



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



लोकहितार्थ सत्यनिष्ठा
Dedicated to Truth in Public Interest



Government of Punjab
Report No. 2 of the year 2022

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Comptroller and Auditor General of India
on Performance Audit on
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Preface

This Report of the Comptroller and Auditor General of India for the period April 2015 to March 2020 has been prepared for submission to the Governor of the State of Punjab under Article 151(2) of the Constitution of India.

The Report contains the results of performance audit on Outcomes of Higher Education in Punjab in terms of State's performance in achieving outcomes of Higher Education on the basis of recommendations made in Twelfth Five Year Plan, assessment indicators adopted by National Assessment and Accreditation Council, strategic plan prepared by Government of Punjab to achieve Sustainable Development Goals and preparedness of implementation of National Education Policy 2020, for the period April 2015 to March 2020.

The instances mentioned in this Report are those, which came to the notice in the course of test audit for the period April 2015 to March 2020 as well as those which came to notice in earlier years. The findings of Performance Audit on "Working of Guru Nanak Dev University" printed in Comptroller and Auditor General of India's Audit Report on Social, General and Economic Sectors (NPSUs) for the year ended 31 March 2015-Government of Punjab was also evaluated with reference to outcome of Public Accounts Committee meeting held in June and July 2020; matter relating to the period subsequent to March 2020 have also been included, wherever necessary.

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

Audit wishes to acknowledge the cooperation received from the Department of Higher Education; Punjabi University, Patiala; Guru Nanak Dev University, Amritsar; Rajiv Gandhi National University of Law, Patiala; and selected colleges.

Executive Summary

Executive Summary

The Report contains significant results of the performance audit on Outcomes of Higher Education in Punjab in respect of Higher Education schemes being implemented by Department of Higher Education, selected Universities and colleges covering the period April 2015 to March 2020.

Introduction and Audit framework

Higher education system plays a vital role for the country's overall development. The Strategic Framework of 12th Five Year Plan (12th FYP) identified Access, Equity, Quality and Governance as four main areas of Higher Education that need attention.

The National Education Policy (NEP) 2020 envisions an India centric education system that contributes directly to transforming the nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. It states that Higher Education is a critical contributor to sustainable livelihoods and economic development of the nation.

As of March 2020, there are 32 Universities and 1079 colleges available in Punjab. Out of total available Higher Education Institutes (HEIs), three State Universities and 361 colleges are providing general higher education. As of March 2020, the National ranking of Punjab State in terms of Gross Enrolment Ratio is 18th; ranking for number of colleges is 14th and ranking for college density is 10th.

Considering the importance of education, the member states of United Nations' jointly committed (September 2015) to the Sustainable Development Goal-4 (SDG-4) which is to ensure inclusive and equitable quality education and promote lifetime learning opportunities for all.

This performance audit was conducted between August 2020 and March 2021 for the period 2015-16 to 2019-20. The records maintained in Punjabi University, Patiala; Guru Nanak Dev University, Amritsar and Rajiv Gandhi National University of Law, Patiala and in selected 38 colleges were examined with reference to recommendations of 12th FYP, University Grant Commission norms/guidelines and outcome indicators of National Assessment and Accreditation Council. The audit included examination of aspects such as student progression, access, equity, employability, progression to higher education, quality and governance of higher education in state universities and selected colleges. Preparedness of the department for implementation of NEP 2020 was also seen during this performance audit.

The audit objectives for carrying out the performance audit of outcomes of higher education were to ascertain: (i) Whether the State Government/ HEIs ensured accessibility, equity and affordability in Higher Education; (ii) Whether the Quality of Higher Education was ensured; (iii) Whether an effective system for Governance and Management existed; and (iv) Whether the Department was prepared for implementation of NEP 2020.

The audit findings, conclusions and recommendations relating to each of the four audit objectives have been reported in four distinct chapters viz. Chapters II, III, IV and V. The chapter- wise important findings, conclusions and recommendations are as follows:

Access, Equity and Affordability in Higher Education

Government of Punjab has no policy regarding opening of colleges as per geographical mapping, as a result, seven sub-divisions were still devoid of any college (Government/Constituent/Aided) due to non-inclusion in the plan. Besides, construction work of 12 colleges out of 27 planned colleges were not completed within scheduled date due to lack of funds.

[Paragraph 2.1.1.1]

The distribution of general degree colleges both regionally as well as among rural and urban areas of the state was not proportionate. During 2015-2020, only 32.56 per cent to 34.78 per cent government colleges were available in rural areas for providing higher education to 62.52 per cent population of age group 18-23 years.

[Paragraphs 2.1.2.1 and 2.1.2.2]

Though Gross Enrolment Ratio (GER) of Punjab was consistently higher than National GER, it was less than the target set by GoP in respect of Sustainable Development Goal during 2019-20. The GER of SC category improved during 2015-2018 but it declined during 2018-2020.

[Paragraphs 2.2.1 and 2.2.2]

Ten colleges ran 16 general courses under self-finance scheme with fee structure of these courses ranging between ₹ 7,143 and ₹ 46,514 which was much higher than the fee of these general courses in normal mode.

[Paragraph 2.4.2]

In PU, Patiala, 15 hostels were overcrowded by 12.63 per cent whereas in GNDU, Amritsar, the hostel facility could not be provided to the 18.16 per cent students during 2015-2020 due to non-availability of adequate space.

[Paragraph 2.5.1]

The selected HEIs have not yet provided facilities to differently abled students in view of NAAC norms such as tactile guiding path, railing, lifts, ramp, etc. in consonance with the Rights of Persons with Disabilities Act, 2016 and UGC Regulations 2009.

[Paragraph 2.5.1]

Recommendations

- *In order to correct the regional imbalances in distribution of HEIs and to adhere to GoP policy decision (March 2017) to open at least one Government college in each sub-division, the State Government should prioritise opening of new colleges in the sub-divisions where there is no Government/constituent/aided college. Further, to promote equity*

in all disciplines of general education, the State Government may ensure establishment/strengthening of new/existing HEIs with multiple streams (Arts, Commerce, Science, etc.).

- *The State Government may undertake planned efforts to enhance GER across all categories especially of the disadvantaged/EWS/SC, as envisaged under 12th Five Year Plan, by setting up of Community Education Development Cell and undertaking preparatory training/special coaching for the disadvantaged section.*
- *The Universities should ensure availability of hostels with adequate capacity to avoid overcrowding/deprival and availability of basic infrastructure in affiliated colleges as well as in universities for the persons with disabilities, in accordance with the provisions of Rights of Persons with Disabilities Act, 2016.*

Quality of Higher Education

All selected universities revised syllabus of their programmes up to desired percentage and were eligible for award of maximum score as per NAAC benchmark.

[Paragraph 3.1.1.3]

In the selected universities, 63 to 100 *per cent* teachers used Information and Communication Technology (ICT) whereas in 29 selected colleges, 3 to 100 *per cent* teachers used ICT. The student computer ratio (SCR) in the selected universities ranged between 8:1 and 12:1 while as in selected colleges it ranged between 3:1 and 79:1.

[Paragraph 3.1.2.2]

Availability of faculty in colleges was insufficient thereby resulting in an average Student Teacher Ratio (STR) of 49:1 more than two times than its prescribed STR of 20:1. In Government colleges, percentage of contractual teaching staff ranged between 56 *per cent* and 70 *per cent* during the 2015-2020. 35.88 *per cent* of the teachers in 38 test checked affiliated colleges did not possess the prescribed National Eligibility Test qualification.

[Paragraph 3.1.2.3]

The centralised evaluation system was in place in Guru Nanak Dev University, Amritsar and Rajiv Gandhi National University of Law, Patiala. However, in selected universities, the students ranging between 32 *per cent* and 49 *per cent* got their marks modified upon revaluation during 2015-2020.

[Paragraph 3.1.2.5]

Punjabi University, Patiala and GNDU Amritsar could complete only 53 *per cent* and 56 *per cent* research projects respectively during 2015-2020 whereas only three research projects were undertaken and completed in three selected colleges. Out of the 99 completed research projects, only eight patents were awarded in selected universities.

[Paragraph 3.2.1.2]

Dysfunctional or non-existent job facilitating mechanism and lack of employment enhancement programmes meant that the students were deprived of the necessary assistance in exercising career choices. None of the selected universities was eligible for scoring maximum score under NAAC indicator.

[Paragraphs 3.3.2.2 and 3.3.2.3]

The system of maintenance of data related to students' employment, students' progression to higher studies and students' performance in competitive examinations was almost non-existent at all levels of the higher education system in the state. Even in test checked colleges, such data was not being consistently maintained. Thus the main student outcome of '**employability and progression to higher studies**' could not be adequately evaluated.

[Paragraphs 3.3.1 and 3.3.2.5]

Recommendations

- *To keep pace with technological advancement and innovations in delivery of education, the HEIs should encourage teachers to use ICT teaching tools and make efforts to improve the student-computer ratio.*
- *In order to maintain prescribed Student Teacher Ratio and to provide quality education to the students in Government colleges, the State Government should expedite recruitment of regular teachers with qualification as prescribed in the UGC Regulations.*
- *The Universities should strengthen the system of evaluation to avoid/minimise the high percentage of alteration of marks/result during revaluation.*
- *Universities should ensure that all research projects are completed timely with due quality.*
- *The State Government and universities should conduct relevant professional development programmes for the teachers regularly and should ensure that all the eligible teachers are provided training in these programmes.*
- *Every HEI should constitute well-functioning placement cell, career counselling cell, and encourage a vibrant alumni association to facilitate graduating students in getting employment or to progress to higher studies.*

Governance and Management

State Level Quality Assurance Cell neither maintained the data regarding the number of colleges which had constituted Internal Quality Assurance Cell (IQAC) nor developed a mechanism to monitor it. Quality assurance activities were not undertaken by 15 colleges out of 38 selected colleges since IQAC was not established in these colleges.

[Paragraphs 4.1.1.2 and 4.1.2.2]

There were shortfalls in conducting inspection of affiliated colleges by PU, Patiala (228 colleges) and GNDU, Amritsar (110 colleges). The universities were found overburdened in respect of affiliated colleges against the Rashtriya Uchchatar Shiksha Abhiyan norms.

[Paragraph 4.1.2.4]

The position of NAAC accredited HEIs in the state was dismal as only 30.23 *per cent* of eligible HEIs were NAAC accredited as of March 2020. Further only 1.74 *per cent* HEIs were accredited with A⁺⁺/A⁺ grade. This indicates that the quality of higher education imparted in the state was not satisfactory.

[Paragraph 4.4]

Substantial number of non-teaching posts were vacant in test checked HEIs during 2019-20. In respect of selected universities the vacancies ranged between 27.94 *per cent* and 54.35 *per cent*. In respect of government colleges, the shortage/vacancy in non-teaching staff was 48 *per cent*.

[Paragraph 4.5]

Recommendations

- *In order to increase the number of NAAC accredited institutions, State Level Quality Assurance Cell should maintain report of the State level action plan and effectively monitor functioning of Internal Quality Assurance Cell of colleges and HEIs should ensure constitution of Internal Quality Assurance Cell in every College.*
- *The universities should strengthen their affiliation process and ensure that renewal of temporary affiliation should be granted to colleges after rectification of shortcomings noticed during the Inspections.*
- *The Department and Universities should ensure the recruitment of non-teaching staff for vacant post for smooth functioning of HEIs.*

Preparedness to implement National Education Policy 2020

Considering the current situation of Higher Education in Punjab as observed in Performance Audit, it appears that the system was still far from ready to adopt the NEP-2020. Despite the initiatives of the GoP across several areas in higher education, the gaps highlighted above represent possible risks for the achievement of the key objectives of the NEP 2020 agenda.

[Paragraph 5.1]

Recommendation

- *Timely and well-coordinated action should be taken by all key stakeholders at the State and Institution level for ensuring time bound and effective implementation of the NEP 2020 in accordance with envisaged priorities.*

Chapter-I

Introduction and Audit framework

Chapter-I

Introduction and Audit framework

1.1 Introduction

Higher education¹ plays a vital role in the country's overall development. The Indian higher education system is the third largest in the world, next to the United States and China. The role of Indian higher education institutes is to provide quality education and research opportunities to empower youth to attain self-sustainability and employability. In line with this, Strategic Framework of 12th Five Year Plan (12th FYP) identified Access, Equity, Quality and Governance as the four main areas of Higher Education that needed attention.

The National Policy on Education 1986 (amended in 1992) was framed to make higher education dynamic. The main features of the policy were consolidation and expansion of institutions, development of autonomous colleges and departments, redesigning courses, training of teachers, strengthening of research and improvement in efficiency.

The National Education Policy (NEP) 2020 also envisions an India centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. It states that Higher Education is a critical contributor to sustainable livelihoods and economic development of the nation.

Considering the importance of education, the United Nations' member states jointly committed (September 2015) to the Sustainable Development Goal-4 (SDG-4) which seeks to ensure inclusive and equitable quality education and promotes lifelong learning opportunities for all.

1.2 State Profile: Higher Education

Number of Higher Education Institutes (HEIs) and Gross Enrolment Ratio (GER)²: All India Survey on Higher Education (AISHE) was established by the Ministry of Human Resource Development (MHRD) for conducting an annual web-based survey portraying the status of higher education in the country. Based on these survey reports, a comparison between Punjab and All

¹ Higher Education means the education beyond 10+2 system of study (The Punjab State Higher Education Council Act 2018).

² GER is the ratio of enrolment in higher education to the population in the eligible age group (18-23 years).

India in terms of the number of HEIs, college density³ and GER in the years 2010-11 and 2019-20 are given in *Table 1.1*.

Table 1.1: Number of HEIs and GER

Year	Total number of universities		Total number of colleges		College density		GER of		GER Ranking of Punjab amongst all states/UTs
	Punjab	All India	Punjab	All India	Punjab	All India	Punjab	All India	
2010-11	17	621	956	32,974	29	23	19.4	19.4	19
2019-20	32	1,043	1,079	42,343	35	30	28.2	27.1	18
Increase	88 <i>Per cent</i>	68 <i>Per cent</i>	13 <i>Per cent</i>	28 <i>Per cent</i>	6	7	45 <i>Per cent</i>	40 <i>Per cent</i>	(-)1

Source: AISHE Reports

It can be seen that though the percentage increase in number of universities in Punjab was higher than the All India average, the increase in number of colleges was much lower and the increase in college density was at par. Though, increase in the GER in Punjab was higher (Punjab 45 *per cent* and All India 40 *per cent*) than All India average, ranking of the State among all States/Union Territories (UTs) in respect of GER in higher education fell from 19 (2010-11) to 18 (2019-20). This points to the fact that in Punjab the increase in number of universities and colleges did not have an adequate impact on GER ranking.

- **Ranking of HEIs:** Only three⁴ Government HEIs were placed in the top 100 rank in the country as per the ranking framework of the National Institutional Ranking Framework⁵ (NIRF) in 2020.
- **Weaknesses in Higher Education System:** Punjab's State Higher Education Plan 2014-2019, prepared under Rashtriya Uchchatar Shiksha Abhiyan (RUSA), identified several weaknesses in higher education in the State, including inadequate resources for infrastructure development and for development of soft skills and communication skills, lack of access to higher education for vast sections of socially deprived population, lack of adequate quality faculty, higher Student-Teacher ratio, Lack of pre-placement training, lack of linkage with the industry, absence of proper Management Information System and monitoring and evaluation system, minimal number of National Assessment and Accreditation Council (NAAC) accredited institutions and of research publications and patents.

The above facts demonstrate that Punjab is lacking in terms of access, equity, quality and governance of higher education systems. The State also acknowledged these deficiencies. To examine the above concerns, it was

³ College Density = Number of colleges per lakh population.

⁴ Guru Nanak Dev University, Amritsar; (51st Rank); (ii) Punjabi University, Patiala (64th Rank); and (iii) Punjab University, Chandigarh (26th Rank).

⁵ NIRF was approved by MHRD and established in September 2015. It outlines a methodology to rank institutions across the country.

decided to conduct a Performance Audit on ‘Outcomes of Higher Education in Punjab’.

1.3 Organisational set-up for Higher Education

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

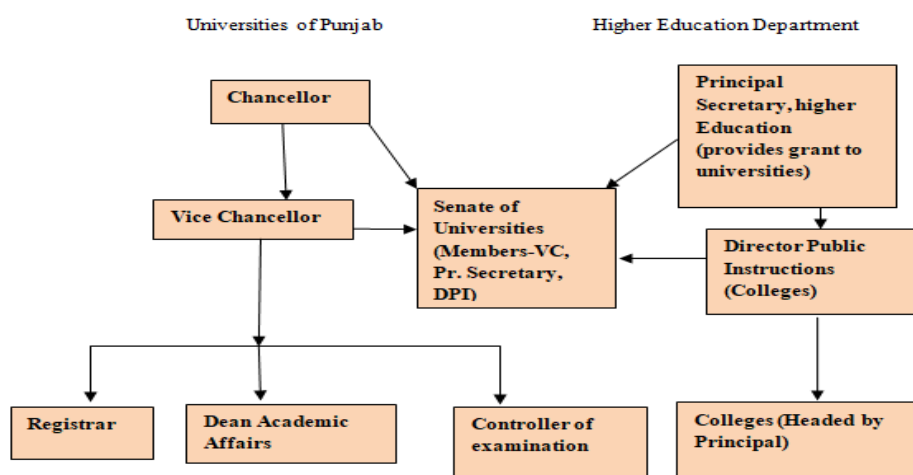
The roles and responsibilities of various Central, State and universities authorities involved in management of higher education in India are briefly discussed below:

1.3.1 At Central level

- Ministry of Human Resources Development (renamed Ministry of Education in July 2020) is responsible for the overall development of the basic infrastructure of higher education sector, both in terms of policy and planning. Under a planned development process, it looks after expansion of access and qualitative improvement in higher education. It provides funds under RUSA for overall quality improvement of existing Government and Government-aided State HEIs.
- University Grants Commission (UGC), a statutory body of the Government of India (GoI), controls and monitors higher education in India by providing funds and by coordinating, setting and maintaining standards in HEIs.
- The NAAC, an autonomous institution of the UGC conducts assessment and accreditation of HEIs. It evaluates standards of quality of the HEIs in terms of educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure and learning resources.

1.3.2 At State level

The organisational set-up in Universities as well as colleges located in Punjab is as under:



At State Government level, Department of Higher Education (Department) headed by Principal Secretary, deals with affairs of Universities and Colleges providing Higher Education in general streams. The Principal Secretary is assisted by Secretary and Director Public Instructions (Colleges) (DPI) who is responsible for overall work relating to development and expansion of Higher Education in the State and controls administrative, educational and financial functions etc., of Government and private colleges.

1.3.3 At the University level

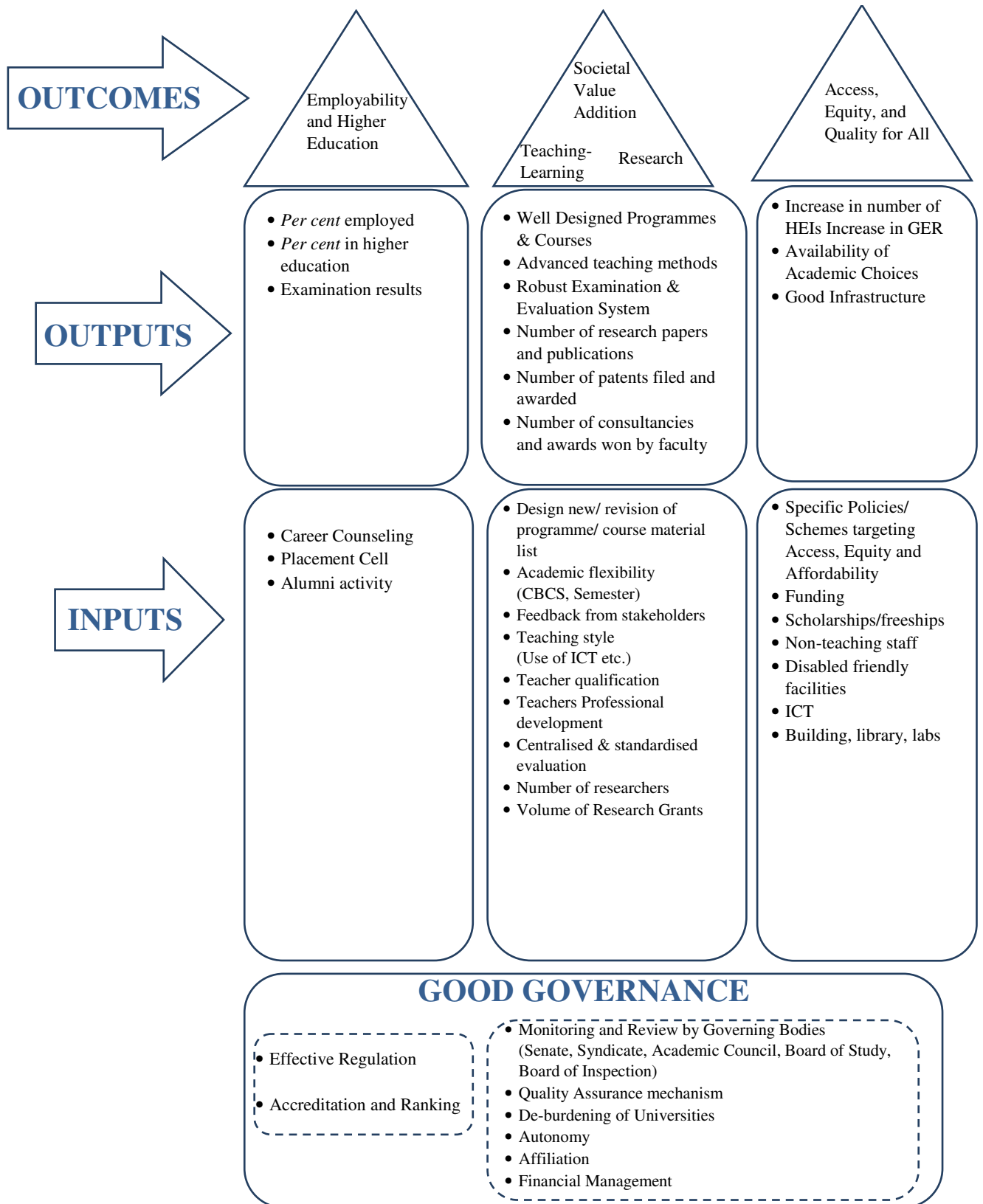
The Vice Chancellor (VC), an ex-officio Chairman of Senate, Syndicate and Academic Council, is the Principal Executive and Academic Officer of the University. The VC is assisted by Registrar, Controller of Finance and Financial Adviser, Controller of Examinations, Dean of Faculty, etc. The Senate is the highest governing body (members include Secretary, Higher Education, DPI) and the Syndicate is the chief executive body of the University. The University affiliates Government and private colleges.

1.4 Identifying outcome parameters for Higher Education

Identification of outcomes of higher education and their measurement is a challenging task. In order to understand the outcomes expected by main stakeholders - students, society and Government, Audit referred to reports of 12th FYP, NAAC, UGC and there was interaction with educationists. Thus, Audit arrived at the broad expected outcomes of higher education and related parameters to assess them. It emerged that students desire '*employability and higher studies*' as the primary outcome of higher education and society wants higher education to contribute towards '*creation of new knowledge through research*' and '*diffusion of knowledge through effective teaching/learning processes*'. The Government aims to '*create a high-quality higher education system which is easily accessible to all sections of society*'. It also emerged that a robust and strong governance structure was paramount in achieving these outcomes. Hence, Audit identified and evaluated the various 'parameters required for good governance'.

Audit also realised that achievement of higher education outcomes crucially depended on a number of inputs and outputs required in setting up and managing an effective higher education system. The outcomes, their related inputs and outputs and the relationship between them as depicted in a **Chart 1.1** was adopted on the same pattern as included in the Report of the Comptroller and Auditor General of India on Performance Audit of Outcomes of Higher Education in Rajasthan (Report No. 1 of the year 2021). In order to assess the performance of higher education system in relation to the identified outcomes, 30 key outcomes indicators as well as input-output indicators (**Appendix 1.1**) were formulated.

Chart 1.1: Outcomes of Higher Education and related inputs, and outputs



1.5 Audit framework

The Performance Audit (PA) was conducted by framing of audit objectives on the basis of outcome indicators and criteria.

1.5.1 Audit Objectives

The objectives of the PA were to assess whether:

- (i) State Government/ Institutions ensured accessibility, equity and affordability in Higher Education.
- (ii) quality of Higher Education was ensured.
- (iii) an effective system for Governance and Management existed.
- (iv) the Department was prepared for implementation of NEP 2020.

1.5.2 Audit Criteria

To evaluate the outcomes of Higher Education of above mentioned audit objectives, the criteria and indicators were sourced from the following documents:

- Inclusive & Qualitative expansion of Higher Education- under 12th FYP (2012-2017)
- Guidelines/Acts/Regulations issued by University Grants Commission, Guidelines issued under Rashtriya Uchchatar Shiksha Abhiyan
- Guidelines and Manual issued by National Assessment and Accreditation Council University hand books, circulars and guidelines
- Minutes of the meetings of the Senate, Syndicate, Academic Council, Board of Inspection, Finance Committee, Annual Accounts of the Universities.
- Punjab Higher Education Council Act, 2018.
- Annual Report of Higher Education Department along with other documents.

1.5.3 Scope of Audit and Audit Methodology

1.5.3.1 Scope of Audit

According to the AISHE Report 2019-20, there were total 32 universities⁶ and 1,079 colleges in Punjab. There were 15 state public universities, of which three universities were providing education in general streams (Science/Arts/Commerce).

This PA was conducted during August 2020 to March 2021 for the period 2015-16 to 2019-20. The audit included examination of aspects such as

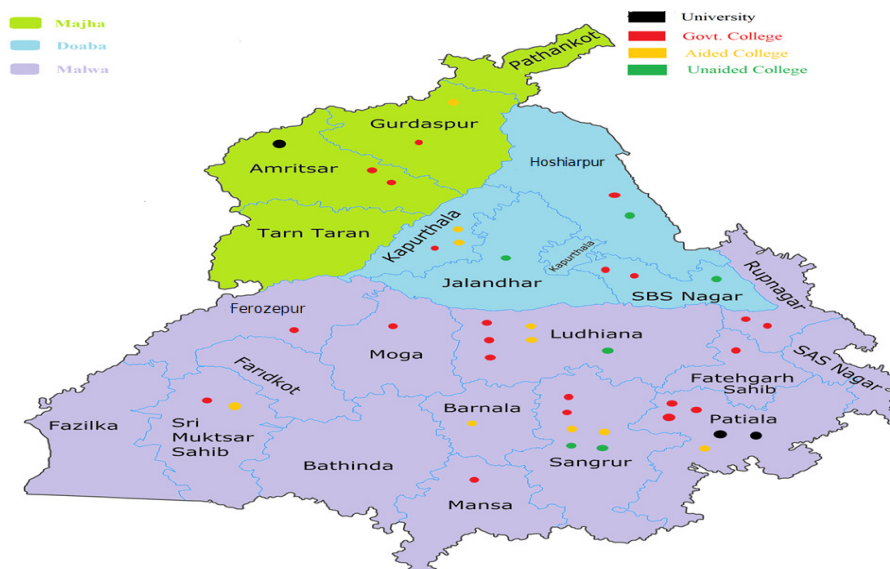
⁶ Out of 32 universities, there was one Central University, five Institutes of National importance, nine state public universities, 15 state private universities, one deemed university-Government and one deemed university-Private.

student progression, access, equity, quality, employability, progression to higher education and governance of higher education in state universities, and constituent and affiliated colleges. Two⁷ (67 per cent) out of three state universities providing education in general streams (Science/Arts/Commerce) and Rajiv Gandhi National University of Law (RGNUL) were selected by simple random sampling method. 38 colleges (11 per cent) out of 361 affiliated colleges⁸, (**Appendix 1.2**) imparting Higher Education in Punjab pertaining to general streams⁹ were selected (**Figure 1.1**) by adopting systematic sampling method.

Records pertaining to the years 2015-2020 in the offices of DPI, Government of Punjab (GoP) and State Project Director, RUSA were test checked.

In PU, Patiala and GNDU, Amritsar, 21¹⁰ and 11 departments¹¹ were selected respectively, however, in RGNUL, Patiala records of the whole university were checked.

Figure 1.1 Showing locations of selected universities and colleges



1.5.3.2 Audit methodology

Audit was conducted to assess and evaluate the State's performance in achieving outcomes of higher education. Neither GoI nor GoP has clearly

⁷ (i) Punjabi University (PU), Patiala; and (ii) Guru Nanak Dev University (GNDU), Amritsar.

⁸ (i) Panjab University, Chandigarh (105); (ii) Punjabi University, Patiala (159); and (iii) Guru Nanak Dev University, Amritsar (97).

⁹ Science, Commerce, Arts and Law excluding B.Ed. and B.P.Ed.

¹⁰ (i) Human Genetics; (ii) Zoology and Environmental Sciences; (iii) Commerce; (iv) Hindi; (v) Economics; (vi) Mathematics; (vii) Physics; (viii) Political Science; (ix) English; (x) Chemistry; (xi) Biotechnology; (xii) Sociology and Social Anthropology; (xiii) History; (xiv) Psychology; (xv) School of Social Sciences; (xvi) Law; (xvii) Persian; (xviii) Urdu and Arabic; (xix) Journalism and Mass Communication, Sanskrit and Pali; (xx) Music; and (xxi) Religious Studies.

¹¹ (i) Biotechnology; (ii) Chemistry; (iii) Economics; (iv) Financial Studies (Commerce); (v) Hindi; (vi) Human Genetics; (vii) Law; (viii) Music; (ix) Physics; (x) Sanskrit, Pali & Prakrit; and (xi) Social Sciences.

defined such outcomes. In the absence of defined criteria for evaluation and measurement of outcomes in higher education, audit had to develop its own criteria based on NAAC assessment indicators.

Audit developed quantitative proxy criteria on the basis of scoring system used by NAAC for awarding grades to universities in their accreditation process. Under NAAC's scoring system, the HEI is awarded marks (from 0 to 4) for each of the assessment criteria. Cumulative average based on weightages is calculated to give the final grade. However, based on the analysis of scores obtained by 18 universities (*Appendix 1.3*) that were graded A⁺⁺, A⁺, A, B⁺⁺, B⁺, B, C under the NAAC grading system during 2018-19, Audit developed a correlation between scores and performance of each criteria (*Appendix 1.4*). This correlation was then used as proxy criteria to assess the performance of each of the selected universities vis-à-vis chosen indicators. The proxy criteria were discussed during the entry conference held in November 2020. Besides NAAC indicators, recommendations of 12th FYP and UGC guidelines were also used as benchmark for assessment.

For evaluation of quality of education, feedback from 2422 students¹² (Universities: 816 Students and Colleges: 1,606 Students) were to be surveyed. However, due to COVID-19 pandemic, the students were not attending the classes, hence, the online survey was conducted instead of physical survey. Out of 2,422 students, the responses of 1,988 students (Universities: 456 Students and Colleges: 1,532 Students) were received. Important survey responses have been discussed under relevant audit finding. However, complete responses of student survey have been given in *Appendix 1.5*.

An Entry Conference was held (November 2020) with the Special Secretary of the Department and Registrar/other representatives of three selected Universities to discuss audit objectives, scope of audit, audit methodology, audit criteria and outcome indicators for this performance audit besides seeking concern, if any, of the Department requiring examination by audit. Exit Conference was held (August 2021) with the DPI, Colleges, and representatives of the selected universities. The replies of the Department as well as Universities given in exit conference have been incorporated in the report.

Performance Audit on "Working of Guru Nanak Dev University" printed as paragraph 2.2 in CAG's Audit Report on Social, General and Economic Sectors (Non-PSUs) for the year ended 31 March 2015-Government of Punjab, was discussed in the Public Accounts Committee (PAC) meetings

¹² 272 students in each university = 816 and 10 per cent of total strength (subject to minimum 20 and maximum 50 students per college = 1,606.

held during June and July 2020. Proceedings of these meetings were also examined and incorporated in PA, wherever applicable.

1.5.4 Synchronisation of audit findings

The audit findings, conclusions and recommendations relating to audit objectives have been reported in four distinct chapters, viz. Chapter II, III, IV and V, to facilitate easy comprehension and follow up.

1.5.5 Acknowledgement

During PA, the co-operation extended by the Department of Higher Education; DPI (Colleges); State Project Director, RUSA; Vice-Chancellors and concerned officers of Punjabi University; Patiala, Guru Nanak Dev University, Amritsar; Rajiv Gandhi National University of Law, Patiala; and Principals of selected Government, aided and unaided colleges is acknowledged.

Chapter-II

**Access, Equity and Affordability
in Higher Education**

Chapter-II

Access, Equity and Affordability in Higher Education

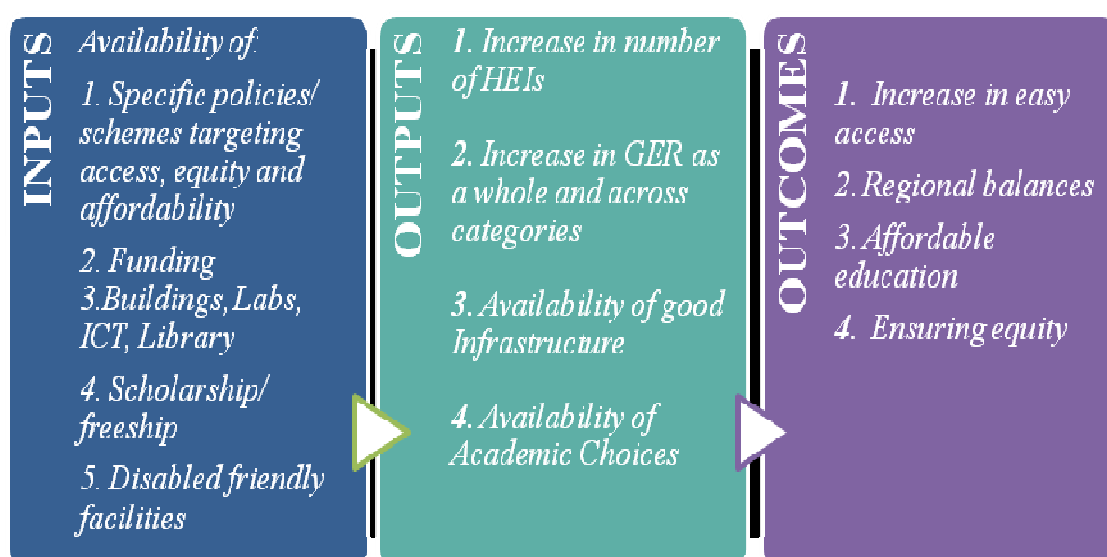
Access to and equity in higher education have been widely regarded as the basic and key responsibilities of any government. Creating a high-quality higher education system which is easily accessible to all sections of society is thus one of the main higher education outcomes that a government seeks to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

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

Audit objective 1: Whether State Government/Institutions ensured accessibility, equity and affordability in Higher education?

Easy access to Higher Education in Punjab was looked at with regard to number of HEIs, regional accessibility, availability of academic choices and GER.

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



A number of crucial steps such as specific policies and schemes targeted towards easy access, broad based equity and affordability have to be taken by the government as well as the HEIs concerned to ensure achievement of these outcomes. Moreover, scholarships/freeships and disabled friendly facilities

must be ensured especially for the benefit of socio-economically backward and the disadvantaged sections of the society. This would lead towards a planned and equitable increase in the number of HEIs across the concerned region and encourage higher enrolments thus increasing GER across different regions and social categories.

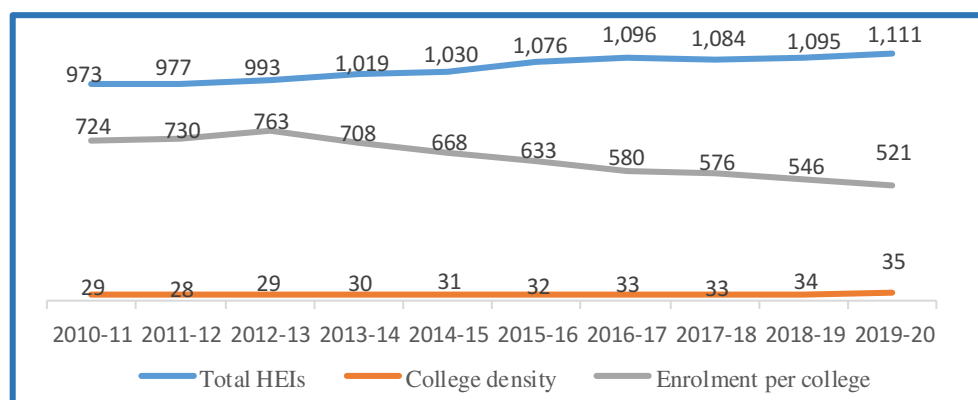
2.1 Easy access to Higher Education

12th FYP stated that focus should be given towards achieving higher access through better utilisation of the existing infrastructure, upgradation of the infrastructure and creation of new institutions primarily to meet the objective of regional equity. Moreover, GoI's output outcomes frameworks¹ and GoP's Budgets² over the last few years have also laid emphasis on increasing access to higher education through establishment of new HEIs. In this section easy access to higher education in Punjab with regard to number of HEIs, regional accessibility, availability of academic choices and GER as a whole as well as across categories is being discussed.

2.1.1 Number of HEIs in Punjab

According to AISHE Reports prepared by MHRD, the number of all types of HEIs³, college density and average enrolment per college in Punjab during 2011-2020 is shown in **Chart 2.1** below:

Chart 2.1: Availability of HEIs in Punjab



It can be seen that number of HEIs⁴ increased by 14.18 *per cent* from 973 to 1,111, college density increased by 20.69 *per cent* from 29 to 35 colleges per lakh population and average enrolment decreased by 28 *per cent* during 2010-11 to 2019-20.

¹ Under Grant No 58 of GoI's output outcomes framework 2017-18 onwards.

² Grants are being provided under budget head 4202 for construction of college buildings.

³ State public universities, state private universities, deemed universities, institutes of national importance, Government colleges, private colleges, etc.

⁴ Universities increased by 88.24 *per cent* and colleges increased by 12.86 *per cent*.

2.1.1.1 Non-Construction of colleges as per geographical mapping

Para 21.207 of 12th FYP stressed the use of geographical mapping to identify habitations and settlements lacking HEIs. Accordingly, Government of India approved 15 colleges to be established in Educationally Backward Districts⁵ under 12th FYP and two model degree colleges⁶ under RUSA. Further, in Cabinet meeting (March 2017) of GoP, it was decided that at least one Government College would be established in each sub-division. It was observed that out of 89 sub-divisions, 33 sub-divisions did not have any Government/constituent college. It includes ten sub-divisions⁷ where no college⁸ was available. Besides, GoP approved (July 2017 to July 2019) 27 new degree colleges to be established in 27 sub-divisions as given in *Table 2.1*:

Table 2.1: Status of availability of colleges in the sub-divisions

No. of sub divisions where government or constituent college was not available	No. of sub divisions (out of Col 1) where Government/ constituent/ aided college was not available	No. of sub divisions (out of Col 1) covered while approving 27 colleges	No. of sub divisions (out of Col 2) covered while approving 27 colleges
(1)	(2)	(3)	(4)
33	10	17	3

Source: Departmental data

From the above table it was evident that:

- Out of 33 sub-divisions, only 17 sub-divisions were covered to establish the Government colleges under the approved project of 27 colleges.
- Out of 10 sub-divisions where there was no college, only three sub-divisions were covered indicating lack of geographical mapping for establishment of colleges.
- It was also noticed that out of 27 approved colleges, the Department started construction of only 12 colleges during May 2018 to February 2020 which were to be completed between July 2019 and November 2020 at a cost of ₹ 141.81 crore. However, construction of all the colleges was incomplete with the physical progress ranging between 1 and 85 *per cent* after incurring expenditure of ₹ 71.04 crore as of May 2021 against released amount of ₹ 81.45 crore.

⁵ (i) Amritsar; (ii) Bathinda; (iii) Fatehgarh Sahib; (iv) Gurdaspur; (v) Kapurthala; (vi) Moga; (vii) Mukatsar; (viii) Nawanshahar; (ix) Patiala; (x) Faridkot; (xi) Ferozepur; (xii) Mansa; (xiii) Sangrur; (xiv) Pathankot; and (xv) Fazilka.

⁶ (i) Ferozepur; and (ii) Pathankot.

