⁸⁶ last recruitment was done in the year 2013-14 for clearing Backlog & Disabled Vacancies

(b) Status of non-teaching staff

The strength of non-teaching staff was in excess of the sanctioned strength in the two test-checked universities (SVU and AKNU).

- As against the sanctioned strength of 1,415, there were 1,651 non-teaching staff in SVU. Of which 985 (60 *per cent* of staff on rolls) were on temporary basis.
- In AKNU, there were 261 non-teaching staff against the sanctioned strength of 24. Out of this, 248 (95 *per cent* of staff on rolls) were on temporary basis. The university stated that as per government norms university needs 546 non-teaching posts and Government has been addressed for sanction of non-teaching posts.

4.2 Quality assurance mechanism

4.2.1 State Level Quality Assurance Committee

The Ministry of Human Resource Development (MHRD), GoI, has requested (January 2016) to create State Level Quality Assurance Cell (SLQAC). Accordingly, the State Government constituted⁸⁷ (October 2017) a State Level Quality Assurance Coordination Committee⁸⁸ (SLQACC) to work in coordination with NAAC. As per paragraph 11(a) of guidelines issued (2017) by UGC for Internal Quality Assurance Cell (IQAC) under 12th FYP, the State Level Quality Assurance Cell (SLQAC) shall monitor the functioning of IQAC in the colleges coming under their jurisdiction.

We noted that SLQAC formed (October 2017) in the State met only once (November 2017) and detailed the Action Plan consisting of short⁸⁹ and long⁹⁰ term goals. The details of SLQAC meetings held after November 2017 and the steps taken or guidelines issued to HEIs to achieve the short and long term goals were not on record. One of the short term goals of SLQAC was to achieve 100 *per cent* accreditation of all colleges by NAAC. However, only seven *per cent* colleges⁹¹ (as of 2018-19) were accredited by NAAC.

4.2.2 Internal Quality Assurance Cell

NAAC manual proposes that every accredited institution should establish an IQAC as a quality sustenance measure. Some of the functions of IQAC are to design and implement the annual plans, to collect the feedback from stakeholders like students for quality enhancement, *etc.* IQAC also prepares and submits an Annual Quality Assurance Report (AQR) of their respective HEI in the prescribed format to NAAC.

IQAC was constituted in all the test-checked universities, government and aided private colleges. None of the private unaided colleges had constituted IQAC. Scrutiny of records of test-checked universities revealed the following:

⁸⁷ vide GO Rt. No. 174 dated 18.10.2017

⁸⁸ the committee is chaired by Minister for HRD with 11 other members consisting of representatives from APSICHE, Heads of State universities, Principals of colleges, *etc.*

⁸⁹ conduct of awareness programmes on quality initiatives, analysis of peer team reports and consolidation, *etc.*

⁹⁰ mechanism for continuous improvement through IQAC, 90 *per cent* of the colleges should get Autonomous status, Implementation of Management Information System and Government funding for institutions

⁹¹ as discussed in Paragraph 4.5 of this report

Andhra University, Visakhapatnam

IQAC was established in 2005 and AQARs were prepared and submitted to NAAC in the prescribed format yearly. However, university's teaching-learning process, structures and methodology of operations were not reviewed and feedback was not taken from other stakeholders⁹², except students, as prescribed by NAAC for preparing AQAR on quality related institutional processes.

Sri Venkateswara University, Tirupati

The university established IQAC in December 2003 and AQARs were being prepared and submitted to NAAC yearly. However, AQARs were not prepared in the NAAC prescribed format during 2014-19.

Adikavi Nannaya University, Rajamahendravaram

Though the university was established in April 2006, the IQAC was established after a lapse of 10 years in September 2016. Only one meeting of IQAC was conducted after its inception.

4.3 Availability of Higher Education

As per Para 2.2.2 (e) of the report on 'Inclusive and Qualitative Expansion in Higher Education' issued under the 12th Five Year Plan (FYP), the growth of the higher education institutions is not uniform across the country. The 12th FYP states that the aim should be at correcting the regional and disciplinary imbalances in the distribution of institutions.

Para 21.207 of 12th FYP envisages that geographical mapping of HEIs should be done to identify habitations and settlements that lack higher education facilities so as to take corrective measures for regional and disciplinary imbalances in distribution of institutions. APSCHE or State Government had not framed any specific policies/guidelines/plans regarding geographical distribution of colleges. However, an expert committee was constituted⁹³ by APSCHE to ascertain availability and requirement of new unaided colleges in the State.

The enabling factors to assess the availability of higher education to all are considered as (i) region wise coverage of higher education (ii) institutional mechanism to assist disadvantaged groups and (iii) making higher education affordable to all.

4.3.1 Coverage of Higher Education

As per the expert committee report there were 1,422 degree colleges in the State as of March 2018. The details of degree colleges (district wise) in the State are given in **Table-4.2**.

⁹² teachers, employers, alumni and parents

⁹³ once in every two years (2015-16 and 2017-18)

Table 4.2: District wise details of degree colleges in the State

Sl. No.	District	Government/ aided college	Private unaided colleges	Total colleges	Total number of Junior college pass outs	Junior college pass outs per college (Col. 6/5)
1	2	3	4	5	6	7
1	Srikakulam	13	88	101	17,435	173
2	Vizianagaram	7	70	77	12,501	162
3	Visakhapatnam	19	111	130	13,277	102
4	East Godavari	27	122	149	28,507	191
5	West Godavari	28	83	111	22,050	199
6	Krishna	32	89	121	51,396	425
7	Guntur	31	90	121	32,459	268
8	Prakasam	17	78	95	13,814	145
9	SPSR Nellore	16	66	82	19,573	239
10	Chittoor	21	124	145	26,868	185
11	YSR Kadapa	21	70	91	12,085	133
12	Kurnool	23	83	106	22,819	215
13	Ananthapuramu	15	78	93	19,076	205
Total		270	1,152	1,422	2,91,860	

Source: Report of the expert committee constituted by APSCHE in February 2018

There was no uniformity in availability of degree colleges, for Junior college pass-out students. In Visakhapatnam district, there was one degree college for 102 Junior college pass-outs, while in Krishna district, there was one college for 425 Junior college pass-outs. This indicates imbalance in distribution of degree colleges in the State.

