



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE OF ARTS SCIENCE AND COMMERCE KHANDOLA-GOA

**GOVERNMENT COLLEGE OF ARTS, SCIENCE AND COMMERCE, KHANDOLA
403107**

www.khandolacollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The document reflects a comprehensive examination of our higher education institution. Through this introspective process, we have identified strengths, areas for improvement, and outlined a roadmap for our progressive enhancement.

As we navigate the ever-evolving landscape of education, the commitment to quality and innovation, the holistic development of our students remains at the core of our mission. This serves as a foundation for future initiatives, ensuring that our institution not only meets but exceeds the expectations of our stakeholders. Together, we embark on a journey of continuous improvement, embracing challenges, and striving for excellence in higher education.

Our college, located in the periphery of Marcela, a small town, endowed with natural beauty and serenity, is thirty-five years old. We have since worked towards becoming a Centre of Excellence, in keeping with our Vision Statement: **“To be a Centre of Excellence”**.

Equally important, we have helped to transform the nondescript neighborhood into a vibrant and exemplary academic locale, imparting values, social responsibilities and Indian value system, in keeping with our Mission Statement: **“To dedicate our energy to be responsive to the needs of an ever-changing society, by promoting excellence in academics and art.”**

This profile fills us with confidence as we take yet another leap and cross yet another milestone in our long journey in the domain of Higher Education.

Vision

Centre for Excellence

Mission

To impart progressive knowledge, professional skills and values for excellence in academics, research and co-curricular activities to nurture competence for all round development and employability, thus synergising towards nation building

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **NIRF Rank** – Our position in the 100–150 rank band of NIRF for three consecutive years is a landmark in the State of Goa.
- **Well Qualified Staff** – Well qualified, regular/contract teaching staff are appointed promptly, as per

departmental requirement; and administrative staff, in keeping with sanctioned posts.

- **Learner-Centric Approach** – Skilling, upskilling and reskilling through SEC, VAC, B. Voc. is in tune with NEP. Curriculum expansion has promoted flexibility, thus strengthening the teaching-learning aspect.
- **Inclusivity** – Substantial number of students from reserved categories have enrolled, with higher proportion of female students. In both teaching and administration, a large number of women hold responsible positions.
- **State-of-the-art Infrastructure** comprising Wi-Fi, Smart classrooms, digital learning platforms, upgraded laboratories.
- **Well-stocked Library** – with books, journals, magazines, e- resources, including INFLIBNET.
- **Well-defined, fair and transparent policies** – E-governance (finance, administration, academics, admission, accounts). Staff welfare is ensured by way of timely grant of all types of leave. Academic excellence is promoted through FDPs, induction and training programmes, workshops and seminars. IQAC closely monitors fund generation and utilisation.
- **Green Initiatives** adopted to conserve energy and boost environmental protection by way of solar panels and air water generators.

Institutional Weakness

- **Scholarships** – Moderate number of students receive scholarships.
- **Publications** – Faculty members involvement in research, filing patents and publishing papers in peer-reviewed journals needs to be enhanced.
- **Industry-academia linkage** and foreign institutional collaborations to be boosted.
- **Cosmopolitan Exposure** – Need to develop social and communication skills and create a cosmopolitan and transformative learning experience for faculty and students.

Institutional Opportunity

- **UG Programmes with Research** – Given the availability of well qualified and experienced faculty members, some of them research guides, we are well placed to offer four-year UG programmes with Research under NEP.
- **Indian Knowledge Systems** – Being located in a historically and culturally sensitive zone, our college has a natural advantage for promotion of Indian Knowledge Systems (IKS) and securing community

engagement in areas of societal concern, such as art, craft, architecture, literature, music, medicine, and addressing other local and regional issues.