⁷ (i) Majitha (Amritsar); (ii) Bassi Pathana (Fatehgarh Sahib); (iii) Khamano (Fatehgarh Sahib); (iv) Dera Baba Nanak (Gurdaspur); (v) Kalanaur (Gurdaspur); (vi) Shahkot (Jalandhar); (vii) Ahmedgarh (Sangrur); (viii) Lehragaga (Sangrur); (ix) Bhawani Garh (Sangrur); and (x) Dirba (Sangrur).

⁸ Government, Constituent or Private aided colleges.

The Department stated (August 2021) that it was not practically possible to open new colleges in each sub division and apart from geographical mapping many other factors were considered to finalise the location of the colleges viz. population, existing aided/ private colleges and other political reasons etc. Regarding delay in construction of colleges, the Department stated that due to covid the construction work was held up and could not be completed. Reply was not acceptable as the department did not comply with the decision of Cabinet Meeting (March 2017) while approving the project of establishing of new colleges and also did not adhere to the scheduled date of completion of 10 colleges which was between July 2019 and March 2020 i.e. before the Covid.

Thus, the Department failed to establish the Government/constituent/aided colleges in all the sub-divisions coupled with non-achieving the objective of establishing the colleges as the scheduled date of completion of approved colleges was not adhered to.

2.1.2 Regional Accessibility

Physical/geographical aspects of a region impact the ease of access to higher education and achieving regional accessibility implies providing adequate access to prospective students in all the regions of the State, irrespective of geographical and other limitations.

2.1.2.1 Accessibility in urban and rural areas

Para 6.1.3 of 12th FYP read with mission statement of RUSA states that the aim should be correcting the regional imbalances by setting up institutions in unserved and underserved areas.

Audit analysed urban/rural area wise distribution of general degree government colleges vis-à-vis projected population of age group of 18-23 years which is given in **Table 2.2**:

Table 2.2: Urban/rural area wise distribution of Government colleges

Year	Number of general degree government colleges			Projected Population (age group 18-23 years, as per census 2011)		
	Total colleges	Colleges in urban area	Colleges in rural area	Urban area	Rural area	Total
2015-16	43	29 (67.44)	14 (32.56)	12,17,352	20,30,651	32,48,003
2016-17	43	29 (67.44)	14 (32.56)	12,01,357	20,03,972	32,05,329
2017-18	44	29 (65.91)	15 (34.09)	11,85,428	19,77,400	31,62,828
2018-19	46	30 (65.22)	16 (34.78)	11,69,590	19,50,982	31,20,572
2019-20	46	30 (65.22)	16 (34.78)	11,53,853	19,24,729	30,78,582

Source: Departmental data, AISHE data and rural/urban ratio as per Census 2011

Note: Figures in parenthesis indicate percentage.

It can be seen from the above table that:

- though the number of Government colleges increased marginally from 43 to 46 during 2015-2020, the urban/rural area wise distribution of these colleges (*Appendix 2.1*) was not in accordance with proportion of population residing in these areas. During 2015-2020, only 32.56 *per cent* to 34.78 *per cent* government colleges were available in rural areas for providing higher education to 62.52 *per cent* population of age group 18-23 years.

Audit further observed that:

- in 11 test checked colleges located in district headquarters, 48 *per cent* students were from rural areas (*Appendix 2.2*).
- out of 46 government colleges (Urban: 30 and Rural: 16) 18 colleges were running with single stream, eight colleges were running with two streams either Arts and Science or Arts and Commerce whereas 20 colleges were running with all three general streams (*Appendix 2.3*). Out of 18 government colleges with single stream, 13 colleges were in rural areas and were running with Arts stream only, thereby restricting accessibility to other academic choice to the rural students.

The Department while admitting (August 2021) the facts, assured that steps would be taken to start new streams and courses in demand (i.e. BCA, BBA, B.Com. Hons.) in rural colleges.

Thus, the objective to correct regional and disciplinary imbalances in distribution of HEIs (12th FYP) could not be fully met in the State and discrepancies between rural and urban areas and between sub-divisions remained. Further, the State had also not made sufficient efforts to assess the regional requirement for HEIs to ensure easy and affordable access to all.

2.1.2.2 Accessibility in different geographical areas

The status of accessibility to higher education in Punjab across three geographical regions⁹ during 2015-16 to 2019-20 is given in *Table 2.3*:

⁹ (i) Majha : 4 districts (Amritsar, Gurdaspur, Pathankot and Taran Taran);
(ii) Doaba : 4 districts (Hoshiarpur, Kapurthala, Jalandhar and Nawanshahar);
and (iii) Malwa: 14 districts (Ludhiana, Ropar, Patiala, Sangrur, Bathinda, Mansa, Ferozepur, Fazilka, Faridkot, Sri Muktsar Sahib, Moga, Barnala, Fatehgarh Sahib, SAS Nagar).

Table 2.3: Region wise availability of colleges

Geographical area (No of districts)	Number of Government General Degree colleges		Number of private General Degree colleges		Number of total colleges		Projected population in 2019-20 in lakh
	2015-16	2019-20	2015-16	2019-20	2015-16	2019-20	
Majha (04)	05 (11.63)	05 (10.87)	39 (13)	40 (13)	44 (13)	45 (12.47)	6,57,893 (21.37)
Malwa (14)	30 (69.77)	32 (69.56)	194 (64)	204 (65)	224 (65)	236 (65.37)	18,56,077 (60.29)
Doaba (04)	08 (18.60)	09 (19.57)	69 (23)	71 (22)	77 (22)	80 (22.16)	5,64,612 (18.34)
Total	43	46	302	315	345	361	30,78,582

Source: Departmental data and AISHE data

Regional population for 2019-20 has been calculated on proportionate basis as per Census 2011.

Note: Figures in parenthesis indicate percentage.

It can be seen from the above table that:

- there was a marginal increase of five *per cent* in the numbers of HEIs during 2015-2020.
- the percentage of general degree colleges decreased marginally (from 13 to 12.47 *per cent*) in Majha region, while it increased marginally (from 65 to 65.37 *per cent*) in Malwa region and Doaba region (from 22 to 22.16 *per cent*).
- Further, during 2019-20, population of age group 18-23 years was 21.37 *per cent* (6.57 lakh) in Majha region and 18.34 *per cent* (5.65 lakh) in Doaba region (both region have four districts), but number of colleges in Majha and Doaba regions was 12.47 *per cent* and 22.16 *per cent* respectively. This indicates that region wise distribution of general degree colleges in the State was not proportionate.

2.1.2.3 Accessibility to different Academic Choices

Para 2.2.2 (e) of 12th FYP provides that accessibility to different academic choices of the discipline by the students is a crucial aspect of access to quality education. It also requires promoting equity in all disciplines of general education. It further states that the aim should be at correcting the disciplinary imbalances in the distribution of institutions.

The availability of seats in Arts, Science and Commerce streams in selected colleges along with enrollment of students therein during 2015-2020 is given in **Table 2.4**:

Table 2.4: Position of availability of streams in 38 selected colleges during 2015-2020

Year	Total selected colleges	Arts In 36 colleges (94.73 per cent)			Science In 21 colleges (55.26 per cent)			Commerce In 27 colleges (71.05 per cent)		
		Seats available	Enrolment	Percentage	Seats available	Enrolment	Percentage	Seats available	Enrolment	Percentage
2015-16	38	40,051	35,345	88.25	10,594	8,338	78.70	8,190	6,569	80.21
2016-17	38	39,336	32,072	81.53	10,272	8,263	80.44	8,362	7,518	89.91
2017-18	38	38,739	28,209	72.82	10,511	7,756	73.79	8,578	7,627	88.91
2018-19	38	39,017	27,410	70.25	11,259	7,101	63.07	8,932	7,599	85.08
2019-20	38	39,290	27,360	69.64	11,147	6,565	58.89	9,265	7,582	81.83

Source : Departmental data

From the above table it was evident that:

- Though the enrollment of students in science stream decreased by 21 per cent in 2019-20 in comparison to 2015-16 availability of seats increased by five per cent. In the arts stream, enrollment and availability of seats showed a decline of 22.6 per cent and 1.90 per cent respectively while in respect of Commerce stream enrollment as well as availability of seats increased by 15.42 per cent and 13.12 per cent respectively.
- Out of 38 selected colleges, Science stream was available only in 55 per cent colleges whereas Commerce stream was available in 71 per cent colleges and the Art stream was available in 95 per cent colleges (*Appendix 2.4*).

The detail of streams (Arts, Science and Commerce) available in general degree Government colleges in the State during 2015-2020 is given in *Table 2.5*:

Table 2.5: Position of streams availability in government colleges in the State

Year	Government colleges	Arts stream		Science stream		Commerce stream	
		colleges	Percentage	colleges	Percentage	Colleges	percentage
2015-16	43	41	95	24	56	24	56
2016-17	43	41	95	24	56	24	56
2017-18	44	42	95	24	55	25	57
2018-19	46	44	96	24	52	26	57
2019-20	46	44	96	24	52	26	57
Average	44	42	95	24	54	25	57

Source: Departmental data

It was evident from the above table that:

- during 2015-2020, proportionate availability of colleges having Art and Commerce streams increased marginally while number of colleges having science stream was constant.

Audit further observed that:

- Arts, Science and Commerce stream was available in 95, 54 and 57 *per cent* of government colleges, respectively, whereas in 22 selected Government colleges, it was 95, 55 and 73 *per cent*, respectively, during 2015-2020 (*Appendix 2.4*).
- the Science stream was not available in three Government colleges established during 2015-2020. Further, the Department was not maintaining stream-wise data in respect of private colleges.

The Department stated (November 2020) that no special survey was undertaken and the courses were started in consultation with the respective affiliating university. The reply was not acceptable as the affiliation of government colleges could be obtained after fulfillment of affiliation criteria mentioned in UGC (Affiliation of colleges by Universities) Regulations, 2009 after self-assessment made by the college which applied for affiliation.

Thus, the failure of the State to provide academic choices proportionately across all the streams seems to have impacted the stream specific enrolment trends during 2015-2020, highlighting the lack of academic choices available to prospective students.

2.2 Gross Enrolment Ratio

MHRD, GoI aimed to expand the Higher Education sector in all its modes of delivery to increase the GER in Higher Education from 15 *per cent* in 2011-12 to 21 *per cent* by 2016-17 and further to 30 *per cent* by 2020. Further, as per Strategic Plan prepared by GoP for achievement of SDG, the GER of 30.5 *per cent* was to be achieved during 2019-20. Audit assessed the efforts of the Department in respect of GER which were as under:

2.2.1 Gross Enrolment Ratio¹⁰ ranking of the State

The National ranking of Punjab was at 14th position in terms of number of colleges¹¹ and at 10th position in terms of college density in 2019-20. However, the GER of Punjab compared to National GER for the period 2015-16 to 2019-20 is given in *Table 2.6*:

Table 2.6: Details showing comparison of GER of Punjab with National GER

Particulars	2015-16	2016-17	2017-18	2018-19	2019-20
GER of India	24.5	25.2	25.8	26.3	27.10
GER of Punjab	27	28.6	30.3	29.5	28.20

Source: AISHE reports

¹⁰ GER is the ratio of enrolment in higher education to the population in the eligible age group (18-23 years).

¹¹ As per AISHE Report 2019-20, there were 1,079 various types of colleges in Punjab.

It can be seen from the above table that:

- The GER of Punjab exhibited an increasing trend during 2015-2018 but it stood at 28.20 *per cent* in 2020 against the envisaged SDG target of 30.5 *per cent*. Though, GER of Punjab had consistently been higher than National GER during 2015-2020, ranking of the state in terms of GER fell to 18th place in 2019-20 from 15th rank in 2015-16.
- It was also noticed that in PU, Patiala, the campus enrolment of students decreased from 15,194 to 13,098 in 2019-20 in comparison to 2015-16 whereas in two universities the campus enrolment increased (GNDU, Amritsar - from 9,878 to 11,085 and RGNUL, Patiala - from 700 to 942) in 2019-20 in comparison to 2015-16.
- Out of 38 selected colleges, in 30 colleges, there was decrease in enrolment of the students ranging from 1.64 to 65.58 *per cent* in 2019-20 in comparison to 2015-16 (*Appendix 2.5*).

The Department stated (August 2021) that closing of engineering colleges during last 2-3 years and student migration (last year about 1.50 lakh students immigrated especially from Doaba and Majha regions) had resulted in decline in GER. However, the Department assured to take remedial steps to improve the GER.

2.2.2 GER of disadvantaged groups

As per provision *ibid*, the Department was required to prepare a plan to provide facilities, i.e. training, special coaching etc., to the disadvantaged groups for increasing enrolment. The Department had not made any plan for disadvantaged groups during 2015-2018. A strategic plan was prepared for the period 2019-2023 for achieving the SDG wherein it was envisaged to achieve a GER (SC category) of 22.1 up to 2020 against 21.1 as achieved in 2019. The HEIs were also required to implement the SC reservation policy. The GER of the Nation and the State in respect of SC students and gender parity index for the period 2015-16 to 2019-20 are given in *Table 2.7*:

Table 2.7: National and Punjab GER of SC and overall and gender parity

Year	National GER – SC			Punjab GER - SC			Gender parity index			
	Both	Male	Female	Both	Male	Female	National		Punjab	
							All	SC	All	SC
2015-16	19.9	20.8	19.0	18.0	17.7	18.4	0.92	0.91	1.10	1.04
2016-17	21.1	21.8	20.2	20.4	19.4	21.7	0.94	0.93	1.13	1.12
2017-18	21.8	22.2	21.4	21.4	19.4	23.8	0.97	0.96	1.22	1.22
2018-19	23.0	22.7	23.3	21.1	17.8	25.2	1.00	1.02	1.35	1.42
2019-20	23.4	22.8	24.1	18.8	15.8	22.4	1.01	1.05	1.28	1.42

Source: AISHE reports

For the period 2015-2020, it was evident from above table that:

- The GER of SC category in Punjab increased during 2015-2018, but it decreased from 21.1 in 2018-19 to 18.8 in 2019-20 which was far below the target fixed to achieve the SDG.
- The GER of female (SC category) in Punjab increased during 2015-2019, however, decreased from 25.2 in 2018-19 to 22.4 in 2019-20. The GER of male (SC category) increased during 2015-2018 and decreased during 2018-2020.
- Gender parity index of all categories of Punjab increased and was more than the All India average during 2015-2020. Gender parity index of SC category increased from 1.04 to 1.42 during 2015-2020.

Audit further analysed the data of enrolled SC students in selected HEIs and observed that:

- The percentage of enrolment of SC students against reserved seats was found to be short ranging between 36.36 and 46.94 *per cent* & 53.20 and 62.00 *per cent* in GNDU, Amritsar and PU, Patiala, respectively, during 2015-2020. The RGNUL, Patiala had given admission to the SC students as per required quota.
- Out of 38 test checked colleges, in 20 colleges, enrolment of SC students was between 6.50 and 99 *per cent* less than the available seats during 2015-2020 (**Appendix 2.5 A**).

The Department while admitting the facts stated (August 2021) that the State Government was very serious to increase the GER of disadvantaged group. GNDU, Amritsar stated (August 2021) that no eligible candidate from reserved categories was denied admission, however, more efforts would be made in this regard. The responses of the Department showed that planned efforts¹² for enhancing GER across disadvantaged category were not made by the Department as well as by HEIs to achieve the targeted SDG.

Good practice: The GER of Punjab has consistently been higher than National GER during 2015-2020. Higher gender parity index of Punjab with reference to National index and increasing trend in overall gender parity index of Punjab, and of SC category may be due to State Government's interventions to waive off tuition fee for girls.

¹² Special classes, training, etc.

2.3 Equity

The content of Central level as well as State level policy documents suggest that achieving equity in access to higher education is a universally accepted objective of any higher education system. Equity needs to be ensured across all sections of the society irrespective of gender, caste, socio-economic status and other vulnerabilities.

Paragraph 21.239 and 21.240 of 12th FYP envisage that a targeted approach focusing on Scheduled Caste (SC) dominated regions should be adopted and concerted efforts should be made to increase the enrolment of students from disadvantaged communities by strengthening the current remedial teaching programmes with teaching/coaching modules, preparatory training and special coaching for entrance examinations. This aspect was evaluated in audit and findings were as under:

2.3.1 Non-implementation of scheme for Economically Weaker Sections

In accordance with One Hundred and Third Amendment Act, 2019 of Constitution of India, MHRD issued (January 2019) instructions regarding implementation of reservation for Economically Weaker Sections (EWS) from the academic year 2019-20.

Audit observed that the Higher Education Department and the selected universities provided no reservation to EWS which was in contravention of instructions *ibid*.

The Department (August 2021) stated that the case would be pursued with the Department of Social Justice, Empowerment and Minorities (DSJE&M), Punjab to issue such policy.

2.3.2 Institutional mechanisms to assist disadvantaged groups

Report on 'Inclusive and Qualitative Expansion in Higher Education' issued under 12th FYP, emphasises on monitoring of performance with respect to improving equity at the institutional level. Eleventh FYP had initiated establishment of SC/ST Cell for students belonging to SC and ST categories and 12th FYP¹³ envisaged constitution of Community Education Development Cell (CEDC) for monitoring the intake of students, performance, capacity building efforts etc., of students of all deprived social groups including minorities mandatorily in all recognized institutions. Further, as per UGC norms, apex planning and regulatory institutions have emphasised the importance of setting up of CEDC etc. to monitor the intake of students,

¹³ As per Report on 'Inclusive and Qualitative Expansion in Higher Education' issued under 12th FYP.

performance, capacity building efforts, improve the infrastructure and basic facilities so as to help disadvantaged groups.

Audit observed that two¹⁴ out of three test checked universities constituted CEDC except GNDU, Amritsar. No CEDC was constituted in 36¹⁵ test checked colleges.

The Department replied (August 2021) that specific instructions would be issued to establish quality assurance cells to interact and help the students from disadvantaged group to sort out their grievances/issues. The GNDU, Amritsar stated (September 2021) that the process regarding creation of CEDC had been initiated.

Thus, due to non-constitution of CEDC in one University and all selected colleges, awareness as envisaged in the guidelines could not be provided to the students of disadvantaged section. Lack of these CEDC, single point monitoring of the intake, performance, etc., of disadvantaged group students could not be carried out.

- **Student survey result:** In response to student satisfaction survey's question, "*How satisfied are you with the performance of CEDC/SC cell?*" 17.60 per cent students in selected universities and 15.04 per cent students in the selected colleges expressed dissatisfaction/partial satisfaction.

2.3.3 Gender equity promotional programmes and gender sensitive facilities

Para 7.1 of NAAC Manual evaluates the performance of an institution on promotion of gender equity and sensitivity as a key indicator of 'Institutional Values' and grants maximum score to the institutions conducting 10 and more such programmes during last five years.

Audit observed during the analysis of records of selected universities and 38¹⁶ selected colleges that:

- In PU, Patiala, GNDU Amritsar and RGNUL, Patiala, 37, 10 and 11 programmes related to promotion of gender equity and sensitivity were conducted, respectively, during 2015-2020. In these programmes 3,613, 113 and 1,920 students had participated in PU, Patiala, GNDU Amritsar and RGNUL, Patiala respectively. Thus, on an average 97, 11 and 175 students per programme participated in PU, Patiala, GNDU Amritsar and RGNUL, Patiala respectively.

¹⁴ (i) Punjabi University, Patiala; and (ii) RGNUL, Patiala.

¹⁵ Two colleges (Govt. College (Girls), Jamalpur, Ludhiana and Govt. College, Jadla, SBS Nagar) were newly opened.

¹⁶ Four colleges did not qualify the criteria of five years as these were newly opened.

- Out of 38 selected colleges, in 28 colleges, gender equity promotional programmes¹⁷ were organised which ranged between 1 and 96 and student participation ranged between 15 and 9,545 during 2015-2020 (*Appendix 2.6*).

- **Evaluation through the indicators (Sr. No. 9 of appendix 1.1 & 1.4)**

All the selected universities were eligible for award of maximum marks (four) as per NAAC benchmark. Out of 28 colleges, eight colleges were eligible for award of maximum NAAC marks (four), whereas three, eleven and six colleges were eligible for award of three, two and one marks respectively. Remaining ten colleges did not organise any such programmes and hence were not eligible for award of any score/marks (*Appendix 2.6*).

The colleges where shortfall was noticed responded that efforts would be made to conduct more programmes. The colleges where no programme was conducted stated that the main reasons were non maintenance of records, deficiency of funds, non-availability of regular Principal etc.

The Department stated (August 2021) that facilities¹⁸ to women were being provided by some colleges. RUSA replied (September 2021) that various girl student specific equity initiatives were undertaken in government colleges under the scheme 'Equity Initiative' of RUSA.

It is a matter of concern that many of HEIs did not conduct adequate gender equity promotional awareness programs. The State should take effective steps like issue of suitable instructions, strengthening grievance redressal system and provision of funds for conducting gender equity programs, etc. to enhance performance of the HEIs with respect to this criterion.

2.4 Affordability

Affordability is an important enabler for equitable and easy access to higher education. Regulated fee structure in government and private colleges, attractive student loan schemes and ample opportunities for availing scholarships/free-ships are some of the factors that contribute towards making higher education affordable. The 12th FYP (Vol.III) highlights that key challenge is to find a path to achieve the divergent goals for the growth of higher education in India. Combining access with affordability and ensuring high-quality Under Graduate (UG) and Post Graduate (PG) education are vital for realising the potential of the country's 'demographic dividend'. Scrutiny

¹⁷ Beti Bachao-Beti Padhao, Self-defence skill programme, Anaemia and malnutrition programme, Workshop on sexual Assaults, Precious daughter Programme and Workshop of fashion designing.

¹⁸ Construction of washrooms, common rooms, installation of incinerators, etc.

of information and replies received from GoP as well as test checked HEIs revealed the following:

2.4.1 Uniformity in fee structure

As per UGC (Affiliation of Colleges by University) Regulations, 2009, fees to be charged from each student should be approved by the affiliating university.

Audit analysed the records of selected 38 colleges and found that the fees were charged by the colleges as per UGC norms and approved by university concerned. Further, it was also observed that 22 government colleges charged annual fees ranging between ₹ 3,062 and ₹ 25,011 for UG and PG courses while ten test checked aided colleges charged annual fees ranging from ₹ 11,000 to ₹ 30,250, six test checked unaided colleges charged annual fees ranging from ₹ 12,040 to ₹ 55,550 and fees charged for self-finance courses in government colleges was ranging from ₹ 7,143 to ₹ 46,514 during 2019-20 (*Appendix 2.7*). Thus, there was no uniformity in fee structure of the Government and private (aided/ unaided) colleges.

The Department stated (August 2021) that fee was higher in private colleges than Government colleges and assured to establish the colleges in all the sub-divisions.

The reply is not acceptable as the Universities did not take steps to review the fee structure for all categories. Further, as pointed out in Paragraph No. 2.1.1.1 there were 33 sub-divisions in the State where only non-government colleges exist and students in these sub-divisions would perforce be dependent on these institutes, with a higher fee structure for their educational needs, adversely impacting the goal of equity in access to affordable education.

2.4.2 Extra financial burden

The DPI (Colleges) (December 2005) instructed all the Principals of the government colleges to establish Higher Education Institute Society (HEIS) in their colleges for implementation of education in Information and Communication Technology (ICT).

It was observed that HEIS was established in 15 colleges out of 22 test checked government colleges. Further, out of these 15 colleges in 10 colleges, 16 self-finance general courses¹⁹ were running under HEIS which were not related to ICT. These colleges were charging ₹ 7,143 to ₹ 46,514 annual fees for these courses under self-finance scheme whereas the annual fee of general courses ranged between ₹ 3,062 and ₹ 25,011 (*Appendix 2.7*). This would

¹⁹ (i) M.Sc. (Physics); (ii) M.Sc. (Chemistry); (iii) M.Com; (iv) M.Sc. (Botany); (v) M.A. History; (vi) B.Sc. (Agriculture); (vii) B.Com. (Hons); (viii) M.Sc. (Mathematics); (ix) MA (Sociology); (x) B.Sc (Home science); (xi) B.Com (xii) B.Sc. (Physics); (xiii) MA (Punjabi); (xiv) MA (Psychology); (xv) MA (Public Administration); and (xvi) B.Sc. (Economics).

have resulted in extra-financial burden on the students opting for these courses under self-finance scheme.

The Department admitted (August 2021) that on demand some general courses were started in some colleges under HEIS, however, the Department did not allow such courses since 2017. Further, it was assured to take necessary action to bring the general courses (non ICT) running under HEIS, under regular general courses. Reply was not acceptable as the courses should have been started after assessing the affordability of fees by comparing with the available fee structure in the State for the same courses.

2.4.3 Scholarship

Scholarship/freeship²⁰ schemes, as a facilitative mechanism, have been widely used by governments not only to encourage meritorious students but also to enhance equity in access to higher education. Report on 'Inclusive and Qualitative Expansion in Higher Education' issued under 12th FYP advised that for enhancing participation of SC/ST/Minorities, scholarships and fellowships for students of SC/ST/OBC/Minorities may be enhanced at all levels.

2.4.3.1 At State level

Two scholarship schemes were operational in the State. The State level position of number of students benefited under these schemes during 2015-2020 is given in **Table 2.8**:

Table 2.8: State level position of scholarships provided in higher education

Name of scheme	Name of department	No of beneficiaries	Amount of scholarship (₹ in crore)
State Merit Scholarship Scheme	Department of Higher Education	632	0.07
Post Matric Scholarship Scheme for SC/OBC	DSJE&M, Punjab	3,36,624	702.43*
	Total	3,37,256	702.50

Source: Departmental data

*Claims for tuition fees processed by Higher Education Department for 2015-16 to 2018-19.

Tuition fees was not charged for girl students studying in government colleges in Punjab during 2015-2020.

2.4.3.2 At institutional level

Government of Punjab, DSJE&M issued (July 2016) a clarification regarding Post Matric Scholarship Scheme for Scheduled Castes that Government Educational Institutions shall not collect any fee at the time of admission and will claim the same from DSJE&M.

²⁰ Scholarship means a sum of money or other aid granted to a student, because of merit, need, etc., to pursue his or her studies. Free ship means total education fee is paid by the sponsoring or aiding authority for the period they have approved.

(i) Selected universities

During 2015-2020, 5,044 students and 13,125 students of GNDU, Amritsar and PU, Patiala under the scheme received ₹ 30.05 crore and ₹ 35.85 crore, respectively. However, reimbursement of ₹ 17.74 crore and ₹ 24.73 crore was yet to be received by GNDU, Amritsar and PU, Patiala, respectively, from DSJE&M, Punjab.

The issue had also been highlighted in CAG's Audit Report on Social, General and Economic Sectors (NPSUs) for the year ended 31 March 2015 - Government of Punjab in the PA on "Working of GNDU". The PAC had desired (June 2020) that the GNDU should make efforts to get the funds released from the department concerned.

The PU, Patiala stated (December 2020) that correspondence was made with the DSJE&M to release the amount from time to time. The GNDU, Amritsar replied (June 2021) that the University was corresponding with Punjab Government for release of the funds.

(ii) Selected colleges

Similarly, in 38 selected colleges 49,803 students (2015-2020) benefitted under the scheme for which ₹ 58.79 crore was claimed by the respective colleges. Out of this, ₹ 17.01 crore was released by the Government (2015-2020). Reimbursement of ₹ 41.78 crore (2015-2020) of the scheme was not yet released to these colleges by DSJE&M (***Appendix 2.8***).

Further, two²¹ selected aided colleges charged fees of ₹ 156.35 lakh from 843 SC students as per instructions of GoP²² in anticipation of the reimbursement of the fee from the GoP. The colleges received ₹ 67.89 lakh out of which ₹ 36.85 lakh was disbursed to the students concerned, however, ₹ 31.04 lakh received by these colleges was not yet disbursed to the concerned students (***Appendix 2.9***).

The Department admitted the facts and stated (August 2021) that the matter was under consideration of the Government for a suitable action to reimburse the amount for the period 2017-2020 to the respective HEI/students.

Thus, non-reimbursement of fees by the Government was extra burden on the HEIs which could have been utilized for other developmental activities of Institutions i.e. ICT, creation of infrastructure etc. Similarly, charging of fees from SC students and non-disbursing the released amount to the beneficiaries

²¹ (i) Gujranwala Guru Nanak Khalsa College, Ludhiana; and (ii) Govind National College, Narangwal (Ludhiana).

²² GoP letter no. 3/94/2016-SAI/1493 dated 22.07.2016.

discourage needy students and also affect the affordability in access to higher education.

2.5 Infrastructure

Building capacity and improvement of infrastructure may attract and facilitate the retention of students from rural and backward areas as well as differently-abled and marginalised social groups. This aspect was assessed during audit and the findings are as follows:

2.5.1 Availability of buildings

Buildings, classrooms, laboratories, hostel and equipment are crucial elements of learning environment in universities and colleges. Audit evaluated availability of such infrastructure on the basis of norms²³ fixed by UGC for affiliated colleges in UGC (Affiliation of Colleges by University) Regulations, 2009. Further, NAAC prescribes that Institution should have disabled-friendly, barrier free environment viz. built environment with ramps/lifts for easy access to classrooms, disabled-friendly washrooms, etc. the Rights of Persons with Disabilities Act, 2016 also laid emphasis on such facilities. The UGC also provides that each institution should have a well stocked and comprehensive, automated digitised Central Library, appropriate hostel facilities etc. Further, as per NAAC guidelines on quality indicators in library, the library should have an approved policy on annual increase of budget.

Audit observed that sufficient administrative, academic buildings, laboratories were available in the selected HEIs. However, audit observed some shortcomings during scrutiny of records and physical verification of infrastructure which were as under:

- PU, Patiala
 - The library was available as per UGC norms. Funds amounting to ₹ 64 lakh and ₹ 225 lakh were allocated during 2015-2020 for purchase of books and journals. Out of total allocation of ₹ 289 lakh, only ₹ 73.41 lakh (₹ 13.80 lakh: books and ₹ 59.61 lakh: journals) was spent which resulted in non-fulfillment of demands of 1,873 books and deprivation of intended benefits to the students.
 - Further, there were 15 hostels with the average capacity of 5,058 students against which 5,698 students were residing in these hostel

²³ Lecture/seminar rooms with a minimum 15 square feet (sq. ft) per student, library and laboratories with 20 sq. ft per student, library with 1000 number of books, fully equipped laboratory etc.

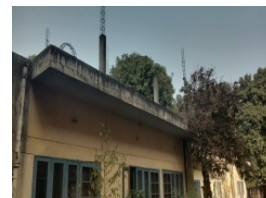
during 2015-2020. It indicated that hostels were overcrowded by 12.63 per cent.

- GNDU, Amritsar
 - The library was functioning properly, however, it was neither automated nor fully equipped with Integrated Library Management System and Radio Frequency Identification (RFID).
 - There were seven hostels with the average capacity of 3,871 students against which 4,574 students applied but due to less capacity, the hostel facility to 703 students (18.16 per cent of students) on an average could not be provided during 2015-2020.
 - Facilities to differently-abled students in view of NAAC norms such as tactile guiding path, railing, ramp, barrier free accessibility in washrooms etc. were yet to be provided by all the selected universities.

The GNDU, Amritsar admitted the facts and assured (August 2021) that RFID would be made operational and two more hostels of 200 beds each would be constructed under sports scheme. PU, Patiala also admitted the facts and assured (August 2021) that one hostel would be constructed and arrangements would be made outside the campus till the construction of hostel.

2.5.2 Unfruitful expenditure on construction of hostel

Under UGC's Special Scheme (2006), Government College for Girls, Ludhiana proposed (2007) for construction of women's hostel with 35 rooms for 63 students for ₹ 76.94 lakh against which UGC allocated ₹ 75 lakh (March 2008). Audit observed that hostel was lying incomplete for last 12 years even after spending an amount of ₹ 67.50 lakh. The construction work was held-up for want of additional funds due to increase in cost of material as well as labour. Thus, due to non-completion of new hostel, during 2015-2020, average 238 students were using existing hostel against its capacity of 109 students, which resulted in overcrowding of hostel by 129 students on an average.



The college stated (January 2021) that a portion of RUSA grant would be put to use and matter would be taken up again with the UGC. The reply of the college was not in order as non-completion of hostel resulted in unfruitful expenditure of ₹ 67.50 lakh besides depriving hostel facility to the students.

2.5.3 Injudicious expenditure on installation of server

The Department approved (May 2016) the project 'Setting up of smart classrooms and virtual class rooms' for installation of 150 smart class rooms and 47 virtual class rooms in 47 Government colleges (May 2016) initially to

be funded from Parent Teacher Association (PTA) and self-finance courses funded by respective colleges. Later the Department approved (March 2017) use of preparatory grant of RUSA for installation of the server and to operationalise the virtual class rooms in the colleges.

Audit observed that expenditure of ₹ 85.10 lakh was incurred (February 2017) to purchase the server for installation at Government College, Mohali and shifted (May 2017) to SCD Government College, Ludhiana due to lack of space. Since purchase (February 2017), the server could not be utilised for the intended purposes and was lying uninstalled. The reason for non-utilisation of the server was not on record.



Thus, the expenditure incurred amounting to ₹ 85.10 lakh was rendered injudicious as neither the Server nor the smart classrooms could be made operational in the colleges.

During Exit Conference (August 2021), the Department admitted the facts but did not furnish any reply.

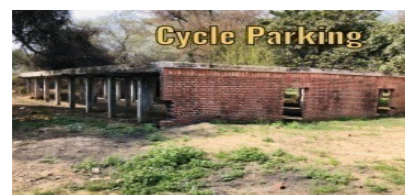
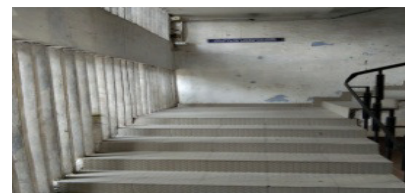
2.5.4 Outcomes of physical inspection

Physical inspection of the colleges with reference to availability of infrastructure revealed the following:

- All 38 test checked colleges had sufficient administrative and academic buildings including sufficient library facilities and furniture. However, none of them was found to be equipped with facilities like tactile path, separate washroom, barrier-free accessibility in washrooms, ramps for upper floors, railing, wheel chair etc. for the specially abled students as provided in the Rights of Persons with Disability Act, 2016.
- None of 38 test checked colleges, installed the RFID system to secure the books of library and the library records such as accession and issuance registers for books and visitors registers were not fully computerised and were being maintained manually.
- There was nil expenditure in two²⁴ colleges on procurement of books during 2015-2020.

²⁴ (i) Government College, Dhudike, District Moga; and (ii) MBG Pojewal, District SBS Nagar.

- In GGN Khalsa College, Ludhiana, classrooms/ departments/ computer labs/ seminar rooms/ library were situated at first floor without any ramp facility for disabled persons.
- There was no sitting arrangement in the library of Government College, Muktsar.
- In Maharaj Bhuriwale Garibdass Government College, Pojewal the sports ground was not maintained.
- NCC building, cycle/ scooter stand despite being declared unsafe was not dismantled, in Government College, Muktsar. Rain water harvesting system was not found installed.
- There was seepage on laboratory walls in SCD College, Ludhiana.
- The existing Vermi Compost Unit was not functional in SCD College, Ludhiana.



During Exit Conference (August 2021), the Department admitted the facts and assured to take corrective measure.

- **Student survey result:** In response to student satisfaction survey's question, "*How satisfied are you with the various library facilities?*" students ranging between 3.74 and 10.96 *per cent* in respect of selected universities and ranging between 5.29 and 14.75 *per cent* in respect of selected colleges expressed their dissatisfaction/partial satisfaction.
- Further, in response to student satisfaction survey's question, "*How satisfied are you with the various hostel facilities?*" students ranging between 16.18 and 22.26 *per cent* in respect of selected universities and ranging between 21.16 and 24.80 *per cent* in respect of selected colleges expressed their dissatisfaction/partial satisfaction.

2.5.5 Funding for infrastructure

Universities receive funds from Central Government, State Government and other agencies for creation of infrastructure. The position of budget allocation for infrastructure and expenditure excluding salary in three test checked universities during 2015-2020 is given in **Table 2.9**.

Table 2.9: Budget allocation on infrastructure and total expenditure excluding salary

(₹ in crore)

Name of university	Year	Expenditure excluding salary (1)	Budget allocation for infrastructure (2)	Expenditure on infrastructure (3)	Percentage of expenditure on infrastructure (4=3/1x100)
Punjabi University, Patiala	2015-16	65.67	6.88 (10.48)	4.31	7
	2016-17	63.93	2.25 (3.99)	1.03	2
	2017-18	73.90	0.92 (1.24)	0.37	1
	2018-19	52.24	0.77 (1.47)	0.27	1
	2019-20	41.48	1.13 (2.72)	0.93	2
	Average percentage				2.60
GNDU, Amritsar	2015-16	108.92	19.18 (17.60)	15.45	14
	2016-17	100.87	36.89 (36.57)	18.65	18
	2017-18	75.88	26.29 (34.64)	3.23	4
	2018-19	88.47	25.95 (29.33)	13.32	15
	2019-20	101.45	30.96 (30.51)	14.4	14
	Average percentage				13
RGNUL, Patiala	2015-16	17.34	49.55 (285.75)	12.03	69
	2016-17	17.05	44.94 (263.57)	10.77	63
	2017-18	11.36	38.70 (340.66)	5.44	48
	2018-19	19.34	27.00 (139.60)	11.91	62
	2019-20	12.38	32.30 (260.90)	6.99	56
	Average percentage				59.60

Source: Information provided by concerned universities

It can be seen that during 2015-2020 average percentage of expenditure incurred on infrastructure with respect to total expenditure excluding salary in PU, Patiala, GNDU, Amritsar and RGNUL, Patiala was 2.60 per cent, 13 per cent and 59.60 per cent respectively.

- (i) **Performance evaluation based on indicators:** NAAC benchmark for the indicator (4.1.4), *Average percentage of expenditure, excluding salary for infrastructure augmentation during 2015-2020* (Details of indicator are given at Sl. Nos. 26 of *Appendix-1.1 & 1.4*), awarded maximum score to institutions where on average 20 per cent and above budget allocation excluding salary was for infrastructure augmentation during last five years. Thus, as per NAAC benchmark RGNUL, Patiala was eligible for scoring maximum marks (four) and GNDU, Amritsar was eligible for scoring only two marks whereas PU, Patiala was not eligible for award of any marks.

2.6 Conclusions

- Government of Punjab has no policy regarding opening of colleges as per geographical mapping, as a result, seven sub-divisions were still devoid of any college. Besides, construction of 12 colleges out of

27 planned colleges was not completed by the scheduled date due to lack of funds.

- The distribution of general degree colleges both regionally as well as among rural and urban areas of the state was uneven.
- Though GER of Punjab was consistently higher than National GER but it was less than the target set by GoP in respect of Sustainable Development Goal during 2019-20. Further, the GER of SC category improved during 2015-2018 but it fell down during 2018-2020.
- Ten colleges ran 16 general courses under self-finance mode with a fee structure ranging between ₹ 7,143 and ₹ 46,514 which was much higher than the fee of these general courses in normal mode resulting in extra financial burden on the students opting for these courses.
- In PU, Patiala, 15 hostels were overcrowded with 12.63 *per cent* whereas in GNDU, Amritsar, the hostel facility could not be provided to 18.16 *per cent* students during 2015-2020 due to non-availability of adequate space.
- The selected HEIs have not yet provided facilities to differently abled students in view of NAAC norms such as tactile guiding path, railing, lifts, ramp, etc. in consonance with the Rights of Persons with Disabilities Act, 2016 and UGC Regulations 2009.