4.3.2 Institutional mechanisms to assist disadvantaged groups

Para 21.239 of the 12th FYP envisaged that a targeted approach focusing on Scheduled Castes (SC) and Scheduled Tribes (ST) dominated regions and convergence of various equity schemes in a composite manner to address the educational needs of the disadvantaged sections will be critical to enhance their inclusion in the mainstream of higher education. Further, as per para 2.2.2 (a) of report on 'Inclusive and Qualitative Expansion in Higher Education', 12th FYP aims at complete elimination of gender disparity in access to higher education. The Andhra Pradesh Knowledge Mission (APKM) targeted a Gender Parity Index (GPI)⁹⁴ of 0.8 by 2022.

(a) Constitution of SC/ST cell and CEDC

UGC in its report on 'Inclusive and Qualitative Expansion in Higher Education' issued under 12th FYP (2012-17) gave importance for setting up and strengthening of institutional mechanisms such as SC/ST cells and Community Education Development Cell (CEDC)⁹⁵. SC/ST cells were initiated in the 10th and 11th FYPs. 12th FYP envisaged constitution of

⁹⁴ number of female participation per 100 male

⁹⁵ CEDC should monitor the intake of students, performance, capacity building efforts, along with intake in faculty and administrative staff from deprived social groups, including minorities

CEDC as mandatory in all recognised institutions. Its responsibilities would be to monitor the intake of students, performance, capacity-building efforts, *etc.*

We noted that in SVU and AKNU, SC/ST cell for students was in existence, while in AU there was no SC/ST cell. Further, CEDC was not constituted in any of the test-checked universities. None of the 26 test-checked affiliated colleges constituted SC/ST cell and CEDC.

Thus, to a large extent, due to the non-constitution of SC/ST cell in AU and in all 26 test-checked affiliated colleges, the students belonging to disadvantaged sections did not have a dedicated institutional mechanism for ensuring equal opportunities, providing necessary support and grievance redressal.

(b) Gender equity and sensitivity

During accreditation of a Higher Education Institution, NAAC evaluates the performance of an institution on the promotion of gender equity and sensitivity and considers it as a key indicator of 'Institutional Values'.

We noted that six⁹⁶ out of nine test-checked constituent colleges conducted 51⁹⁷ gender equity promotion programmes⁹⁸ during 2014-19. Further, 13⁹⁹ out of 26 test-checked affiliated colleges conducted such programmes during 2014-19.

Further, gender sensitive facilities¹⁰⁰ were provided by the universities, and test-checked private colleges. All the test-checked universities have issued guidelines to deal with cases of sexual harassment.

4.3.3 Affordability

As per Para 21.182 of 12th FYP document, wide disparities exist in enrolment percentages among the States and between urban and rural areas while disadvantaged sections of society and women have significantly lower enrolments than the combined average. The pressure to increase access to affordable education is steadily increasing with the number of eligible students set to double by 2020.

With the objective of affordability of higher education to all, GoAP is implementing Post Matric Scholarships (PMS) annually to students belonging to SC, ST, BC, Minorities, Economically Backward Class and differently-abled categories, on a saturation basis. Scholarships in the form of Reimbursement of Tuition Fee (RTF) is reimbursed for each course to the college management and Maintenance fee (MTF) for food and hostel expenses is paid directly to the students based on the course being pursued.

The eligibility of scholarship is based on social and economic backwardness. The only criterion mandated for release of scholarship is an attendance of 75 *per cent* to the eligible students. These scholarships are not linked to performance of the students in the exams.

The details of students benefitted by scholarship during 2014-19 is given in **Table 4.3**

⁹⁶ AU college of Science and Technology, AU college of Arts and Commerce, SVU college of Arts, SVU college of Science, SVU college of Commerce and AKNU college of Science and Technology

⁹⁷ AU-24 programmes, SVU-22 programmes and AKNU- five programmes

⁹⁸ girl child abuse and violence, girl child and food security, awareness programmes on breast cancer, *etc.*

⁹⁹ in AU: one college, in SVU: seven colleges and in AKNU: five colleges

¹⁰⁰ common rooms for women, separate toilets, separate hostels/mess, *etc.*

Table 4.3: Students benefitted by Scholarships

Name of the University	Constituent colleges		Government/aided colleges		Private colleges	
	Number of students					
	enrolled	benefitted (<i>per cent</i>)	enrolled	benefitted (<i>per cent</i>)	enrolled	benefitted (<i>per cent</i>)
AU	19,652	12,399 (63)	7,020	6,364 (91)	6,482	4,663 (72)
SVU	12,338	9,465 (77)	6,055	4,103 (68)	2,816	2,716 (96)
AKNU	2,453	2,033 (83)	5,103	4,049 (79)	7,192	5,632 (78)

As seen from above, 63 to 96 per cent of students availed the benefit of scholarship in the test-checked colleges of three universities. However, the pass percentage is as low as 15 per cent as discussed in Paragraph 2.2. Even though, the scheme is making higher education affordable, the low pass percentages defeats the intended objective of employability and progression to higher studies.