- **New skill-based, value-added programmes** – to be floated, in keeping with IKS, such as Vedic Mathematics; Sacred Ecology; Metallurgy, Textile and Chemistry, Water Management, and Transportation.
- **Multi-pronged research** – Intradisciplinary, interdisciplinary and multidisciplinary research by staff and students, in areas such as women empowerment in Goa; Blue Chemistry; multilingual translation projects; home automation; economy, business and management, to be carried out.
- **Consultancy and Extension Services** – College can customise programmes and services to cater to industry needs and generate alternate sources of revenue. A centre for translation from regional languages (English, Konkani, Marathi and Hindi). Foreign languages can be floated.

Institutional Challenge

- **Distance Education** – To promote MOOCS/SWAYAM courses among students.
- **Internships** – To bring about experiential learning, students to be deputed to work in banks, chartered accountancy firms, industry, etc.
- **Attract Outstation Students** – To introduce new skill-based, value-added programmes and research areas concerning local issues like Goan culture and traditions can attract foreign scholars to enrol while also letting them have a first-hand experience of the local cultures.
- **Connect with Society** – To seek new areas and problems in research, with special attention to local and regional issues of societal concern, and tap talent in art and culture among our students and staff.
- **Research and Patents** – Given the increasing number of doctorates being appointed, research and acquisition of patents can be a new focus for our institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college is affiliated to Goa University. The college prepares the annual academic planner, in sync with the University's academic calendar, delineating schedules for admissions, assessments, co-curricular and extra-curricular activities.

The college witnessed significant growth in student enrolment, due to increase in academic offerings. In the last five years, we increased programmes from 14 to 37, pioneering some unique ones, such as BSc Geography, MA Geography, PhD Geography, PGDT (Post-Graduate Diploma in Translation), among others such as B. Voc. Software Technologies, BSc Electronics, MSc Microbiology, MSc Inorganic Chemistry, M.Com. and Cluster Research Centres in Microbiology, Chemistry and Geography in the last five years. The existing BA/BSc programmes have been offered with more combinations. The PGDT programme offers a 40-credit course exclusive to our college.

Our faculty are on Boards of Study of Goa University, with some even being chairpersons and others being active members contributing to the process of Curricular Planning and Enrichment, such as syllabus development and assessments. Our faculty played a pivotal role in drafting and gaining approval for skill-based course syllabi, such as Photography, Microcontroller, and PGDT. Several of our faculty members are on the Academic Council and other University bodies such as examination panels for assessment, examining practicals and research dissertations.

The faculty is on board the IAIMS portal of the Directorate of Higher Education that facilitates course management, student attendance tracking, result management and feedback. During the COVID19 pandemic, the college adapted to the needs of the time and continued the teaching-learning process in online mode. This initiated the need for adopting newer methods of teaching-learning and the online method has continued even after commencement of regular, physical classes.

The college conducts field trips, project work, dissertations, study tours, and internships integral to the curriculum. Departments organise certificate courses for enhancing students' skills and knowledge. Workshops and seminars on gender, environment, and human values provide comprehensive insights.

The college envisages improvements in the teaching-learning process and periodically seeks feedback from students, alumni, teachers, and employers, which is collected, analysed, and acted upon.

Teaching-learning and Evaluation

Our college has a high enrolment rate, 93.28%, with a diverse student body that includes SC, ST, OBC, and Divyangjan students. The college has a well-qualified faculty comprising a mix of highly experienced and emerging professionals. The student-teacher ratio is 16:1.

The college provides extensive Wi-Fi coverage across the campus and can boast of 30 ICT-enabled smart classrooms with smart boards. These facilities empower teachers to integrate conventional teaching approaches with modern, student-centric methods. At the university examination, the pass percentage of students of the college is 86.55%, which can be attributed to the implementation of several initiatives to cater to the needs of both slow and advanced learners, and to accommodate students with special needs.