2.7 Recommendations

- (i) *In order to correct the regional imbalances in distribution of HEIs and to adhere to GoP policy decision (March 2017) to open at least one Government college in each sub-division, the State Government should prioritise opening of new colleges in the sub-divisions where there is no Government/constituent/aided college. Further, to promote equity in all disciplines of general education, the State Government may ensure establishment/strengthening of new/existing HEIs with multiple streams (Arts, Commerce, Science, etc.).*
- (ii) *The State Government may undertake planned efforts to enhance GER across all categories especially of the disadvantaged/EWS/SC, as envisaged under 12th FYP, by setting up of Community Education Development Cell and undertaking preparatory training/ special coaching for the disadvantaged section.*
- (iii) *The Universities should ensure availability of hostels with adequate capacity to avoid overcrowding/deprivation and availability of basic infrastructure in affiliated colleges as well as in universities for the persons with disabilities, in accordance with the provisions of Rights of Persons with Disabilities Act, 2016.*

Chapter-III

Quality of Higher Education

Chapter-III

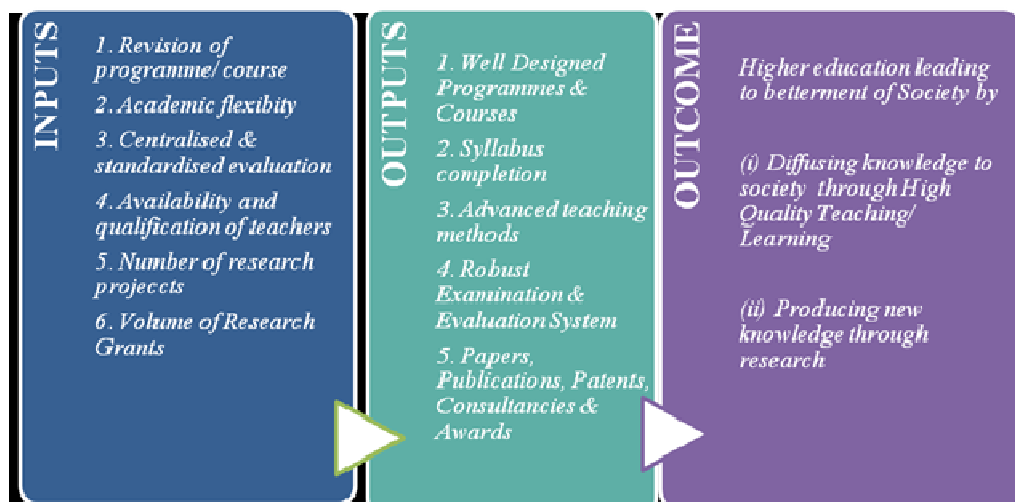
Quality of Higher Education

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

Audit objective 2: Whether quality of Higher Education was ensured?

12th FYP states that education in the general stream (Arts, Science and Commerce streams) if properly imparted could be an excellent foundation for knowledge based careers. The India Skills Report¹ 2020 states that at an all India level, BSc, BA and B Com programmes had provided low number of employable graduates during the period 2014-2020. Therefore, the focus should be towards improving the quality of general education.

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



Audit analysed the data pertaining to different departments of selected general degree universities, RGNUL, Patiala and selected colleges and the findings are discussed in the succeeding paragraphs:

3.1 Effective curriculum and teaching-learning processes

3.1.1 Effective curriculum

In this section, audit findings and assessment of performance of outcomes through selected four indicators related to curriculum design and development,

¹ BSc, BA and B Com programmes have provided on an average 37.47 per cent, 32.34 per cent and 31.86 per cent employable graduates respectively during the period 2014-2020.

and teaching-learning processes are discussed. These indicators are also used by NAAC during assessment and accreditation process of HEIs.

3.1.1.1 Performance of universities based on outcome indicators

Audit assessed performance of three test checked universities in effective curriculum and learning processes through following four outcomes indicators as given in **Table 3.1** on the basis of NAAC benchmarks (Details of indicators are given at Sl. Nos. 5, 6, 13 and 14 in **Appendices 1.1 & 1.4**). Audit findings in respect of these indicators are discussed in the succeeding paragraphs.

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

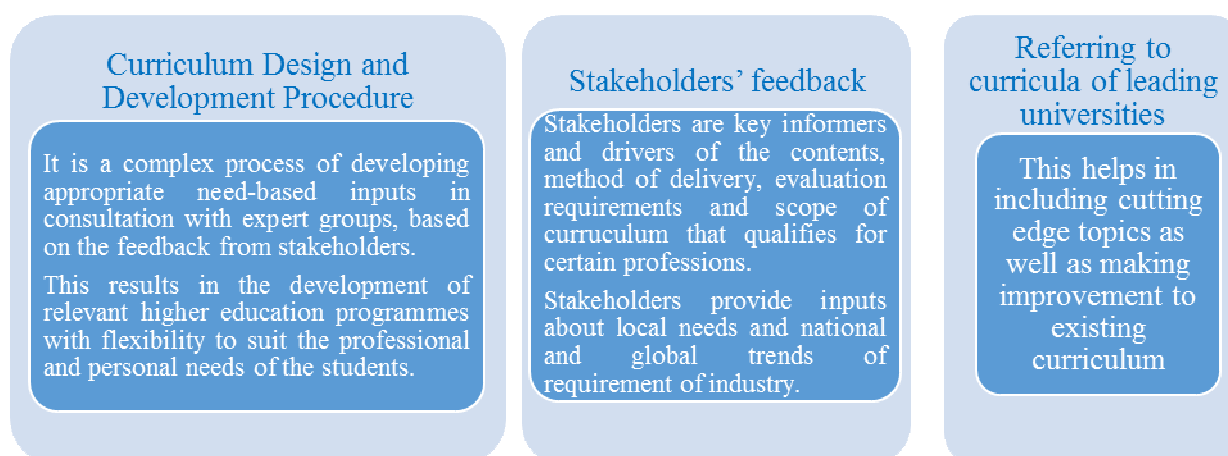
Sl. No.	Outcomes indicators	NAAC benchmark for maximum four marks	Performance of the test checked universities with reference to NAAC benchmarks (marks ² obtained)		
			PU, Patiala	GNDU, Amritsar	RGNUL, Patiala
1.	Percentage of revision of syllabus in programmes during 2015-2020	50 per cent and above	4	4	4
2.	Number of value-added courses offered during 2015-2020	50 and above	0	4	4
3.	Average percentage of students enrolled in value added courses during 2015-2020	10 per cent and above	2	4	4
4.	Percentage of programmes having Choice Based Credit System (CBCS) during 2019-20	50 per cent and above	4	4	4

Source: NAAC manual and Audit analysis

3.1.1.2 Curriculum Design and Development

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

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



² Marks have been allotted by Audit as per university's performance on selected indicators and comparing it with benchmarks derived by analysing scoring pattern of universities accredited by NAAC (**Appendix 1.4**).

Curriculum design and development is a complex process of developing appropriate need-based inputs in consultation with expert groups, based on the feedback from stakeholders. This results in the development of relevant higher education programmes³ with flexibility to suit the professional and personal needs of the students and realisation of core values.

Scrutiny of information provided by test checked universities revealed that:

(i) Curriculum Design and Development Procedure

As per respective Calendars⁴ of both the general degree affiliating universities, Academic Council is competent to approve or to frame the syllabus of courses of studies suggested or recommended by the concerned Board of Study.

- In PU, Patiala and GNDU, Amritsar it was seen that 100 *per cent* syllabus of programmes offered was designed after following the prescribed procedure.
- In RGNUL, Patiala 100 *per cent* syllabus was designed with the approval of Academic Council of the University.

However, as provided in the NAAC Manual of Universities (Para 1.1), stakeholders such as industrialists, entrepreneurs, students were not represented in the Board of Studies in Punjabi University, Patiala. On being pointed out the university stated that matter would be examined and audit would be apprised of the status.

3.1.1.3 Revision of syllabus

As per respective Calendars/Regulations⁵ of selected universities, Academic Council is competent to approve or to frame the syllabus of courses of studies suggested or recommended by the concerned Board of Studies. Further, 12th FYP⁶ 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 also in tune with advances in research and development.

The details of programmes offered, approved and revised during last five years in selected universities during 2015-2020 is given in **Table 3.2**:

³ As per NAAC manual, programme is a range of learning experiences offered to students in a formal manner over a period of one-to-four years leading to certificates/ diplomas/ degrees i.e., BA (Economics), BSc (Physics), etc.

⁴ Chapter VIII of (Vol.III) of Calendar of Patiala University and Para 3.4 of Calendar of GNDU, Amritsar.

⁵ Chapter VIII of (Vol. III) of Calendar of Patiala University and Para 3.4 of Calendar of GNDU, Amritsar.

⁶ Paragraph 4.3 (d) of Report on 'Inclusive and Qualitative Expansion in Higher Education'.

Table 3.2: Programmes where syllabus revision was carried out

Name of University	Programmes offered in the University during 2015-2020	Programmes in which syllabus was revised during 2015-2020	Programmes approved by Academic Council	Percentage of syllabus revision
1	2	3	4	5
PU, Patiala	1,621	987	987	61
GNDU, Amritsar	1,114	1,114	1,114	100
RGNUL, Patiala	04	03	03	75

Source: Information provided by concerned university

It can be seen from above table that all the selected three universities were eligible for scoring maximum score as per NAAC evaluation indicator.

Good practice: All the selected universities were following the prescribed procedure for designing the courses and revised them periodically so that the course material is relevant/in tune with job market dynamics as well as advances in research and development.

3.1.1.4 Value added courses and students enrolled

Para 1.3 of NAAC Manual provides that the university is expected to have provision for added courses ‘transferable and life skill’ and activities which may not be directly linked with one’s discipline of study but contribute to sensitising students to cross cutting issues such as gender, environment and sustainability, human values and professional ethics.

It was noticed that:

- In PU, Patiala⁷, five value added courses imparting ‘transferable and life skill’ were offered in which 2,363 students (three per cent of total enrolled students (70,923)) were enrolled during 2015-2020.
- In GNDU, Amritsar, 56 value added courses imparting ‘transferable and life skill’ were offered in which 7,792 (15 per cent of total enrolled students(50,841)) students were enrolled during 2015-2020.
- In RGNUL, Patiala 50 value added courses were offered in which 997 (100 per cent) students were enrolled.

The PU, Patiala stated (August 2021) that efforts would be made for offering value added courses. Constructive steps need to be taken by the State Government and the HEIs of Punjab to introduce adequate value added courses at UG and PG level.

3.1.1.5 Academic flexibility

Academic flexibility denotes the choices made available to the students in the curriculum offering and the curriculum transactions. It refers to the freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. There are a number of ways through which academic flexibility can be incorporated. It

⁷ Test checked 21 out of 82 (39 general stream) departments.

includes offering new and relevant courses, introducing Choice Based Credit Systems and semester system, etc.

Audit analysed/examined the data/ records of the selected universities and colleges in this aspect and findings are discussed in succeeding paragraphs:

(A) Implementation of Semester system and Programmes having Choice Based Credit System

UGC communicated (January 2015) the decision of the MHRD to implement Choice Based Credit System (CBCS) from the academic session 2015-2016 in all Indian Universities to enhance academic standards and quality in higher education through innovation and improvements in curriculum, teaching learning process, examination and evaluation systems. UGC reiterated (April 2018) the need to implement CBCS in universities. It was desirable that the HEIs move to CBCS and implement the grading system. The 12th FYP envisaged Semester System to be implemented in universities and colleges.

The position of number of programmes having CBCS in three test checked universities during 2019-20 is given in **Table 3.3**:

Table 3.3: Programmes having CBCS during 2019-20

Name of University	No. of programmes offered during 2019-20	No. of programmes in which CBCS or elective course system introduced	Percentage	Semester system was introduced
PU, Patiala	74	41	55	Yes
GNDU, Amritsar	210	210	100	Yes
RGNUL, Patiala	04	02	50	Yes

Source: Information provided by concerned university

- It was evident from above table that in all the selected universities, CBCS was introduced in more than 50 *per cent* programmes offered during 2019-20 and semester system was introduced in all the programmes.
- In all the selected colleges, semester system was introduced, however CBCS, was not introduced during 2019-20. The colleges stated that CBCS system was not implemented by their affiliating universities concerned.

PU, Patiala and GNDU, Amritsar admitted (August 2021) the facts and assured to implement CBCS in all the affiliated colleges in future. GNDU further added that it being a policy matter, audit would be apprised of the status in due course of time.

- **Student survey result:** In response to student survey question "Is the CBCS in place in the institution? How satisfied are you with it?" 80 *per cent* students out of 385 students of selected Universities were aware about CBCS system and also satisfied with it.

3.1.2 Effective Teaching Processes

In this section, use of Information and Communication Technology (ICT) in teaching, faculty related aspects and robust examination and evaluation

systems of the HEIs have been discussed. Further, results of selected nine indicators related to effective teaching process have also been discussed.

3.1.2.1 Performance of universities based on outcome indicators

Audit assessed performance of three test checked universities in effective teaching process through following nine outcomes indicators as given in **Table 3.4** on the basis of NAAC benchmarks (Details of indicators are given at Sl. Nos. 7 and 15 to 22 in **Appendices 1.1 & 1.4**). Audit findings in respect of these indicators are discussed in the succeeding paragraphs.

Table 3.4: Performance of test checked universities with respect to indicators

Sl. No.	Outcomes indicators	NAAC benchmark for maximum four marks	Performance of the test checked universities with reference to NAAC benchmarks (marks ⁸ obtained)				
			PU, Patiala		GNDU, Amritsar		RGNUL, Patiala
			University level	Selected 21 departments	University level	Selected 11 departments	
1.	Teachers using ICT for teaching during 2019-20	80 per cent and above	3	-	4	-	4
2.	Percentage of ICT- enabled classrooms/ seminar halls during 2019-20	80 per cent and above	3	-	0	-	4
3.	Student Computer ratio during 2019-20	10:1 and below	4	-	4	-	3
4.	The average percentage of full time teachers with Ph.D. during 2015-2020 was used an indicator	70 per cent and above	Data not available	4	Data not available	4	3
5.	Percentage of full time teachers who received awards, recognition, etc., during 2015-2020	15 per cent and above	2	-	4	-	0
6.	Average percentage of teachers provided with financial support to attend conferences/ workshops etc., during 2015-2020	50 per cent and above	Not Available	0	0	-	0
7.	Average percentage of teachers attending professional development programmes during 2015-2020	40 per cent and above	4*	-	1	-	1
8.	Average percentage of applications received for revaluation during 2015-2020	5 per cent and below	3	-	4	-	2
9.	Average percentage of applications for revaluation leading to change in marks during 2015-2020	5 per cent and below	0	-	0	-	0

Source: NAAC manual and Audit analysis

* The score was given on the basis of performance of three years i.e. 2015-2018.

⁸ Marks have been allotted by Audit as per university's performance on selected indicators and comparing it with benchmarks derived by analysing scoring pattern of universities accredited by NAAC (**Appendix 1.4**).

3.1.2.2 Use of Information and Communication Technology in teaching and availability of ICT related infrastructure

Paragraph 21.265 of 12th FYP puts focus on use of ICT in higher education by providing smart class rooms and setting up classrooms with interactive video-conferencing facilities linking Meta universities⁹ and affiliating universities. State Government also provides grants to government colleges for setting up of smart rooms. Further, NAAC states that technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. Effective use of ICT in HEIs will be able to provide ICT literacy to the campus community, using ICT for resource sharing and networking, as well as adopting ICT-enabled administrative processes.

The position of number of teachers using ICT, number of ICT enabled classrooms and Student Computer Ratio (SCR) in test checked HEI during 2019-20 is given in **Table 3.5**:

Table 3.5: Teacher using ICT, availability of ICT enabled classrooms and Student Computer Ratio

Name of university	Teachers using ICT			Percentage of ICT enabled classrooms			Student Computer Ratio		
	Total number of teachers	Teachers using ICT	Percentage	Total number of classrooms	No of classrooms with ICT	Percentage	Total number of students enrolled	No of computers in working conditions	Student Computer Ratio
PU, Patiala	748	471	63	258	170	66	13,098	1,386	9:1
GNDU, Amritsar	480	480	100	256	105	41	11,085	1,343	8:1
RGNUL, Patiala	34	34	100	22	18	82	979	80	12:1

Source: Information provided by concerned universities

From the above table it was evident that:

- The percentage of teachers using ICT was ranging between 63 and 100 *per cent* in selected universities.
- In PU, Patiala, GNDU, Amritsar and RGNUL, Patiala 66, 41 and 82 *per cent* classrooms respectively, were ICT enabled
- The SCR, in PU, Patiala, GNDU, Amritsar and RGNUL, Patiala was 9:1, 8:1 and 12:1, respectively.
- Out of 38 selected colleges, in 29 colleges, 3 to 100 *per cent* teachers were using ICT (**Appendix 3.1**). 19 colleges (50 *per cent*) were eligible for scoring maximum marks (four) under this indicator whereas seven colleges were eligible for award of marks ranging between one and three and remaining 12 colleges were not eligible for scoring any marks (**Sl. No. 7 of Appendices 1.1 & 1.4**).

⁹ Meta University allows a student to benefit from access to faculty, library and laboratory of multiple institutes while pursuing a degree.

- Out of 38 selected colleges, 36 colleges were not eligible for scoring any marks as their performance was below 50 *per cent* in respect of ICT enabled classrooms and two colleges were eligible for scoring marks ranging between one and two (*Sl. No. 15 of Appendices 1.1 & 1.4*).
- In 33, out of 38 selected colleges, the SCR was ranging between 3:1 and 79:1; no computer was available in five colleges (*Appendix 3.1*). 13 colleges were eligible for scoring maximum marks (four) whereas 12 colleges were eligible for scoring marks ranging between one and three marks and 13 colleges were not eligible for scoring any marks (*Sl. No. 16 of Appendices 1.1 & 1.4*).

The GNDU, Amritsar replied (September 2021) that almost all the classrooms had access to modern technology though some older classrooms lack these facilities. The PU, Patiala stated (August 2021) that ICT enabled classrooms vary from department to department as Science department had more such classrooms whereas these facilities were not required in humanities departments. The RGNUL stated (December 2020) that due to discarding of old computers the SCR was less. The Department admitted (August 2021) the audit observation and assured to take corrective measures in this regard.

The reply of PU, Patiala was not acceptable as in technology based scenario the use of ICT in teaching and learning process was desirable in all courses as per NAAC indicator. As regards, test checked colleges, substantial, constructive efforts need to be undertaken to provide an ICT enabled learning environment to the students.

- ***Student Survey Result:*** In response to survey question "*How much satisfied with the teachers who were using centric methods/ICT tools?*" 21 *per cent* of the students out of 456 students of selected universities and 14 *per cent* of the students out of 1532 students of selected colleges were not satisfied or were only partially satisfied with the teachers who were using ICT tools.

3.1.2.3 Availability and quality of Faculty

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

(A) Availability of teachers

Objective 4 of RUSA scheme aims to ensure adequate availability of quality faculty in all HEIs. Under RUSA, States can claim funds for additional posts of

faculty to enable them to achieve the Student Teacher Ratio¹⁰ (STR) 20:1, if all the vacant sanctioned posts are filled by the State.

(a) Availability of teaching staff at State level in Government colleges

As per information provided by DPI (Colleges) the position of total sanctioned strength, working strength and vacancy of teachers and total enrolment in government colleges at the state level during 2015-2020 is given in **Table 3.6**:

Table 3.6: Availability of teaching staff in 46 government colleges

Year	Sanctioned strength of teachers	Working strength of teachers			Vacant post of teachers	Percentage	Total enrolment in government colleges	Average Student Teacher Ratio in government colleges with respect to	
		Regular	Contractual	Total				working strength of teachers	sanctioned strength of teachers
2015-16	1,737	675	865(56)	1540	197	11	80,313	52:1	46:1
2016-17	1,769	612	920 (60)	1532	237	13	79,870	52:1	45:1
2017-18	1,763	564	965 (63)	1529	234	13	73,253	48:1	42:1
2018-19	1,786	543	989 (65)	1532	254	14	71,678	47:1	40:1
2019-20	1,788	435	1,046 (70)	1481	307	17	69,931	47:1	39:1

Source: As per information provided by DPI (Colleges)

It can be seen from the above table that the STR in government colleges with respect to sanctioned strength of teachers at state level ranged between 39:1 and 46:1 during 2015-2020 as against the prescribed STR of 20:1.

It was observed that the State Government did not recruit teachers to fill up the vacancies as per the sanctioned strength in Government colleges from the year 2000-01 which had resulted in average 14 *per cent* posts of teachers lying vacant (ranged between 11 *per cent* and 17 *per cent*) during 2015-2020 and consequently resulted in an adverse STR of 49:1 (ranged between 47:1 and 52:1) on average in respect of working strength of teacher at the State level. Further, percentage of contractual teaching staff was relatively high which ranged between 56 *per cent* and 70 *per cent* during the 2015-2020.

The Department admitted the facts and intimated (September 2021) that the process had been initiated to appoint about 931 teachers in regular cadre through the Punjab Public Service Commission (PPSC).

(b) Availability of teaching staff in the selected HEIs

The indicator of STR i.e. 20:1 derived from the RUSA norms in respect of colleges was assessed. The Universities have no norms of STR, however, the assessment of lectures were decided as per work load norms prescribed in UGC Regulations 2010.

¹⁰ Student-teacher ratio is the number of students who enrolled in an institution divided by the number of teachers in the institution.

The position of number of teachers posted and number of students enrolled in selected Universities as well as in selected colleges are given in **Table 3.7**:

Table 3.7: Test checked Universities during 2019-20

Selected university	Total number of students	Sanctioned strength of teachers	Actual Number of teachers	Vacant posts	Student Teacher Ratio
PU, Patiala	13,098	878	501	377	26:1
GNDU, Amritsar	11,085	505	480	25	23:1
RGNUL, Patiala	934	61	34	27	27:1

Source: Selected HEIs data

- It was evident from the above table that the overall STR in PU, Patiala GNDU, Amritsar and RGNUL, Patiala was 26:1, 23:1 and 27:1, respectively, during 2019-20.
- Further, in the selected 38 colleges, against 48,305 students (ranging from 47 to 7,598), 1,583 teachers (ranging from 5 to 192) were available which resulted in the STR in these colleges 31:1 (ranging from 6:1 to 75:1). The STR was as per RUSA norms in 13 colleges (**Appendix 3.2**).

This had also been highlighted in CAG's Audit Report on Social, General and Economic Sectors (NPSUs) for the year ended 31 March 2015- Government of Punjab in the PA on "Working of GNDU". The PAC had desired (July 2020) that the GNDU, Amritsar may provide details of vacant posts and make efforts to fill the same.

The Universities and Department while admitting the facts stated (September 2021) that the work load had been reviewed or assessed every year but the student faculty ratio in the University was higher than that prescribed by RUSA and assured (August 2021) to initiate the process to fill up the vacant posts of teachers.

Thus, the selected Universities as well as selected colleges need to bring down the STR. Besides, an unfavourable STR is indicative of higher workload per teacher and impact quality of education imparted.

(B) Availability of teachers with minimum prescribed qualifications

Paragraph 3.3.1 of UGC Regulations, 2010 prescribes that National Eligibility Test (NET)/State Level Eligibility Test (SLET)/State Eligibility Test (SET) shall remain the minimum eligibility¹¹ condition for recruitment and appointment of Assistant Professors in HEIs.

The analysis of data/information of selected universities/colleges for the year 2019-20 revealed the following:

¹¹ Except those candidates, who are or have been awarded a Ph.D. Degree in accordance with the UGC (Minimum Standards and Procedure for Award of Ph.D. Degree) Regulations, 2009.

- It was noticed that all full time teachers posted in PU, Patiala; GNDU, Amritsar and RGNUL, Patiala had prescribed minimum qualification as prescribed in UGC Regulations.
- In respect of 46 Government colleges of State, 509 guest faculties were appointed without having minimum educational qualification prescribed in UGC Regulations. However, out of 509, 95 teachers qualified NET during service which indicated that 414 (81 *per cent*) teachers did not possess the minimum educational qualification.
- In 38 selected colleges, out of 1,583 teaching faculty only 1,015 teachers had the minimum qualification. Thus, 568 teaching faculty (35.88 *per cent*) did not possess minimum qualification. (**Appendix 3.3**).

The Department while admitting (August 2021) the audit observation stated that in absence of NET qualified candidates, such appointments were made to cope with the shortage of staff. However, the Department assured to take necessary action in this regard. The fact, however, is that 81 *per cent* guest faculty of 46 government colleges and 36 *per cent* teachers in selected colleges did not have basic qualification as per UGC norms, thereby compromising on the quality of teaching being imparted in these HEIs.

(C) Under payment of salary to teachers in private colleges

The Department issued (October 2014) notification that Assistant Professor would be appointed on contract basis with the minimum pay of ₹ 21,600 per month.

It was observed that in 14 colleges out of 16 aided/ unaided selected colleges, salary paid to 241 teachers who were appointed as Assistant Professor on contractual basis ranged between ₹ 5,000 and ₹ 21,500 during 2019-20 which was less than the prescribed minimum pay *ibid* (**Appendix 3.4**).

The Department stated (August 2021) that there was no control of the Department on private colleges and suggested that affiliating universities should monitor this aspect during inspection. It was further stated that the affected teachers did not submit any complaint on the issue. The fact, however, is that there was non-compliance of instructions regarding minimum pay and discrimination against the contractual teachers.

(D) Full time teachers with Ph.D.

As per information collected and analysed in respect of selected departments of PU, Patiala; GNDU, Amritsar; and RGNUL, Patiala (university as a whole), the position of full time teachers with Ph.D during 2015-2020 is given in **Table 3.8**:

Table 3.8: Number of full time teachers with Ph.D

Selected universities	No. of full time teachers					No. of full time teachers with Ph.D					Percentage					Average
	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20	
Punjabi University, Patiala	173	171	159	135	125	131	127	119	102	92	75.72	74.27	74.84	75.56	73.60	74.80
GNDU, Amritsar	129	127	124	116	118	87	89	82	81	89	67.44	70.08	66.13	69.83	75.42	69.78
RGNUL, Patiala	29	29	38	35	34	19	14	15	15	15	65.52	48.28	39.47	42.86	44.12	48.05

Source: Departmental information and data from IQAR

From the above table it was evident that:

- In the selected Departments of PU, Patiala, on average 74.80 *per cent* of full time teachers had Ph.D degree in the university during 2015-2020.
- In the selected Departments of GNDU, Amritsar, on average 69.78 *per cent* of full time teachers had Ph.D degree in the university during 2015-2020.
- In RGNUL, Patiala, on average 48.05 *per cent* of full time teachers had Ph.D degree in the university during 2015-2020.
- In 38 selected colleges (*Appendix 3.5*), on an average 1574 full time teachers were working during 2015-2020. Out of which in 26 colleges, on an average 199 full time teachers (ranging between 2 *per cent* and 33 *per cent*) had Ph.D degree during 2015-2020 and these colleges were not eligible for award of any marks as per NAAC indicator (*Sr. No. 17 of Appendices 1.1 & 1.4*).

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

Recognition of teachers at State, National and International levels is a marker of their teaching quality. The percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during 2015-2020 was used as an indicator for assessing quality of teaching staff in HEIs.

The teachers who received awards, recognition, fellowships during 2015-2020 in the selected universities and colleges were as follows:

Table 3.9: Number of teachers who received awards, recognition, fellowships during 2015-2020

Selected Universities	Average no. of full time teachers during last 5 years	No. of full time teachers receiving awards from state/National/ International levels during last five years	Percentage
PU, Patiala	849	82	10
GNDU, Amritsar	453	277	61
RGNUL, Patiala	33	1	3

Source: Information provided by concerned universities

- In PU, Patiala, GNDU, Amritsar and RGNUL, Patiala, full time teachers who received awards, recognition, fellowships at State, National,

International level from Government and recognised bodies were 10, 61 and 3 *per cent* respectively.

- Out of 38 selected colleges, teachers of only six colleges ranging between 4 and 29 *per cent* received awards, recognition, fellowships at State, National and International level from Government/recognised bodies during 2015-2020 (*Appendix 3.5*). Thus, as per NAAC indicator (*Sr. No. 18 of Appendices 1.1 & 1.4*), out of these six colleges, only two colleges were eligible for award of maximum score (four), one college was eligible for two marks while one college was eligible for award of one mark and two colleges were not eligible for scoring any marks.

RGNUL stated (August 2021) that being single Law Stream University there was less scope of such awards, recognition etc.

Thus, the work of few teachers in HEIs was acknowledged through awards, recognition etc., which indicates that either the standard and quality of teaching was not adequate or the teaching environment was not supporting and motivating for the teachers.

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

To assess number of teachers who were provided financial support to attend conferences/workshops in the test checked universities and colleges, the average percentage of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during 2015-2020 was used as an indicator.

Scrutiny of information provided by three test checked universities and 38 Government/private colleges revealed the following:

- In PU, Patiala (21 test checked departments), only two (1.30 *per cent*) out of 153 average full time teachers were provided financial support during 2015-2020.
- In GNDU, Amritsar on an average 26 teachers (six *per cent*) out of 453 average full time teachers were provided financial support during 2015-20.
- In RGNUL, Patiala on an average two (six *per cent*) out of 33 full time teachers were provided financial support during 2015-2020.

- In 38 test checked colleges, out of 1,574 full time teachers, only 27 teachers of four colleges¹² were provided financial support to attend conferences and workshops and provided membership fee of professional bodies during 2015-2020. As per NAAC indicator (*Sr. No. 19 of Appendices 1.1 and 1.4*), two colleges were eligible for a score of four and one whereas two colleges were not eligible for award of any marks.

RGNUL admitted (August 2021) the facts and stated that financial assistance was given as and when teachers/ non-teaching staff demanded and the university never denied for such assistance. The GNDU, Amritsar stated (August 2021) that UGC used to provide such grant up to 2017 thereafter it was discontinued. However, the university had requested UGC to reinstate such grant. Department stated (August 2021) that in most of the cases such conference / workshops were UGC sponsored, however, Department agreed to have such grant as a financial assistance to the teachers. The PU, Patiala did not furnish any reply.

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

3.1.2.4 Professional Development Training of faculty

Paragraph 7.1.3 of Report on 'Inclusive and Qualitative Expansion of Higher Education' issued under 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, teachers need to take initiative to learn and keep themselves abreast with the latest development, to improve, continuous improvement in their work and strive for individual and institutional excellence.

(A) State level status:

DPI (Colleges) informed (February 2021) that trainings were organised by Academic Staff Colleges/ Human Resource centers at University level. The schedule was given by UGC to Universities which was shared with teachers through website. The teachers themselves enrolled and complete these courses as per their requirement and time schedule. Thus, the Department did not conduct professional development programmes viz. orientation programme, refresher course and short term course for teachers posted in government colleges.

¹² (i) LBS Arya Mahila College, Barnala : one (2.5 per cent), out of 40 teachers ; (ii) RR Bawa DAV College for Girls Batala: four (5.33 per cent), out of 75 teachers; (iii) GGN Khalsa College, Ludhiana: 17 (68 per cent), out of 25 teachers; and (iv) St. Soldier Law College, Jalandhar: five (20 per cent), out of 25 teachers.

(B) Status at test checked universities and colleges level

As per information provided by test checked universities, the position of teachers attending professional development programmes during 2015-2020 is given in **Table 3.10**:

Table 3.10: Teachers attending professional development programmes during 2015-2020

Selected Universities	No. of full time teachers					No. of teachers attending professional development programmes during the year					
	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20	Average
PU, Patiala	924	914	854	807	748	576(62)	680(74)	481(56)	NA	NA	579 (64)
GNDU, Amritsar	425	467	479	414	480	65(15)	61(13)	41 (09)	72(17)	51 (11)	58 (13)
RGNUL, Patiala	29	29	38	35	34	4 (14)	1 (3)	1 (3)	12 (34)	7 (21)	5 (15)

Source: Universities data

NA- Not available

Note: Figures in parenthesis indicate percentage.

From the above table, it was seen that:

- In PU, Patiala, on an average 64 *per cent* teachers attended professional development programmes in the university during 2015-2018. The data for the period 2018-2020 was not made available.
- In GNDU, Amritsar and RGNUL, Patiala, on average 13 and 15 *per cent* teachers, respectively, attended professional development programmes in the university during 2015-2020.
- Out of 38 selected colleges, in 20 colleges the average percentage of teachers who attended professional development programmes ranged between 1 and 94. In 14 colleges no such programmes were conducted during 2015-2020 and four colleges were newly opened (**Appendix 3.6**). Evaluation of performance of selected colleges through NAAC indicators (**Sr. No. 20 of Appendices 1.1 and 1.4**) showed that only two colleges were eligible for scoring maximum marks (four) and eight colleges were eligible for scoring marks ranging between one and three. Ten colleges were not eligible for award of any marks.

The GNDU, Amritsar replied (January 2021) that training courses were organised by UGC through Human Resources Development Centre (HRDC) in the University and interested teachers apply to participate in such courses at their own. RGNUL stated (August 2021) that teachers were engaged in teaching work and research work and as and when they become due for promotion they undergo the relevant training and the University did not restrict any teacher for such trainings. PU, Patiala stated (August 2021) that the University had senior faculty who had undergone requisite trainings.

3.1.2.5 Robust examination and evaluation system

Para 2.5 of NAAC Manual provides that the quality of assessment process in a HEIs depends on how well the examination system actually tests the Programme Specific Outcomes and Course Outcomes, quality of questions,

extent of transparency in the system, extent of development inducing feedback system, regularity in conducting of examinations and declaration of results as well as the regulatory mechanism for prompt action on possible errors.

(A) Status of automation of Examination Branch

The 12th FYP¹³ emphasised on the need for automation of administration and e-governance in the UGC and all the Universities/Colleges.

Scrutiny of information provided by three test checked universities in this regard revealed that all work related to examination such as receipt of examination forms, correction in examination forms, declaration of examination results, receipt of application forms for revaluation and declaration of result were fully computerised.

(B) Revaluation process:

Revaluation in an examination system refers to the application submitted by students who believe that the result they obtained is not commensurate with their own expectations. To assess the accuracy of evaluation of examination in the test checked universities, the average percentage of applications for revaluation leading to change in marks during 2015-2020 was used as an indicator.

It was noticed that out of three selected universities in one university¹⁴ centralised evaluation method was not followed. The details regarding revaluation of answer books in selected universities during 2015-2020, is given in **Table 3.11** below:

Table 3.11: Position of revaluation of answer books

Selected university	Position of revaluation of answer books														
	Number of students appeared for examination					No of students applied for revaluation					No. of students whose marks changed after revaluation				
	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20	2015-16	2016-17	2017-18	2018-19	2019-20
PU, Patiala	4,42,742	4,83,077	3,45,900	2,27,985	4,50,636	22,412 (5.06)	24,899 (5.15)	22,525 (6.51)	22,115 (9.7)	7,720* (1.71)	13,169 (58.75)	13,096 (52.60)	12,096 (53.70)	12,291 (55.58)	196 (2.54)
GNDU Amritsar	3,66,765	3,76,129	3,53,735	3,66,765	2,85,688	21,493 (5.86)	17,121 (4.55)	13,045 (3.69)	12,474 (3.4)	10,566 (3.7)	5,872 (27.32)	4,416 (25.79)	4,238 (32.49)	5,441 (43.62)	3,475 (32.89)
RGNUL, Patiala	1,618	1,751	1,853	1,998	1,086	114 (7.05)	185 (10.57)	185 (9.98)	256 (12.81)	98 (9.02)	53 (46.49)	82 (44.32)	104 (56.22)	136 (53.13)	46 (46.94)

Source: Information provided by concerned university

* The number of revaluation were less due to online exam and all students promoted in next session.

Note: Figures in parenthesis indicate percentage.

The analysis of data of the selected universities revealed that:

- In PU, Patiala, an average of 5.62 per cent of students applied for revaluation of answer books during 2015-2020. Marks of 44.63 per cent

¹³ Para 7.1.14 'Priority initiative to implement automation of administration and examination to achieve e-governance'.

¹⁴ PU, Patiala.

students on an average were changed after revaluation.

- In GNDU, Amritsar, 4.24 *per cent* of students on an average applied for revaluation of answer books during 2015-2020. Marks of average 32.42 *per cent* students were changed after revaluation
- In RGNUL, Patiala, on an average 9.89 *per cent* of students applied for revaluation of answer books during 2015-2020. Marks of 49.42 *per cent* students on an average were changed after revaluation.

The PU, Patiala admitted (August 2021) the audit observation. The GNDU, Amritsar stated (January 2021) that procedure of revaluation system had been revised (June 2020) to bring improvement in it according to which each script would be revaluated by one examiner instead of two. The RGNUL stated (August 2021) that applying for revaluation was the right of the students. The fact, however, was that high percentage of changes in the answer books during revaluation, especially when it led to change of result from fail to pass, suggested that the evaluation systems followed by three test checked universities were not adequate and effective and needed to be strengthened. Further, the revaluation would also put additional financial burden on students [(PU, Patiala: ₹ 500/-, GNDU, Amritsar: ₹ 1,200/- and RGNUL: ₹ 1,000 (₹ 1,500 from July 2019) per answer book).

- **Student Survey Results:** In response to student satisfaction survey question regarding student satisfaction with the examinations and evaluation process in the selected universities and colleges, 90 per cent (out of 456 students) and 81 per cent (out of 1,529 students) students respectively were dissatisfied/Partially satisfied. In selected universities and colleges 71 per cent (out of 456 students) and 62 per cent (out of 1,529 students) students respectively accepted that the revaluation fee was extra financial burden.

3.2 Contribution to Society by creating new knowledge through effective Research

Research capacities¹⁵ need to be consciously developed in the colleges. Colleges and their teachers should be encouraged and supported in taking up research including generation of innovative teaching-learning material. Multi-disciplinary mission mode research and innovation programmes should be evolved in arts, humanities and social sciences which should directly benefit the society at all levels and contribute to economic development.

¹⁵ As per paragraph 7.1 of Report on 'Inclusive and Qualitative Expansion of Higher Education' issued under 12th FYP.

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

3.2.1 Issues related to Research activities

3.2.1.1 Performance of universities based on outcome indicators

Audit assessed performance of three test checked universities in effective research activities through three outcome indicators on the basis of NAAC benchmarks. The information is provided in **Table 3.12** (Details of indicators are given at Sl. Nos. 23, 24 and 25 in **Appendices 1.1 & 1.4**), Audit findings in respect of these indicators are discussed in the succeeding paragraphs.

Table 3.12: Performance of test checked universities with respect to indicators

Sl. No.	Outcomes indicators	NAAC benchmark for maximum four marks	Performance of the test checked universities with reference to NAAC benchmarks (marks ¹⁶ obtained)		
			PU, Patiala	GNDU, Amritsar	RGNUL, Patiala
1.	Number of patents awarded to the institution during 2015-2020	20 and above	1	2	0
2.	Number of research papers per teacher in the journals notified on UGC website during 2015-2020	10 and above	2	4	2
3.	Number of teachers awarded international fellowship for advanced studies/research during 2015-2020	40 per cent and above	0	1	0

Source: NAAC manual and Audit analysis

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

Paragraphs 7.1 and 7.1.19 (a) of Report on ‘Inclusive and Qualitative Expansion of Higher Education’ issued under the 12th FYP state that adequate funding and initiatives/schemes need to be developed for research activities in HEIs. Para 3.4 of NAAC Manual provides that quality research outcome is beneficial for the discipline, society, industry, region and nation.

In this context, the grants received for research, its utilisation, completed research, patents and consultancy services in test checked HEIs during 2015-2020 is given in **Table 3.13**:

¹⁶ Marks have been allotted by Audit as per university’s performance on selected indicators and comparing it with benchmarks derived by analysing scoring pattern of universities accredited by NAAC (**Appendices 1.1 & 1.4**).

Table 3.13: Position of receipt and utilisation of grants for research activities in Universities during 2015-2020

(₹ in crore)

Name of University	Approved grant	Grants received from		Utilisation of grants received from		Research projects undertaken	Research projects completed	Outcome of research	
		Govt. sources	Total grants	Govt. sources	Total grants			Patent	Consultancy
PU, Patiala	16.64	11.98	11.98	9.53 (79.54)	9.53 (79.54)	73	39	1	0
GNDU Amritsar	27.93	20.49	20.49	17.30 (84.43)	17.30 (84.43)	106	60	7	11
RGNUL, Patiala	0.10	0.10	0.10	0.10	0.10	1	1	NA	NA

*Source: Information provided by concerned university. NA: Not applicable**Note: Figures in parenthesis indicate percentage.*

From the above table it can be seen that:

- PU, Patiala had undertaken 73 research projects during 2015-2020. For these projects ₹ 16.64 crore were approved by UGC/ State Government/ other central funding agencies, out of which, an amount of ₹ 11.98 crore was actually released. Out of 73 projects, only 39 projects (53.42 *per cent*) were completed after incurring of ₹ 9.53 crore only. Out of total completed projects, only one patent¹⁷ was awarded and no consultancy services were provided.
- In GNDU, Amritsar, 106 research projects were undertaken for which grants of ₹ 27.93 crore were approved by UGC, State Government and other central funding agencies during 2015-2020 against which ₹ 20.49 crore were released. Out of 106 projects, 60 projects (56.60 *per cent*) were completed after utilising ₹ 17.30 crore. Out of the total completed projects, only seven patents¹⁸ were awarded and 11 consultancy services were provided during the last five years.
- In RGNUL, Patiala only one project¹⁹ was undertaken and completed timely for which no patent was required.
- Out of 38 test checked colleges, in three²⁰ colleges, three research projects were undertaken and completed. However, neither any patent were awarded nor any consultancy services were provided. Thus, none of the colleges was eligible for scoring any marks with respect to indicator 'Number of patents awarded to the institution during 2015-2020' (Sr. No. 23 of Appendices 1.1 & 1.4).