4.4 Affiliation of colleges

University Grants Commission (affiliation of colleges by university) Regulation, 2009 defines affiliation in relation to a college as ‘its recognition of such college, association of such college with, and admission of such college to the privileges of, a university’. As per the UGC Regulations, the proposed college seeking affiliation at the time of inspection by the university shall satisfy requirements prescribed by UGC or statutory/regulatory body (APSCHE) whichever is higher.

4.4.1 Norms for affiliation fixed by UGC and APSCHE

We observed that the universities were following the APSCHE guidelines for the requirements such as building, accommodation, land, corpus fund, etc. which specified lower standards when compared with UGC Regulations as detailed in the Table 4.4.

Table 4.4: Comparison of norms prescribed by UGC and APSCHE

Norms prescribed by		Possible impact of lower standards by APSCHE
UGC	APSCHE	
Undisputed ownership and possession of land measuring not less than two acres for metropolitan and five acres for other areas.	Prescribes one acre (for student strength up to 1,000) in three Urban Agglomerations of Vijayawada, Visakhapatnam & Guntur and two acres for student strength up to 1,000, four acres (for student strength above 1,000) in other areas.	May lead to congested academic space and less outdoor activities.
A minimum of 15 square feet per student in lecture/seminar rooms/library and 20 square feet per student in each laboratory.	Prescribes 600 square feet for classroom and laboratories. irrespective of class strength	May lead to congested classrooms and labs which affect quality of education.
Library with at least 1,000 books or 100 books of different titles on each subject along with separate book bank facility to SC/ST students.	Did not prescribe any number.	Libraries established as mere formality/compliance without sufficient number of books. Books shelves in labs and other rooms shown as libraries may not meet the genuine requirement.
Corpus fund in the form of Securities FDRs (Fixed Deposit Receipts): ₹15 lakh per Arts, Science and Commerce stream is to be kept in the name of the college by way of Government Securities or FDR for a minimum lock in period of three years as corpus fund.	Relaxed these norms which ranged between ₹ three and ₹ seven lakh. Further, total exemption was given for colleges established in rural areas.	Lesser amount as financial security for running the colleges may affect students in case of closure of colleges without notice.

4.4.2 Adherence to affiliation regulations

As per the UGC regulations, 2009, temporary affiliation shall be granted for not more than five years. Further, continuation of the temporary affiliation of the programmes of study and the college itself shall be granted by the university on a year-to-year basis through inspection process. The university may decide not to grant affiliation to the college for reasons, recorded in writing of its failure to meet the conditions/ requirements for getting affiliation. The college may apply again if it fulfils the conditions/requirements subsequently, but not earlier than six months from the date of rejection of its earlier application.

As per APSCHE guidelines, any private college shall be accorded temporary permission/affiliation which is renewable annually for a period of five years relaxable to 10 years in deserving cases only, by which time prescribed conditions must be fulfilled for grant of permanent affiliation. The status of affiliation of colleges in the test-checked universities is shown in **Table 4.5**.

Table 4.5: Status of affiliation of colleges

Name of the University	Total affiliated general stream colleges in 2018-19	Colleges having permanent affiliation	Colleges having temporary affiliation
AU	209	24	185
SVU	205	17	188
AKNU*	262	12	250
Total	676	53	623

* data pertains to 2019-20

(a) Adherence to affiliation procedures

As seen from the above, 623 out of 676 colleges (92 per cent) were running on temporary affiliation.

Andhra University, Visakhapatnam

During 2014-19, out of 209 affiliated general stream colleges, only 140 colleges were inspected for granting affiliation that too in the year 2018-19 and no inspections were conducted during 2014-18.

Sri Venkateswara University, Tirupati

During 2014-19, the required inspections were conducted by the university in all affiliated colleges. Further, the deficiencies/insufficiencies noticed during the inspection were conveyed to the respective colleges for rectification. However, details of rectifications made by the colleges were not on record.

Adikavi Nannaya University, Rajamahendravaram

Out of 262 existing affiliated general stream colleges in 2018-19, 235 colleges were inspected for affiliation purpose. However, no inspections were conducted for the period 2014-18.

Thus, AU and AKNU did not conduct the required inspections for granting affiliation to the colleges as per the provisions of UGC (Affiliation of colleges by university) Regulation,

2009. Only three out of 26 test-checked colleges had permanent affiliation and the remaining colleges were continuing with the temporary affiliation for more than 10 years as against the APSCHE guidelines.

(b) Deficient infrastructure in affiliated colleges

As per the UGC Regulations, the college seeking affiliation at the time of inspection by the university shall satisfy requirements prescribed by UGC or statutory/regulatory body (APSCHE) whichever is higher.

Deficiencies in infrastructure facilities in test-checked colleges affiliated to selected universities were as given in **Table 4.6**.

Table 4.6: Number of test-checked colleges with affiliated status having deficient infrastructure

Sl. No.	Infrastructure	Number of affiliated test-checked colleges where adequate infrastructure was not available as per APSCHE norms		
		AU (Nine test-checked)	SVU (Seven test-checked)	AKNU (10 test-checked)
1	Own accommodation	6	4	5
2	Space (building/class-room area)	5	3	6 ¹⁰¹
3	Library facility	7	3	6
4	Laboratory Facility	2	1	5
5	Playground	8	3 ¹⁰²	7

Source: Information furnished by test-checked colleges

It is evident from the above that the colleges with affiliated status were deficient in basic infrastructure which are required to obtain affiliation status as per APSCHE norms. Despite not fulfilling the required norms, the universities have extended affiliation to the colleges.