¹⁷ A bioengineered Aqueous Dispersible Formulation derived from Kinnow (Mandarin) processing wastes as a poultry feed supplement.

¹⁸ (i) AZA-Heterocyclic Based Compounds as Highly effective Anti-inflammatory agents; (ii) Conjugates of N-Benzylpyrrole or N-Benzoylpyrrole with Indolinone as highly Effective Anti-Cancer Agents; (iii) Sound proofing testing equipment; (iv) Thermal proofing testing equipment; (v) Germination chamber to observe plant growth in laboratory; (vi) Cooling assembly for laboratory use; and (vii) Mordant composition for textile dyeing.

¹⁹ Human rights education in schools in India: A comparative study of syllabus prescribed by State Education Boards

²⁰ (i) Government College, Rupnagar; (ii) Government Bikram College of Commerce, Patiala; and (iii) Multani Mal Modi College, Patiala.

The PU, Patiala stated (August 2021) that revised data in respect of whole university would be furnished for evaluation but did not provide the data. GNDU, Amritsar replied (August 2021) that patents were produced from the research in science discipline. The Department admitted (August 2021) that there were no regular faculty and no such funds were granted.

3.2.1.3 Teachers' contributions to Research in HEIs

(A) Research papers/books and chapters published and granted seed money²¹

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. Research acumen in an institution is an evolving feature reflecting various research output with clear rewards such as doctoral, post-doctoral, project inventions and discoveries, number of patents obtained and number of research publications.

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

The details of number of research papers published in UGC notified journals and number of books and chapters published in edited volumes in PU, Patiala, GNDU, Amritsar and RGNUL, Patiala during 2015-2020 is detailed in **Table 3.14** (Details of indicator is given at Sl. Nos. 30 of **Appendices 1.1 & 1.4**).

Table 3.14: Number of research papers published in UGC notified journals and number of books and chapters in edited volumes/books published during 2015-2020

Name of university	Average of full time teachers	No. of teachers, who were given seed money for research	Papers published in UGC notified journals during 2015-2020		Books & chapters in edited volumes/published, and papers in national/international conference proceedings	
			Total Papers published	Papers published per teacher	Total published	Published per teacher
1	2	3	4	5 (4/2)	6	7 (6/2)
PU, Patiala	849	0	3,464	4	702	1
GNDU, Amritsar	453	0	4,585	10	945	2
RGNUL, Patiala	33	2	120	4	155	5

Source: Information provided by concerned university

It can be seen from the above table that:

- In PU, Patiala, GNDU, Amritsar and RGNUL, Patiala on an average 4 papers, 10 papers and 4 papers per teacher were published, respectively, in UGC notified journals during 2015-2020.

²¹ Funds provided to a teachers or group of teachers by the institution to get the research initiated to facilitate the preparation of formal research proposal for funding.

- In PU, Patiala, GNDU, Amritsar and RGNUL, Patiala on an average one, two and five books and chapters per teacher were published, respectively, in edited volumes/ books and papers in national/international conference proceedings during 2015-2020.
- The seed money was provided to two teachers only in RGNUL, Patiala during 2015-2020.
- Out of 34²² selected colleges, only in 18 colleges, average 0.05 to 5.72 papers per teacher were published in UGC notified journals during 2015-2020 (**Appendix 3.7**). Out of these, one college was eligible for scoring two marks and seven colleges were eligible for scoring one marks and remaining ten colleges were not eligible for scoring any mark as per NAAC indicator (**Sr. No. 24 of Appendices 1.1 and 1.4**).
- Out of 34 selected colleges, in 18 colleges, per teacher publications of books and chapters in edited volumes/books and papers in National/International conference proceedings was ranging between 0.03 and 3.04 during 2015-2020 (**Appendix 3.7**). Out of these, six colleges were eligible for scoring one marks and remaining 12 colleges were not eligible for award of score as per NAAC indicator (**Sr. No. 30 of Appendices 1.1 and 1.4**).
- Out of 34 colleges, only in two colleges²³ seed money amounting to ₹ 5.40 lakh was provided to teachers.

The GNDU, Amritsar and RGNUL, Patiala stated (March 2021 and November 2020) that the seed money was not demanded by the faculty. PU, Patiala did not submit any reply. The colleges replied (December 2020 to March 2021) that sufficient funds were not provided by the State government to provide seed money. This indicates inadequate contribution to research in enhancing the quality of education in HEIs.

(B) Number of teachers awarded International fellowship

To assess the encouragement and exposure given by test checked HEIs to teachers to undertake research and number of full time²⁴ teachers awarded International fellowship for advanced studies/research during 2015-2020 was used as an indicator.

Analysis of data of test checked universities²⁵ for the period 2015-2020 revealed the following:

- In PU, Patiala, out of total 4,247 full time teachers, only 17 i.e. 0.40 *per cent* were awarded international fellowship for advanced studies/ research during 2015-2020.

²² Four colleges were newly opened and did not qualify under this indicator.

²³ (i) Guru Nanak Dev College, Kilianwali, Sri Muktsar Sahib (₹ 1.40 lakh); and (ii) GGN Khalsa College, Ludhiana (₹ 4.00 lakh).

²⁴ The year wise total of fulltime teachers during 2015-2020.

²⁵ This indicator was not applicable in respect of colleges.

- In GNDU, Amritsar, out of total 2,265 full time teachers, only 350 i.e. 15.45 *per cent* were awarded international fellowship for advanced studies/research during 2015-2020.
- In RGNUL, Patiala, out of total 165 full time teachers, only three i.e. 1.81 *per cent* were awarded international fellowship for advanced studies/research during 2015-2020.

The PU, Patiala stated (April 2021) that matter would be examined. RGNUL, Patiala stated (April 2021) that the observation was noted for future compliance to encourage the teachers.

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

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

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

The details of number of extension and outreach activities conducted and participation of students in selected universities during 2015-2020 is given in **Table 3.15:**

Table 3.15: Number of extension and outreach programmes and participation of students during 2015-2020

Name of University	Total number of extension and outreach programmes conducted during 2015-2020	Total students	Students participated	Average percentage of students participated in extension and outreach programmes conducted during 2015-2020
1	2	3	4	5
PU, Patiala	264	70,925	20,235	28.53
GNDU, Amritsar	17	50,800	635	1.25
RGNUL, Patiala	95	934	934	100

Source: Universities data

From the above table it was evident that:

- In PU Patiala, GNDU, Amritsar and RGNUL, Patiala, 264, 17 and 95 extension and outreach programmes were conducted respectively under National Service Scheme (NSS). Further, in these programmes 20,235 (28.53 *per cent*), 635 students (1.25 *per cent*) participated in PU, Patiala and GNDU, Amritsar, respectively, whereas in RGNUL, Patiala 100 *per cent* students participated in these programmes during 2015-2020.

- Out of 38 selected colleges, in 31 colleges, 1,807 extension and outreach programmes (ranging between 1 and 310) were conducted in which 1,25,082 students (ranging between 2 and 100 *per cent*) participated, however, no such programmes was conducted in three colleges and four colleges were newly opened (*Appendix 3.8*).

3.2.2(i) Evaluation through indicators (Sl. No. 8 & 29 of Appendices 1.1 & 1.4):

(A) For the NAAC indicator of conducting extension and outreach programmes PU, Patiala was eligible for award of maximum score (4 marks) whereas RGNUL, Patiala and GNDU, Amritsar were eligible for three and zero marks respectively. Similarly, out of 34 colleges, six colleges were eligible for scoring maximum marks (four) whereas four colleges were eligible for scoring marks ranging between two and three where as 24 colleges were not eligible for scoring any marks.

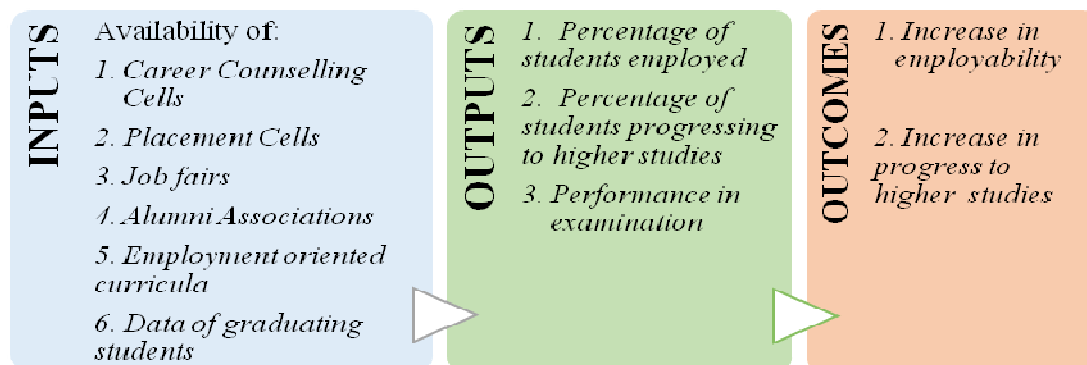
(B) In respect of NAAC indicator of participation of students in extension activities, RGNUL, Patiala was eligible for scoring maximum marks (four), PU, Patiala was eligible for award of three marks and GNDU, Amritsar was eligible for 'Zero' marks. Similarly, out of 34 colleges, 15 colleges were eligible for scoring maximum marks (four) whereas five colleges were eligible for scoring marks ranging between one and three. 14 colleges were eligible for 'Zero' marks.

The GNDU, Amritsar admitted (August 2021/ September 2021) the facts and assured to improve extension activities to qualify/ achieve NAAC benchmark and the process had been initiated. The DPI assured that matter would be taken up with the colleges.

3.3 Student Progression towards Employment and Higher Studies

This section discusses higher education outcome related to students that is, increasing student progression to employment and higher studies. Audit assessed contributing factors and institutional initiatives in increasing student progression to employment and higher studies.

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



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

3.3.1 Employability

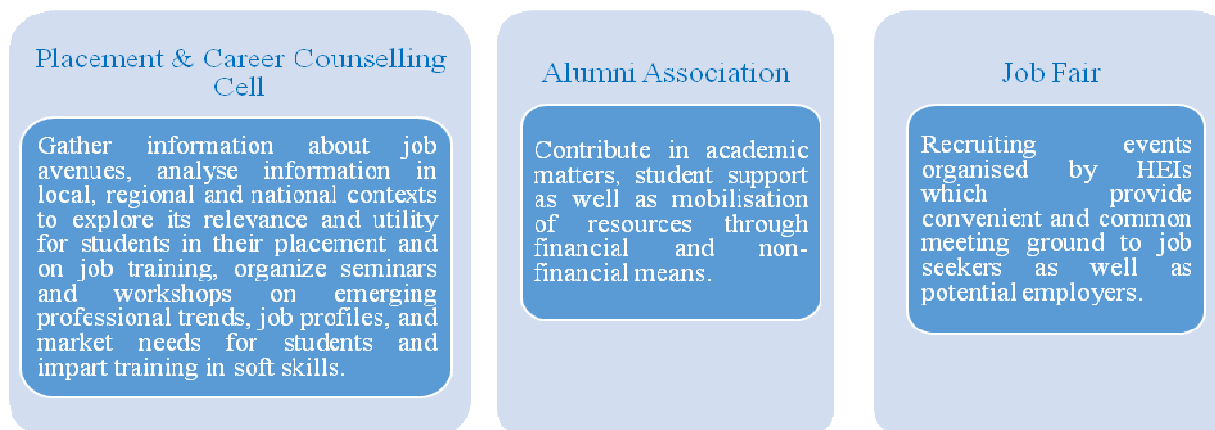
The International Labour Organisation defines employability as the presence of skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change. Individuals are most employable when they have broad-based education and training, basic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

As per India Skills Report²⁶ 2020, at all India level, B.Sc, B.A and B.Com undergraduate programmes have provided on an average 37.47 *per cent*, 32.34 *per cent* and 31.86 *per cent* of employable graduates respectively during the period 2014-2020. Conversely, more than 60 *per cent* of the general stream graduates were not employable. This makes a strong case for setting up of a well-functioning job facilitation system in all HEIs providing higher education in general streams.

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

²⁶ India Skills Report is a joint initiative by Wheebox and People Strong in collaboration with the Confederation of Indian Industry (CII) along with partners like UNDP, AICTE, and AIU. This report is a combination of an assessment of 3,00,000 candidates from 3,500 educational institutes across 28 States and 9 Union Territories of India, and more than 150 corporates spread across 9 Industry sectors. This is the seventh edition of the Report with annual editions being released since 2014.

Chart 3.2: Job facilitating mechanism



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

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

3.3.2 Employability and progress to higher studies

Increase in employability and progress to higher studies were identified as the most important outcomes that students expect from Higher Education. Para 5.2 of NAAC Manual provides that the Institution's concern for student progression to higher studies and/or to employment is a pertinent issue. Sustainable good practices which effectively support the students facilitate optimal progression by establishing Placement Cells, Career Counseling Cells (CCC), alumni associations and proper maintenance of data of graduating students. NAAC also considers these factors as key criteria in its process for assessment and accreditation of HEIs. The audit findings related to these factors affecting employability and progression to higher studies have been discussed in the succeeding paragraphs.

3.3.2.1 Indicators based evaluation of employment oriented curricular aspect

Audit assessed performance of three test checked universities with respect to existence and outcomes of Placement Cells, CCC and alumni associations through five outcomes indicators on the basis of NAAC benchmarks as given in **Table 3.16** (Details of indicators are given at Sl. Nos. 11, 27, 28, 3 and 4 **Appendices 1.1 & 1.4**). Audit findings in respect of these indicators are discussed in the succeeding paragraphs.

Table 3.16: Performance of test checked universities with respect to indicators

Sl. No.	Outcomes indicators	NAAC benchmark for maximum four marks	Performance of the test checked universities with reference to NAAC benchmarks (marks ²⁷ obtained)		
			PU, Patiala	GNDU, Amritsar	RGNUL, Patiala
1.	Average percentage of placement of outgoing students during 2015-2020	20 per cent and above	0	3	3
2.	Average percentage of students benefited by guidance for competitive examinations and career counseling offered by the institution during the last five years	40 per cent and above	0	0	0
3.	Number of alumni associations/ chapters meetings held during last five years.	10 and above meetings	1	2	2
4.	Percentage of student progression to higher education during 2019-20	20 per cent and above	NA	1	NA
5.	Average percentage of students qualifying in State/National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)	30 per cent and above	NA	NA	NA

Source: NAAC manual and Audit analysis

NA: Information not available since the concerned universities did not maintain the data.

3.3.2.2 Constitution of Placement Cell

During audit of the three selected universities and 38 government/private colleges affiliated with the respective universities, it was observed:

The Placement Cells existed in all the selected universities and out of 38 colleges, it was found in ten colleges only (**Appendix 3.9**). In three²⁸ colleges, there was no pass out batch and in 25 colleges the placement cell was not formed.

The colleges attributed (February- March 2021) non-constitution of placement cells to shortage of funds, running of traditional/non-professional courses & non-vocational courses and less skill based programmes etc. The responses of the colleges show their reluctance in constitution of placement cells as an institutionalised mechanism as per spirit of NAAC.

²⁷ Marks have been allotted by Audit as per university's performance on selected indicators and comparing it with benchmarks derived by analysing scoring pattern of universities accredited by NAAC (**Appendix 1.4**).

²⁸ (i) Government College (Girls), Jamalpur, Ludhiana; (ii) Rayat Bahra College of Law, Bohan; and (iii) Government College, Jadla, SBS Nagar.

3.3.2.2(i) Outcome of Placement Cell:

Job placement of students refers to a student getting employment through various efforts i.e. job fair made by the institution before the students complete their study. The number of students got placement through Placement Cell are given in **Table 3.17** below:

Table 3.17: Students got placement

Figures in number

Name of University	Average outgoing students ²⁹	Average Student participated	Average Student got placement	Percentage out of	
				Participated	Outgoing
PU, Patiala	59,706	710	382	54	0.64
GNDU, Amritsar	3,544	1,555	648	42	18
RGNUL, Patiala	169	127	28	22	17

Source: Departmental data

- From the above table, it was evident that students ranging between 22 and 54 *per cent* of participated students got placement through Placement Cell.
- Further, in 10 out of 38 selected colleges, Placement Cell was constituted and outgoing students, got placement in various jobs, on an average ranging between 0.14 and 75.71 *per cent* during 2015-2020 (**Appendix 3.9**). As per NAAC indicator (**Sl. No. 11 of Appendices 1.1 and 1.4**), one college was eligible for scoring maximum marks (four) and one college was eligible for two marks whereas remaining eight colleges got 'Zero' marks.

The GNDU, Amritsar assured (September 2021) to maintain the data. RGNUL, Patiala stated (August 2021) that it ran professional courses where placement did not mean only getting the employment. The Department admitted (August 2021) the facts in respect of colleges and assured to improve in the matter.

Thus, despite the fact that Placement Cell played a crucial role in achieving the desired outcome of employability, the assessment of their functioning revealed that either these were not performing in respect of majority of colleges or, if they were in existence, they were able to place only a small number of registered students in job.

3.3.2.3 Career Counseling Cell

National Assessment and Accreditation Council provides that effective facilitating mechanism like CCC should be in place at the HEIs to support students in the development of soft skills and communication ability to meet the rigors of competitive tests. The importance of CCC was also addressed in UGC guidelines.

²⁹ NAAC formula= Total students passed in five years/5.

It was observed that in selected universities the CCC was constituted and the average students enrolled with CCC vis-à-vis placement during 2015-2020 is given in **Table 3.18** below:

Table 3.18: Students enrolled with CCC and qualified exams

Figures in number

Name of University	Total students 2015-2020	Average students 2015-2020	Total benefitted 2015-2020	Average benefitted 2015-2020	Average percentage benefitted 2015-2020
PU, Patiala	70,923	14,185	2,076	415	3
GNDU, Amritsar	50,841	10,168	355	71	0.70
RGNUL, Patiala	4,122	824	99	20	2

Source: Universities data

- It is evident from the above table that out of total students enrolled with CCC for guidance, students ranging between 0.70 and 3 per cent were benefitted during 2015-2020.
- It was further observed that in GNDU, Amritsar the number of students enrolled for preparation of Civil Services Exam (Union or State) declined from 123 in 2015-16 to 32 in 2019-20.
- Out of 38 selected colleges, during 2015-2020, CCC existed in fourteen colleges only. Out of which, one³⁰ college was not maintaining the data regarding CCC (**Appendix 3.10**). As per NAAC indicator (**Sl. No. 27 of Appendices 1.1 and 1.4**), one college was eligible for award of maximum score (four) and five colleges were eligible for award of score ranging between one and three whereas remaining seven colleges were not eligible for award of any marks

GNDU, Amritsar attributed (December 2020) the reason for low enrolment in the CCC to fluctuation of timing of targeted examination. RGNUL, Patiala stated that it being a professional university less students preferred to enroll with CCC. The college authorities where CCC was not constituted admitted the facts and stated (December 2020 to February 2021) that the counseling was being done in regular classes/seminars/external lectures. The PU, Patiala did not submit any reply.

Thus, keeping in view the non-existence/inadequate functioning of CCC and lack of monitoring by the educational institutions, the objective of the functioning of CCCs to provide crucial guidance to students could not be achieved.

³⁰ Shree Atam Vallabh Jain College, Ludhiana.

3.3.2.4 Alumni Association

Para 5.4 of NAAC Manual provides that the Alumni are a strong support to the institution. An active Alumni Association can contribute in academic matters, student support as well as mobilisation of resources.

Audit analysed the data of selected universities as well as selected colleges and observed the followings:

- In PU Patiala, only two meetings of Alumni Association were conducted during 2015-2020 and a meagre financial contribution³¹ was received from alumni association during 2018-19 only.
- In GNDU, Amritsar, alumni association organised six meetings and got lectures delivered by some highly placed alumni members to its students, however, no financial help was received during 2015-2020.
- In RGNUL, Patiala alumni association organised four meetings during 2015-2020 and received financial contribution ranging from ₹ 5.35 to ₹ 10.95 lakh.
- Out of selected 38 colleges, in 17 colleges Alumni Association existed. In these colleges, meetings ranging between three and 33 were held during 2015-2020 in which financial contribution ranging from ₹ 0.15 lakh to ₹ 32.28 lakh was received (**Appendix 3.11**). Thus, as per NAAC indicator (**Sl. No. 28 of Appendices 1.1 and 1.4**), one college was eligible for award of maximum score (four) and 16 colleges were eligible for scoring marks ranging between one and three.

The authorities of GNDU, Amritsar, RGNUL, Patiala and Department admitted (August 2021) the facts and assured to take care of it in future. However, PU, Patiala did not submit any reply.

- **Student survey result:** In response to student satisfaction survey's question, "*How satisfied are you with the initiatives for employability taken up by the institution by Placement Cell, Career Counseling etc.?*" students ranging between 9 per cent and 29 per cent of selected universities and colleges expressed dissatisfaction/partial satisfaction.

Thus, HEIs should focus more on institutional mechanisms for increasing employment opportunities and undertaking initiatives to improve job prospects so that more students may avail these basic facilities to widen their professional horizon and enhance their chances of securing meaningful careers.

³¹ Rupees Ten thousand only.

3.3.2.5 Progress to higher studies

In order to assess how well test checked universities and colleges did in sending their students for higher studies, the outcome indicator ‘Increase in percentage of students progressing to Higher Education during 2019-20 (current year)’ was evaluated.

It was observed that RGNUL, Patiala was not maintaining such data. Data analysis of selected Department of PU, Patiala and GNDU, Amritsar (whole university) and colleges revealed the following:

- In PU, Patiala, 17 out of 21 test checked departments, students who progressed to higher studies ranged from 3.37 *per cent* to 88.65 *per cent* during 2019-20.
- In GNDU, Amritsar, 172 (six *per cent*) out of 3040 students who appeared in final examinations progressed to higher studies during 2019-20 as per Annual Quality Assurance Report for 2019-20.
- Out of 38³² test checked colleges, in 11 colleges the students who progressed to higher education were ranging between 2.08 and 69.44 *per cent*. In 24 colleges, data related to the indicator was not maintained (*Appendix 3.12*). As per NAAC indicator (*Sl. No. 3 of Appendices 1.1 and 1.4*), seven colleges were eligible for scoring maximum marks (four) and three colleges were eligible for scoring marks ranging between one and three, whereas one college got ‘Zero’ marks.

The Universities and the Department admitted (August 2021) the facts and stated that the students after completion of the course were under no obligation for providing information regarding their progress to Higher Education. Further, the Department also assured that the colleges would be directed to get such data and needful would be done in future.

Thus, GNDU, Amritsar did not match the NAAC benchmark. However, due to non-maintenance of relevant data by other institutions, the Audit could not evaluate the performance of all institutions on NAAC indicator.

3.3.2.6 Qualifying in Competitive Examinations

Competitive examinations held at the national and state levels provide immense opportunities for student progression. A number of competitive examinations are held for graduating students to qualify for employment or for progressing to higher studies. Audit observed that the three test checked universities did not maintain data of students who qualified in state/national/international level examination during 2015-2020 in their campus as well as selected colleges.

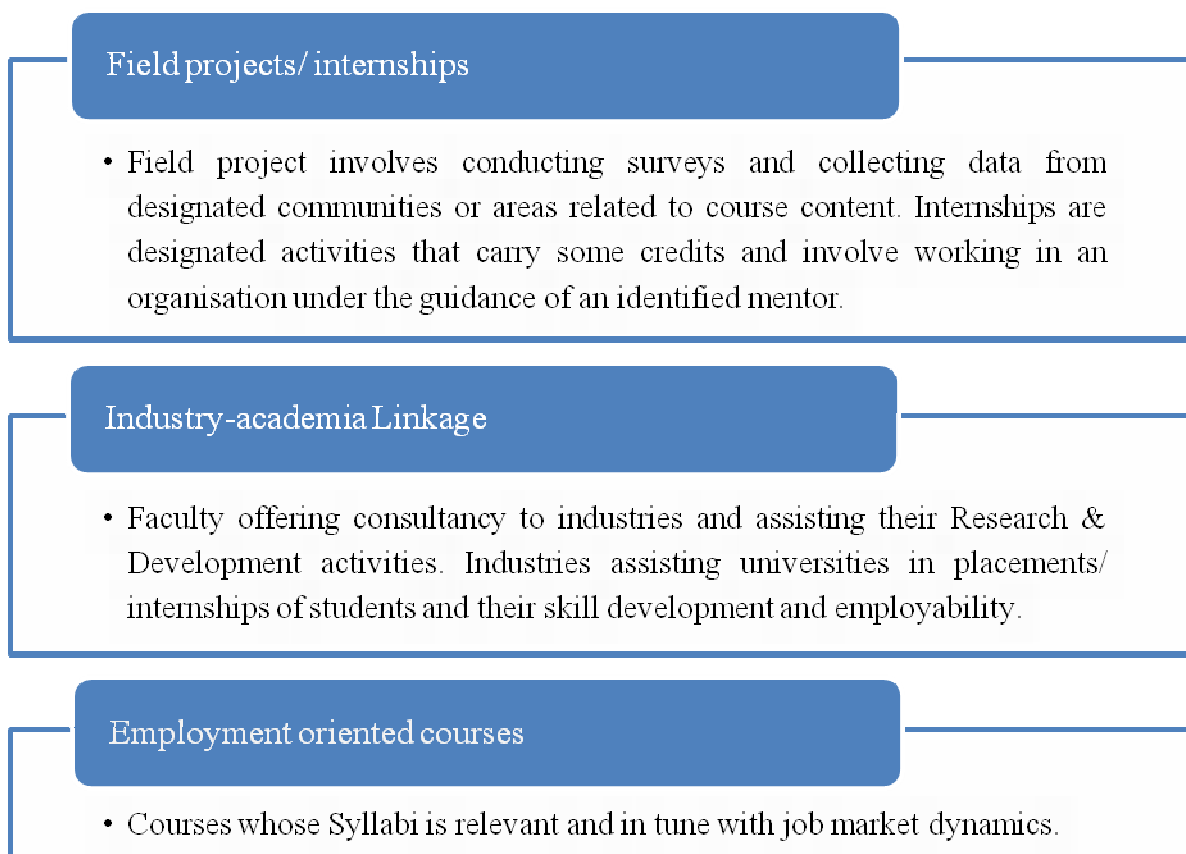
³² Three colleges were newly opened and have no pass out batch.

Thus, due to non-maintenance of required data, Audit could not measure and comment on the performance of all the test checked universities and colleges with respect to indicator 'Average percentage of students qualifying in State/National/ International level examinations during the last five years (e.g: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/ State Government examinations).

3.4 Enhancement of employability

The India Skills Report states that employers preferred positive attitude, adaptability, learning ability and interpersonal skills in a job seeker. Also, employability of HEI students is enhanced if they are given the opportunity to take part in job oriented activities such as employability enhancement programmes and field projects/internships. Employment prospects are further improved if curricular aspects such as employment focused courses are offered to students. Another important aspect is Industry-academia engagement³³. It carries the idea of mutuality and sharing of knowledge and expertise. **Chart 3.3** depicts the various aspects involved in employment enhancement.

Chart 3.3: Employment enhancement oriented aspects



³³ As per UGC guidelines for establishment of University-Industry inter linkage centres.

3.4.1 Indicators based evaluation of employment oriented curricular aspect

Audit assessed performance of three test checked universities on number of courses/new courses focused on employability, students undertaking field projects and number of functional MoU through three outcomes indicators on the basis of NAAC benchmarks. The information is provided in **Table 3.19** below (Details of indicators are given at Sl. Nos. 1, 2, and 10 in **Appendices 1.1 and 1.4**), Audit findings in respect of these indicators are discussed in the succeeding paragraphs.

Table 3.19: Performance of test checked universities with respect to indicators

Sl. No.	Outcomes indicators	NAAC benchmark for maximum four marks	Performance of the test checked universities with reference to NAAC benchmarks (marks ³⁴ obtained)		
			PU, Patiala	GNDU, Amritsar	RGNUL, Patiala
1.	Average percentage of courses having focus on Employability etc., during 2014-2019	50 per cent and above	4	4	4
2.	Number of MoUs executed with industry and national/ international institutions	30 per cent and above	3	4	4
3.	Percentage of students undertaking field projects/ internships during 2018-19	10 per cent and above	4	3	4

Source: NAAC manual and Audit analysis

3.4.2 Courses having focus on Employability/ Entrepreneurship/Skill development

As per paragraph 4.3 of Report on ‘Inclusive and Qualitative Expansion in Higher Education’ issued under 12th FYP, syllabi should be made relevant in tune with job market dynamics. Since the specific parameters that underscore employability focus in a course are not clear and HEIs also did not inform about the parameters they chose in this regard, the actual status of the parameter/indicator could not be assessed in audit.

It was observed that on average 324 courses, 223 courses and four courses were offered by PU, Patiala, GNDU, Amritsar and RGNUL, Patiala respectively during 2015-2020. As per information provided by the selected universities 100 per cent of courses were having focus on employability/ entrepreneurship/skill development during 2015-2020. The universities also added that after completing the courses from the universities, all the students become eligible for appearing in competitive examination which provides employment.

³⁴ Marks have been allotted by Audit as per university's performance on selected indicators and comparing it with benchmarks derived by analysing scoring pattern of universities accredited by NAAC (**Appendix 1.4**).

3.4.3 Industry-academia connect

Academia produces graduates who are absorbed by industry. Industry-academia engagement between universities and industries carry the idea of mutuality and sharing of knowledge and expertise. In order to assess the performance of test checked universities in collaborative activities, the key outcome indicators related to extent of industry-academia connect were evaluated.

Scrutiny of records of test checked universities and 38 colleges revealed the following:

- The PU, Patiala; GNDU, Amritsar; and RGNUL, Patiala executed 26, 37 and 46 MoU respectively, for *Collaborative Activities* under University Industry Linkage Programme with other educational institutions and industries.
- None of the test checked colleges could collaborate with other institution/ industries during 2015-2020 to derive benefits from this collaboration, such as, revision of course curriculum, funding for relevant research work, assistance towards student internships and placements etc. Thus, as per NAAC indicator (*Sl. No. 2 of Appendices 1.1 and 1.4*), all the selected colleges were not eligible for scoring any marks.

The PU, Patiala assured (August 2021) to enhance the number of MoUs in near future. The Department admitted the facts and assured that in future the research work would be improved.

Thus, lack of collaborative activities with academia or industries deprived colleges of benefits expected from such collaboration and MOUs like, funding for relevant research work, assistance towards students internship, placements and training, etc.

3.4.4 Students undertaking field projects/internships

The NAAC Manual defines field projects that students need to undertake, these projects involve conducting surveys outside the college/university premises and collection of data from designated communities or natural places in current academic year and last five years by University and College, respectively.

Audit analysed data of the three selected universities and 38 selected colleges for the current academic year which revealed that:

- In PU, Patiala, out of total 13,098 students, 2,750 (21 per cent) students undertook field project/ internship.

- In GNDU, Amritsar out of 11,085 students, 1,015 (9.16 *per cent*) students undertook field project/ internship.
- In RGNUL, Patiala out of 944 students, 397 (42.46 *per cent*) students undertook field projects/internship during 2019-20.
- Out of 38 selected colleges, in 14 colleges on average students ranging between 1 and 85 *per cent* undertook field projects/internship during 2019-20 (*Appendix 3.13*). As per NAAC indicator (*Sl. No. 10 of Appendices 1.1 and 1.4*), only four colleges were eligible for award of maximum score (four), nine colleges were eligible for scoring marks ranging between two and three whereas one college was not eligible for award of any score.

The Department admitted the facts and suggested (August 2021) that the universities should design the curriculum for which field projects/ internship may be compulsory.

Thus, the fact that 63 *per cent* colleges (24 colleges) had not opted for imparting practical learning to their students through field projects and in 26 *per cent* (10 colleges) the percentage of students who undertook field projects/internship was minimal thereby resulted in none of them were eligible to meet NAAC benchmark.

3.4.5 Discontinuance of vocational courses

The UGC had launched (February 2014) a scheme for skill development based higher education as part of college/university education leading to Bachelor of Vocational Courses (BVoC) degree with multiple entry and exit points. Under the scheme, HEI can operate any four BVoC for which UGC would provide financial assistance upto ₹ 2.20 crore. Being skill development courses, the HEIs were required to interact with industries and respective Sector Skill Council so that they remain updated on the requirement of the workforce for the local economy.

It was noticed that in one college,³⁵ UGC approved (August 2018) four BVoC³⁶ from the year 2018-19 and released ₹ 0.93 crore³⁷ (February 2019) out of ₹ 2.19 crore³⁸. Out of which only ₹ 37.35 lakh was spent by the college. In these courses, the college enrolled 85 students³⁹ during 2018-19.

³⁵ GGN Khalsa College, Ludhiana.

³⁶ (i) Web Technology and Multimedia; (ii) E-Commerce and Digital Marketing; (iii) Banking and Financial Services; and (iv) Retail Management.

³⁷ Start up assistance ₹ 25.00 lakh, Faculty and Staff ₹ 27.60 lakh and Operative/ Training Cost ₹ 40.00 lakh.

³⁸ Transportation, field visit, industrial visits, organising seminars/workshop/ faculty training programme.

³⁹ Retail Management: 26; Banking and Financial Services: 23; Web Technology and Multimedia: 20; and E-Commerce and Digital Marketing: 16.

Out of the four courses, the college discontinued (2019-20 session) two courses⁴⁰ after one session due to which the enrolled 49 students could not complete their graduation and got diploma only as UGC facilitated the students for multiple exit. Thus, the college failed to incur available grant and also to avail the balance grant of ₹ 1.26 crore as a result of which the benefit of skilled and employability of the scheme could not be availed by the students which could have been achieved if the courses were continued.

The College stated (February 2021) that this was due to insufficient enrolment of the students (UGC condition: minimum 20 students for each course) in the 2019-20 and 2020-21. The reply is not based on facts as another course⁴¹ with enrolment of less than 20 students was allowed to continue.

3.5 Performance of students in examinations

The NAAC Manual⁴² states that the real test of the extent to which teaching learning has been effective in a HEI is reflected in the student performance in the examinations. In this scenario, performance of students in examinations could also serve as a basic indicator because performing well in examinations is a necessary precursor for getting employment of choice and to exercise the option of higher studies.

In this context, test checked HEIs have been evaluated on the basis of examination results using as indicator, 'average pass percentage of students during 2019-20⁴³ (*Sl. No. 12 of Appendices 1.1 & 1.4*) in the absence of having any mechanism to keep the data related to employability and student progression to watch the performance of students in the examination at every stage from the entry level till the successful completion of a course/programme.

The results of data analysis relating to average pass percentage of all students who appeared in final year examinations in under-graduate and post-graduate programmes during 2019-20 in test checked HEIs is given in **Table 3.20**:

Table 3.20: Performance of students in final examinations during 2019-20

	PU Patiala	GNDU Amritsar	RGNUL, Patiala
Students appeared	76,630	3,040	218
Student passed	72,281 (94)	3,040 (100)	215 (99)

Source: Universities data

Note: Figures in parenthesis indicate percentage.

It could be seen from the table above that during 2019-20:

- Average pass percentage was highest in GNDU, Amritsar (100 per cent)

⁴⁰ (i) Banking and Financial Services; and (ii) Retail Management.

⁴¹ E-commerce and Digital Marketing: 16 students.

⁴² Para 2.6.

⁴³ Current academic year.

while it was 99 *per cent* in RGNUL, Patiala and PU, Patiala (including regional campuses and constituent/neighbourhood colleges), it was 94 *per cent*.

- Out of 38 selected colleges, in 23 colleges the pass percentage was more than 90 *per cent* and in 12 colleges it was ranging between 18.37 and 84.91 *per cent*. Three colleges were newly opened (*Appendix 3.14*).

3.5 (i) Evaluation through indicators (Sl. No 12 of Appendices 1.1& 1.4):

All the three selected universities were eligible for award of maximum score of 4 marks during 2019-20. Further, in respect of selected 38 colleges, 23 colleges were eligible for award of maximum score (four) and five college were eligible for award of marks ranging between one and three whereas seven colleges were not eligible for award of any score. Three colleges were newly opened.

The Department admitted the facts and assured (August 2021) to review the status of colleges where low pass percentage was observed to take further action. The reply of the Department was not convincing as no extra efforts were made by them to enhance the interest of the students towards Higher Education and also to increase the pass percentage of students in the examinations as per benchmark of NAAC.

3.6 Conclusions

- All selected universities revised syllabus of their programmes as per the prescribed procedure and were eligible for award of maximum score as per NAAC benchmark.
- In the selected universities, the percentage of teachers using ICT was ranging between 63 and 100 *per cent* whereas the Student Computer Ratio was ranging between 8:1 and 12:1. In the selected colleges, the Student computer ratio was ranging between 3:1 to 79:1 whereas the percentage of teacher using ICT was ranging between 3 and 100 *per cent*.
- Availability of teaching faculty was insufficient as GoP did not recruit the required number of regular teachers in Government colleges since 2000-01 which resulted in Student Teacher Ratio being as high as average 49:1, more than two times than its prescribed limit of 20:1. Percentage of contractual teaching staff was relatively high which ranged between 56 *per cent* and 70 *per cent* during 2015-2020. 35.88 *per cent* of the guest faculty did not possess the prescribed NET qualification in 38 test checked affiliated colleges.

- The centralised evaluation system was in place in Guru Nanak Dev University, Amritsar and Rajiv Gandhi National University of Law, Patiala. However, in selected universities, the students ranging between 32 *per cent* and 49 *per cent* got their marks modified upon revaluation during 2015-2020.
- Punjabi University, Patiala and GNDU Amritsar could complete only 53 *per cent* and 56 *per cent* research projects respectively during 2015-2020 whereas only three research projects were undertaken and completed in three selected colleges. Further, only eight patents could be awarded despite completion of 99 research projects in selected universities.
- The system of maintenance of data related to students' employment, students' progression to higher studies and students' performance in competitive examinations was almost non-existent at all levels of the higher education system in the state. Even in test checked colleges, such data was not being consistently maintained. Thus the main student outcome of 'employability and progression to higher studies' could not be adequately evaluated.
- Further, dysfunctional or non-existent job facilitating mechanism and lack of employment enhancement programmes meant that the students were deprived of the necessary assistance and facilitation needed for getting good jobs and exercising career choices which resulted in none of the selected universities was eligible for scoring maximum score under NAAC indicator.

3.7 Recommendations

- (i) *To keep pace with technological advancement and innovations in delivery of education, the HEIs should encourage teachers to use ICT teaching tools and make efforts to improve the student-computer ratio.*
- (ii) *In order to maintain prescribed Student Teacher Ratio and to provide quality education to the students in Government colleges, the State Government should expedite recruitment of regular teachers with qualification as prescribed in the UGC Regulations.*
- (iii) *The Universities should strengthen the system of evaluation to avoid/minimise the high percentage of alteration of marks/result during revaluation.*
- (iv) *Universities should ensure that all research projects are completed timely with due quality to extend gains to the society.*
- (v) *The State Government and universities should conduct relevant professional development programmes for the teachers regularly and*

should ensure that all the eligible teachers are provided training in these programmes.

- (vi) *Every HEI should constitute well-functioning placement cell, career counselling cell, and encourage a vibrant alumni association to facilitate graduating students in getting employment or to progress to higher studies.*

Chapter-IV

Governance and Management

Chapter-IV

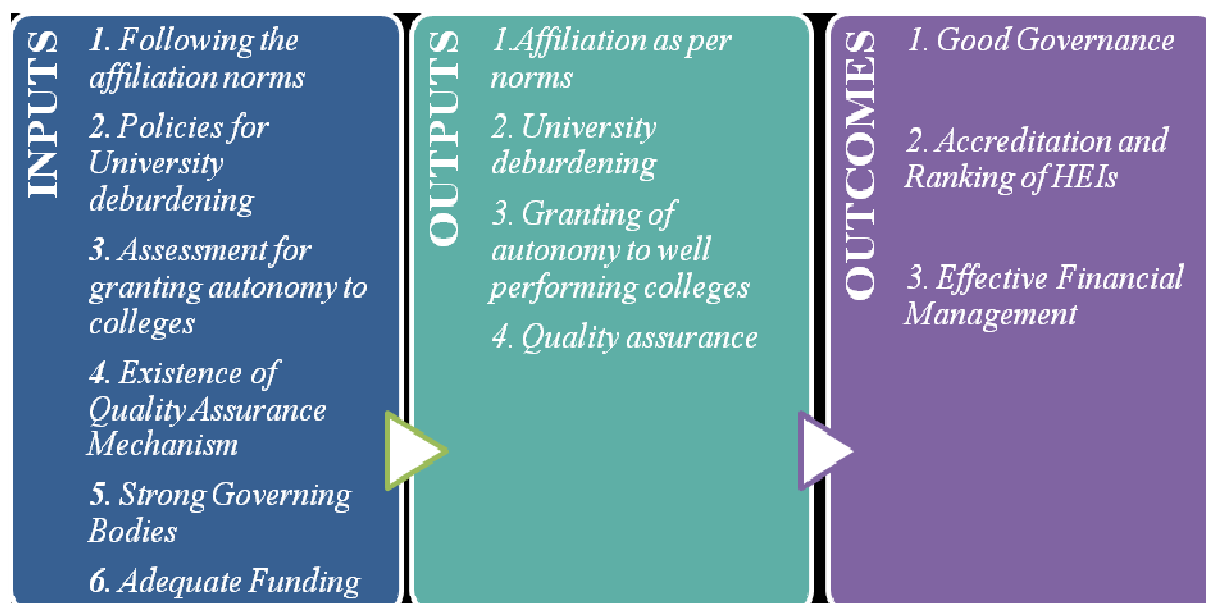
Governance and Management

12th FYP states that governance reforms were critical to achieve the outcomes of expansion, equity and excellence in higher education, and to enable institutions to have the autonomy to develop distinctive strengths, while being held accountable for ensuring quality. It also states that autonomy in the areas of finance, organisational structure, operations and staffing is important, but should be consistent with internal systems of evaluation and accountability.

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

Audit objective 3: Whether an effective system for Governance and Management of Higher Education System existed?

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



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

4.1 Governance

Para 6.1 of NAAC Manual provides that effective leadership is key not only to achieve the vision, mission and goals of the institution but also in building the organisational culture. The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision. Audit findings related to State level as well as institutional level governance functioning are discussed in the following paragraphs

4.1.1 State level Governance

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

4.1.1.1 Non-functional State Higher Education Council

Para 4.8.1 and 5.2.1 of RUSA guidelines (2013) provide that SHEC was to be formed through an executive order and it was to be converted into statutory body by Acts of the State legislature within two years. It was required to meet at least once in every quarter to plan, coordinate, establish principles for funding institutions, maintain a data bank on Higher Education and conduct research/evaluation studies for development of Higher Education.

The SHEC¹ was constituted (October 2013) in the State by an executive order initially and was required to be converted into a statutory body by October 2015. It was observed that the SHEC was converted (October 2018) into a statutory body with delay of three years.

Further, it was observed that no meeting was conducted by SHEC as nomination of 15 non-official members, required for effective functioning of the SHEC, was not finalised. Thus, the objective of creating SHEC to promote higher education and research in the State through planning and reforms remained largely unfulfilled.

The Department admitted (August 2021) the facts of delay in constitution and non-functioning of SHEC and assured that the process was underway and SHEC would be made functional as envisaged. The fact, however, is that SHEC has not been made fully functional even after lapse of five years of its formation.

¹ Under the chairmanship of Chief Minister, Higher Education Minister as Vice Chairman and Principal Secretary, Higher Education as Chief Executive Officer.

4.1.1.1(i) Non-maintenance of data bank

As per para 5.2.1 of RUSA guidelines, SHEC was required to maintain a data bank in the State for development of Higher Education. Further, Para 2.2.1 of 12th FYP provides that States should make efforts to generate its own authenticated data for GER.

Audit observed that the State specific requisite data bank was not maintained by the Department. The Department was totally dependent on the data of the MHRD {now Ministry of Education (MoE)} which in turn is based on the data of annual web-based AISHE, where HEIs are required to upload/give their data voluntarily.

Further, it was noticed from the reports of AISHE that all universities and 90 *per cent* colleges of the state had uploaded their data on AISHE portal. Out of 38 selected colleges, two colleges² had not uploaded data on the AISHE portal prior to 2019-20. The Department used AISHE data for preparing plans and calculating GER. As data of all the colleges was not available with AISHE, the completeness of development plans of higher education and adequacy of GER could not be ascertained.

The Department admitted (August 2021) the facts of non-maintaining the data and its dependency upon the AISHE data and informed that data uploading by the colleges was only 87 *per cent*.

4.1.1.2 State Level Quality Assurance Cell

The 'Quality Assurance Activities of State Quality Assurance Cells' of NAAC and UGC guidelines provide that a SLQAC should be constituted with the objectives to work towards quality improvement of colleges, to draw up State level action plan in consultation with NAAC, to act as nodal agency between the respective state HEIs and NAAC and to advise the State Government to initiate suitable measures for ascertaining the maintenance of minimum standards in HEIs. Further, the SLQAC was also responsible for monitoring the functions of Internal Quality Assurance Cell (IQAC) in HEIs.

Audit observed that the SLQAC was established in March 2005 but no report of activities of the SLQAC was found on record. In absence of these reports, the activities/functions undertaken by the SLQAC to meet its objectives i.e. preparation of State level action plan, monitoring the functions of IQAC in the colleges, monitoring the standards to be maintained by HEIs for NAAC accreditation etc. could not be ascertained.

The Department stated (August 2021) that proper functioning of SLQAC would be ensured.

² (i) Govind National College, Narangwal, Ludhiana (Established in 1966); and (ii) Rayat Bahra College of Law, Hoshiarpur (Established in 2016-17).

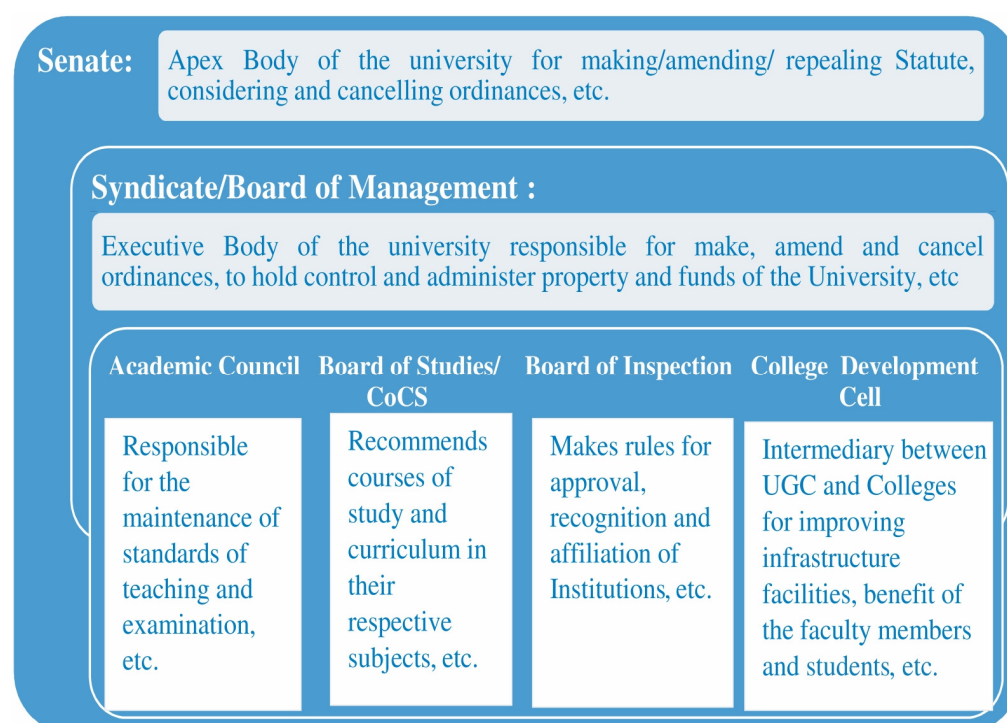
4.1.2 Institutional level Governance

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

4.1.2.1 Governing Bodies

Structure of Governing Bodies in test checked universities is depicted in **Chart 4.1** below:

Chart 4.1: Structure of Governing Bodies



Scrutiny of records related to functioning of governing bodies in each of the selected universities revealed that (details given in **Appendix 4.1**):

- In PU, Patiala, against the norms of at least one meeting of Senate in a year, no meeting was convened after June 2016. Thus, there was 100 *per cent* shortfall in conducting of meeting in this university.
- In RGNUL Patiala and GNDU, Amritsar the meetings were held with required frequency.
- Further, though the College Development Council (CDC) was functional in PU Patiala and GNDU, Amritsar³, it failed to perform its major functions viz. conducting survey of the affiliated colleges, updating of college profiles, preparation of perspective plan for development and

³ College Development Council was not required to be constituted in RGNUL, Patiala.

opening of new colleges or action/activity on rationalisation of the affiliated colleges to remove regional imbalances and inviting proposals from its affiliated colleges for UGC grants for onward recommendation.

The PU Patiala stated (August 2021) that they would initiate the process to hold due meetings in future.

Student survey result: In response to student satisfaction survey's question "Are you satisfied with the institutional governance?" 15.64 per cent of the students expressed dissatisfaction/partial dissatisfaction with the system.

4.1.2.2 Internal Quality Assurance Cell

12th FYP⁴ in its Report on 'Inclusive and Qualitative Expansion in Higher Education' states that in order to internalise quality inputs all universities, government colleges and government-aided colleges are to be strengthened with full-fledged IQAC as part of UGC-supported scheme. NAAC Manual⁵ also suggests that every accredited institution should establish an IQAC as a post-accreditation quality sustenance measure. The IQAC should meet at least once in every quarter with two third quorum of its total members and shall submit an Annual Quality Assurance Report (AQAR) of the HEI in the prescribed format to NAAC.

Scrutiny of records of test checked universities and 38 colleges revealed the following:

- In PU, Patiala, though the IQAC submitted its AQAR to NAAC up to the year 2018-19 and the report for the year 2019-20 was under process, against the required 20 meetings only five meetings were held without following the provision of two-third quorum during 2015-2020. This adversely affected achievement of the NAAC benchmarks in respect of quality higher education as discussed in chapter III.
- In GNDU, Amritsar, the AQARs up to 2018-19 were submitted to NAAC and AQAR for the year 2019-20 was under preparation. However, against the required 20 meetings, only seven meetings were held during 2015-2020. Though, the University was accredited with A⁺⁺ score by NAAC, there was scope for improvement in some fields as discussed in Chapter III.
- In RGNUL, Patiala, the AQARs up to 2018-19 were submitted to NAAC and AQAR for the year 2019-20 was under preparation. However, against the required 20 meetings, only five meetings were held during 2015-2020.

⁴ Paragraph 2.2.3 (g).

⁵ NAAC IQAC Manual.

The University was accredited with 'A' score by NAAC indicating that there was some scope of improvements as discussed in Chapter III.

- Out of 38 selected colleges, the IQAC was established only in 23 colleges. However, the requisite meetings were held only in 14 colleges along with submission of AQARs (*Appendix 4.2*). Hence, quality assurance activities were not undertaken by all the 15 colleges where an IQAC was not established.

Thus, functioning of IQAC in the HEIs was not effective for improving the academic and administrative performance of HEIs towards quality enhancement through internalisation of quality culture.

The Department stated (August 2021) that efforts would be made to ensure formation of IQAC in each college and to ensure its proper functioning. PU, Patiala; GNDU, Amritsar; and RGNUL, Patiala assured (August 2021) to enhance/comply with norms for the number of IQAC meetings.

4.1.2.3 College affiliation

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

In this regard audit observed the following:

(i) Irregularity in college affiliation

Audit observed, in respect of 11⁶ randomly test checked colleges out of 42 colleges in which affiliation was granted by PU, Patiala during 2015-2020, that the university had granted temporary affiliation in spite of persistent deficiencies like conditional affiliation granted without ensuring compliance of recommendations of previous inspection committee, in anticipation of approval of academic council, non-posting of regular principal, no approval was found on records in some of the sessions of affiliated colleges, affiliation granted to Law College despite show cause notice issued by the Bar Council of India, inadequate regular faculties of relevant subjects and insufficient books in library and laboratory etc.

⁶ (i) Ganga Degree College, Dhabi Gujran (Patiala); (ii) Guru Gobind Singh College of Arts, Science & Commerce, Khokhar Kalan (Sangur); (iii) Punjab Degree college, Faridkot; (iv) Bibi Sharan Khalsa College, Ropar; (v) Vidya Rattan College for Women, Khokhar Kalan (Sangrur); (vi) Punjab College of Law, Chunrni Kalan; (vii) Universal Law College, Ballopur, Derabassi; (viii) Vishwakarma College for Girls, Dirba Mandi (Sangrur); (ix) Modern College, Bir Kalan, Distt. Sangrur; (x) Guru Gobind Singh Khalsa College, Bathinda; and (xi) Royal Group of Colleges, Borwal, Budhlada (Mansa).

The Inspection Committee had recommended for revisiting the colleges for follow up, however, the University did not maintain any records of such follow-up thereby indicating lack of monitoring mechanism for affiliating process. The PU Patiala stated (August 2021) that temporary affiliation was granted to the colleges situated in rural area or remote area colleges for girls which were very small in number. PU, Patiala, however, assured to examine the matter.

(ii) Non-adhering the affiliation condition

In GNDU, Amritsar, nine colleges were affiliated during 2015-2020. Out of which the record of one college⁷ was test checked in audit. It was observed that the college trust was required to maintain a Corpus Fund permanently by way of irrevocable Govt. Securities of ₹ 15 lakh per programme.

The temporary affiliation to this college was granted (August 2018) for running five programmes (BBA, B.Com, B.Sc, BCA and BA), however, Corpus Fund of ₹ 75 lakh as required, was not maintained by the College.

The GNDU, Amritsar admitted (August 2021) the facts and assured to examine the matter.

4.1.2.4 Shortfall in periodical inspection of affiliated colleges

As per Universities Calendar, the universities were required to inspect its affiliated colleges ordinarily once in every three years and at other times when in the opinion of the Academic Council special reasons exist in the case of any college for such inspection. The inspection was to ascertain if the conditions of affiliation prescribed by or under the regulations were maintained and adequate measures⁸ were taken to ensure efficiency of the respective colleges.

In PU, Patiala, 264 colleges⁹ were affiliated for which 440 inspections¹⁰ were required to be conducted during 2015-2020 by the University. Against it, only 62 inspections of 36 colleges were conducted which resulted in shortfall of 378 inspections of 228 colleges.

In GNDU, Amritsar, 149 colleges were affiliated for which 245 inspections¹¹ were required to be conducted by University. Against it, only 40 inspections of 39 colleges were conducted which resulted in shortfall of 205 inspections of 110 colleges during 2015-2020.

⁷ Lyallpur Khalsa College, Kapurthala.

⁸ Accommodation, sanitary arrangements, provision for residence, supervision and instruction of students, library furniture, apparatus, registers and qualifications of and duties performed by members of the staff and other similar matters.

⁹ Total colleges were 270 out of which six colleges were newly opened.

¹⁰ $264/3 \times 5 = 440$.

¹¹ $149/3 \times 5 = 245$.

The PU, Patiala stated (August 2021) that inspection was carried out randomly after selecting colleges from each District as it was not possible to conduct the required number of inspections with the limited staff. GNDU, Amritsar stated (August 2021) that the matter would be looked into and assured to fulfill the mandate for well-being of colleges. The replies of the Universities were not acceptable as the mandatory inspections were not carried out as per norms, thereby indicating ineffectiveness of the affiliation process.

4.2 Autonomy of Higher Education Institutions

As per RUSA 2.0 guidelines, an assistance of ₹ 55 crore per college was to be provided for creation of universities by upgrading of existing autonomous colleges. As per norms evolved by the UGC, quality promotion initiative among colleges is to upgrade the existing autonomous colleges with 10 years of performance as Autonomous Colleges, as "Degree-Awarding Colleges". The five year plans also provide that in order to improve equity and implement the schemes effectively, the institutions may be given more flexibility so that they can take need-based decisions.

It was observed that 361 general stream Government/aided/unaided colleges were running in Punjab. However, only five¹² private affiliated colleges were granted (up to February 2021) autonomous status. Due to non-availability of autonomous government colleges, no college was eligible to derive benefit of RUSA schemes *ibid* for autonomous colleges.

The Department recognised (August 2021) the importance of the autonomy of colleges and assured that colleges would be given autonomy. A committee was already constituted to identify the colleges for conversion into autonomous colleges. Thus, the Government should take effective steps to encourage the affiliated colleges for infrastructural and academic augmentation so that they can become eligible for the autonomous status.

4.3 De-burdening of Universities

Paragraph 7.1.15 (c) of Report on 'Inclusive and Qualitative Expansion in Higher Education' recommended that 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 with the provision that no university should have more than 50 affiliated colleges with a total enrolment not exceeding 50,000 students. Further, RUSA also limits the number of colleges to be affiliated to any university to 100.

¹² (i) General Shiv Dev Singh Diwan Gurbachan Singh Khalsa College, Patiala; (ii) Mata Gujri College, Fatehgarh Sahib; (iii) Kanya Mahavidyalaya, Vidyalaya Marg, Jalandhar; (iv) Khalsa College, Amritsar and (v) Shri Guru Tegh Bahadur Khalsa College, Sri Anandpur Sahib.

The details of selected universities offering all streams/programmes and number of colleges affiliated to them located in Punjab is given in **Table 4.1**:

Table 4.1: Number of affiliated colleges with State universities during 2019-20

Sl. No.	Name of University	Year of establishment	No. of affiliated college with all streams	No. of affiliated college in Punjab with General streams
1.	Punjabi University, Patiala	1,961	270	159
2.	Guru Nanak Dev University, Amritsar	1,969	149	97

Source: Information provided by universities

It can be seen from above table that the PU, Patiala and GNDU, Amritsar had 270 and 149 affiliated colleges, respectively, which was beyond the norms of RUSA. This has administratively over-burdened the universities and the institutions were unable to perform their affiliation functions efficiently and effectively as pointed out in preceding paragraphs.

The GNDU, Amritsar and PU, Patiala admitted (August 2021) the audit observation and stated that there should be policy of Government to de-burden the universities. The Department assured (August 2021) to take up the matter with the Government.

4.4 Accreditation and ranking of Higher Educational Institutions

The institutions of higher education had not been able to ensure quality in teaching and research due to rapid expansion in their number and intake capacity. Quality parameters cut across teaching and research need sustained attention and policy focus.

Section 4.1 of UGC (Mandatory Assessment and Accreditation Higher Educational Institute) Regulations, 2012 notified in January 2013, provides that it shall be mandatory for each HEI to get accredited by the accreditation agency after passing out of two batches or if the HEI has been in existence for six years.

Audit observed that there were four universities and 361 general stream colleges (Government: 46, Aided: 119 and Unaided: 196) in Punjab as of March 2020. The Department maintains the data regarding NAAC accreditation of Government colleges only. The data of private colleges was collected from NAAC website. Number of NAAC accredited HEIs in the State as on March 2020 are given in **Table 4.2**:

Table 4.2: Number of NAAC accredited HEIs in Punjab

Sl. No.	Type of institution	Total number of the HEIs		Number of HEIs accredited by NAAC		Number of HEIs Graded with				
		Before 2013-14	Increase after 2013-14	Accredited	percentage	A ⁺⁺ /A ⁺	A	B ⁺⁺ /B ⁺	B	C
1.	State university	04	--	04	100	4	-	-	-	-
2.	Government colleges	44	2	24	54	-	8	6	9	1
3.	Aided colleges	117	2	66	56	2	26	7	26	5
4.	Unaided colleges	179	17	10	6	-	2	2	6	-
Total		344	21	104	--	6	36	15	41	6

Source: Information provided by Department, Universities and NAAC website

*Four colleges were newly opened and not eligible for NAAC accreditation.

It can be seen that 344 HEIs functional in 2013-14 were eligible for NAAC accreditation during the year 2019-20 (completion of six years of existence). Out of which, only 104 (30.23 *per cent*) HEIs got accreditation from NAAC. Though, SLQAC was responsible to work towards quality improvement of colleges in the state, to draw up state-level action plan in consultation with NAAC and to act as nodal agency between the respective state HEIs and NAAC, the fact that only 30.23 *per cent* HEIs in the State were NAAC accredited points toward ineffective working of SLQAC. Further, only 54, 56 and 6 *per cent* general stream colleges (government, aided and un-aided) got accreditation from NAAC. It was further seen that 1.74 *per cent* HEIs got A⁺⁺/A⁺ grade. Out of 44 government colleges eligible for accreditation, only 18 *per cent* (eight) colleges got 'A' grade, 14 *per cent* (six) colleges got 'B⁺⁺/B⁺' grade, 20 *per cent* (nine) colleges got 'B' grade and 2 *per cent* (one) got 'C' grade whereas 45 *per cent* (20) colleges did not get accreditation from NAAC.

The status of NAAC accreditation of selected colleges is given in **Table 4.3**:

Table 4.3: Number of NAAC accredited selected 38 colleges

Sl. No.	Type of institution	Total number of the selected HEIs		Number of HEIs accredited by NAAC		Number of HEIs Graded with				
		Before 2013-14	Increase after 2013-14	Accredited	percentage	A ⁺⁺ /A ⁺	A	B ⁺⁺ /B ⁺	B	C
1.	Government colleges	20	2	12	60	-	6	2	3	1
2.	Aided colleges	8	2	6	75	-	1	-	5	-
3.	Unaided colleges	6	--	0	0	-	-	-	-	-
Total		34	4	18		-	7	2	8	1

Source: Departmental data

It can be seen that 60 and 75 *per cent* of Government and Aided colleges respectively were NAAC accredited. None of the unaided colleges were accredited with NAAC.

Non-accreditation by NAAC indicated in test checked HEIs such as job facilitating mechanisms were either dysfunctional or non-existent (para 3.3.2), availability of ICT facilities was poor, Student Teacher Ratio was much higher than the prescribed limit, and outcome of research activities was not

satisfactory as discussed in Chapter III (Paragraph Numbers., 3.1.2.2, 3.1.2.3 and 3.2.1).

The Department admitted (August 2021) the audit observation and stated that adequate regular staff was paramount condition for NAAC accreditation, hence, government and private aided colleges, where huge posts of teachers were vacant, were not eligible to get NAAC accreditation.

The Government should take effective steps to get more and more colleges NAAC accredited, as assessment and accreditation are instruments to achieve quality. The process involves identification of strength and weaknesses of the HEIs and accreditation process helps institutions to enhance the potential strength factors and rectify deficiencies through appropriate interventions.

4.4.1 Non-compliance with NAAC recommendations

An inspection team of NAAC visited three selected colleges¹³ in February 2016 for renewal of NAAC accreditation. Audit observed that recommendations of the team such as proactive guidance and counseling cells, improved infrastructural facilities, creation of research facilities, strengthening of library, providing suitable transport facilities, establishing indoor stadium, facilitation of student success in national level competitive examinations and introduction of new and innovative courses were not complied with.

The Department admitted (August 2021) the audit observation and assured that necessary instructions would be issued to the colleges to comply with the recommendations of NAAC team.

4.5 Shortfall in non-teaching staff

The Audit noticed that the non-teaching staff for smooth running and functioning of the organisation was not available as per sanctioned strength. The details of this deficiency were as under:

- (i) In PU, Patiala, 27.94 *per cent* posts (937 out of 3,354 sanctioned posts) of non-teaching staff were lying vacant during 2019-20.
- (ii) In GNDU, Amritsar, 52 *per cent* posts (1,014 out of 1,945 sanctioned posts) of non-teaching staff were lying vacant during 2019-20.
- (iii) In RGNUL, Patiala, 54.35 *per cent* posts (225 out of 414 sanctioned posts) of non-teaching staff were lying vacant during 2019-20.

¹³ (i) SCD Government College, Ludhiana; (ii) Government College for Girls, Ludhiana; and (iii) GGNK College, Ludhiana.

- (iv) In 46 government colleges of Punjab, 48 *per cent* posts (841 out of 1742 sanctioned posts) of non-teaching staff were lying vacant (**Appendix-4.3**). In selected 22 Government colleges 47 *per cent* posts (435 out of 933 sanctioned posts) of non-teaching staff were lying vacant.

This had also been highlighted in CAG's Audit Report on Social, General and Economic Sectors (NPSUs) for the year ended 31 March 2015-Government of Punjab in the PA on "Working of GNDU". The PAC had directed (July 2020) the GNDU, Amritsar to provide details of vacant posts and efforts made to fill the same.

All the three Universities admitted (August 2021) the audit observation and attributed the shortfall to financial crunch. The Department agreed (August 2021) that the Universities might send their fund requirement for the purpose for onward submission to the Government. As regard recruitment of non-teaching staff in colleges, the Department (August 2021) assured to send requisition to PPSC for recruitment of staff. Some¹⁴ of the selected colleges replied that non-teaching work was being allocated to teaching faculty for smooth working of the college.

The replies of HEIs did not address the issue of adverse impact on core teaching function due to huge vacancy of non-teaching staff.

4.6 Financial Management

Government of Punjab provides funds from State budget to State Universities as grant-in-aid for salary of teaching and non-teaching staff and to Government colleges for meeting their expenditure. Apart from State budget, State Universities and government colleges receive financial assistance from MHRD, UGC, RUSA and other agencies for infrastructure creation and research.

4.6.1 Funds under state budget

Position of year-wise funds provided by GoP to state universities and government colleges during 2015-2020 from the State budget is shown in **Table 4.4**.

¹⁴ (i) GKSM Government College, Tanda Umar; (ii) NJSA Government College, Kapurthala; and (iii) SBDSM Khalsa College, Domeli (Phagwara).

Table 4.4: Funds from State budget

(₹ in crore)

Year	Budget allocation	Funds released to			Lesser release of funds than allocation
		State universities	Government colleges	Total funds released to higher education	
1	2	3	4	5(3+4)	6 (2-5)
2015-16	365.47	163.71	191.53	355.24	10.23 (2.80)
2016-17	357.87	163.63	190.81	354.44	3.43 (0.95)
2017-18	363.61	170.63	192.94	363.57	0.04 (0)
2018-19	409.63	238.51	169.81	408.32	1.31 (0.32)
2019-20	419.42	246.98	167.21	414.19	5.23 (1.25)
Total	1,916	983.46	912.3	1,895.76	20.24

Source: Budget documents/information provided by State Government

Note: Figures in parenthesis indicate percentage.

It can be seen from the above table that during 2015-2020, an amount of ₹ 1,916 crore was allocated against which an amount of ₹ 1,895.76 crore (98 per cent) was released to the State universities and Government colleges.

Good Practice: Government released 98 per cent of the allocated budget to the HEIs.

4.6.2 Funds under RUSA

RUSA 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 responsive to rapid economic and technological developments occurring at the Local, State, National and International levels. The scheme covers only the government HEIs. Centre-State funding for this scheme in case of Punjab is in the ratio of 60:40.

MHRD approved total outlay of ₹ 225.35 crore¹⁵ for the period 2014-2020 under RUSA which was to be shared between Centre and State in the ratio of 60:40. Further, an outlay of ₹ 174 crore was approved under RUSA-2.0. The funds received and expenditure there against made by State Project Director (SPD), RUSA are shown in **Table 4.5**:

Table 4.5: Funds released under RUSA

(₹ in crore)

Year	Funds received by FD and released to SPD RUSA				Funds released		
	OB (13)	Central Share	State Share	Total (2+3+4)	Universities	Colleges	CB (5-6-7)
1	2	3	4	5	6	7	8
2014-15	0	13.70	15.38	29.08	5.00	24.08	0
2015-16	0	31.48	19.58	51.06	10.00	41.06	0
2016-17	0	16.82	1.53	18.35	0	11.52	6.83
2017-18	6.83	31.40	5.53	43.76	4.10	18.18	21.48
2018-19	21.48	3.60	15.95	41.03	10.90	25.38	4.75
2019-20	4.75	15.55	5.20	25.50	0	12.16	13.34
Total		112.55	63.17		30.00	132.38	

Source: Information provided by the Department

¹⁵ ₹ 135.21: Central Share and ₹ 90.14 crore : State Share.

From the table it is evident that:

- Under RUSA an outlay of ₹ 225.35 crore was approved for the period 2014-2020, against which only ₹ 175.72 crore (₹ 112.55: Central Share and ₹ 63.17 crore: State Share) was released which resulted in short release of funds of ₹ 49.63 crore.
- An amount of ₹ 13.34 crore was lying unspent with SPD, RUSA, Punjab. RUSA replied (July 2021) that funds were not utilised due to various reasons like ongoing third party quality audit, negligible number of students in the college, etc.
- In one selected college,¹⁶ an amount of ₹ 1.71 crore was released out of which ₹ 0.52 crore was not utilised by the college. In reply, the college stated (June 2021) that the grant was not utilised due to declining number of students and balance grant would be returned shortly.

Further, MHRD also approved an outlay of ₹ 174 crore¹⁷ for the period 2018-2020 under RUSA-2.0 which was to be shared between Centre and State in the ratio of 60:40. The funds received and expenditure there against are shown in **Table 4.6:**

Table 4.6: Funds released under RUSA 2.0

Year	OB	Funds received			Funds released to state Universities	Funds released to Government Colleges	CB
		Central Share	State Share	Total			
2018-19	Nil	3.60	6.00	9.60	Nil	6.00	3.60
2019-20	3.60	32.20	16.67	52.47	41.67	0.25	10.55
		35.80	22.67		41.67	6.25	

Source: Departmental data

From the above, it was envisaged that:

- Out of total approved outlay of ₹ 174 crore, only ₹ 58.47 crore (₹ 35.80 crore: Central share and ₹ 22.67 crore: State Share) was received as of March 2020 which resulted in non-implementation of components¹⁸ of RUSA-2.0 in full spirit.

4.6.3 Delay in release of funds by State Government

As per RUSA guidelines, States contribute their share along with central share to dedicated RUSA saving bank account of the State Higher Education Council (here SPD, RUSA) within 15 days of the receipts of central share. Scrutiny of record of SPD, RUSA revealed that the GoP released the centre

¹⁶ Lala Lajpat Rai Govt. College Dhudike Moga.

¹⁷ ₹ 104.40 crore: Central Share and ₹ 69.60 crore : State Share.

¹⁸ (i) Enhancing Quality and Excellence in GNDU, Amritsar and PU, Patiala; (ii) New Model Degree College, Moga; (iii) Faculty Improvement; and (iv) Infrastructure grant to Government College, Sunam.

and state share amounting to ₹ 112.55 crore and ₹ 63.17 crore respectively to SPD, RUSA with a delay ranging from 6 to 403 days. Similarly, under RUSA-2.0, the GoP released the centre and state share amounting to ₹ 32.20 crore and ₹ 21.47 crore respectively to SPD, RUSA with a delay ranging from 119 to 154 days beyond the prescribed 15 days of the receipts of the central share during 2015-2020 (**Appendix 4.4**).

The Department stated (July 2021) that delay in release in centre and state share was due to non-release of funds by Finance Department within the prescribed time. The reply is not tenable as RUSA guidelines have clearly stated that maximum 15 days would be allowed to comply all the procedures for release of central as well as state grants.

4.7 Miscellaneous observations

4.7.1 Improper Maintenance of annual accounts:

MHRD¹⁹ introduced new system for accounting and financial reporting from financial year 2013-14 with the recommendations that all educational institutions should be mandated to apply accrual basis of accounting to ensure proper accountability financial discipline, end use of funds and to meet the needs of the stakeholders.

The selected two Universities²⁰ were maintaining accounts on cash basis and preparing only Income and Expenditure Accounts (based on actual receipts and payments through single entry system) in contravention of MHRD instructions. In the absence of Balance Sheet and proper Income and Expenditure Account, the accounts of the Universities neither exhibited true & fair view of its financial position (assets and liabilities) nor showed financial results (surplus or deficit) of their operations. However, the RGNUL, Patiala was following the accounting system introduced by MHRD.

This had also been highlighted in CAG's Audit Report on Social, General and Economic Sectors (NPSUs) for the year ended 31 March 2015-Government of Punjab in the PA on "Working of GNDU". The PAC had desired (June 2020) that the double entry system should be adopted from 2020-21.

Both the Universities (GNDU, Amritsar and PU, Patiala) admitted (August 2021) the facts and assured to start new system by gradually switching over from 'Single entry system' to 'Accrual Base Accounting'.

¹⁹ MHRD letter No.21-16/2012-TS.II dated 21.2.2012 and No.29-4/2012-IFD dated 17.4.2015.

²⁰ (i) PU, Patiala; and (ii) GNDU, Amritsar.

4.7.2 Preparation of Annual Report

As per provisions contained in Section 20 of Punjabi University Act 1961, the annual report of the University shall be prepared under the direction of the Syndicate.

It was noticed that last Annual Report was prepared by the University for the year 2016 in the form of soft copy available at link www.punjabiuniversity.ac.in and thereafter no such report was prepared. Thus, non-preparation of Annual Report, was not only violation of the Act but also resulted in non-presentation of its actual performance and activities to the Senate.

The PU, Patiala admitted (August 2021) the audit observation and stated that the preparation of Annual Report for 2017-18 onwards was under process.

4.7.3 Non-initiating action to overcome the deficit balance

As the university is an autonomous body and supposed to be self-sustaining, it is imperative that the university analyse the reasons for excess of expenditure over income and take suitable measures to contain the deficit.

Scrutiny of annual statement of accounts of PU, Patiala for 2015-2020 revealed deficit balance that increased from ₹ 1.96 crore during 2015-16 to ₹ 122.69 crore during 2019-20 which resulted in liability of overdraft for ₹ 120.00 crore besides secured loan of ₹ 30.00 crore as on 31.03.2020 against Fixed Deposit Receipts with the bank. No concrete or appropriate proposal/ action to overcome the deficit balance was found on records.

The PU, Patiala stated (August 2021) that overdraft and loan were due to non-availability of grant from State Government. It was added that some corrective measures had been initiated i.e. the university was going to raise 10 *per cent* of fee, framing filling up of vacant seat policy, framing lateral entry policy, starting of new courses for creation of new seats and multi-faculty programme etc.

4.8 Conclusions

- The SHEC was converted to Statutory body with a delay of three years and no meeting was conducted by SHEC as nomination of non-official members, required for effective functioning of the SHEC, was not finalised.
- SLQAC neither maintained data/record of its activities regarding number of colleges which had constituted IQAC nor developed a mechanism to monitor the standards to be maintained by HEIs for

NAAC accreditation. Quality assurance activities were not undertaken by 15 colleges out of 38 selected colleges since IQAC was not established in these colleges.

- There were shortfalls in conducting inspection of affiliated colleges by PU, Patiala (228 colleges) and GNDU, Amritsar (110 colleges). The universities were found overburdened in respect of affiliated colleges against the RUSA norms.
- The position of NAAC accredited HEIs in the State was dismal as only 30.23 *per cent* of eligible HEIs were NAAC accredited as of March 2020. Further, only 1.74 *per cent* HEIs were accredited with A⁺⁺/A⁺ grade which indicates poor quality of higher education being imparted in the State.
- Substantial number of non-teaching posts were vacant in test checked HEIs during 2019-20. In respect of selected universities it was ranging between 27.94 *per cent* and 54.35 *per cent*. In respect of government colleges, the shortfall in non-teaching staff was 48 *per cent*.

4.9 Recommendations

- (i) *In order to increase the number of NAAC accredited institutions, SLQAC should maintain report of the State level action plan and effectively monitor functioning of IQAC of colleges and HEIs should ensure constitution of IQAC in every College.*
- (ii) *The universities should strengthen their affiliation process and ensure that renewal of temporary affiliation should be granted to colleges only after rectification of shortcomings noticed during the Inspections.*
- (iii) *The Department and Universities should ensure the recruitment of non-teaching staff for vacant post for smooth functioning of HEIs.*

Chapter-V

**Preparedness to implement
National Education Policy 2020**

Chapter-V

Preparedness to implement National Education Policy 2020

Audit Objective 4: Whether the Department is prepared for implementation of National Education Policy 2020?

The National Education Policy (NEP-2020) was introduced (July 2020) with the aim to align with the global education development agenda reflected in the SDG4. The GoP adopted the UN SDG No. 4- (Quality Education) in their decision (December 2018) and subsequently reflected in the report of the committee consisting of seven Vice Chancellors of universities in Punjab, constituted (October 2020) by Hon'ble Governor of Punjab to examine the challenges while implementing NEP-2020.

5.1 Issues addressed in National Education Policy

The major audit findings on preparedness of the State Government/ Department of Higher Education and their action plan/vision as discussed in previous chapters were also analysed with reference to provisions of NEP which are discussed in succeeding paragraphs:

- Para 9.2-h of NEP highlights 'suboptimal governance and leadership of HEIs' as one of the major problems faced by the Higher Education system. In Punjab, the Punjab State Higher Education Council¹ Act 2018 was enacted (October 2018) but SHEC as per Section 3 of the Act 2018 was not fully functional as nomination of 15 non-official members of SHEC was still in process.
- Para 9.2-i of NEP discusses the ineffective regulatory system which was required to be strengthened. The SLQAC was established in 2005 to ensure the quality higher education in HEIs by monitoring the function of IQAC established in HEIs and preparation of State level action plan. The SLQAC was not functioning properly.
- Para 10.8 of NEP envisages to achieve GER of 50 *per cent* by 2035. In Punjab there was downward trend in GER. The Department fixed its goal to achieve 30.5 *per cent* GER in 2020 against which the GER of 28.20 *per cent* was achieved.
- Para 13.3 of NEP envisages that the teaching duties will not be excessive and STR not too high. The STR in PU, Patiala; GNDU, Amritsar; and RGNUL, Patiala was 26:1, 23:1 and 27:1 respectively. The STR in government colleges was 47:1 during 2019-20.

¹ To be created for planning, monitoring and co-ordination for development of Higher Education.

- Para 9.3-c of NEP emphasises upon moving towards faculty and institutional autonomy. No Government college adopted the policy of Autonomous College Regulations, 2018. Audit also noticed that five colleges (one *per cent*) out of 361 General Stream colleges have been granted autonomous status as of February 2021.
- Para 12.4 of NEP provides to set up high-quality support centres and to give adequate funds & academic resources to encourage the students from socio-economically disadvantaged backgrounds to make a successful transition to Higher Education.

Audit noticed that:

- The scheme of EWS for Higher Education was not implemented in the State.
- To ensure implementation of various schemes of UGC/GoI/State Government, GNDU, Amritsar had not constituted any SC/ST Cell to ensure implementation of scholarship schemes, etc. for welfare of the reserved categories and minorities. No cell was constituted in 36 test-checked affiliated colleges due to paucity of funds.
- The GER of SC students declined in 2019-20.
- Para 23.5 of NEP stipulates that the thrust of technological interventions will be for improving teaching learning and evaluation process.
- In selected universities, percentage of ICT enabled classrooms were ranging between 41 and 82 *per cent* whereas only 4 to 68 *per cent* classrooms/seminar halls were ICT enabled in test-checked colleges.
- In selected universities, the SCR ranged between 8:1 and 12:1 whereas in 33 selected colleges it was between 3:1 and 79:1, and in five colleges, no computer was available.
- NEP (12.4) provides that there is need to provide professional, academic and career counselling as well as counsellors were required to ensure physical, psychological and emotional well-being. Though, Career Counselling Cells were established in all the selected universities and some colleges yet due to their inadequate functioning and lack of monitoring by the educational institutions, the objective of providing crucial guidance to students could not be achieved.

During Exit Conference (August 2021), the Department stated that a State level committee had already been constituted by the Government of Punjab to implement the NEP-2020. It was added that Central Government had also

constituted some committees for preparing guidelines for implementation of NEP-2020 which were awaited in the State. The Department assured to take into account all the points mentioned in the Audit Report. The Department also assured to provide the detailed information and relevant documents to Audit in this regard.

5.2 Conclusion

Considering the current situation of Higher Education in Punjab as observed from above audit findings, it appears that the system was still far from ready to adopt the NEP-2020. Despite the initiatives of the GoP across several areas in Higher Education, the gaps highlighted above represent possible risks for the achievement of key objectives of the NEP-2020 agenda.