(c) Collection of affiliation fees

As per affiliation conditions, to obtain affiliation, the colleges must pay affiliation fee, University Development Fund fee, recognition fee *etc.* to the university. During the verification of the records of the three universities, it was noted that an amount of ₹109.25¹⁰³ lakh towards affiliation fee was due as of October 2019 from affiliated colleges.

4.5 Accreditation of Higher Education Institutions

As per paragraph 3.3.3 (a) of Report on 'Inclusive and Qualitative Expansion in Higher Education', the rapid expansion in the number of institutions of higher education and their intake capacity has not been able to ensure simultaneous sustenance of quality.

The UGC has been urging the institutions of higher learning in the country for their periodical assessment and accreditation and linking the development grant contingent upon their being assessed and accredited. Further, as per NAAC Universities manual, Higher Education Institutions (HEIs), which have a record of at least two batches of students graduated or been in existence for six years, whichever is earlier, are eligible to apply for the process of assessment and accreditation of NAAC.

¹⁰¹ six colleges were not having adequate classrooms

¹⁰² out of three, two colleges were using village playground for sports/games

¹⁰³ SVU: ₹11.86 lakh (as of January 2020); AKNU: ₹38.73 lakh and AU: ₹58.66 lakh

The details of number of NAAC accredited degree colleges in the State are given in **Table 4.7**.

Table 4.7: Number of NAAC accredited HEIs in the State

Type of HEIs	Total no of HEIs as per AISHE Report – 2018	NAAC accredited HEIs in 2018-19 (as per NAAC website)
Universities	41	13
Affiliated colleges	2,678	189

As seen from the above, only 189 out of 2,678 (seven *per cent*) HEIs had NAAC accreditation at State level as of 2018-19.

In AU, 24 (11.48 *per cent*) out of 209 colleges had NAAC accreditation. In SVU, only 20 (9.76 *per cent*) out of 205 colleges had NAAC accreditation and in AKNU, 40 (15.26 *per cent*) out of 262 colleges had NAAC accreditation during 2018-19.

Out of 26 test-checked colleges in the three universities, only five colleges¹⁰⁴ were NAAC accredited.

4.6 De-burdening of the universities

As per paragraph 7.1.15 (c) of Report on ‘Inclusive and Qualitative Expansion in Higher Education’, effective structural modernisation of the Central and the State universities Acts need to be carried out to de-burden universities from the load of affiliating colleges. No university should have more than 50 affiliated colleges with a total enrolment not exceeding 50,000 students.

Further, as per governance and administrative reforms of RUSA guidelines (2013), number of affiliated colleges in a university should be limited to 100. The details of affiliated colleges in all 10 conventional State universities is given in **Table 4.8**.

Table 4.8: Details of the affiliated colleges in Conventional State Universities

Sl. No.	Name of the University	Number of affiliated colleges	Number of affiliated colleges with more than the limit fixed by RUSA
1.	Andhra University	325	225
2.	Sri Venkateswara University	243	143
3.	Sri Krishnadevaraya University	161	61
4.	Acharya Nagarjuna University	458	358
5.	Adikavi Nannaya University	439	339
6.	Yogi Vemana University	181	81
7.	Vikrama Simhapuri University	134	34
8.	Krishana University	224	124
9.	Rayalaseema University	221	121
10.	Dr.B.R.Ambedkar University	134	34
Total		2,520¹⁰⁵	1,520

Source: APSCHE-2020 Diary

As seen from above, Andhra Pradesh has more than 100 affiliated colleges (as of December 2019) in all the conventional State universities. Six out of 10 universities had more than 200 affiliated colleges.

¹⁰⁴ Dr. L.B college, Visakhapatnam under AU; BT college, Madanapalle and GDC, Karvetinagaram under SVU; GDC, Rauvalapaalm and SAS GDC, Narayanapuram under AKNU

¹⁰⁵ Includes other stream colleges *viz.* Engineering colleges, Bachelor of Education, *etc.*

Further, regarding the efforts taken for de-burdening of universities in terms of number of affiliated colleges, APSCHE replied (August 2019) that, two new universities, Andhra Kesari Tanguturi Prakasam University at Ongole and Gurujada Apparao University at Vizianagaram were established. Two more Indian Institute of Information Technology (IIITs)¹⁰⁶ at Srikakulam and Ongole were established. Further, Jawaharlal Nehru Technological University (JNTU), Amaravati covering Krishna, Guntur and Prakasam districts was proposed to reduce the number of colleges affiliated to JNTU, Kakinada from 250 to around 120. The two conventional universities established would not be sufficient to de-burden the universities. As per the RUSA guidelines, at least 13 more universities need to be established to de-burden the existing universities.

4.6.1 Autonomous colleges

As per 12th FYP (paragraph 21.310 and 22), State governments were to provide the institutions greater autonomy and operational flexibility on priority during 12th FYP. Further, RUSA 2.0 envisages greater autonomy of institutions in terms of decision making with full liberty to institutions and to plan specific interventions depending on special needs and requirements.

The concept of autonomous colleges was started in the eighth FYP with a target to grant autonomous college status to 10 *per cent* of the total colleges. However, even after completion of the twelfth FYP, in Andhra Pradesh, out of 1,422 degree colleges, only 39 colleges (three *per cent*) enjoy autonomous status as of April 2018. The details of autonomous colleges in test-checked universities are shown in **Table 4.9**.