5.3 Recommendation

Timely and well-coordinated action should be taken by all key stakeholders existing at State and Institutions level, for ensuring time-bound and effective implementation of the NEP-2020 in accordance with envisaged priorities.

Chandigarh
The 23 May 2022


(PUNAM PANDEY)
Principal Accountant General (Audit), Punjab

Countersigned

New Delhi
The 03 June 2022


(GIRISH CHANDRA MURMU)
Comptroller and Auditor General of India

Appendices

Appendix 1.1

(Referred to in paragraph 1.4; page 4)

List of Key outcomes indicator and Input-Output Indicator for Outcomes Audit of Higher Education in Punjab

Indicator No.	Name of Indicator	Numerator of the indicator	Denominator of the indicator	Formula
Key outcomes indicators				
1	Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years	Number of courses having focus on Employability or Entrepreneurship or Skill Development in a particular year	Number of courses in all Programme in that year	Average percentage = (Sum of percentage of 5 years)/5
2	What is the extent of industry-academia connect?	Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years	-	-
3	Percentage of student progression to higher education during 2019-20	Total number of outgoing students progressing to Higher studies	Total number of final year students who passed in the University Examination	-
4	Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)	Number of students qualified in Public Examination in a year	Total number of students enrolled in that year	Average percentage = (Sum of percentage of 5 years)/5
5	Percentage of programmes where syllabus revision was carried out during 2015-2020	Number of programmes in which syllabus was revised during 2015-2020	Total number of programmes offered in the University during 2015-2020	-
6	Average percentage of students enrolled in the value added courses during 2015-2020	Number of students enrolled in the value-added courses during a year	Number of students in the particular year	Average percentage = (Sum of percentage of 5 years)/5
7	Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. during 2019-20 (current year)	Number of teachers using ICT during 2019-20	Total number of teachers during 2019-20	-
8	Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during 2015-2020	Number of students participating in such activities in a particular year	Total number of students enrolled in that year	Average percentage = (Sum of percentage of 5 years)/5
9.	Gender equity promotional programmes and gender sensitive facilities	Number of gender equity promotional programmes conducted by the institution	-	-
Input-output indicators				
10	Percentage of students undertaking field projects / internships	Number of students undertaking field projects or internships during 2019-20	Total number of students enrolled in the institution during 2019-20	-

Indicator No.	Name of Indicator	Numerator of the indicator	Denominator of the indicaor	Formula
11	Average percentage of placement of outgoing students during 2015-2020	Number of outgoing students placed in a year	Number of outgoing students in that year	Average percentage = (Sum of percentage of 5 years)/5
12	Pass percentage of Students during 2019-20	Total number of final year students who passed in the Univesity Examination	Total number of final year students who appeared	-
13	Number of value-added courses imparting transferable and life skills offered during 2015-2020	Number of value-added courses imparting transferable and life skills offered during 2015-2020	-	-
14	Percentage of programmes in which Choice Based Credit System (CBCS)/Elective course system has been implemented during 2019-20	Number of programmes in which CBCS implemented during 2019-20	Total number of programmes offered during 2019-20	
15	Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc. during 2019-20	Number of classrooms and seminar halls with ICT - facilities	Total number of classrooms and seminar halls in the institution	-
16	Student - Computer ratio during 2019-20	Total number of students	Number of computers in working conditions	-
17	Average percentage of full time teachers with Ph.D. during the last five years	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
18	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years	Number of full time teachers who received awards from State/ National/ International levels during the last five years	Average number of full time teachers during the last five years	
19	Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years	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 teahers in that year	Average percentage = (Sum of percentage of 5 years)/5
20	Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years	Number of teaching staff attending such Programmes in a year	Number of full time teahers in that year	Average percentage = (Sum of percentage of 5 years)/5
21	Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years	Number of revaluation applications received in a year	Total number of students appeared in that year	Average percentage = (Sum of percentage of 5 years)/5

Indicator No.	Name of Indicator	Numerator of the indicator	Denominator of the indicaor	Formula
22	Average percentage of applications for revaluation leading to change in marks during the last five years	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
23	Number of Patents published/awarded during the last five years	Number of patents awarded to an institution during 2015-2020	-	-
24	Number of research papers per teacher in the Journals notified on UGC website during the last five years	Number of publication in UGC notified journals during 2015-2020	Average number of full time teachers during 2015-2020.	-
25	Percentage of teachers awarded international fellowship for advanced studies/ research during the last five years	Number of teachers awarded international fellowship for advanced studies/ research during 2015-2020	Total number of full time teachers during 2015-2020	
26	Average percentage of expenditure, excluding salary for infrastructure augmentation during the last five years.	Expenditure for infrastructure augmentation excluding salary in a year	Total expendigure excluding salary in that year.	Average percentage = (Sum of percentage of 5 years)/5
27	Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years	Number of students benefited by career counselling and guidance for competitive examinations in a year	Number of students in that year	Average percentage = (Sum of percentage of 5 years)/5
28	Number of alumni associations/chapters meetings held during last five years.	Number of alumni associations/chapters meetings held during last five years.		
29	Number of extension and outreach Programmes conducted in collaboration with Industry, Community and Non-Government Organisation through NSS/ NCC/ Red Cross/ YRC etc., during 2015-2020	Number of extension and outreach Programmes conducted in collaboration with Industry, Community and Non- Government Organisation during 2015-2020	-	-
30	Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years	Number of such publication during 2015-2020	Average number of full time teachers during 2015-2020.	

Source: Evaluation from NAAC data

Appendix 1.2

(Referred to in paragraph 1.5.3.1; page 7)

Statement showing detail of selected 38 affiliated colleges

Sr. No.	University	Name of college	Type
1	PU, Chandigarh	Satish Chander Dhawan(SCD), Govt. College, Ludhiana	Government
2	PU, Chandigarh	Govt. College for Women, Ludhiana	Government
3	PU, Chandigarh	Govt. College, Sri Muktsar Sahib.	Government
4	PU, Chandigarh	Giani Kartar Singh Memorial(GKSM), Govt. College, Tanda Umar, Hoshiarpur	Government
5	PU, Chandigarh	Lala Lajpat Rai Govt. College (LLR), VPO-Dhudhike, Moga	Government
6	PU, Chandigarh	Government College, Zira, Ferozepur	Government
7	PU, Chandigarh	Maharaja Bhuriwale Garibdassi Govt. College (M.B.G.), Pojewal, S.B.S. Nagar	Government
8	PU, Chandigarh	Govt. College for Girls, Jamalpur Colony, Ludhiana	Government
9	PU, Chandigarh	Gujranwala Guru Nanak Khalsa College (GGNK), Ludhiana	Aided
10	PU, Chandigarh	Govind National College, Narangwal, Ludhiana	Aided
11	PU, Chandigarh	Guru Nanak College, Killinawali, Sri Muktsar Sahib.	Aided
12	PU, Chandigarh	Shree Atam Vallabh (SAV), Jain College, Hossianpura, Ludhiana	Unaided
13	PU, Chandigarh	Rayat Bahra College of Law, Bohan, Hoshiarpur	Unaided
14	PU, Patiala	Govt.Mohindra College, Patiala	Government
15	PU, Patiala	Govt.College for Girls, Patiala	Government
16	PU, Patiala	Govt.Ranbir College, Sangrur	Government
17	PU, Patiala	Shaheed Udham Singh(SUS), Govt.College, Sunam	Government
18	PU, Patiala	Govt.College, Rupnagar	Government
19	PU, Patiala	Nehru Memorial Govt.College, Mansa	Government
20	PU, Patiala	Govt.Bikram College of Commerce, Patiala	Government
21	PU, Patiala	Sant Baba Sewa Singh Memorial(SBSSM) Khalsa College (Girls), Munne, Ropar	Government
22	PU, Patiala	Jawahar Lal Nehru(JLN) Govt.College, Tooran, Fatehgarh Sahib	Government
23	PU, Patiala	Multani Mal Modi College, Patiala	Aided
24	PU, Patiala	Desh Bhagat College, Bardwal Dhuri, Sangrur	Aided
25	PU, Patiala	Lal Bahadur Shastri (LBS) Arya Mahila College, Barnala	Aided
26	PU, Patiala	Sant Baba Attar Singh(SBAS) Khalsa College, Sandour, Sangrur	Aided
27	PU, Patiala	Aasra Institute of Advance Studies, Rajpura, Bhawanigarh, Sangrur	Unaided
28	PU, Patiala	Islamia Girls College, Malerkotla	Unaided
29	GNDU, Amritsar	Saroop Rani(SR) Govt.College for Women, Amritsar	Government
30	GNDU, Amritsar	Govt.College, Gurdaspur	Government
31	GNDU, Amritsar	Nawab Jassa Singh Ahluwalia(NJSA), Govt.College, Kapurthala	Government
32	GNDU, Amritsar	Govt.College, Ajnala (Distt. Amritsar)	Government
33	GNDU, Amritsar	Govt.College, Jadla, Shaheed Bhagat Singh Nagar.	Government
34	GNDU, Amritsar	Ram Rakhi(RR) Bawa DAV. College for Girls, Batala	Aided
35	GNDU, Amritsar	Ramgarhia College, Phagwara	Aided
36	GNDU, Amritsar	Sant Baba Dalip Singh Memorial(SBDSM) Khalsa College, Domeli (Kapurthala)	Aided
37	GNDU, Amritsar	Saint Soldier Law College, Behind R.E.C.(N.I.T.), Jalandhar.	Unaided
38	GNDU, Amritsar	Bhai Sangat Singh Khalsa (BSSK) College, Banga, SBS Nagar.	Unaided

Source: Departmental data

Appendix 1.3*(Referred to in paragraph 1.5.3.2; page 8)***Statement showing the institutional work sheet gathered in respect of 18 universities accredited by NAAC during 2018-19**

Sr. No	Name of University
1.	Allahabad University, Allahabad
2.	Amity University, Noida, Uttar Pradesh
3.	Assam Don Bosco University, Guwahati, Assam
4.	Bharathidasan University, Tiruchirapalli, Tamil Nadu
5.	Dravidian University, Kuppam, Andhra Pradesh
6.	Gauhati University, Guwahati, Assam
7.	Gautam Buddha University Greater Noida, Uttar Pradesh,
8.	Jharkhand Rai University, Ranchi, Jharkhand
9.	Maharaja Krishnakumarsinhji Bhavnagar University, Bhavnagar
10.	Maharishi Dayanand University, Rohtak, Haryana
11.	Mats University, Raipur, Chhattisgarh
12.	National Law School of India University, Bangalore
13.	Pondicherry University, Puducherry
14.	Sikkim Manipal University, Gangtok, Sikkim
15.	Tamil University, Thanjavur, Tamil Nadu,
16.	Teri University, New Delhi, Delhi
17.	Thiruvalluvar University, Vellore, Tamil Nadu
18.	University of Delhi, Delhi

Source: NAAC data

Appendix 1.4

(Referred to in paragraph 1.5.3.2; page 8)

Detail of quantitative proxy criteria developed by Audit based on the scores obtained by 18 Universities under the NAAC grading system during 2018-19

Sr. No.	Name of Indicator	Range of performance for scoring marks				
		4	3	2	1	0
1	Average percentage of courses having focus on Employability/Entrepreneurship/ Skill development during the last five years	50% and above	40% to 49.99%	30% to 39.99%	20% to 29.99%	Below 20%
2	Number of functional MoUs with institutions of National/International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)	30 and above	20 to 29	10 to 19	6 to 9	Upto 5
3	Percentage of student progression to higher education (previous graduating batch)	20 % and above	15 to 19.99%	10 to 14.99%	5% to 9.99%	Below 5%
4	Average percentage of students qualifying in State/National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)	30 % and above	15 to 29.99%	10 to 14.99%	5% to 9.99%	Below 5%
5	Percentage of programmes where syllabus revision was carried out during the last five years	50% and above	40% to 49.99%	30% to 39.99%	15% to 29.99%	Below 15%
6	Average percentage of students enrolled in value added courses during 2015-2020	10% and above	6% to 9.99%	3% to 5.99%	1% to 2.99%	Below 1%
7	Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.	80% and above	60% to 79.99%	40% to 59.99%	20% to 39.99%	Below 20%
8	Average percentage of students participating in extension activities with Government Organisations, Non- Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years	30% and above	25% to 29.99%	20% to 24.99%	15% to 19.99%	Below 15%
9	Gender equity promotional programmes and gender sensitive facilities	10 and above	7 to 9.99	4 to 6.99	1 to 3.99	Below 1
Input-Output Indicators						
10	Percentage of students undertaking field projects / internships	10% and above	5% to 9.99%	3% to 4.99%	2% to 2.99%	Below 2%
11	Average percentage of placement of outgoing students during the last five years	20 % and above	15 to 19.99%	10 to 14.99%	5% to 9.99%	Below 5%
12	Average pass percentage of Students	90 % and above	80% to 89.99%	70% to 79.99%	60% to 69.99%	Below 60%
13	Number of value-added courses imparting transferable and life skills offered during the last five years	50 and above	40 to 49	30 to 39	20 to 29	Below 20
14	Percentage of programmes in which Choice Based Credit System (CBCS)/Elective course system has been implemented	50% and above	40% to 49.99%	30% to 39.99%	20% to 29.99%	Below 20%
15	Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc.	80 % and above	70% to 79.99%	60% to 69.99%	50% to 59.99%	Below 50%
16	Student - Computer ratio	Upto 10:1	11:1 to 20:1	21:1 to 30:1	31:1 to 40:1	More than 40:1
17	Average percentage of full time teachers with Ph.D. during the last five years	70% and above	60% to 69.99%	50% to 59.99%	40% to 49.99%	Below 40%
18	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years	15% and above	13% to 14.99%	9% to 12.99%	7% to 8.99%	Below 7%
19	Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years	50% and above	40% to 49.99%	30% to 39.99%	20% to 29.99%	Below 20%
20	Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years	40 % and above	30% to 39.99%	20% to 29.99%	10% to 19.99%	Below 10%

Sr. No.	Name of Indicator	Range of performance for scoring marks				
		4	3	2	1	0
21	Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years	5% and below	5% to 8.99%	9% to 12.99%	13% to 15.99%	16% and above
22	Average percentage of applications for revaluation leading to change in marks during the last five years	5% and below	5% to 8.99%	9% to 12.99%	13% to 15.99%	16% and above
23	Number of Patents published/awarded during the last five years	20 and above	10 to 19	5 to 9	1 to 4	Below 1
24	Number of research papers per teacher in the Journals notified on UGC website during the last five years	10 and above	7 to 9.99	4 to 6.99	1 to 3.99	Below 1
25	Number of teachers awarded international fellowship for advanced studies/ research during the last five years	40 % and above	30% to 39.99%	20% to 29.99%	10% to 19.99%	Below 10%
26	Average percentage of expenditure, excluding salary for infrastructure augmentation during the last five years.	20 % and above	15 to 19.99%	10 to 14.99%	5% to 9.99%	Below 5%
27	Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years	40 % and above	30% to 39.99%	20% to 29.99%	10% to 19.99%	Below 10%
28	Number of alumni associations/chapters meetings held during last five years.	10 and above	7 to 9.99	4 to 6.99	1 to 3.99	Below 1
29	Number of extension and outreach Programmes conducted in collaboration with Industry, Community and Non- Government Organisation through NSS/NCC/Red Cross/YRC etc., during the last five years	100 and above	75 to 99.99	50 to 74.99	25 to 49.99	Below 25
30	Number of books and chapters in edited volumes/books published, and papers in national/international conference-proceedings per teacher during the last five years	10 and above	7 to 9.99	4 to 6.99	1 to 3.99	Below 1

Source: Evaluation from NAAC data

Appendix 1.5

(Referred to in paragraph 1.5.3.2; page 8)

Statement showing outcome of student satisfaction survey (selected Universities and Colleges)

Sr. No.	Survey questions	Percentage of students Satisfied/Moderately satisfied/highly satisfied	Percentage of students Satisfied/Moderately satisfied/highly satisfied	Percentage of students Least satisfied/Not satisfied	Percentage of students Least satisfied/Not satisfied	Total students responded	Total students responded
		University	Colleges	University	Colleges	University	Colleges
1	How much are you satisfied with the following						
(a)	Syllabus covered	93.64	96.21	6.36	3.79	456	1532
(b)	Teachers using student centric methods, such as experimental learning, participative learning and problem solving methodologies	89.91	95.30	10.09	4.70	456	1532
(c)	Teachers using ICT tools such as LCD projector, Multimedia, etc. while teaching in your class	78.95	85.70	21.05	14.30	456	1532
(d)	Subject Knowledge & Teaching Ability (Regular faculty)	95.39	97.58	4.61	2.42	456	1532
(e)	Subject Knowledge & Teaching Ability (Guest/ contractual Faculty)	92.11	95.95	7.89	4.05	456	1532
2	How much are you satisfied with examination process:						
(a)	Applied for re-evaluation?	9.65	YES-18.51	90.35	NO-81.49	456	1529
(b)	Is re-evaluation fee a financial burden	NO-29.23 (15.90 those who applied)	YES-62.00 (66.43 those who applied)	YES-70.77 (84.09 those who applied)	NO-38.00 (33.57 those who applied)	455	1521
(c)	Applied for admission in multiple colleges?	NO-77.65	YES-18.31	YES-22.35	NO-81.69	452	1529
(d)	Is multiple application fee for admission a financial burden?	NO-28.51 (14.85 those who applied)	YES-63.21 (76.07 those who applied)	YES-71.49 (85.15 those who applied)	NO-36.79 (23.93 those who applied)	456	1522
(e)	Is result of examinations declared as per schedule?	57.08	YES-71.79	42.92	NO-28.21	452	1521
(f)	Remarks, if any						
3	How satisfied are you with the initiatives for employability taken up by the institution?						
(a)	Satisfaction for initiatives for employability - Career Counseling	76.10	90.99	23.90	9.01	456	1532
(b)	Satisfaction for initiatives for employability -Placement Cell	71.27	83.42	28.73	16.58	456	1532
(c)	Curriculum focus on employability, entrepreneurship and skill development	75.00	87.47	25.00	12.53	456	1532
(d)	Value-added courses for imparting transferable and life skills offered by Institution	75.44	83.94	24.56	16.06	456	1532
(e)	Institution facilitates students to undertake internships/ field projects	76.32	82.83	23.68	17.17	456	1532
4	How satisfied are you with the Library facilities in the institution?						
(a)	Library - Availability of books and journals	94.74	93.66	5.26	6.34	456	1530
(b)	Library - Seating capacity	95.37	94.31	4.63	5.69	454	1530
(c)	Library - Accessibility viz. ramp, lift, wheel chairs etc.	89.04	85.25	10.96	14.75	456	1532
(d)	Library - Grievance redressal	90.79	89.75	9.21	10.25	456	1532
(e)	Library - Timings	96.26	93.93	3.74	6.07	455	1532
(f)	Library - Safety and security for girls	94.74	94.71	5.26	5.29	456	1532
(g)	Library - Availability of washrooms for girls	94.74	94.71	5.26	5.29	456	1532
5	How satisfied are you with the Hostel facilities in the institution?						
(a)	Room facilities viz. beds, ambience etc	83.82	76.62	16.18	23.38	340	1018
(b)	Hostel facilities - Food quality	81.82	75.20	18.18	24.80	341	1016

Sr. No.	Survey questions	Percentage of students Satisfied/Moderately satisfied/highly satisfied	Percentage of students Satisfied/Moderately satisfied/highly satisfied	Percentage of students Least satisfied/Not satisfied	Percentage of students Least satisfied/Not satisfied	Total students responded	Total students responded
		University	Colleges	University	Colleges	University	Colleges
(c)	Hostel facilities - Availability of water for drinking and other use	83.78	78.84	16.22	21.16	339	1021
(d)	Hostel facilities - Adequate number of toilets and its cleanliness and maintenance	79.47	76.85	20.53	23.15	341	1015
(e)	Hostel facilities - Cleanliness of overall hostel premises	83.82	77.33	16.18	22.67	340	1010
(f)	Hostel facilities - Emergency Medical Aid	83.43	76.69	16.57	23.31	338	1008
(g)	Hostel facilities - Availability of recreational facilities	77.74	77.30	22.26	22.70	337	1013
6	How satisfied are you with the opportunities for following extra-curricular activities						
(a)	Extra- curricular activities like theatre, art, painting, music	82.49	90.98	17.51	9.02	434	1519
(b)	Extra- curricular activities -Sports and Games	84.65	92.81	15.35	7.19	430	1517
(c)	Extra- curricular activities -Open discussion on public issues	85.15	92.27	14.85	7.73	431	1513
(d)	Extra- curricular activities -Interaction with scholars and eminent personalities	84.49	91.30	15.51	8.70	432	1517
(e)	Extra- curricular activities -Social Outreach Activities National Service Scheme (NSS) National Cadet Corps (NCC) etc.)	83.06	93.20	16.94	6.80	431	1515
7	How satisfied are you with the following matters of Institutional Governance?						
(a)	Governance - Timely response to your grievances	83.33	94.32	16.67	5.68	456	1532
(b)	Governance - Easy Access to Officials	84.43	94.26	15.57	5.74	456	1532
(c)	Governance - Cooperation of Administrative/Support/Security Staff	85.31	94.71	14.69	5.29	456	1532
8	Are the following Schemes /cells/bodies in place in the institution? how satisfied are you with its performance						
(a)	Student council election (Yes/No)	69.67	73.57	30.33	26.43	389	1449
(b)	Anti-Ragging cell(Yes/No)	87.88	82.93	12.12	17.07	396	1488
(c)	Sexual Harassment cell (Yes/No)	82.44	79.97	17.56	20.03	393	1473
(d)	CEDC/SC cell	82.40	84.96	17.60	15.04	392	1476
(e)	IQAC (Internal Quality Assurance Cell) (Yes/No)	79.12	80.34	20.88	19.66	388	1465
(f)	Webs of Active Learning for Young Aspiring Minds (SWAYAM)/Massive Open Online Course (MOOC) (Yes/No)	76.03	77.36	23.97	22.64	388	1453
(g)	Choice Based Credit System (CBCS) (Yes/No)	80.00	71.91	20.00	28.09	385	1474
(h)	Student Counseling Centre (Yes/No)	72.87	85.04	27.13	14.96	387	1477
(i)	Scholarships schemes(Yes/No)	81.47	89.10	18.53	10.90	394	1486

Source: Results of student survey compiled data

Appendix 2.1

(Referred to in paragraph 2.1.2.1; page 15)

Statement showing status of urban and rural accessibility and stream detail in Government Colleges

Sr. No.	Name of College	Urban/Rural
1	SR Govt. College for Women, Amritsar	Urban
2	Govt. College, Ajnala (Distt. Amritsar)	Urban
3	Sri Guru Arjan Dev (S.G.A.D).Govt. College, Tarn Taran	Urban
4	Govt. College, Gurdaspur	Urban
5	Munshi Ram(MR),Govt College , Fazilka	Urban
6	Govt. College, Zira ,Ferozepur	Urban
7	GKSM Govt. College, Tanda Urmar, Hoshiarpur	Urban
8	Govt. College, Hoshiarpur	Urban
9	Govt. Bikram College of Commerce, Patiala	Urban
10	Govt. College for Girls, Patiala	Urban
11	Govt. College, Mohali	Urban
12	Govt. College, Rupnagar	Urban
13	Govt. Mohindra College, Patiala	Urban
14	Govt. Shivalik College, Naya Nangal	Urban
15	Govt. Barjindra College, Faridkot	Urban
16	Govt. College, Dera Bassi	Urban
17	Govt. College, Malerkotla, Sangrur	Urban
18	Govt. Rajindra College, Bathinda	Urban
19	Govt. Ranbir College, Sangrur	Urban
20	Govt. Ripudaman College, Nabha	Urban
21	Govt. Arts & Sports College, Jalandhar	Urban
22	Govt. College for Women, Ludhiana	Urban
23	Govt. College for Girls, Jamalpur Colony, Ludhiana	Urban
24	Nawab Jassa Singh Ahluwalia Govt. College, Kapurthala	Urban
25	Sanmati Govt. College of Science Education and Research, Jagroan, Ludhiana	Urban
26	S.C.D. Govt. College, Ludhiana	Urban
27	Nehru Memorial Govt. College, Mansa	Urban
28	Shahid Bhagat Singh Government College, Kotkapura	Urban
29	Govt. College, Sri Muktsar Sahib.	Urban
30	S.U.S. Govt. College, Sunam	Urban
31	Baba Sheehan Singh Gill (BSSG), Govt. College, Sidhsar, Ludhiana	Rural
32	Guru Nanak, Govt. College, Kala Afghana (Gurdaspur)	Rural
33	Govt. College, Karamsar- Rara Sahib, Ludhiana	Rural
34	Govt. College, Jandiala, Jalandhar	Rural
35	Jawahar Lal Nehru Govt. College , Tooran, Mandi Gobindgarh, Fatehgarh Sahib	Rural
36	Govt. College, Jadla, SBS Nagar	Rural
37	Govt. College, Pojewal	Rural
38	Sant Baba Sewa Singh Memorial Khalsa College (Girls), Nurpur Bedi, Ropar	Rural
39	Govt. College, Amargarh, Sangrur.	Rural
40	Govt. Kirti College, Nial Patran	Rural
41	Guru Nanak Govt. College, Guru Teg Bahadur Garh, Moga	Rural
42	Lala Lajpat Rai Govt. College , VPO-Dhudhike, Moga	Rural
43	Mahant Ram Parkash Dass (MPRD) Govt. Arts & Science College, Talwara, Hoshiarpur	Rural
44	Baba Shri Chand Ji (BSCJ) Govt. College, Sardargarh (Bathinda)	Rural
45	Govt. College (Girls), Jalalabad (W), Fazilka	Rural
46	Govt. College, Bholath (Kapurthala)	Rural

Source: Departmental data

Appendix 2.2*(Referred to in paragraph 2.1.2.1; page 15)***Statement showing position of Rural and Urban Student**

Sr. No.	Name of College	Total Students			Students (Rural)		
		Male	Female	Total	Male	Female	Total
1	S.C.D. Govt College, Ludhiana	15865	6301	22166	4181	1819	6000
2	Govt. College, Sri Muktsar Sahib.	7164	3093	10257	3838	1536	5374
3	Govt. Mohindra College, Patiala	20051	17279	37330	7622	5179	12801
4	Govt. College for Girls, Patiala	0	11815	11815	0	6852	6852
5	Govt. Ranbir College, Sangrur	9557	6796	16353	5776	3750	9526
6	Govt. College, Rupnagar	3803	4309	8112	3138	3205	6343
7	Nehru Memorial Govt. College, Mansa	6647	1061	7708	4813	721	5534
8	Govt. Bikram College of Commerce, Patiala	1655	3206	4861	556	1367	1923
9	NJSA Govt. College, Kapurthala	3154	3443	6597	2061	1879	3940
10	SR Govt. College, Amritsar	0	13106	13106	0	6191	6191
11	Govt College, Gurdaspur	3793	5711	9504	2239	3541	5780
		71689	76120	147809	34224	36040	70264

*Source: Departmental data***Percentage of Rural Areas Student: 47.53 per cent**

Appendix 2.3

(Referred to in paragraph 2.1.2.1; page 15)

Statement showing detail of colleges running with single stream overall

Sr.No.	Name of College	Rural/ Urban	Science	Commerce	Arts
1	Baba Shri Chand Ji Govt. College, Sardargarh, Bathinda	Rural	No	No	Yes
2	Govt. College (Girls), Jalalabad (W), Fazilka	Rural	No	No	Yes
3	Guru Nanak, Govt. College, Kala Afghana (Gurdaspur)	Rural	No	No	Yes
4	Govt College, Jandiala, Jalandhar	Rural	No	No	Yes
5	B.S.S.G. Govt. College, Sidhsar, Ludhiana	Rural	No	No	Yes
6	JLN Govt.College, Gobindgarh, Fatehgarh Sahib	Rural	No	No	Yes
7	Govt. College, Bholath Kapurthala	Rural	No	No	Yes
8	Guru Nanak Govt. College, Moga	Rural	No	No	Yes
9	LLR Govt. College, Dhudhike, Moga	Rural	No	No	Yes
10	Govt. College, Pojewal	Rural	No	No	Yes
11	Govt. College, Amargarh, Sangrur.	Rural	No	No	Yes
12	Govt. Kirti College, Nial Patran	Rural	No	No	Yes
13	Govt. College science and research Jagraon	Rural	Yes	No	No
14	Govt. College Zira, Ferozepur	Rural	No	No	Yes
15	Bikram College of Commerce, Patiala	Urban	No	Yes	No
16	Govt. College Girls (East), Ludhiana	Urban	No	No	Yes
17	Govt. Arts and Sports College, Jalandhar	Urban	No	No	Yes
18	Shahid Bhagat Singh(SBS), Govt. College, Kotakpura	Urban	No	No	Yes

Source: Colleges' data

College running with single stream (Arts) in rural areas

Sr.No.	Name of College	Science	Commerce	Arts
1	Baba Shri Chand Ji Govt. College, Sardargarh, Bathinda	No	No	Yes
2	Govt. College (Girls), Jalalabad (W), Fazilka	No	No	Yes
3	Guru Nanak Govt. College, Kala Afghana, Gurdaspur	No	No	Yes
4	Govt. College, Jandiala, Jalandhar	No	No	Yes
5	B.S.S.G. Govt. College, Sidhsar, Ludhiana	No	No	Yes
6	JLN Govt. College, Gobindgarh, Fatehgarh Sahib	No	No	Yes
7	Govt. College, Bholath, Kapurthala	No	No	Yes
8	Guru Nanak Govt. College, Guru Teg Bahadur Garh, Moga	No	No	Yes
9	LLR Govt. College, VPO-Dhudhike, Moga	No	No	Yes
10	Govt. College, Pojewal, SBS Nagar	No	No	Yes
11	Govt. College, Amargarh, Sangrur.	No	No	Yes
12	Govt. Kirti College, Nial Patran, Patiala	No	No	Yes
13	Govt. College Zira, Ferozepur	No	No	Yes

Source: Colleges' data

List of Colleges having all streams

Sr. No.	Name of College	Rural/Urban
1	SR Govt. College for Women, Amritsar	Urban
2	Govt. College, Gurdaspur	Urban
3	GKSM Govt. College, Tanda Urmar, Hoshiarpur	Urban
4	Govt. College, Hoshiarpur	Urban
5	Govt. College, Mohali	Urban
6	Govt. College, Rupnagar	Urban
7	Govt. Mohindra College, Patiala	Urban
8	Govt. Shivalik College Naya Nangal	Urban
9	Govt. Barjindra College, Faridkot	Urban
10	Govt. College, Dera Bassi	Urban
11	Govt. College, Malerkotla, Sangrur	Urban
12	Govt. Rajindra College, Bathinda	Urban
13	Govt. Ranbir College, Sangrur	Urban
14	Govt. Ripudaman College, Nabha	Urban
15	Govt. College for Women, Ludhiana	Urban
16	S.U.S. Govt. College, Sunam	Urban
17	NJSA Govt. College, Kapurthala	Urban
18	S.C.D. Govt College, Ludhiana	Urban
19	Govt. College, Sri Muktsar Sahib.	Urban
20	Govt. College, Karamsar- Rara Sahib, Ludhiana	Rural

*Source: Colleges' data***List of colleges having Double Stream**

Sr. No.	Name of College	Rural/Urban	Science	Commerce	Arts
1	Govt. College, Ajnala, Amritsar	Urban	No	Yes	Yes
2	Nehru Memorial Govt. College, Mansa	Urban	No	Yes	Yes
3	MPRD, Govt. Arts & Science College, Talwara, Hoshiarpur	Rural	No	Yes	Yes
4	SBSSM Khalsa College (Girls),Nurpur Bedi, Ropar	Rural	No	Yes	Yes
5	Govt. College, Jadla, Shaheed Bhagat Singh Nagar	Rural	No	Yes	Yes
6	S.G.A.D.Govt. College, Tarn Taran	Urban	Yes	No	Yes
7	M.R. Govt. College , Fazilka	Urban	Yes	No	Yes
8	Govt. College for Girls, Patiala	Urban	Yes	No	Yes

Source: Colleges' data

Appendix 2.4

(Referred to in paragraph 2.1.2.3; page 17&18)

Statement showing detail of stream available in selected Colleges

Sr.No.	Name of College	Type	Science	Commerce	Arts
1	SR Govt. College for Women, Amritsar	Government	Yes	Yes	Yes
2	Govt. College, Ajnala (Distt. Amritsar)	Government	No	Yes	Yes
3	Govt. College, Gurdaspur	Government	Yes	Yes	Yes
4	Govt. College, Zira, Ferozepur	Government	No	No	Yes
5	GKSM Govt. College, Tanda Umar, Hoshiarpur	Government	Yes	Yes	Yes
6	Govt. Bikram College of Commerce, Patiala	Government	No	Yes	No
7	Govt. College for Girls, Patiala	Government	Yes	No	Yes
8	Govt. College, Rupnagar	Government	Yes	Yes	Yes
9	Govt. Mohindra College, Patiala	Government	Yes	Yes	Yes
10	Govt. Ranbir College, Sangrur	Government	Yes	Yes	Yes
11	Govt. College for Women, Ludhiana	Government	Yes	Yes	Yes
12	Govt. College for Girls, Jamalpur Colony, Ludhiana	Government	No	No	Yes
13	Nawab Jassa Singh Ahluwalia Govt. College, Kapurthala	Government	Yes	Yes	Yes
14	Jawahar Lal Nehru Govt. College, Tooran, Mandi Gobindgarh, Fatehgarh Sahib	Government	No	No	Yes
15	S.C.D. Govt College, Ludhiana	Government	Yes	Yes	Yes
16	Govt. College, Jadla, Shaheed Bhagat Singh Nagar.	Government	No	Yes	Yes
17	Lala Lajpat Rai Govt. College, VPO-Dhudhike, Moga	Government	No	No	Yes
18	Nehru Memorial Govt. College, Mansa	Government	No	Yes	Yes
19	M.B.G. Govt. College, Pojewal, S.B.S. Nagar	Government	No	No	Yes
20	Govt. College, Sri Muktsar Sahib.	Government	Yes	Yes	Yes
21	S.U.S. Govt. College, Sunam	Government	Yes	Yes	Yes
22	Sant Baba Sewa Singh Memorial Khalsa College (Girls), Narpur Bedi, Ropar	Government	No	Yes	Yes
23	Gujranwala Guru Nanak Khalsa College, Ludhiana	Aided	Yes	Yes	Yes
24	Govind National College, Narangwal, Ludhiana	Aided	Yes	Yes	Yes
25	Guru Nanak College, Killinawali, Sri Muktsar Sahib.	Aided	No	Yes	Yes
26	Multani Mal Modi College, Patiala	Aided	Yes	Yes	Yes
27	Desh Bhagat College, Bardwal Dhuri, Sangrur	Aided	No	No	Yes
28	L.B.S. Arya Mahila College, Barnala	Aided	Yes	Yes	Yes
29	Sant Baba Attar Singh Khalsa College, Sandour, Sangrur	Aided	No	No	Yes
30	RR Bawa DAV College for Girls, Batala	Aided	Yes	Yes	Yes
31	Ramgarhia College, Phagwara	Aided	Yes	No	Yes
32	Sant Baba Dalip Singh Memorial Khalsa College, Domeli (Kapurthala)	Aided	Yes	No	Yes
33	Shree Atam Vallabh Jain College, Hossianpura, Ludhiana	Unaided	No	Yes	No
34	Rayat Bahra College of Law, Bohan, Hoshiarpur	Unaided	No	No	Yes
35	Aasra Institute of Advance Studies, Rajpura, Bhawanigarh, Sangrur	Unaided	Yes	Yes	Yes
36	Islamia Girls College, Malerkotla	Unaided	No	No	Yes
37	Saint Soldier Law College, Behind R.E.C.(N.I.T.), Jalandhar.	Unaided	No	Yes	Yes
38	Bhai Sangat Singh Khalsa College, Banga, SBS Nagar.	Unaided	Yes	Yes	Yes

Source: Colleges' data

In all selected 38 colleges		In selected 22 Government colleges	
Arts Stream College	= 36 (94.73 per cent)	Arts Stream College	= 21 (95 per cent)
Science Stream College	= 21 (55.26 per cent)	Science Stream College	= 12 (55 per cent)
Commerce stream college	= 27 (71.05 per cent)	Commerce stream college	= 16 (73 per cent)

Appendix 2.5*(Referred to in paragraph 2.2.1; page 19)***Statement showing comparison of trend of enrolment of students
from 2015-16 to 2019-20**

Sr. No.	Name of College	Type	Student enrolment in 2015-16	Student enrolment in 2019-20	Percentage decrease in enrolment from 2015-16 to 2019-20
1	Sant Baba Sewa Singh Memorial Khalsa College (Girls), Guru KaKhuh, Mune, Nurpur Bedi, Ropar	Govt.	264	376	42.42
2	Saint Soldier Law College, Behind R.E.C.(N.I.T.), Jalandhar.	Unaided	730	882	20.82
3	Shree AtamVallabh Jain College, Hossianpura, Ludhiana	Unaided	782	836	6.91
4	Govt. Mohindra College, Patiala	Govt.	7402	7598	2.65
5	Govt. College for Girls Ludhiana	Govt.	2864	2817	-1.64
6	Govt. Bikram College of Commerce, Patiala	Govt.	993	968	-2.52
7	Govt. College, Rupnagar	Govt.	2311	2180	-5.67
8	Multani Mal Modi College, Patiala	Aided	3787	3546	-6.36
9	Govt. College, Sri Muktsar Sahib.	Govt.	1932	1783	-7.71
10	Aasra Institute of Advance Studies, Rajpura, Bhawanigarh, Sangrur	Unaided	585	537	-8.21
11	S.U.S. Govt. College, Sunam	Govt.	2813	2576	-8.43
12	S.C.D. Govt College, Ludhiana	Govt.	3875	3457	-10.79
13	Sant Baba Dalip Singh Memorial Khalsa College, Domeli (Kapurthala)	Aided	110	97	-11.82
14	Gujranwala Guru Nanak Khalsa College, Ludhiana	Aided	1399	1167	-16.58
15	Govt. College, Gurdaspur	Govt.	2259	1874	-17.04
16	SR Govt. College for Women, Amritsar	Govt.	3485	2887	-17.16
17	Guru Nanak College, Killianwali, Sri Muktsar Sahib.	Aided	600	477	-20.50
18	RR Bawa DAV. College for Girls, Batala	Aided	2026	1523	-24.83
19	M.B.G. Govt. College, Pojewal, S.B.S. Nagar	Govt.	404	298	-26.24
20	L.B.S. Arya Mahila College, Barnala	Aided	933	662	-29.05
21	Govt. College, Zira, Ferozepur	Govt.	567	398	-29.81
22	Govt. Ranbir College, Sangrur	Govt.	3824	2672	-30.13
23	Govt. College for Girls, Patiala	Govt.	2771	1904	-31.29
24	Nehru Memorial Govt. College, Mansa	Govt.	1945	1319	-32.19
25	Desh Bhagat College, Bardwal Dhuri	Aided	1671	1109	-33.63
26	Giani Kartar Singh Memorial Govt. College, Tanda Umar, Hoshiarpur	Govt.	1511	950	-37.13
27	Govind National College, Narangwal, Ludhiana	Aided	673	414	-38.48
28	Nawab Jassa Singh Ahluwalia Govt. College, Kapurthala	Govt.	1776	992	-44.14
29	Jawahar Lal Nehru Government College, Tooran, Mandi Gobindgarh, Fatehgarh Sahib	Govt.	369	185	-49.86
30	Sant Baba Attar Singh Khalsa College, Sandour, Sangrur	Aided	381	184	-51.71

Sr. No.	Name of College	Type	Student enrolment in 2015-16	Student enrolment in 2019-20	Percentage decrease in enrolment from 2015-16 to 2019-20
31	Ramgarhia College, Phagwara	Aided	648	288	-55.56
32	Govt. College, Ajnala (Distt. Amritsar)	Govt.	466	202	-56.65
33	LalaLajpat Rai Govt. College , VPO-Dhudhike, Moga	Govt.	1419	546	-61.52
34	Islamia Girls College, Malerkotla	Unaided	276	95	-65.58
35	Govt. College for Girls, Jamalpur Colony, Ludhiana East	Govt.	0	117	College started from 2018-19
36	RayatBahra College of Law, Bohan, Hoshiarpur	Unaided	0	151	College started from 2016-17
37	Govt. College, Jadla, Shaheed Bhagat Singh Nagar	Govt	0	47	College started from 2018-19
38	Bhai Sangat Singh Khalsa College, Banga, Shaheed Bhagat Singh Nagar.	Unaided	0	191	College started from 2017-18

Source: Colleges' data

Appendix 2.5A

(Referred to in paragraphs 2.2.2; page 20)

Statement showing enrollment of SC students against earmarked seats in selected colleges during 2015-2020

Sr. No.	Name of College	Average number of seats earmarked for SC category	Average number of students enrolled in SC category	Short enrollment (in percent)
1	2	3	4	5 {(3-4)/3x100}
1	S.C.D. Govt College, Ludhiana	242	222.4	8.10
2	Govt. College, Zira, Ferozepur	80	68	15.00
3	M.B.G. Govt. College, Pojewal, S.B.S. Nagar	36	32.2	10.56
4	Gujranwala Guru Nanak Khalsa College, Ludhiana	177.4	127	28.41
5	Guru Nanak College, Killinawali, Sri Muktsar Sahib.	54.6	36.6	32.97
6	Shree Atam Vallabh Jain College, Hossianpura, Ludhiana	48	14.6	69.58
7	Rayat Bahra College of Law, Hoshiarpur	17.6	10	43.18
8	Government College, Rupnagar	283	264.6	6.50
9	Government Bikram College of Commerce, Patiala	91.6	78.6	14.19
10	Sant Baba Sewa Singh Memorial Khalsa College (Girls), Ropar	90	20.8	76.89
11	Multani Mal Modi College, Patiala	1365	180.4	86.78
12	Desh Bhagat College, Bardwal Dhuri	140.2	79	43.65
13	L.B.S. Arya Mahila College	408	95	76.72
14	Sant Baba Attar Singh Khalsa College, Sangrur	180	109.4	39.22
15	Islamia Girls College, Malerkotla	50	0.4	99.20
16	SR Govt. College for Women, Amritsar	950	534.2	43.77
17	Govt. College, Gurdaspur	276	252.6	8.48
18	Govt. College, Ajnala (Distt. Amritsar)	74	67.8	8.38
19	Govt. College, Jadla, SBS Nagar	28	3.6	87.14
20	RR Bawa DAV College for Girls, Batala	467.2	114	75.60

Source: Colleges' data

Appendix 2.6

(Referred to in paragraph 2.3.3; page 23)

Statement showing detail of Gender Equity Programme conducted by selected colleges during 2015-2020

Sr. No.	Name of College	Type	Average no. of students	No. of Gender Equity programmes conducted	No. of Students Participated	Score as per Proxy criteria
1	RR Bawa DAV. College for Girls, Batala	Aided	1729	96	9545	4
2	Govt. College for Women, Ludhiana	Govt.	2870	36	747	4
3	Government Mohindra College, Patiala	Govt.	7466	12	4044	4
4	Govt. College, Zira, Ferozepur	Govt.	392	11	810	4
5	L.B.S. Arya Mahila College, Barnala	Aided	789	11	4216	4
6	S.C.D. Govt College, Ludhiana	Govt.	3668	10	625	4
7	Gujranwala Guru Nanak Khalsa College, Ludhiana	Aided	1304	10	NM	4
8	Government Bikram College of Commerce, Patiala	Govt.	972	10	3404	4
9	Guru Nanak College, Killianwali, Sri Muktsar Sahib.	Aided	536	8	509	3
10	Govind National College, Narangwal, Ludhiana	Aided	548	7	2072	3
11	Govt. Ranbir College, Sangrur	Govt.	3274	7	800	3
12	JLN Govt. College, Tooran, Fatehgarh Sahib	Govt.	270	6	400	2
13	St. Soldier Law College, Jalandhar	Unaided	846	6	1466	2
14	Govt. College, Sri Muktsar Sahib.	Govt.	2181	5	875	2
15	Govt. College, Rupnagar	Govt.	2183	5	625	2
16	Aasra Institute of Advance Studies, Rajpura, Sangrur	Unaided	596	5	3016	2
17	NJSA Govt. College, Kapurthala	Govt.	1512	5	630	2
18	Multani Mal Modi College, Patiala	Aided	3802	5	1324	2
19	SAV Jain College, Hossianpura, Ludhiana	Unaided	831	4	231	2
20	Rayat Bahra College of Law, Bohan, Hoshiarpur	Unaided	66	4	33	2
21	Nehru Memorial Govt. College, Mansa	Govt.	1542	4	550	2
22	Desh Bhagat College, Bardwal Dhuri	Aided	1379	4	625	2
23	Govt. College, Gurdaspur	Govt.	2025	3	610	1
24	S.U.S. Govt. College, Sunam	Govt.	2520	3	41	1
25	SR Govt. College for Women, Amritsar	Govt.	3055	2	150	1
26	Bhai Sangat Singh Khalsa College, Banga, SBS Nagar	Unaided	160	2	100	1
27	Islamia Girls College, Malerkotla	Unaided	177	1	15	1
28	SBDSM Khalsa College, Domeli, Kapurthala	Aided	116	1	70	1
29	GKSM Govt. College, Tanda Urmar, Hoshiarpur	Govt.	1184	0	0	0
30	Lala Lajpat Rai Govt. College, Dhudhike, Moga	Govt.	937	0	0	0
31	M.B.G. Govt. College, Pojewal, S.B.S. Nagar	Govt.	296	0	0	0
32	Govt. College for Girls, Jamalpur Colony, Ludhiana	Govt.	37	0	0	0
33	Govt. College for Girls, Patiala	Govt.	2375	0	0	0
34	SBSSM Khalsa College (Girls), Nurpur Bedi, Ropar	Govt.	361	0	0	0
35	SBAS Khalsa College, Sandour, Sangrur	Aided	251	0	0	0
36	Govt. College, Ajnala, Amritsar	Govt.	324	0	0	0
37	Govt. College, Jadia, SBS Nagar	Govt.	35	0	0	0
38	Ramgarhia College, Phagwara	Aided	458	0	0	0

Source: Colleges' data

NM= Not maintained

Note: Four colleges at Sr. No. 20 (2016-17), 26 (2017-18), 32 and 37 (2018-19) were newly opened.

Number of colleges	Scoring as per Proxy criteria
8	4
3	3
11	2
6	1
10	0
38	

Appendix 2.7

(Referred to in paragraph 2.4.1 and 2.4.2; page 24)

Statement showing fee structure of Government colleges

(Figure in ₹)

Sr. No.	Name of College	Type	Regular courses in colleges							Self Finance Courses in colleges					
			BA	B.Com	B.Sc.	BA LLB	M.A.	M.Com.	M.Sc.	BA-NP	B.Com	B.Sc.	M.A.	M.Com.	M.Sc.
1.	S.C.D. Govt College, Ludhiana	Govt.	8796	8796	8796		7639	7639	7639	20712		24223			
2.	Govt. College for Women, Ludhiana	Govt.	14200	14200	14200		13730		19554			0		27064	46514
3.	Govt. College, Sri Muktsar Sahib.	Govt.	10943	10084	12043		9414								
4.	GKSM Govt. College, Tanda Umar, Hoshiarpur	Govt.	8042	7958	8162		6789								
5.	LLR Govt. College, Dhudhike, Moga	Govt.	3062												
6.	Govt. College, Zira, Ferozepur	Govt.	8120												
7.	M.B.G. Govt. College, Pojewal, S.B.S. Nagar	Govt.	9694				9630								
8.	Govt. College for Girls, Jamalpur, Ludhiana	Govt.	8628												
9.	Govt.Mohindra College, Patiala	Govt.	10405	25011	10765		8041	22891	9321						
10.	Govt. College for Girls, Patiala	Govt.	8594		11418		8944		11234						
11.	Govt. Ranbir College, Sangrur	Govt.	9182	9852			7828								
12.	S.U.S. Govt. College, Sunam	Govt.	8990	9540	10810		8536								
13.	Govt. College, Rupnagar	Govt.	10880	11430	12268		9621								
14.	Nehru Memorial Govt. College, Mansa	Govt.	13257	11147			9393								
15.	Govt. Bikram College of Commerce, Patiala	Govt.		9881				7722							
16.	SBSSMKhalsa College, Narpur Bedi, Ropar	Govt.	9496		9496										
17.	JLN Govt College, Gobindgarh, Fatehgarh Sahib	Govt.	13360												
18.	SR Govt. College for Women, Amritsar	Govt.	12474	8850	11154		9964					18480	18960		
19.	Govt. College, Gurdaspur	Govt.	8181	7851	7889		7429					15795			
20.	NJSA Govt. College, Kapurthala	Govt.	6381	6939	7227		5435					7143			
21.	Govt. College, Ajnala (Distt. Amritsar)	Govt.	13802	11162								19362			
22.	Govt. College, Jadla, SBS Nagar	Govt.	5000	5000											
23.	GGNK College, Ludhiana	Aided	20740		25650		25295				32370			32045	29575
24.	Govind National College, Narangwal, Ludhiana	Aided	19350	30250	23250		23910		25100		30250				
25.	Guru Nanak College, Killinawali, Sri Muktsar Sahib.	Aided	14650	24290			18080	23390							

Sr. No.	Name of College	Type	Regular courses in colleges							Self Finance Courses in colleges					
			BA	B.Com	B.Sc.	BA LLB	M.A.	M.Com.	M.Sc.	BA-NP	B.Com	B.Sc.	M.A.	M.Com.	M.Sc
26.	Multani Mal Modi College, Patiala	Aided	18729	20229	19929										
27.	Desh Bhagat College, Bardwal Dhuri	Aided	12000												
28.	L.B.S. Arya Mahila College, Barnala	Aided	14500	14000	15000		18400		24000						
29.	SBASKhalsa College, Sandour, Sangrur	Aided	11000												
30.	RR Bawa DAV College for Girls, Batala	Aided	23500							22500	24500	29500	29500	32000	38000
31.	Ramgarhia College, Phagwara	Aided	20010		24150		24450								
32.	SBDSM Khalsa College, Domeli Kapurthala	Aided	16000	20000	16000										
33.	SAV Jain College, Hossianpura, Ludhiana	Unaided		36360				25000							
34.	Rayat Bahra College of Law, Hoshiarpur	Unaided				55550									
35.	Aasra Institute of Advance Studies, Rajpura, Sangrur	Unaided	20000	33000	33000		25000	33000		20000	33000	33000	25000	33000	
36.	Islamia Girls College, Malerkotla	Unaided	12040												
37.	Saint Soldier Law College, Jalandhar.	Unaided		35000		35000									
38.	BSSK College, Banga, SBS Nagar	Unaided	14000	18000	18000										

Source: Colleges' data

Appendix 2.8

(Referred to in paragraph 2.4.3.2; page 26)

Statement showing outstanding amount of Post Matric Scholarship Scheme

(Amount in ₹)

Sr. No.	Name of College	Type	No. of SC beneficiaries	Amount of fees recoverable from GoP	Amount received from Government till March 2020	Outstanding amount as on March 2020
1	S.C.D. Govt College, Ludhiana	Govt.	2532	18031706	9174149	8857557
2	Govt. College for Women, Ludhiana	Govt.	1628	20810515	7985296	12825219
3	Govt. College, Sri Muktsar Sahib.	Govt.	2359	22214956	5851937	16363019
4	GKSM Govt. College, Hoshiarpur	Govt.	2323	28831125	7306080	21525045
5	LLR Govt. College , Dhudhike, Moga	Govt.	1756	0	0	0
6	Govt. College, Zira ,Ferozepur	Govt.	421	5228850	1486915	3741935
7	M.B.G. Govt. College, S.B.S. Nagar	Govt.	395	3330942	2081333	1249609
8	Govt. College , Jamalpur, Ludhiana	Govt.	0	0	0	0
9	GGNK College , Ludhiana	Aided	528	9594496	2131650	7462846
10	Govind National College, Narangwal, Ludhiana	Aided	591	10707741	6281646	4426095
11	Guru Nanak College, Killinawali, Sri Muktsar Sahib.	Aided	350	7642069	2418823	5223246
12	SAV Jain College, Ludhiana	Unaided	0	0	0	0
13	Rayat Bahra College of Law, Hoshiarpur	Unaided	102	4641000	0	4641000
14	Govt. Mohindra College, Patiala	Govt.	5054	97119307	14646508	82472799
15	Govt. College for Girls, Patiala	Govt.	2473	19446153	0	19446153
16	Govt. Ranbir College, Sangrur	Govt.	5671	40585380	18871001	21714379
17	S.U.S. Govt. College, Sunam	Govt.	3102	26736244	8536201	18200043
18	Govt. College, Rupnagar	Govt.	2589	27876598	8778222	19098376
19	Nehru Memorial Govt. College, Mansa	Govt.	2814	32391728	0	32391728
20	Govt. Bikram College of Commerce, Ptl	Govt.	697	6134662	2059379	4075283
21	SBSSMKhalsa College, Nurpur Bedi, Ropar	Govt.	0	0	0	0
22	JLN Govt College , Gobindgarh, FGS	Govt.	668	5563977	1997720	3566257
23	Multani Mal Modi College, Patiala	Aided	107	2483308	978285	1505023
24	Desh Bhagat College, Bardwal Dhuri	Aided	1729	34574806	11974919	22599887
25	L.B.S. Arya Mahila College, Barnala	Aided	1322	22506527	6854125	15652402
26	SBASKhalsa College, Sandour, Sangrur	Aided	364	3028524	717074	2311450
27	Aasra Institute of Advance Studies, Sangrur	Unaided	1165	29996047	0	29996047
28	Islamia Girls College, Malerkotla	Unaided	0	0	0	0
29	SR Govt. College for Women, Amritsar	Govt	2708	16308464	9531990	6776474
30	Govt. College, Gurdaspur	Govt	1025	7905635	3920933	3984702
31	NJSA Govt. College, Kapurthala	Govt	2170	18603311	9468708	9134603
32	Govt. College, Ajnala (Distt. Amritsar)	Govt	542	3199122	2177108	1022014
33	Govt. College, Jadla, SBS Nagar	Govt	26	270400	0	270400
34	RR Bawa DAV. College for Girls, Batala	Aided	149	3025721	1356680	1669041
35	Ramgarhia College, Phagwara	Aided	1343	26235275	12835417	13399858
36	SBDSMKhalsa College, Kapurthala	Aided	352	6780522	1187767	5592755
37	Saint Soldier Law College, Jalandhar.	Unaided	718	25557680	9494282	16063398
38	BSSK College, Banga, SBS Nagar	Unaided	30	522000	0	522000
Total			49803	587884791	170104148	417780643

Source: Colleges' data

Note: Lala Lajpat Rai Government College, Dudhike (Moga) did not maintain data in respect of recoverable amount from the Government, however, it received 57,78,560/- from Government.

Annexure 2.9

(Referred to in paragraph 2.4.3.2; page 26)

Statement showing detail of aided colleges who charged fees but not disbursed to students

(Amount in ₹)

Name of College	Year	No. of students	Amount claimed	Amount received	Amount Disbursed	Amount not Disbursed
Gujranwala Guru Nanak Khalsa College, Ludhiana	2015-16	189	4381382	1389390	1361104	28286
	2016-17	155	4137844	742260	0	742260
	2017-18	120	422280	0	0	0
	2018-19	39	143699	0	0	0
	2019-20	25	509291	0	0	0
Govind National College, Narangwal Ludhiana	2015-16	0	0	0	0	0
	2016-17	181	3645571	3315280	2324222	991058
	2017-18	81	1487165	1342317	0	1342317
	2018-19	15	296500	0	0	0
	2019-20	38	611918	0	0	0
Total		843	15635650	6789247	3685326	3103921

Source: Colleges' data

Appendix 3.1

(Referred to in paragraphs 3.1.2.2; page 39)

Statement showing ICT enabled classrooms and student computer ratio in 38 selected colleges during 2019-20

Sr. No.	Name of College	Type	ICT enabled classrooms				Student Computer Ratio				Faculties using ICT			
			Total rooms	ICT enabled rooms	percentage	Score as per Proxy criteria	Total number of students enrolled	No of computers in working conditions	Student computer Ratio	Score as per Proxy criteria	No of faculties	Using ICT in teaching	Percent age	Score as per Proxy criteria
1	S.C.D. Govt College, Ludhiana	Govt.	65	20	31	0	3457	104	33:1	1	122	122	100	4
2	Govt. College for Women, Ludhiana	Govt.	47	32	68	2	2817	140	20:1	3	84	63	75	3
3	Govt. College, Sri Muktsar Sahib.	Govt.	23	7	30	0	1783	42	42:1	0	34	5	15	0
4	Giani Kartar Singh Memorial Govt. College, Tanda Urmur, Hoshiarpur	Govt.	21	3	14	0	950	40	24:1	2	42	42	100	4
5	Lala Lajpat Rai Govt. College , VPO-Dhudhike, Moga	Govt.	14	5	36	0	546	10	55:1	0	11	0	0	0
6	M.B.G. Govt. College, Pojewal, S.B.S. Nagar	Govt.	10	1	10	0	298	20	15:1	3	12	1	8	0
7	Gujranwala Guru Nanak Khalsa College, Ludhiana	Aided	54	13	24	0	1167	194	6:1	4	28	15	54	2
8	Govind National College, Narangwal, Ludhiana	Aided	37	5	14	0	414	72	6:1	4	30	15	50	2
9	Guru Nanak College, Killinawali, Sri Muktsar Sahib.	Aided	23	3	13	0	477	54	9:1	4	24	24	100	4
10	Shree Atam Vallabh Jain College, Hossianpura, Ludhiana	Unaided	18	6	33	0	836	15	56:1	0	26	26	100	4
11	Govt. Mohindra College, Patiala	Govt.	70	10	14	0	7598	160	47:1	0	192	192	100	4
12	Govt. College for Girls, Patiala	Govt.	43	14	33	0	1904	60	32:1	1	70	30	43	2
13	Govt. Ranbir College, Sangrur	Govt.	25	7	28	0	2672	34	79:1	0	60	18	30	1
14	S.U.S. Govt. College, Sunam	Govt.	33	3	9	0	2576	0	0	0	40	1	3	0
15	Govt. College, Rupnagar	Govt.	27	4	15	0	2180	30	73:1	0	57	57	100	4
16	Govt. Bikram College of Commerce, Patiala	Govt.	28	9	32	0	968	105	9:1	4	20	20	100	4
17	Multani Mal Modi College, Patiala	Aided	67	19	28	0	3546	203	17:1	3	130	107	82	4
18	Desh Bhagat College, Bardwal Dhuri	Aided	47	2	4	0	1109	32	35:1	1	32	32	100	4

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Sr. No.	Name of College	Type	ICT enabled classrooms				Student Computer Ratio				Faculties using ICT			
			Total rooms	ICT enabled rooms	percentage	Score as per Proxy criteria	Total number of students enrolled	No of computers in working conditions	Student computer Ratio	Score as per Proxy criteria	No of faculties	Using ICT in teaching	Percent age	Score as per Proxy criteria
19	L.B.S. Arya Mahila College, Barnala	Aided	25	11	44	0	662	64	10:1	4	39	34	87	4
20	Sant Baba Attar Singh Khalsa College, Sandour, Sangrur	Aided	20	3	15	0	184	45	4:1	4	14	5	36	1
21	Aasra Institute of Advance Studies, Rajpura, Bhawanigarh, Sangrur	Unaided	27	11	41	0	537	120	4:1	4	54	30	56	2
22	Islamia Girls College, Malerkotla	Unaided	8	2	25	0	95	19	5:1	4	9	9	100	4
23	SR Govt. College for Women, Amritsar	Govt	26	14	54	1	2887	139	21:1	2	98	98	100	4
24	Govt. College, Gurdaspur	Govt	30	6	20	0	1874	36	52:1	0	57	57	100	4
25	Nawab Jassa Singh Ahluwalia Govt. College, Kapurthala	Govt	34	6	18	0	992	20	50:1	0	41	35	85	4
26	Govt. College, Ajnala (Distt. Amritsar)	Govt	16	4	25	0	202	50	4:1	4	13	13	100	4
27	RR Bawa DAV. College for Girls, Batala	Aided	42	4	10	0	1523	203	8:1	4	74	74	100	4
28	Ramgarhia College, Phagwara	Aided	7	3	43	0	288	27	11:1	3	28	28	100	4
29	Sant Baba Dalip Singh Memorial Khalsa College, Domeli (Kapurthala)	Aided	12	5	42	0	97	35	3:1	4	16	16	100	4
30	Saint Soldier Law College, Behind R.E.C.(N.I.T.), Jalandhar.	Unaided	21	10	48	0	882	60	15:1	3	29	28	97	4
31	Bhai Sangat Singh Khalsa College, Banga, Shaheed Bhagat Singh Nagar.	Unaided	42	0	0	0	191	20	10:1	4	27	0	0	0
32	Govt. College, Jadla, Shaheed Bhagat Singh Nagar	Govt	2	0	0	0	47	0	0	0	6	0	0	0
33	Sant Baba Sewa Singh Memorial Khalsa College (Girls), Guru Ka Khuh, Mune, Nurpur Bedi, Ropar	Govt.	19	0	0	0	376	22	17:1	3	5	0	0	0
34	Jawahar Lal Nehru Government College, Tooran, Mandi Gobindgarh, Fatehgarh Sahib	Govt.	8	0	0	0	185	0	0	0	13	0	0	0
35	Nehru Memorial Govt. College, Mansa	Govt.	20	0	0	0	1319	0	0	0	22	0	0	0

Sr. No.	Name of College	Type	ICT enabled classrooms				Student Computer Ratio				Faculties using ICT			
			Total rooms	ICT enabled rooms	percentage	Score as per Proxy criteria	Total number of students enrolled	No of computers in working conditions	Student computer Ratio	Score as per Proxy criteria	No of faculties	Using ICT in teaching	Percent age	Score as per Proxy criteria
36	Rayat Bahra College of Law, Bohan, Hoshiarpur	Unaided	7	0	0	0	151	30	5:1	4	9	0	0	0
37	Govt. College, Zira ,Ferozepur	Govt.	15	0	0	0	398	11	36:1	1	10	0	0	0
38	Govt. College for Girls, Jamalpur Colony, Ludhiana	Govt.	2	0	0	0	117	0	0	0	5	0	0	0

Source: Colleges' data

Eight Colleges where no ICT enabled classroom is at Sr. No.31 to 38.

Five Colleges in which no Computer was available is at Sr.No. 14, 32, 34, 35 and 38.

Twelve Collegesachieved the benchmark of NAAC (Student Computer Ratio) is at Sr. No. 8, 9,16,19,20,21,22,26, 27, 29, 31 and 36.

Teachers of nine colleges (Sr. No. 5, 31 to 38) were not using ICT for teaching.

ICT enabled classroom (Number of Colleges)	Score as per Proxy criteria	Student Computer Ratio (Number of Colleges)	Score as per Proxy criteria	Faculties using ICT (Number of Colleges)	Score as per Proxy criteria
0	4	13	4	19	4
0	3	6	3	1	3
1	2	2	2	4	2
1	1	4	1	2	1
36	0	13	0	12	0
38		38		38	

Appendix 3.2

(Referred to in paragraphs 3.1.2.3(b); page 42)

Faculty student ratio and vacant position in 38 colleges during 2019-20

Sr. No.	Name of college	Student 2019-20	Sanctioned strength of faculty	Faculty 2019-20	Vacant post	Faculty student ratio
1	Government Mohindra College, Patiala	7598	106	192	-86*	1:40
2	Government College for Girls, Patiala	1904	84	70	14	1:27
3	Govt. Ranbir College, Sangrur	2672	63	60	3	1:45
4	S.U.S. Govt. College, Sunam	2576	41	40	1	1:64
5	Government College, Rupnagar	2180	70	57	13	1:38
6	Nehru Memorial Govt. College, Mansa	1319	26	22	4	1:60
7	Government Bikram College of Commerce, Patiala	968	24	20	4	1:48
8	Sant Baba Sewa Singh Memorial Khalsa College (Girls), Guru KaKhuh, Mune, Nurpur Bedi, Ropar	376	9	5	4	1:75
9	Jawahar Lal Nehru Government College, Tooran, Mandi Gobindgarh, Fatehgarh Sahib	185	15	13	2	1:14
10	Multani Mal Modi College, Patiala	3546	147	130	17	1:27
11	Desh Bhagat College, BardwalDhuri	1109	14	32	-18	1:35
12	L.B.S. Arya Mahila College, Barnala	662	39	39	0	1:17
13	Sant Baba Attar Singh Khalsa College, Sandour, Sangrur	184	14	14	0	1:13
14	Aasra Institute of Advance Studies, Rajpura, Bhawanigarh, Sangrur	537	54	54	0	1:10
15	Islamia Girls College, Malerkotla	95	9	9	0	1:11
16	SR Govt. College for Women, Amritsar	2887	102	98	4	1:29
17	Govt. College, Gurdaspur	1874	68	57	11	1:33
18	Govt. College, Ajnala (Distt. Amritsar)	202	14	13	1	1:16
19	Govt. College, Jadla, Shaheed Bhagat Singh Nagar	47	0	6	-6	1:8
20	RR Bawa DAV College for Girls, Batala	1523	35	74	-39	1:21
21	Ramgarhia College, Phagwara	288	45	28	17	1:10
22	Bhai Sangat Singh Khalsa College, Banga, Shaheed Bhagat Singh Nagar.	191	27	27	0	1:7
23	S.C.D. Govt College, Ludhiana	3457	129	122	7	1:28
24	Govt. College for Women, Ludhiana	2817	89	84	5	1:34
25	Govt. College, Sri Muktsar Sahib.	1783	54	34	20	1:52
26	GianiKartar Singh Memorial Govt. College, TandaUrmar, Hoshiarpur	950	49	42	7	1:23
27	LalaLajpat Rai Govt. College, VPO-Dhudhike, Moga	546	15	11	4	1:50
28	Govt. College, Zira, Ferozepur	398	11	10	1	1:40
29	M.B.G. Govt. College, Pojewal, S.B.S. Nagar	298	14	12	2	1:25
30	Govt. College for Girls, Jamalpur Colony, Ludhiana	117	5	5	0	1:23
31	Gujranwala Guru Nanak Khalsa College, Ludhiana	1167	40	28	12	1:42
32	Govind National College, Narangwal, Ludhiana	414	30	30	0	1:14
33	Guru Nanak College, Killinawali, Sri Muktsar Sahib.	477	18	24	-6	1:20
34	Shree AtamVallabh Jain College, Hossianpura, Ludhiana	836	27	26	1	1:32
35	RayatBahra College of Law, Bohan, Hoshiarpur	151	12	9	3	1:17
36	NawabJassa Singh Ahluwalia Govt. College, Kapurthala	992	51	41	10	1:24
37	Sant Baba Dalip Singh Memorial Khalsa College, Domeli (Kapurthala)	97	16	16	0	1:6
38	Saint Soldier Law College, Behind R.E.C.(N.I.T.), Jalandhar.	882	29	29	0	1:30
Total		48305	1595	1583	-	1:31

Source: Departmental data

*The minus figures were due to inclusion of HEIs/guest faculty for which no post had been sanctioned.

Appendix 3.3

(Referred to in paragraphs 3.1.2.3 (B); page 43)

Statements showing availability of teachers with minimum prescribed qualifications during 2019-20

Sr. No.	Name of College	Type of College	Total teachers posted during 2019-20	Teachers not possessing prescribed qualification		Percentage
				Appointed Prior to 2010	Appointed Post 2010	
Affiliated with Punjabi University, Patiala						
1	Government Mohindra College, Patiala	Govt.	192	5	50	28.65
2	Government College for Girls, Patiala	Govt.	70	8	2	14.29
3	Govt. Ranbir College, Sangrur	Govt.	60	0	13	21.67
4	S.U.S. Govt. College, Sunam	Govt.	40	8	9	42.50
5	Government College, Rupnagar	Govt.	57	1	13	24.56
6	Nehru Memorial Govt. College, Mansa	Govt.	22	3	7	45.45
7	Government Bikram College of Commerce, Patiala	Govt.	20	0	0	0.00
8	Sant Baba Sewa Singh Memorial Khalsa College (Girls), Guru KaKhuh, Mune, Nurpur Bedi, Ropar	Govt.	5	0	0	0.00
9	Jawahar Lal Nehru Government College, Tooran, Mandi Gobindgarh, Fatehgarh Sahib	Govt.	13	0	6	46.15
Total			479	25	100	26.10
10	Multani Mal Modi College, Patiala	Aided	130	0	37	28.46
11	Desh Bhagat College, BardwalDhuri	Aided	32	0	17	53.13
12	L.B.S. Arya Mahila College, Barnala	Aided	39	0	14	35.90
13	Sant Baba Attar Singh Khalsa College, Sandour, Sangrur	Aided	14	0	4	28.57
Total			215	0	72	33.49
14	Aasra Institute of Advance Studies, Rajpura, Bhawanigarh, Sangrur	Unaided	54	0	50	92.59
15	Islamia Girls College, Malerkotla	Unaided	9	0	7	77.78
Total			63	0	57	90.48
Affiliated with Guru Nanak Dev University, Amritsar						
1	SR Govt. College for Women, Amritsar	Govt	98	5	20	25.51
2	Govt. College, Gurdaspur	Govt	57	0	23	40.35
3	NawabJassa Singh Ahluwalia Govt. College, Kapurthala	Govt	41	2	15	41.46
4	Govt. College, Ajnala	Govt	13	0	6	46.15
5	Govt. College, Jadla, Shaheed Bhagat Singh Nagar.	Govt	6	0	0	0.00
Total			215	7	64	33.02
6	RR Bawa DAV. College for Girls, Batala	Aided	74	0	48	64.86
7	Ramgarhia College, Phagwara	Aided	28	0	13	46.43
8	Sant Baba Dalip Singh Memorial Khalsa College, Domeli (Kapurthala)	Aided	16	1	7	50.00
Total			118	1	68	58.47
9	Saint Soldier Law College, Behind R.E.C.(N.I.T.), Jalandhar.	Unaided	29	2	7	31.03
10	Bhai Sangat Singh Khalsa College, Banga, Shaheed Bhagat Singh Nagar.	Unaided	27	0	20	74.07
Total			56	2	27	51.79
Affiliated with Panjab University, Chandigarh						
1	S.C.D. Govt College, Ludhiana	Govt.	122	8	22	24.59
2	Govt. College for Women, Ludhiana	Govt.	84	5	22	32.14

Sr. No.	Name of College	Type of College	Total teachers posted during 2019-20	Teachers not possessing prescribed qualification		Percentage
				Appointed Prior to 2010	Appointed Post 2010	
3	Govt. College, Sri Muktsar Sahib.	Govt.	34	1	11	35.29
4	Giani Kartar Singh Memorial Govt. College, Tanda Urmur, Hoshiarpur	Govt.	42	0	4	9.52
5	Lala Lajpat Rai Govt. College, VPO-Dhudhike, Moga	Govt.	11	3	3	54.55
6	Govt. College, Zira, Ferozepur	Govt.	10	3	1	40.00
7	M.B.G. Govt. College, Pojewal, S.B.S. Nagar	Govt.	12	1	6	58.33
8	Govt. College for Girls, Jamalpur Colony, Ludhiana	Govt.	5	0	0	0.00
Total			320	21	69	28.13
9	Gujranwala Guru Nanak Khalsa College, Ludhiana	Aided	28	0	10	35.71
10	Govind National College, Narangwal, Ludhiana	Aided	30	1	20	70.00
11	Guru Nanak College, Killianwali, Sri Muktsar Sahib	Aided	24	0	18	75.00
Total			82	1	48	62.20
12	Shree Atam Vallabh Jain College, Hossianpura, Ludhiana	Unaided	26	0	3	11.54
13	Rayat Bahra College of Law, Bohan, Hoshiarpur	Unaided	9	0	3	33.33
Total			35	0	6	17.14
Grand Total			1583	57	511	35.88

Source: Colleges' data

Appendix 3.4*(Referred to in paragraphs 3.1.2.3 (C); page 43)***Under payment of salary to teachers in private colleges****(Figure in ₹)**

Sr. No.	Name of College	Type of college	Number of teachers getting less than prescribed salary during 2019-20	Salary being paid to contractual teachers
Affiliated with Punjabi University, Patiala				
1	Multani Mal Modi College, Patiala	Aided	48	12000-21500
2	Desh Bhagat College, BardwalDhuri	Aided	21	15600
3	L.B.S. Arya Mahila College, Barnala	Aided	25	8000-19888
4	Sant Baba Attar Singh Khalsa College, Sandour, Sangrur	Aided	5	15600
5	Aasra Institute of Advance Studies, Rajpura, Bhawanigarh, Sangrur	Unaided	0	0
6	Islamia Girls College, Malerkotla	Unaided	9	10500-13852
Affiliated with Guru Nanak Dev University, Amritsar				
1	RR Bawa DAV College for Girls, Batala	Aided	45	5000-18000
2	Ramgarhia College, Phagwara	Aided	13	8000-12000
3	Sant Baba Dalip Singh Memorial Khalsa College, Domeli (Kapurthala)	Aided	12	10000-18000
4	Saint Soldier Law College, Behind R.E.C.(N.I.T.), Jalandhar.	Unaided	0	0
5	Bhai Sangat Singh Khalsa College, Banga, Shaheed Bhagat Singh Nagar.	Unaided	23	10000-15100
Affiliated with Panjab University, Chandigarh				
1	Gujranwala Guru Nanak Khalsa College, Ludhiana	Aided	15	11675-16341
2	Govind National College, Narangwal, Ludhiana	Aided	13	15600
3	Guru Nanak College, Killianwali, Sri Muktsar Sahib.	Aided	5	7000-10000
4	Shree AtamVallabh Jain College, Hossianpura, Ludhiana	Unaided	3	16500-17500
5	RayatBahra College of Law, Bohan, Hoshiarpur	Unaided	4	15600
Total		Aided	202	5000-21500
Total		Unaided	39	10000-17500

Source: Colleges' data

Appendix 3.5

(Referred to in paragraphs 3.1.2.3 (D) and (E); page 44 & 45)

Teachers of selected colleges received awards/with Ph.D degree during 2015-2020

Sr. No.	Name of college	Average full time teachers available	Teachers received awards recognition etc.	Percent-tage of teachers received awards recognition etc.	Average full time teachers with Ph.D degree	Average percent-tage of teachers with Ph.D degree	Score as per Proxy criteria
1	Govt. Mohindra College, Patiala	189	0	0	7	3.70	0
2	Govt. College for Girls, Patiala	72	0	0	3	4.17	0
3	Govt. Ranbir College, Sangrur	59	0	0	12	20.34	0
4	S.U.S. Govt. College, Sunam	39	0	0	7	17.95	0
5	Govt. College, Rupnagar	57	3	5.26	5	8.77	0
6	Nehru Memorial Govt. College, Mansa	24	0	0	8	33.33	0
7	Government Bikram College of Commerce, Patiala	20	0	0	0	0.00	0
8	Sant Baba Sewa Singh Memorial Khalsa College (Girls), Guru KaKhuh, Mune, Nurpur Bedi, Ropar	8	0	0	0	0.00	0
9	Jawahar Lal Nehru Government College, Tooran, Mandi Gobindgarh, Fatehgarh Sahib	13	0	0	3	23.08	0
10	Multani Mal Modi College, Patiala	133	0	0	38	28.57	0
11	Desh Bhagat College, BardwalDhuri	31	0	0	1	3.23	0
12	L.B.S. Arya Mahila College, Barnala	40	0	0	4	10.00	0
13	Sant Baba Attar Singh Khalsa College, Sandour, Sangrur	14	0	0	4	28.57	0
14	Aasra Institute of Advance Studies, Rajpura, Bhawanigarh, Sangrur	51	4	7.84	1	1.96	0
15	Islamia Girls College, Malerkotla	12	2	16.67	1	8.33	0
16	SR Govt. College for Women, Amritsar	116	0	0	27	23.28	0
17	Govt. College, Gurdaspur	58	0	0	5	8.62	0
18	Govt. College, Ajnala (Distt. Amritsar)	14	0	0	3	21.43	0
19	Govt. College, Jadla, Shaheed Bhagat Singh Nagar	College started from 2018-19			0		0
20	RR Bawa DAV College for Girls, Batala	75	22	29.33	10	13.33	0
21	Ramgarhia College, Phagwara	37	0	0	5	13.51	0
22	Bhai Sangat Singh Khalsa College, Banga, Shaheed Bhagat Singh Nagar.	College started from 2017-18			0		0
23	S.C.D. Govt College, Ludhiana	122	0	0	15	12.30	0
24	Govt. College for Women, Ludhiana	85	0	0	18	21.18	0
25	Govt. College, Sri Muktsar Sahib.	39	0	0	2	5.13	0
26	GianiKartar Singh Memorial Govt. College, TandaUrmar, Hoshiarpur	41	0	0	0	0.00	0
27	LalaLajpat Rai Govt. College , VPO-Dhudhike, Moga	12	0	0	0	0.00	0
28	Govt. College, Zira ,Ferozepur	10	0	0	0	0.00	0
29	M.B.G. Govt. College, Pojewal , S.B.S. Nagar	12	0	0	0	0.00	0
30	Govt. College for Girls, Jamalpur Colony, Ludhiana	College started from 2018-19			0		0
31	Gujranwala Guru Nanak Khalsa College , Ludhiana	25	0	0	0	0.00	0
32	Govind National College, Narangwal, Ludhiana	29	0	0	5	17.24	0

Sr. No.	Name of college	Average full time teachers available	Teachers received awards recognition etc.	Percentage of teachers received awards recognition etc.	Average full time teachers with Ph.D degree	Average percentage of teachers with Ph.D degree	Score as per Proxy criteria
33	Guru Nanak College, Killinawali, Sri Muktsar Sahib.	25	3	12	1	4.00	0
34	Shree AtamVallabh Jain College, Hossianpura, Ludhiana	26	0	0	5	19.23	0
35	RayatBahra College of Law, Bohan, Hoshiarpur	College started from 2016-17			0		0
36	NawabJassa Singh Ahluwalia Govt. College, Kapurthala	45	0	0	8	17.78	0
37	Sant Baba Dalip Singh Memorial Khalsa College, Domeli (Kapurthala)	16	0	0	0	0.00	0
38	Saint Soldier Law College, Behind R.E.C.(N.I.T.), Jalandhar.	25	1	4	1	4.00	0
Total		1574			199		

Source: Departmental data

Number of Colleges whose teachers received awards recognition etc during 2015-2020	Score as per Proxy criteria
2	4
0	3
1	2
1	1
30	0
4 (New Colleges)	
38	

Appendix 3.6

(Referred to in paragraphs 3.1.2.4(B); page 47)

Statement showing teacher attended faculty development program in selected colleges during 2015-2020

Sr. No.	Name of College	Avg full time teachers	Average percentage of teachers attended Faculty development program	Score as per Proxy criteria
1	Government Mohindra College, Patiala	189	10.6	1
2	Government College for Girls, Patiala	72	1	0
3	Govt. Ranbir College, Sangrur	59	3.4	0
4	S.U.S. Govt. College, Sunam	39	0	0
5	Government College, Rupnagar	57	17.13	1
6	Nehru Memorial Govt. College, Mansa	24	0	0
7	Government Bikram College of Commerce, Patiala	20	0	0
8	Sant Baba Sewa Singh Memorial Khalsa College (Girls), Munne, Ropar	8	17.5	1
9	Jawahar Lal Nehru Government College , Tooran, Fatehgarh Sahib	13	0	0
10	Multani Mal Modi College, Patiala	133	93.6	4
11	Desh Bhagat College, BardwalDhuri	31	31.81	3
12	L.B.S. Arya Mahila College, Barnala	40	14.85	1
13	Sant Baba Attar Singh Khalsa College, Sandour, Sangrur	14	20	2
14	Aasra Institute of Advance Studies, Rajpura, Bhawanigarh, Sangrur	51	2.4	0
15	Islamia Girls College, Malerkotla	12	0	0
16	SR Govt. College for Women, Amritsar	116	0.8	0
17	Govt. College, Gurdaspur	58	7.6	0
18	Govt. College, Ajnala (Distt. Amritsar)	14	0	0
19	Govt. College, Jadla, Shaheed Bhagat Singh Nagar	College started from 2018-19		
20	RR Bawa DAV College for Girls, Batala	75	4.6	0
21	Ramgarhia College, Phagwara	37	2.8	0
22	Bhai Sangat Singh Khalsa College, Banga, Shaheed Bhagat Singh Nagar.	College started from 2017-18		
23	S.C.D. Govt College, Ludhiana	122	0	0
24	Govt. College for Women, Ludhiana	85	0.8	0
25	Govt. College, Sri Muktsar Sahib.	39	0	0
26	GianiKartar Singh Memorial Govt. College, TandaUmar, Hoshiarpur	41	5.4	0
27	LalaLajpat Rai Govt. College , VPO-Dhudhike, Moga	12	0	0
28	Govt. College, Zira, Ferozepur	10	0	0
29	M.B.G. Govt. College, Pojewal, S.B.S. Nagar	12	0	0
30	Govt. College for Girls, Jamalpur Colony, Ludhiana	College started from 2018-19		
31	Gujranwala Guru Nanak Khalsa College , Ludhiana	25	0	0
32	Govind National College, Narangwal, Ludhiana	29	12.8	1
33	Guru Nanak College, Killinawali, Sri Muktsar Sahib.	25	21.6	2