Table 4.9: Autonomous colleges in test-checked universities

Type of college	AU	SVU	AKNU	Total
Government	1	0	4	5
Private aided	3	0	8	11
Private unaided	1	0	0	01
Total	5	0	12	17

Source: Expert Committee report by APSCHE

Colleges with autonomous status have the freedom to modernise their curricula or make themselves globally competent, locally relevant and skill oriented to promote employability. Further, the increase in number of Autonomous colleges would also de-burden the universities. Hence, more colleges, which are already endowed with good resources and infrastructure, may be identified for grant of autonomous status.

4.7 Implementation of e-governance

As per the para 7.1.14 of the Report on “Inclusive and Qualitative Expansion of Higher Education” 12th Five Year Plan, HEIs should target automation of administration and e-governance. We have verified the presence of e-governance initiatives in the areas of human resources management, examinations and financial management which are the main areas of governance covered under this audit.

¹⁰⁶ Rajiv Gandhi University of Knowledge Technologies (RGUKT)

Only one out of the three test-checked universities, *i.e.*, SVU had implemented e-governance that too in limited scale covering certain services *viz.* for admission to PG courses, issue of admit cards, result publication, *etc.* The other two universities, *i.e.*, AU and AKNU were still in the planning stage.

4.8 Financial Management

Government provides funds from State budget to the State universities as grant-in-aid for salary of teaching and non-teaching staff and to government colleges for meeting their expenditure including salaries to the staff. Apart from State budget, State universities and government colleges receive assistance from MHRD¹⁰⁷, UGC, RUSA and other schemes for infrastructure, research, *etc.*

4.8.1 Funds under State budget

Position of year-wise funds provided to State universities and government colleges during 2014-19 from the State budget is shown in **Table 4.10**.

Table 4.10: Funds from State budget

Year	HE Budget	HE Expenditure	Universities		Government colleges	
			Budget	Expenditure	Budget	Expenditure
2014-15	2,566.80	2,103.97	902.60	852.72	880.10	625.28
2015-16	2,729.24	2,308.20	957.17	546.07	634.03	604.96
2016-17	2,277.11	1,806.70	789.92	730.11	412.65	308.96
2017-18	2,500.79	2,186.00	815.54	803.72	444.57	321.70
2018-19	2,881.32	1,711.89	1,083.83	653.46	365.99	367.78
Total	12,955.26	10,116.76	4,549.00	3,586.08	2,737.34	2,228.68

(₹ in crore)

Source: Annual accounts of GoAP

It could be seen from the above table that the budget was not fully utilised by the universities and government colleges during the period 2014-19.

Government of Andhra Pradesh envisaged (2015) the investment in higher education to be at least 1.5 *per cent* of Gross State Domestic Product (GSDP) by the year 2022 and 2.5 *per cent* of GSDP by the year 2029. It has also targeted to improve GER, address educational inequity between rural and urban areas, invest in faculty development, ensure youth employability, promote holistic development of students, *etc.* as a mission.

As per RUSA 2.0 (launched in 2018) and MoU with State Government, the State should increase the spending on higher education as a percentage of GSDP at two *per cent* or more to avail the RUSA scheme. The State's expenditure on higher education for the last five years is detailed in the **Table 4.11**.

Table 4.11: State's expenditure on higher education

Year	Total expenditure on HE	State's GSDP at Constant prices (2011-12)	State's total budget Expenditure	Percentage of expenditure to HE as percentage of	
				GSDP	Total Budget expenditure
2014-15	2.10	445	98	0.47	2.15
2015-16	2.30	499	94	0.46	2.46
2016-17	1.80	550	112	0.33	1.61
2017-18	2.18	613	127	0.36	1.72
2018-19	1.71	680	126	0.25	1.36

(₹ in thousand crore)

Source: Grant Audit Register (2014-19); AP Socio Economic Survey 2018-19 and Appropriation accounts of AP

¹⁰⁷ Ministry of Human Resource Development, GoI

During the period 2014-19, Andhra Pradesh has spent less than 0.5 *per cent* of the GSDP of the State on higher education. The percentage of expenditure on higher education, as a percentage of GSDP has also decreased from 0.47 to 0.25 *per cent* during the last five years.

4.8.2 Funds under RUSA

The RUSA scheme, started in 2013, aims to improve the quality of State universities and colleges and enhance their existing capacities so that they become dynamic, demand-driven, quality conscious, efficient and forward looking. The scheme covers only the government and government aided State Higher Education Institutions excluding open universities and institutions offering medical, agriculture, veterinary, engineering *etc.* courses. The Centre-State funding for this scheme in case of Andhra Pradesh is in the ratio of 60:40.

During 2014-19, the position of funds released to the State universities and government colleges under RUSA is shown in **Table 4.12**.

Table 4.12: Funds released under RUSA

(₹ in crore)

Year	Funds released by GOI	Approved outlay for the State	Funds allotted to RUSA		Director	Funds released to State universities	Funds released to Government colleges
			Central share	State share	Total		
2014-15	10.79	204.00	0.00	0.00	0.00	0.00	0.00
2015-16	37.98	95.00	38.70	31.48	70.18	0.00	30.80
2016-17	16.08	0.00	6.00	5.95	11.95	10.00	23.75
2017-18	236.42	0.00	86.42	38.71	125.13	16.95	36.42
2018-19	100.10	414.00	100.10	46.07	146.17	48.05	122.54
Total	401.37	713.00	231.22	122.21	353.43	75.00	213.51

Source: Information provided by State government

It could be seen from the above table that against the total approved outlay of ₹713 crore for the period 2014-19 under RUSA, only ₹75 crore was released to State Universities and ₹213.51 crore to government colleges. Further, no funds were released to universities despite release of funds under Central/State share during 2014-16.

Further, scrutiny of Annual Accounts of Government of Andhra Pradesh revealed that ₹401.37 crore was released by Central Government as its share; however, the State Government had released only ₹231.22 crore (58 *per cent*) of the central funds.