Sr. No.	Name of College	Avg full time teachers	Average percentage of teachers attended Faculty development program	Score as per Proxy criteria
34	Shree AtamVallabh Jain College, Hossianpura, Ludhiana	26	55.8	4
35	RayatBahra College of Law, Bohan, Hoshiarpur	College started from 2016-17		
36	Nawab Jassa Singh Ahluwalia Govt. College, Kapurthala	45	0	0
37	Sant Baba Dalip Singh Memorial Khalsa College, Domeli (Kapurthala)	16	0	0
38	Saint Soldier Law College, Behind R.E.C.(N.I.T.), Jalandhar.	25	3.6	0

Source: Departmental data

Full Time Teachers during 2015-2020 (Number of Colleges)	Score as per Proxy criteria
2	4
1	3
2	2
5	1
24	0
4 (New Colleges)	
38	

Appendix 3.7

(Referred to in paragraphs 3.2.1.3(A); page 53)

Papers published in UGC notified journals and Books & chapters in edited volumes/published, and papers in national/international conference proceedings during 2015-2020

Sr. No.	Name of College	Average number of full time teachers during 2015-2020	No. of teachers, who were given seed money for research during 2015-2020		Papers published in UGC notified journals during 2015-2020		Books & chapters in edited volumes/ published, and papers in national/international conference proceedings 2015-2020		Score as per Proxy criteria	Score as per Proxy criteria
			Number of teacher	Amount (in ₹)	Total Papers published	Papers published per teacher	Published	Published per teacher		
1	Govt. Mohindra College, Patiala	189	0	0	0	0	0	0	0	0
2	Govt. College for Girls, Patiala	72	0	0	16	0.22	7	0.1	0	0
3	Govt. Ranbir College, Sangrur	59	0	0	19	0.32	8	0.14	0	0
4	S.U.S. Govt. College, Sunam	39	0	0	6	0.15	5	0.13	0	0
5	Govt. College, Rupnagar	57	0	0	0	0	0	0	0	0
6	Nehru Memorial Govt. College, Mansa	24	0	0	0	0	0	0	0	0
7	Govt. Bikram College of Commerce, Patiala	20	0	0	0	0	0	0	0	0
8	Sant Baba Sewa Singh Memorial Khalsa College (Girls), Guru KaKhuh, Mune, Nurpur Bedi, Ropar	8	0	0	10	1.25	22	2.75	1	2
9	Jawahar Lal Nehru Government College, Tooran, Mandi Gobindgarh, Fatehgarh Sahib	13	0	0	0	0	0	0	0	0
10	Multani Mal Modi College, Patiala	133	0	0	278	2.09	128	0.96	1	0
11	Desh Bhagat College, BardwalDhuri	31	0	0	16	0.52	15	0.48	0	0
12	L.B.S. Arya Mahila College, Barnala	40	0	0	10	0.25	28	0.7	0	0
13	Sant Baba Attar Singh Khalsa College, Sandour, Sangrur	14	0	0	0	0	0	0	0	0
14	Aasra Institute of Advance Studies, Rajpura, Bhawanigarh, Sangrur	51	0	0	0	0	0	0	0	0
15	Islamia Girls College, Malerkotla	12	0	0	0	0	0	0	0	0
16	SR Govt. College for Women, Amritsar	116	0	0	74	0.64	116	1	0	1
17	Govt. College, Gurdaspur	58	0	0	0	0	0	0	0	0
18	Govt. College, Ajnala (Distt. Amritsar)	14	0	0	0	0	0	0	0	0
19	Govt. College, Jadia, Shaheed Bhagat Singh Nagar									
20	RR Bawa DAV College for Girls, Batala	75	0	0	90	1.20	9	0.12	1	0
21	Ramgarhia College, Phagwara	37	0	0	11	0.3	10	0.27	0	0

Sr. No.	Name of College	Average number of full time teachers during 2015-2020	No. of teachers, who were given seed money for research during 2015-2020		Papers published in UGC notified journals during 2015-2020		Books & chapters in edited volumes/ published, and papers in national/international conference proceedings 2015-2020		Score as per Proxy criteria	Score as per Proxy criteria
			Number of teacher	Amount (in ₹)	Total Papers published	Papers published per teacher	Published	Published per teacher		
22	Bhai Sangat Singh Khalsa College, Banga, Shaheed Bhagat Singh Nagar.									
23	S.C.D. Govt College, Ludhiana	122	0	0	0	0	0	0	0	0
24	Govt. College for Women, Ludhiana	85	0	0	97	1.14	254	2.99	1	1
25	Govt. College, Sri Muktsar Sahib.	39	0	0	2	0.05	18	0.46	0	0
26	Giani Kartar Singh Memorial Govt. College, TandaUrmar, Hoshiarpur	41	0	0	0	0	0	0	0	0
27	Lala Lajpat Rai Govt. College, VPO-Dhudhike, Moga	12	0	0	0	0	0	0	0	0
28	Govt. College, Zira, Ferozepur	10	0	0	0	0	0	0	0	0
29	M.B.G. Govt. College, Pojewal, S.B.S. Nagar	12	0	0	0	0	0	0	0	0
30	Govt. College for Girls, Jamalpur Colony, Ludhiana									
31	Gujranwala Guru Nanak Khalsa College, Ludhiana	25	1	400000	143	5.72	59	2.36	2	1
32	Govind National College, Narangwal, Ludhiana	29	0	0	45	1.55	1	0.03	1	0
33	Guru Nanak College, Killinawali, Sri Muktsar Sahib.	25	1	140000	90	3.6	76	3.04	1	1
34	Shree Atam Vallabh Jain College, Hossianpura, Ludhiana	26	0	0	43	1.65	74	2.85	1	1
35	Rayat Bahra College of Law, Bohan, Hoshiarpur									
36	Nawab Jassa Singh Ahluwalia Govt. College, Kapurthala	45	0	0	6	0.13	46	1.02	0	1
37	Sant Baba Dalip Singh Memorial Khalsa College, Domeli (Kapurthala)	16	0	0	0	0	0	0	0	0
38	Saint Soldier Law College, Behind R.E.C.(N.I.T.), Jalandhar.	25	0	0	13	0.52	15	0.6	0	0

Source: Colleges' data

Note: Colleges at Sr. No. 19, 22 30 and 35 do not fall in this criteria being newly opened and not completed five years period.

Total Paper published per teacher during 2015-2020 (Number of Colleges)	Score as per Proxy criteria w.r.t. Paper published per teacher	Books and Chapters in edited volumes/published, and papers in national/international conference proceedings during 2015-2020 (Number of Colleges)	Score as per Proxy criteria w.r.t. Books and Chapters in edited volumes/published
0	4	0	4
0	3	0	3
1	2	0	2
7	1	6	1
26	0	28	0
4 (New Colleges)		4 (New Colleges)	
38		38	

Appendix 3.8

(Referred to in paragraphs 3.2.2; page 55)

Statement showing Extension and Outreach programme organised in 38 selected colleges during 2015-2020

Sr. No.	University	District	Name of college	Type of college	Total programme organised 2015-2020	Score as per Proxy criteria	Students enrolled in the college 2015-2020	Students participated in extension and outreach program	Average per cent of students participated per year	Score as per Proxy criteria
1	PUCHD	Ludhiana	S.C.D. Govt College, Ludhiana	Govt.	66	0	18338	10638	58.01	4
2	PUCHD	Ludhiana	Govt. College for Women, Ludhiana	Govt.	97	3	14349	3696	25.76	3
3	PUCHD	Muktsar	Govt. College, Sri Muktsar Sahib.	Govt.	4	0	9429	1325	14.05	0
4	PUCHD	Hoshiarpur	Giani Kartar Singh Memorial Govt. College, Tanda Umar, Hoshiarpur	Govt.	8	0	5921	205	3.46	0
5	PUCHD	Moga	Lala Lajpat Rai Govt. College, VPO-Dhudhike, Moga	Govt.	0	0	4685	0	0.00	0
6	PUCHD	SBS Nagar	M.B.G. Govt. College, Pojewal, S.B.S. Nagar	Govt.	13	0	1478	1223	82.75	4
7	PUCHD	Ludhiana	Gujranwala Guru Nanak Khalsa College, Ludhiana	Aided	115	4	6520	1449	22.22	2
8	PUCHD	Ludhiana	Govind National College, Narangwal, Ludhiana	Aided	82	2	2738	18827	687.62	4
9	PUCHD	Muktsar	Guru Nanak College, Killinawali, Sri Muktsar Sahib.	Aided	53	0	2680	1918	71.57	4
10	PUCHD	Ludhiana	Shree Atam Vallabh Jain College, Hossianpura, Ludhiana	Unaided	45	0	4153	6364	153.24	4
11	PUCHD	Ferozepur	Govt. College, Zira, Ferozepur	Govt.	33	0	1961	1235	62.98	4
12	PUPTL	Patiala	Govt. Mohindra College, Patiala	Govt.	37	0	37330	4850	12.99	0
13	PUPTL	Patiala	Govt. College for Girls, Patiala	Govt.	12	0	11877	1022	8.60	0
14	PUPTL	Sangrur	Govt. Ranbir College, Sangrur	Govt.	18	0	16371	1397	8.53	0
15	PUPTL	Sangrur	S.U.S. Govt. College, Sunam	Govt.	3	0	12602	313	2.48	0
16	PUPTL	Ropar	Govt. College, Rupnagar	Govt.	136	4	10914	5957	54.58	4
17	PUPTL	Patiala	Govt. Bikram College of Commerce, Patiala	Govt.	10	0	4861	1932	39.74	4
18	PUPTL	Patiala	Multani Mal Modi College, Patiala	Aided	197	4	19008	6007	31.60	4
19	PUPTL	Sangrur	Desh Bhagat College, Bardwal Dhuri	Aided	4	0	6895	625	9.06	0
20	PUPTL	Barnala	L.B.S. Arya Mahila College	Aided	93	3	3943	22207	563.20	4
21	PUPTL	Sangrur	Sant Baba Attar Singh Khalsa College, Sandour, Sangrur	Aided	6	0	1255	334	26.61	3

22	PUPTL	Sangrur	Aasra Institute of Advance Studies, Rajpura, Bhawanigarh, Sangrur	Unaided	16	0	2978	1175	39.46	4
23	PUPTL	Sangrur	Islamia Girls College, Malerkotla	Unaided	1	0	884	35	3.96	0
24	PUPTL	Ropar	Sant Baba Sewa Singh Memorial Khalsa College (Girls), Guru KaKhuh, Mune, Nurpur Bedi, Ropar	Govt.	0	0	1804	0	0.00	0
25	PUPTL	Fatehgarh Sahib	Jawahar Lal Nehru Government College, Tooran, Mandi Gobindgarh, Fatehgarh Sahib	Govt.	4	0	1348	334	24.78	2
26	PUPTL	Mansa	Nehru Memorial Govt. College, Mansa	Govt.	10	0	7708	1101	14.28	0
27	GNDU	Amritsar	SR Govt. College for Women, Amritsar	Govt	310	4	15273	5500	36.01	4
28	GNDU	Gurdaspur	Govt. College, Gurdaspur	Govt	13	0	10127	958	9.46	0
29	GNDU	Kapurthala	NawabJassa Singh Ahluwalia Govt. College, Kapurthala	Govt	164	4	6880	13322	193.63	4
30	GNDU	Amritsar	Govt. College, Ajnala (Distt. Amritsar)	Govt	5	0	1621	250	15.42	1
31	GNDU	Gurdaspur	RR Bawa DAV. College for Girls, Batala	Aided	104	4	8643	9684	112.04	4
32	GNDU	Kapurthala	Ramgarhia College, Phagwara	Aided	0	0	2288	0	0.00	0
33	GNDU	Kapurthala	Sant Baba Dalip Singh Memorial Khalsa College, Domeli (Kapurthala)	Aided	87	2	579	739	127.63	4
34	GNDU	Jalandhar	Saint Soldier Law College, Behind R.E.C.(N.I.T.), Jalandhar.	Unaided	61	0	4147	460	11.09	0
35	PUCHD	Hoshiarpur	RayatBahra College of Law, Bohan, Hoshiarpur	Unaided	College started from 2016-17					
36	GNDU	SBS Nagar	Bhai Sangat Singh Khalsa College, Banga, Shaheed Bhagat Singh Nagar.	Unaided	College started from 2017-18					
37	GNDU	SBS Nagar	Govt. College, Jadla, Shaheed Bhagat Singh Nagar	Govt	College started from 2018-19					
38	PUCHD	Ludhiana	Govt. College for Girls, Jamalpur Colony, Ludhiana	Govt.	College started from 2018-19					

Source: Colleges' data

Note: Student participation of more than 100 per cent due to same students participating in more than one programme

Total Programme during 2015-2020 (Number of Colleges)	Scoring as per proxy criteria w.r.t Programme	Student Participation during 2015-2020 (Number of Colleges)	Scoring as per proxy criteria w.r.t Total Student Participation
6	4	15	4
2	3	3	3
2	2	1	2
0	1	1	1
24	0	14	0
4 (New Colleges)		4 (New Colleges)	
38		38	

Appendix 3.9

(Referred to in paragraph 3.3.2.2 and 3.3.2.2 (i); page 58 & 59)

Statement showing detail of Placement Cell constituted in colleges during 2015-2020

Sr. No.	Name of College	Type	Average outgoing students	Average students participated	Average students got placement	Average percentage of placement of outgoing students out of		Score as per Proxy criteria
						Participated	Outgoing	
1.	Govt. College for Women, Ludhiana	Govt.	871	75	33	44.00	3.79	0
2.	SAV Jain College, Hossianpura, Ludhiana	Unaided	248	24	4.20	17.50	1.69	0
3.	Government Mohindra College, Patiala	Govt.	1444	124	16.40	13.23	1.14	0
4.	Multani Mal Modi College, Patiala	Aided	950	270	101.60	37.63	10.69	2
5.	DeshBhagat College, Bardwal, Dhuri	Aided	283	5	2.40	48.00	0.85	0
6.	L.B.S. AryaMahila College, Barnala	Aided	282	141	0.40	0.28	0.14	0
7.	Aasra Institute of Advance Studies, Rajpura, Bhawanigarh, Sangrur	Unaided	139	0	0	0	0	0
8.	Govt. College, Gurdaspur	Govt.	360	NA	3.60	NA	1.00	0
9.	RR Bawa DAV College for Girls, Batala	Aided	577	76	11	14.47	1.91	0
10.	Saint Soldier Law College, Jalandhar.	Unaided	140	140	106	75.71	75.71	4
Total			5294	855	278.60	32.58	5.26	

Source : Colleges' data

NA = Not available

Placement of outgoing students during 2015-2020 (Number of Colleges)	Scoring as per proxy criteria
1	4
0	3
1	2
0	1
8	0
10	

Appendix 3.10

(Referred to in paragraph 3.3.2.3; page 60)

Statement showing detail of career counselling cell constituted in colleges during 2015-2020

Sr. No.	Name of College	Type	Total students 2015-2020	Average students 2015-2020	Total benefitted 2015-2020	Average benefitted 2015-2020	Average percentage benefitted 2015-2020	NAAC Scoring
1.	Govt. College for Women, Ludhiana	Govt.	14349	2870	8076	1615	56	4
2.	GKSM Govt. College, Tanda Urmar, Hoshiarpur	Govt.	5921	1184	605	121	10	1
3.	GGNK College, Ludhiana	Aided	6520	1304	2048	410	31	3
4.	Govind National College, Narangwal, Ludhiana	Aided	2738	548	58	12	2	0
5.	Guru Nanak College, Killianwali, Sri Muktsar Sahib	Aided	2680	536	52	10	2	0
6.	Shree Atam Vallabh Jain college, Ludhiana	Unaided	4153	831	DNM	DNM	DNM	DNM
7.	Govt. Ranbir College, Sangrur	Govt.	16371	3274	50*	10	0.31	0
8.	Govt. College, Rupnagar	Govt.	10914	2183	2860	572	26	2
9.	Nehru Memorial Govt. College, Mansa	Govt.	7708	1542	1933	387	25	2
10.	Govt Bikram College of Commerce, Patiala	Govt.	4861	972	355	71	7	0
11.	Multani Mal Modi College, Patiala	Aided	19008	3802	1473	295	8	0
12.	Desh Bhagat College, Bardwal Dhuri	Aided	6895	1379	55	11	1	0
13.	L.B.S. Arya Mahila College, Barnala	Aided	3943	789	992	198	25	2
14.	S.U.S. Government College, Sunam	Govt.	12602	2520	49	10	0.40	0

Source : Colleges' data

DNM=data not maintained

* data only for 2019-20 was provided by the college.

Total Students benefitted under Carrer Counselling during 2015-2020 (Number of Colleges)	Scoring as per proxy criteria
1	4
1	3
3	2
1	1
7	0
DNM-1	
14	

Appendix 3.11

(Referred to in paragraph 3.3.2.4; page 61)

Statement showing detail of Alumni Association constituted in colleges and its meeting

Sr. No.	Name of college	Type	No. of Alumni meetings held in colleges	Financial contribution (₹in Lakh)	Score as per Proxy criteria
1.	S.C.D. Govt College, Ludhiana	Govt.	6	0	2
2.	Govt. College for Women, Ludhiana	Govt.	5	0	2
3.	Govind National College, Narangwal, Ludhiana	Aided	5	0	2
4.	Guru Nanak College, Killianwali, Sri Muktsar Sahib	Aided	33	3.08	4
5.	Shree AtamVallabh Jain College, Hossianpura, Ludhiana	Unaided	4	0	2
6.	Govt. Mohindra College, Patiala	Govt.	9	0	3
7.	Govt. College, Rupnagar	Govt.	5	32.28	1
8.	Govt. Bikram College of Commerce, Patiala	Govt.	3	0.83	1
9.	JLN Govt. College , Gobindgarh, Fatehgarh Sahib	Govt.	7	0	3
10.	Multani Mal Modi College, Patiala	Aided	5	0	2
11.	DeshBhagat College, BardwalDhuri	Aided	8	0.31	3
12.	L.B.S. AryaMahila College, Barnala	Aided	5	1.32	2
13.	SR Govt. College for Women, Amritsar	Govt.	9	2.97	3
14.	Govt. College, Gurdaspur	Govt.	8	1.16	3
15.	NawabJassa Singh Ahluwalia Govt. College, Kapurthala	Govt.	3	0.60	1
16.	RR Bawa DAV College for Girls, Batala	Aided	3	0.15	1
17.	Saint Soldier Law College, Jalandhar	Unaided	6	0	2

Source: Colleges' data

No. of Alumni Meeting (Number of Colleges)	Scoring as per proxy criteria
1	4
5	3
8	2
3	1
0	0
17	

Appendix 3.12*(Referred to in paragraph 3.3.2.5; page 62)***Statement showing detail of Progression to higher study in colleges in 2019-20**

Sr. No.	Name of College	Type	No of student passed in final exam 2019-20	No. of student progression to higher studies	Percentage of students progressed to higher studies	Score as per Proxy criteria
1.	Desh Bhagat College, Bardwal Dhuri, Sangrur	Aided	252	175	69.44	4
2.	L.B.S. Arya Mahila College, Barnala	Aided	231	143	61.90	4
3.	SBAS Khalsa College, Sandour, Sangrur	Aided	48	20	41.67	4
4.	SR Govt. College for Women, Amritsar	Govt	885	313	35.37	4
5.	Govind National College, Narangwal, Ludhiana	Aided	28	7	25.00	4
6.	Guru Nanak College, Killinawali, Sri Muktsar Sahib.	Aided	140	30	21.43	4
7.	RR Bawa DAV. College for Girls, Batala	Aided	358	72	20.11	4
8.	NJSA Govt. College, Kapurthala	Govt	194	37	19.07	3
9.	Ramgarhia College, Phagwara	Aided	275	40	14.55	2
10.	Government College, Rupnagar	Govt.	521	27	5.18	1
11.	Saint Soldier Law College, Jalandhar.	Unaided	192	4	2.08	0

Source: Colleges' data

No. of Student Passed during 2019-20 (Number of Colleges)	Scoring as per proxy criteria
7	4
1	3
1	2
1	1
1	0
11	

Appendix 3.13

(Referred to in Paragraph 3.4.4; Page 66)

Statement showing Field Project and Internship undertaken by the Students in selected colleges during 2019-20

Sr. No.	Nme of College	Type	No. of students	Total student under-took field project and internship	percentage of student under-took field project and internship	Score as per Proxy criteria
1.	Saint Soldier Law College, Jalandhar	Unaided	882	754	85	4
2.	RR Bawa DAV College for Girls, Batala	Aided	1523	210	14	4
3.	Govt Bikram College of Commerce, Patiala	Govt.	968	118	12	4
4.	Govt. College, Gurdaspur	Govt.	1874	179	10	4
5.	Govt. Mohindra College, Patiala	Govt.	7598	571	8	3
6.	SAV Jain College, Ludhiana	Unaided	836	58	7	3
7.	S.C.D. Govt College, Ludhiana	Govt.	3457	220	6	3
8.	Guru Nanak College, Killianwali, Sri Muktsar Sahib.	Aided	477	26	5	3
9.	Multani Mal Modi College, Patiala	Aided	3546	191	5	3
10.	NJSA Govt. College, Kapurthala	Govt.	992	53	5	3
11.	Govt. College, Rupnagar	Govt.	2180	89	4	2
12.	Govt. College, Sri Muktsar Sahib	Govt.	1783	46	3	2
13.	SR Govt. College for Women, Amritsar	Govt.	2887	92	3	2
14.	Government College for Girls, Patiala	Govt.	1904	13	1	0

Source: Colleges' data

Total number of Students undertook field projects/internship during 2019-20 (Number of Colleges)	Scoring as per proxy criteria
4	4
6	3
3	2
0	1
1	0
14	

Appendix 3.14

(Referred to in paragraph 3.5; page 68)

Statement showing detail of pass percentage of students in colleges

Sr. No.	Name of College	Type	Students appeared in final exam 2019-20	Students passed final exam 2019-20	Percentage	Score as per Proxy criteria
1.	S.C.D. Govt College, Ludhiana	Govt.	1136	1136	100	4
2.	LalaLajpatRai Govt. College, Dhudhike, Moga	Govt.	148	148	100	4
3.	SAV Jain College, Hossianpura, Ludhiana	Unaided	226	226	100	4
4.	Government Mohindra College, Patiala	Govt.	2664	2664	100	4
5.	Government College for Girls, Patiala	Govt.	560	560	100	4
6.	Nehru Memorial Govt. College, Mansa	Govt.	315	315	100	4
7.	SBSSM Khalsa College, NurpurBedi, Ropar	Govt.	150	150	100	4
8.	L.B.S. AryaMahila College, Barnala	Aided	231	231	100	4
9.	SBAS Khalsa College, Sandour, Sangrur	Aided	48	48	100	4
10.	Islamia Girls College, Malerkotla	Unaided	36	36	100	4
11.	SR Govt. College for Women, Amritsar	Govt	885	885	100	4
12.	Govt. College, Ajnala (Distt. Amritsar)	Govt	53	53	100	4
13.	Multani Mal Modi College, Patiala	Aided	1094	1089	99.54	4
14.	Guru Nanak College, Killinawali, Sri Muktsar Sahib.	Aided	141	140	99.29	4
15.	Ramgarhia College, Phagwara	Aided	277	275	99.28	4
16.	GGN Khalsa College, Ludhiana	Aided	390	386	98.97	4
17.	Govt. College for Women, Ludhiana	Govt.	866	852	98.38	4
18.	Saint Soldier Law College, Jalandhar.	Unaided	196	192	97.96	4
19.	Government College, Rupnagar	Govt.	553	521	94.21	4
20.	Govt. College, TandaUrmar, Hoshiarpur	Govt.	248	242	97.58	4
21.	Desh Bhagat College, BardwalDhuri	Aided	259	252	97.30	4
22.	M.B.G. Govt. College, Pojewal, S.B.S. Nagar	Govt.	68	66	97.06	4
23.	Govt. College, Sri Muktsar Sahib.	Govt.	473	446	94.29	4
24.	Govt Bikram College of Commerce, Patiala	Govt.	318	270	84.91	3
25.	Aasra Institute of Advance Studies, Rajpura, Bhawanigarh, Sangrur	Unaided	195	159	81.54	3
26.	RR Bawa DAV. College for Girls, Batala	Aided	484	358	73.97	2
27.	NJSA Govt. College, Kapurthala	Govt	292	194	66.44	1
28.	SBDSM Khalsa College, Domeli Kapurthala	Aided	29	19	65.52	1
29.	Govt. College, Zira, Ferozepur	Govt.	99	54	54.55	0
30.	S.U.S. Govt. College, Sunam	Govt.	608	318	52.30	0
31.	BSS Khalsa College, Banga, SBS Nagar	Unaided	46	21	45.65	0
32.	Govt. Ranbir College, Sangrur	Govt.	799	350	43.80	0
33.	Govt. College, Gurdaspur	Govt	503	218	43.34	0
34.	Govind National College, Narangwal, Ludhiana	Aided	94	28	29.79	0
35.	JLN Govt College, Fatehgarh Sahib	Govt.	49	9	18.37	0

Source: Colleges' data

Student appeared in Final Examination during 2019-20 (Number of Colleges)	Scoring as per proxy criteria
23	4
2	3
1	2
2	1
7	0
35	

Appendix 4.1

(Referred to in paragraph 4.1.2.1; page 74)

Existence and functioning of governing bodies in test checked universities

Sr. No.	Name of Governing Body	Functions/Responsibilities (including periodicity of meetings)	Shortcomings noticed in functioning of the Governing Body		
			Punjabi University, Patiala	GNDU, Amritsar	RGNUL, Patiala
1	Senate/ General Council	It is an Apex Body of the university for making/amending/ repealing Statute and considering and cancelling ordinances and passing of the resolutions on the annual report, annual accounts and the other financial estimates etc. Periodicity of meetings- Annual.	Constituted During 2015-20, three meetings were held on 09.07.2015, 15.07.2015 and 15.06.2016. There after no senate meeting was convened.	Constituted. Annual meetings were held regularly. (Ten meetings were held during 2015-2020).	General Council was constituted and annual meetings were regularly held.
2	Syndicate/Executive Council	It is an Executive Body of the university to make ordinance/ amend and cancel ordinances and to hold control and administer property and funds of the University etc. Periodicity of meetings- PUP: As and when required. GNDU: No fixed norms. RGNUL: Once in four months.	Constituted and functioning.	Constituted 24 meetings were held during 2015-2020.	Executive Council is the executive body and meetings were regularly held at least once in four months.
3	College Development Council (CDC)	(i) It deals with applications for affiliation, approval, arrange their inspection, (ii) It makes rules for approval, recognition and affiliation of Institutions and colleges. (iii) The CDC recommends the proposal of the colleges and teachers to the UGC as per the guidelines of UGC. The CDC plays an important role between UGC and Colleges for improving infrastructure facilities in the college and for the benefit of the faculty members and students in multiple ways. Periodicity of meetings- As and when required.	Constituted (i) Delay in conducting of inspection of private affiliated colleges. (ii) Not prescribed list of minimum laboratory equipment in affiliated colleges for granting affiliation. (iii) CDC is formed in the college on 11.10.2017 for 2 years (2017-18 to 2018-19) there after no CDC was formed	Constituted Against requirement of holding at least two meetings in an academic year, CDC held only two meetings (10.02.2016 and 08.05.2018) during the previous five years.	Not applicable being non-affiliating university.
4	Academic Council	(i) It shall be responsible for the maintenance of the standards of teaching and examination. (ii) Subject to approval, to make, amend and cancel regulations laying down courses of study and curricula. Periodicity of meetings- PUP- Once in a year GNDU – No fixed norms. RGNUL- At least two in a year	Constituted	Constituted. Four meetings were held during 2015-2020.	Constituted All the bi-annual meetings were held regularly.
5	Board of Study/ Academic Planning Board	To recommend courses of study and curriculum in their respective subject to Syndicate and Academic Council. Periodicity of meetings- As and when required	Constituted	Constituted.	Constituted as Academic Planning Board. Its annual meetings were held regularly.

Source: Universities' data

Appendix 4.2

(Referred to in para 4.1.2.2; Page 76)

Statement showing detail of IQAC in Colleges

Sr. No.	Name of College	Type	IQAC established or not	If established meetings were held or not	Reason for not establishment	AQAR	NAAC Accreditation Grade
1	S.C.D. Govt College, Ludhiana	Govt.	Yes	Yes		Yes	A
2	Govt. College for Women, Ludhiana	Govt.	Yes	Yes		Yes	A
3	Govt. College, Sri Muktsar Sahib	Govt.	No	Not applicable	Shortage of teaching staff		--
4	GKSM Govt. College, Tanda Urmur, Hoshiarpur	Govt.	Yes	Information awaited		No	B
5	LLR Govt. College, VPO-Dhudhike, Moga	Govt.	No	Not applicable			--
6	Govt. College, Zira, Ferozepur	Govt.	No	Not applicable			--
7	M.B.G. Govt. College, Pojewal, S.B.S. Nagar	Govt.	No	Not applicable	Shortage of teaching staff		--
8	Govt. College for Girls, Jamalpur, Ludhiana	Govt.	No	Not applicable			--
9	GGNK College, Ludhiana	Aided	Yes	Yes (Bianually)		Yes	B
10	Govind National College, Narangwal, Ludhiana	Aided	Yes	Yes (Quarterly)		Yes	B
11	Guru Nanak College, Killinawali, Sri Muktsar Sahib.	Aided	Yes	Yes		Yes	B
12	SAV Jain College, Hossianpura, Ludhiana	Unaided	No	Not applicable	Not mentioned		--
13	Rayat Bahra College of Law, Hoshiarpur	Unaided	Yes	Yes		Yes	--
14	Government Mohindra College, Patiala	Govt.	Yes	Yes, but not quarterly		No	A
15	Government College for Girls, Patiala	Govt.	Yes	Yes		No	A
16	Govt. Ranbir College, Sangrur	Govt.	Yes	Information awaited		No	B
17	S.U.S. Govt. College, Sunam	Govt.	Yes	Information awaited		No	--
18	Govt. College, Rupnagar	Govt.	Yes	Yes		Yes	A
19	Nehru Memorial Govt. College, Mansa	Govt.	No	Not applicable	Shortage of Staff		--
20	Govt Bikram College of Commerce, Patiala	Govt.	Yes	Yes			B
21	SBSSM Khalsa College, Narpur Bedi, Ropar	Govt.	Yes	IQAC was established in 2018 and in process of putting systems and practice.			--
22	JLN Govt. College, Gobindgarh,	Govt.	Yes	Information awaited			C
23	Multani Mal Modi College, Patiala	Aided	Yes	Yes, regularly		Yes	A
24	Desh Bhagat College, Bardwal Dhuri, Sangrur	Aided	Yes	Information awaited			B
25	L.B.S. Arya Mahila College, Barnala	Aided	Yes	Yes		Yes	B
26	SBAS Khalsa College, Sandour, Sangrur	Aided	No	Not applicable			--
27	Aasra Institute of Advance Studies, Rajpura, Bhawanigarh, Sangrur	Unaided	No	Not applicable			--
28	Islamia Girls College, Malerkotla	Unaided	No	Not applicable			--
29	SR Govt. College for Women, Amritsar	Govt	Yes	Information awaited		Yes	A
30	Govt. College, Gurdaspur	Govt	Yes	Yes		Yes	B
31	NJSA Govt. College, Kapurthala	Govt	Yes	Yes		Yes	--
32	Govt. College, Ajnala (Distt. Amritsar)	Govt	Yes	Not maintained		Yes	B
33	Govt. College, Jadla, SBS Nagar	Govt	No	Not applicable	Due to lack of infrastructure		--
34	RR Bawa DAV College for Girls, Batala	Aided	Yes	Information awaited			--
35	Ramgarhia College, Phagwara	Aided	No	Not mentioned			--
36	SBDSM Khalsa College, Domeli (Kapurthala)	Aided	No	Not applicable			--
37	Saint Soldier Law College, Jalandhar.	Unaided	No	Not applicable			--
38	BSSK College, Banga, SBS Nagar.	Unaided	No	Not applicable	Shortage of staff		--

Source: Colleges' data

Appendix 4.3

(Referred to in Paragraph 4.5; Page 82)

Statement showing detail of Vacant Post of Non-Teaching Staff in Government Colleges during 2019-20

Sr. No.	Name of College	Sanction Strength	Regular	Contract	Vacant
1.	SBSSM Khalsa Govt.College for Girls, Ropar	5	5	0	0
2.	Govt.College, Ajnala	24	11	0	13
3.	SR Govt.College (Women), Amritsar	65	33	0	32
4.	Govt.Rajindra College, Bathinda	56	17	1	38
5.	BABA Siri Chand Ji Govt.College, Sardargarh	9	6	0	3
6.	Saheed Bhagat Singh Govt.College Kotkapura	29	16	4	9
7.	Govt.Brijindra College Faridkot	78	28	0	50
8.	Jawahar Lal Nehru Govt.College Mandi Gobindgarh	19	4	5	10
9.	M.R. Govt.College Fazilka	28	9	0	19
10.	Govt.College for Girls, Jalalabad (W)	8	1	3	4
11.	Govt.College, Zira (Ferozepur)	21	10	0	11
12.	Govt.College, Gurdaspur	71	43	0	28
13.	Govt.Colege. Kala Afgana	19	9	0	10
14.	GKSM Govt.College Tanda Urmar	50	21	0	29
15.	MRPD Govt. Arts & Science College Talwara	42	20	0	22
16.	Govt.College Hoshiarpur	84	44	0	40
17.	Govt.College Jadla	0	0	0	0
18.	Govt. Arts and Sports College Jalandhar	34	16	0	18
19.	Govt.College Jandiala	14	9	0	5
20.	NJSA Govt. College Kapurthala	46	24	0	22
21.	Govt.College, Bholath	15	8	0	7
22.	Sanmati Govt. College of Science Education & Research Jagraon	48	16	0	32
23.	Govt.College Karamsar	34	9	11	14
24.	B.S.S.G. Govt. College Sidhsar	11	5	0	6
25.	Govt. College for Girls Ludhiana	83	35	41	7
26.	SCD Govt.College, Ludhiana	114	56	0	58
27.	Govt. College for Girls, Jamalpur (Ludhiana East)	0	0	0	0
28.	Nehru Memorial Govt.College, Mansa	18	6	1	11
29.	Guru Nanak Govt. College Guru Teg Bahadurgarh	22	9	0	13
30.	LLR Govt. College, Dhudike	26	5	0	21
31.	Saheed Major Harminderpal Singh (S.C.V), Govt.College S.A.S Nagar	45	24	0	21
32.	Govt.College, Dera Bassi	33	26	0	7
33.	Govt.College, Sri Muktsar Sahib	25	5	0	20
34.	Govt.Mohindra College, Patiala	90	44	19	27
35.	Govt.Ripudaman College, Nabha	45	25	0	20
36.	Govt.Kirti College, Nihal Patran	17	9	0	8
37.	Govt.Bikram College of Commerce, Patiala	15	7	0	8
38.	Govt.College for Girls, Patiala	71	31	0	40
39.	Govt.College, Ropar	61	41	0	20
40.	Govt. Shiwalik College, Naya Nanagal	53	20	0	33
41.	SUS Govt. College, Sunam	43	15	0	28
42.	Govt.Ranbir College, Sangrur	64	24	0	40
43.	Govt. College, Malkerkotla	46	16	15	15
44.	Govt.College, Amargarh	8	2	6	0
45.	MBG Govt. College, Pojewal (SBS Nagar)	22	12	0	10
46.	SGAD Govt. College, Tarn Taran	31	19	0	12
Total		1742	795	106	841

Source: Colleges' data

Appendix 4.4

(Referred to in paragraph 4.6.3; page 85)

Delay in release of Central Share (CS) and State Share (SS) by the State Government to SPD, RUSA during 2015-2020

Year	Amount of CS received by GoP under RUSA (₹ in crore)	Date of release of CS to State Government	Amount of CS released to SPD, RUSA (₹ in crore)	Date of CS released by GoP to SPD	Period of delay in release of funds beyond 15 days (in days)	Amount of SS released to SPD, RUSA (₹ in crore)	Date of SS released by GoP to SPD	Period of delay in release of funds beyond 15 days (in days)
2014-15	3.25	20-Jun-14	3.25	14-Aug-14	40	1.75	14-Aug-14	40
	6.18	20-Jun-14	6.18	14-Aug-14	40	3.32	14-Aug-14	40
	0.38	15-Sep-14	0.38	31-Dec-14	92	0.21	13-Mar-15	164
	0.8	15-Sep-14	0.8	31-Dec-14	92	0.43	13-Mar-15	164
	2.11	29-Sep-14	2.11	31-Dec-14	78	1.14	13-Mar-15	150
	0.98	28-Oct-14	0.97	19-Dec-14	37	0.53	13-Mar-15	121
						8	04-Sep-14	No Delay
2015-16	6.5	16-Jul-15	6.5	08-Sep-15	39	3.5	08-Sep-15	39
	12.35	16-Jul-15	12.35	08-Sep-15	39	6.65	08-Sep-15	39
	0.76	16-Jul-15	0.76	08-Sep-15	39	0.41	08-Sep-15	39
	0.8	16-Jul-15	0.8	08-Sep-15	39	0.43	08-Sep-15	39
	2.11	16-Jul-15	2.11	08-Sep-15	39	1.14	08-Sep-15	39
	1.3	16-Jul-15	1.3	08-Sep-15	39	0.7	08-Sep-15	39
	0.98	16-Jul-15	0.98	08-Sep-15	39	6.75	01-Sep-15	32
	4.23	08-Sep-15	4.23	23-Feb-16	153	0	0	0
	1.95	08-Sep-15	1.95	23-Feb-16	153	0	0	0
	0.5	30-Sep-15	0.5	23-Feb-16	131	0	0	0
2016-17	7.87	02-Aug-16	7.88	24-Aug-16	7	1.02	24-Aug-16	7
	1.48	02-Aug-16	1.48	24-Aug-16	7	0.51	24-Aug-16	7
	7.47	02-Aug-16	7.47	24-Aug-16	7	0	0	0
2017-18	7.47	26-May-17	4.2	16-Jul-17	36	0.26	16-Jun-17	6
			3.27	29-Nov-17	172	5.27	29-Nov-17	172
	8.25	31-Aug-17	4.09	02-Nov-17	48	0	0	0
			3.71	02-Nov-17	48	0	0	0
	15.68	31-Aug-17	4.16	21-Sep-18	371	0	0	0
			11.97	21-Sep-18	371	0	0	0
2018-19	3.6	16-May-18	3.6	21-Jun-19	386	15.95	21-Sep-18	113
2019-20	7.8	12-Apr-19	7.8	15-Jun-19	49	5.2	21-Jun-19	55
	3	27-Jul-19	3	17-Sep-20	403	0	0	0
	4.75	25-Mar-20	0.61	11-Aug-20	124	0	0	0
			4.14	17-Sep-20	161	0	0	0
Total	112.55		112.55			63.17	0	0
RUSA-2.0								
2018-19	25	31-Dec-18	17.5	30-May-19	135	11.67	30-May-19	135
		31-Dec-18	7.5	30-May-19	135	5	30-May-19	135
2019-20	4.5	25-Sep-19	3.70	27-Feb-20	140	2.47	27-Feb-20	140
		25-Sep-19	0.80	06-Feb-20	119	0.53	06-Feb-20	119
	2.1	25-Sep-19	0.51	27-Feb-20	140	0.34	27-Feb-20	140
		25-Sep-19	1.59	06-Feb-20	119	1.06	06-Feb-20	119
	0.6	16-May-19	0.25	07-Oct-19	129	0.4	01-Nov-19	154
		16-May-19	0.35	01-Nov-19	154	0	01-Nov-19	154
Total			32.2			21.47		

Source: Departmental data

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