Scrutiny of release and utilisation of RUSA fund accounts at university level revealed the following:

Andhra University, Visakhapatnam

- An amount of ₹20 crore was sanctioned to the university in the month of March 2015 towards 'Improvement of infrastructure in the university'. However, out of the sanctioned amount, ₹ five crore was released after a lapse of two years in July 2017. Out of this, only ₹ three crore was utilised (March 2019) by the university towards the given purpose.
- Similarly, an amount of ₹100 crore was sanctioned to the university in May 2018 under the Scheme 'Enhancing quality and excellence in State universities'. Out of the

sanctioned amount, only ₹10 crore was released in July 2018. Out of this, ₹8.50 crore was utilised by the university as on 31 March 2019.

Sri Venkateswara University, Tirupati

- An amount of ₹20 crore was sanctioned to the university in March 2015 towards 'Improvement of infrastructure in the university'. However, out of the sanctioned amount, ₹10 crore was released after a lapse of more than two years in November 2017. Out of this, ₹9.03 crore was utilised (March 2019) by the university towards the given purpose.
- Similarly, an amount of ₹100 crore was sanctioned to the university in May 2018 under the Scheme 'Enhancing quality and excellence in State universities'. However, no amount was released by government as of March 2019.

Adikavi Nannaya University, Rajamahendravaram

- No funds under RUSA were released to the university during the period 2016 to 2019.
- Sufficient funds were not provided at the disposal of the universities to improve the infrastructure facilities, to enhance quality and excellence in the universities.

Recommendations:

1. ***The State Level Quality Assurance Cell should function in a time bound manner towards achieving NAAC accreditation to Higher Education Institutions.***
2. ***The State Government may take steps to recruit regular teaching staff for imparting quality education and to reduce the gap in student teacher ratio.***
3. ***The State Government may ensure implementation of UGC affiliation norms while granting affiliation to colleges.***

Chapter - 5

Conclusion and Recommendations

Chapter 5

Conclusion and Recommendations

Conclusion:

We assessed the enabling factors helping students in enhancing employability and their progression to higher studies and found that existence of enabling factors, viz. placement cells, job fairs, career counselling and guidance cell in universities and colleges had not resulted in increased placements or progression to higher studies.

New Postgraduate (PG) and Undergraduate (UG) courses were not introduced by Andhra University (AU) and UG courses by Sri Venkateswara University (SVU) during 2014-19 to give academic flexibility to students. The use of ICT facilities in teaching-learning process was extremely low at 28 *per cent* in test-checked affiliated colleges.

In 19 test-checked private colleges, 281 teachers possessed required 55 *per cent* marks at Master's level, of them six teachers had Ph.D degree. No details were furnished regarding the qualifying criteria viz. National Eligibility Test (NET)/ State Level Eligibility Test (SLET)/State Eligibility Test (SET) in respect of 275 teachers, who did not possess the Ph.D degree. Thus, there is no assurance that the faculty had the required qualification for teaching undergraduate students.

There was shortfall in conducting professional development programme/ trainings to the faculty members as per the University Grant Commission (UGC) norms in the State. In two test-checked universities, the percentage of faculty members attended professional development programmes was one *per cent* in Adikavi Nannaya University (AKNU) and 22 *per cent* in Andhra University.

In respect of the test-checked affiliated colleges, most of the affiliated colleges lacked adequate infrastructure facilities like sufficient administrative and academic buildings, laboratories, library, playgrounds for etc. as required in the norms. Ramp or lift facilities were not available in the buildings for differently abled students in most of the colleges.

There was shortage of permanent teaching staff in all the three test-checked universities. The percentage of contract/temporary teaching staff ranged between 26 to 83 *per cent* in three test-checked universities.

The State Higher Education council did not provide the strategic direction for Higher Education as the advisory arm of the government. Only three out of 26 test-checked affiliated colleges had permanent affiliation and the remaining colleges were being continued with the temporary affiliation for more than 10 years.

State Level Quality Assurance Committee (SLQAC) targeted 100 *per cent* accreditation of all colleges by National Assessment and Accreditation Council (NAAC) as a part of the

short term goals. However, only seven *per cent* of affiliated colleges were NAAC accredited as of 2018-19. Internal Quality Assurance Cell (IQAC) were not constituted in private unaided colleges.

All the three test-checked universities did not enforce provisions of UGC (Affiliation of colleges by university) Regulation, 2009 or the standards prescribed by Andhra Pradesh State Council of Higher Education (APSCHE) regarding affiliation. In AU and AKNU, the inspections for granting affiliation were not conducted regularly.

As per Rashtriya Uchchatar Shiksha Abhiyan (RUSA) guidelines 2.0, the State should increase spending on higher education to two or more per cent of Gross State Domestic Product (GSDP) of the State. However, the State has spent less than 0.5 per cent (each year) of the GSDP on higher education during 2014-19.

Recommendations:

1. *The interaction of the students with placement/career counselling cells needs to be improved to provide the needed guidance to students for further progression to higher studies and getting suitable employment.*
2. *The system of maintenance of data on student's progression to higher studies and employment needs to be strengthened at university and college level.*
3. *The State Government may ensure that the universities put in place a reliable evaluation system and may also prescribe specific timelines for declaration of results.*
4. *The State Government should conduct relevant professional development programmes for continued professional development of faculties and encourage the teachers to participate in these programmes.*
5. *For effective teaching-learning process and to keep pace with technological advancement in Higher Education, the State Government may take steps for implementation of Information Technology solutions in all Higher Education Institutes.*
6. *The State Government should ensure availability of adequate basic infrastructure facilities like buildings with sufficient lecture rooms, laboratories, libraries and furniture in all the Higher Education Institutions as per the prescribed norms.*
7. *The State Level Quality Assurance Cell should function in a time bound manner towards achieving NAAC accreditation to Higher Education Institutions.*

8. *The State Government may take steps to recruit regular teaching staff for imparting quality education to reduce the gap in student teacher ratio.*
9. *The State Government may ensure implementation of UGC affiliation norms while granting affiliation to colleges.*

Vijayawada
the 07 JUL 2022


(HEMA MUNIVENKATAPPA)
Principal Accountant General (Audit)
Andhra Pradesh

Countersigned

New Delhi
the 12 JUL 2022


(GIRISH CHANDRA MURMU)
Comptroller and Auditor General of India

Appendices

Appendix 1.1

(Reference to paragraph 1.6.1, page 6)
Statement showing the details of selected colleges

Name of the University	Type of college	Name of the college
Andhra University, constituent colleges	Constituent	College of Science & Technology College of Arts and Commerce
Andhra University, affiliated colleges	Government	GDC (women), Marripalem
	Private aided	Dr. L.B. college, Visakhapatnam
	Private un-aided	S.V degree college, Pedagummuluru
		Sri Uma Bharathi degree college, Gajularega
		A.Q.J. degree college, Gudilova
		Sri Gowri degree & PG college, Kancharapalem
		Sri Vasavi Vignana Mandali degree college, Visakhapatnam
		Sri Sai degree college, Narsipatnam
Sri Venkateswara University, constituent colleges	Constituent	Dr. Y.L.P. degree college, Gajapathinagaram
		College of Arts College of Science College of Commerce
Sri Venkateswara University, affiliated colleges	Government	GDC, Karvetinagaram
	Private aided	BT College, Madanapalle
	Private un-aided	Veda Narayana degree college, Narayanavanam
		Vijayalakshmi degree college, Srikalahasti
		Sri Srinivasa degree college, Chandragiri
		Madhurai Meenakshi degree college, B. Kothakota
Adikavi Nannaya University, constituent colleges	Constituent	Sri Chaitanya degree college, B. Kothakota
		College of Science & Technology College of Arts & Commerce MSN PG centre, Kakinada PG Centre, Tadepalligudem
Adikavi Nannaya University, affiliated colleges	Government	SAS GDC, Narayanapuram
	Private aided	Government degree college, Ravulapalem
		GBR college, Anaparthi
	Private un-aided	JCDC, Mandapeta
		Aditya degree college, Palakol
		PSN Murthy degree college, Turangi
		Annapurna degree college, Bhuvanapalli
		Vivekananda degree college, Jangareddygudem
		Sri Deepthi degree college, Malikipuram
		Jasti Bullemma degree college, Maredubaka

Appendix 1.2

(Reference to paragraph 1.6.2, page 6)

List of Key Outcomes Indicators of Audit of Outcomes in Higher Education

Indicator Number	Key Indicator	Numerator of indicator	Denominator of indicator	Formula
1.	Average percentage of placement of outgoing students during 2014-19	Number of Outgoing students placed in a year	No. of outgoing students in that year	-
2.	Increase in percentage of student progression to higher study (previous graduating batch) during 2014-19	Total number of outgoing students progressing to Higher Education	Total number of final year students who passed in the University Examination	-
3.	Average percentage of students qualifying in State/ National/ International level examinations during 2014-19 (NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)	Number of students qualified in Competitive Examination in a year	Total number of students enrolled in the colleges in that year	Average percentage = (Sum of percentage of 5 years) /5
4.	Percentage of programs where syllabus revision was carried out during 2014-19	Number of programmes in which syllabus was revised during 2014-19	Total number of programmes offered in the university during 2014-19	-
5.	Percentage of new courses introduced out of the total number of courses across all programmes offered during 2014-19	Number of new courses introduced during 2014-19	Number of courses offered during 2014-19	-
6.	Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources <i>etc.</i> during 2018-19 (current year)	Number of teachers using ICT during 2018-19	Total number of teachers during 2018-19	-
7.	What is the extent of industry-academia connect?	Number of functional MoUs with institutions of national/ international importance, other Univ., industries <i>etc.</i> during 2014-19	-	-
8.	What is the extent to which industry has been consulted or has provided sponsorship and funding, in a collaborative environment during 2014-19?	Number of extension and outreach programmes conducted in collaboration with industry, community, NGOs (NCC/NSS/Red Cross <i>etc.</i>) during last five years.	-	-

Appendix 1.3

(Reference to Paragraph 1.6.2, page 6)

List of Input-Output Indicators of Audit of Outcomes in Higher Education

Indicator Number	Name of Indicator	Numerator of indicator	Denominator of indicator	Formula
1.	Average pass percentage of Students during 2014-19 (current year)	Total number of final year students who passed in the University Examination	Total number of final year students who appeared	-
2.	Percentage of students undertaking field projects / internships during 2018-19 (current year)	Number of students undertaking field projects or internships during 2018-19	Total number of students enrolled in the institution during 2018-19	-
3.	Percentage of programs in which CBCS has been implemented during 2018-19 (current year)	Number of programmes in which CBCS implemented during 2018-19	Total number of programmes offered during 2018-19	-
4.	Availability of teachers as per prescribed Student Teacher Ratio during 2018-19 (current year)	Number of students enrolled in a particular programme during 2018-19	Number of teachers available (including part time teachers) for that particular during 2018-19	-
5.	Average percentage of full time teachers with Ph.D. during 2014-19	Number of full time teachers with Ph.D. in a year	Number of full time teachers in that year	Average percentage = (Sum of percentage of 5 years) / 5
6.	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during 2014-19	Number of full time teachers receiving awards from State/National/ International levels during last five years (A)	Total number of full time teachers during last 5 years(B)	= (A/B)*100
7.	Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during 2014-19	Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during a year	Number of full time teachers in that year	Average percentage = (Sum of percentage of 5 years) / 5

Indicator Number	Name of Indicator	Numerator of indicator	Denominator of indicator	Formula
8.	Average percentage of teachers attending professional development programs viz. Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during 2014-19	Number of teaching staff attending such Programmes in a year	Number of full time teachers in that year	Average percentage = (Sum of percentage of 5 years) / 5
9.	Average percentage of applications for revaluation leading to change in marks during 2014-19	Number of Revaluation cases where marks changed in a year	Number of Revaluation applications received in that year	Average percentage = (Sum of percentage of 5 years) / 5
10.	Number of patents awarded and consultancies given externally to an institution during 2014-19	Number of patents awarded and consultancies given externally to an institution during 2014-19	-	-
11.	Number of research papers per teacher in the Journals notified on UGC website during 2014-19	Number of publication in UGC notified journals during 2014-19	Average number of full time teachers during 2014-19	-
12.	Number of teachers awarded international fellowship for advanced studies/ research during 2014-19	Number of teachers awarded international fellowship for advanced studies/ research during 2014-19	-	-
13.	Average percentage of students benefited by scholarships by the Government during 2014-19	No. of students benefited by scholarships by Government in a particular year	Total number of students enrolled in that year	Average percentage = (Sum of percentage of 5 years) / 5
14.	Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc. during 2018-19 (current year)	Number of Classrooms and seminar halls with ICT facilities	Total number of Classrooms and Seminar halls in the Institution	-
15.	Student - Computer Ratio during 2018-19 (current year)	Total number of students	Number of computers in working conditions	-

Appendix 2.1

(Reference to paragraph 2.2, page 11)

The statement showing details of students passed in year-end examinations

Name of the programme	Year wise percentage of students passing in examinations				
	2014-15	2015-16	2016-17	2017-18	2018-19
Andhra University					
B.A.	28.30	38.37	29.84	18.38	23.49
B. Sc.	24.53	29.35	27.59	29.51	23.54
B. Com.	36.10	46.37	36.91	27.94	36.39
M.A.	47.52	64.39	51.72	58.85	66.89
M.Com.	90.13	87.61	73.69	55.71	53.00
M.Sc.	51.50	60.15	53.24	59.29	62.63
Sri Venkateswara University					
B.A.	95.5*	100*	97.55	97.57	97.48
B. Sc.					
B. Com.					
M.A.	95.7	99.92	81.77	99.77	99.64
M.Com.					
M.Sc.					
Adikavi Nannaya University					
B.A.	32.78	37.56	38.35	15.49	19.27
B. Sc.	38.04	49.84	51.19	36.61	37.85
B. Com.	40.58	45.33	52.09	18.04	21.77
M.A.	66.10	58.77	56.93	64.45	68.26
M.Com.	Course not introduced		67.74	76.86	80.17
M.Sc.	70.58	67.17	61.98	64.24	60.90

* the data is only for SVU constituent colleges (inclusive of B. Tech, B. Pharmacy, etc.)

Glossary

Acronym	Full Form
AISHE	All India Survey on Higher Education
AKNU	Adikavi Nannaya University
AP	Andhra Pradesh
APKM	Andhra Pradesh Knowledge Mission
APSCHE	Andhra Pradesh State Council of Higher Education
AQAR	Annual Quality Assurance Report
ASC	Academic Staff College
AU	Andhra University
CAT	Common Admission Test
CBCS	Choice Based Credit System
CCE	Commissioner, Collegiate Education
CEDC	Community Education Development Cell
DNM	Data not maintained
DNP	Data not provided
FDR	Fixed Deposit Receipts
FYP	Five Year Plan
GATE	Graduate Aptitude Test in Engineering
GER	Gross Enrolment Ratio
GMAT	Graduate Management Admission Test
GO	Government Order
GoAP	Government of Andhra Pradesh
GPI	Gender Parity Index
GRE	Graduate Record Examinations
GSDP	Gross State Domestic Product
HEI	Higher Education Institutes
ICT	Information and Communication Technology
IIIT	Indian Institute of Information Technology
IQAC	Internal Quality Assurance Cell
IT	Information Technology
JKC	Jawahar Knowledge Centres
JNTU	Jawaharlal Nehru Technological University
LMS	Learning Management Systems
MHRD	Ministry of Human Resource Development
MoU	Memorandum of Understanding
NAAC	National Assessment and Accreditation Council
NCC	National Cadet Corps

Acronym	Full Form
NET	National Eligibility Test
NGO	Non Governmental Organisation
NSS	National Service Scheme
OMR	Optical Mark Recognition
PDP	Professional Development Programme
PG	Postgraduate
PMS	Post Matric Scholarships
RUSA	Rashtriya Uchchatar Shiksha Abhiyan
SC	Scheduled Castes
SET	State Eligibility Test
SHEC	State Higher Education Council
SLET	State Level Eligibility Test
SLQAC	State Level Quality Assurance Cell
SLQACC	State Level Quality Assurance Coordination Committee
ST	Scheduled Tribes
STR	Student-Teacher Ratio
SVU	Sri Venkateswara University
TOEFL	Test of English as a Foreign Language
UG	Undergraduate
UGC	University Grants Commission
VC	Vice-Chancellor

© CONTROLLER AND AUDITOR GENERAL OF INDIA

www.cag.gov.in