Our college faculty have contributed to the DISHTAVO Project, which aims to create digital learning material accessible to students. The college library offers digital resources, and NDLI Club membership grants access to the National Digital Library of India. Faculty and students engage with Learning Management Systems (LMS), such as Google Classroom and Microsoft Teams, for the distribution and circulation of educational content.

The college uses the Integrated Academic Information Management System (IAIMS) of the Directorate of Higher Education, Government of Goa, to carry out admissions, monitor attendance, orchestrate the teaching-learning process, manage examinations, assessment, and results.

The assessment of students' performance is carried out keeping in mind the POs, PSOs, and COs. The college ensures transparency in examinations and assessments through various mechanisms, including the review of question papers, timely publication of information, examination schedules, seating arrangements, expected conduct, announcement of results and issue of marksheets. It adheres to statutory requirements, conducts exams

as scheduled, and promptly addresses grievances through preventive measures and an efficient Grievance Committee.

Research, Innovations and Extension

The College Research and Development Cell (R&D) has emerged as the epitome of innovation and progress, propelling the institution towards knowledge and discovery.

The institution encourages and extends assistance to faculty and students to carry out research. A total of eight projects, encompassing major, minor, interdisciplinary, and multidisciplinary initiatives, were secured with funding from prestigious entities, such as DBT Star College Scheme, Goa Institute of Public Administration and Rural Development (GIPARD), Goa State Biodiversity Board, Department of Science and Technology, and Waste Management. These projects served as a medium for discoveries and innovations in various fields.

It is a matter of pride to declare that six faculty have been recently awarded Ph.D. degree and nineteen are pursuing Ph.D. Eight faculty are recognized PhD research guides, currently guiding Ph.D. students. Fifteen faculty have been awarded research fellowships and two members have received awards for their research contribution. To promote research, the R&D cell organises “Research Coffee Series” where faculty from different departments present research papers and share their knowledge on the same. The faculty are actively involved in presenting papers at national and international seminars, conferences, etc. A total of 76 research papers have been published by the faculty in last 5 years in peer reviewed, refereed National and International journals. 13 books and 42 book chapters in edited volumes/books and papers in national/ international conference proceedings have been published in their own capacity or through collaboration.

The College has collaborations with different organisations like Vedanta, NASCOM, GIPARD, Novi Survat, Microbiologists Society India, etc., to promote research, consultancy and extension activity.

The College has an excellent record of accomplishment with respect to extension activities in different categories like health awareness where blood donation camps are held, talks by doctors, health camps, environmental awareness, gender sensitization. NSS unit organises extension programme like cleaning, plantation, prevention of drug addiction, visits to orphanages and old age homes. The extension activities ensure growth of students awareness as responsible citizens.

Infrastructure and Learning Resources

Our college is located in the serene rural village of Khandola. The campus has an area of 23,000 square meters, with spacious buildings for academics and support facilities. The academic blocks are covered by WiFi, powered by a 100MBps leased line Internet Connectivity. Every classroom is ICT-enabled with smartboards, LCD Projectors and power backup. Laboratories are well equipped with the necessary instruments and devices. A well-stocked library provides support for teaching-learning and research activities. Other support facilities include multipurpose hall, seminar hall, open-air amphitheatre, gymnasium, sports ground, botanical garden, parking lot for two and four- wheeler vehicles, and wheelchair ramps.

There are 201 computers and photography studio, Telescope, digital podium, camera and microphones, visualizers for students’ use.

Notice boards at designated places disseminate information to students and staff. Administrative records are maintained in digital format and staff salaries are processed using e-Pagaar software. The Examination section is equipped with cyclostyling, xerox machines and printers. Electricity supply is complemented with power generators and solar panels. Water purifiers are fitted at various locations in the college. The college has the e-waste facility to dispose of electronic waste.

The library remains open from 8.30 am to 5.00 pm. It has a total number of 27,033 books, including encyclopedias, dictionaries and rare books; 2848 books under Book Bank Scheme; 1061 project reports, 156 bound volumes of journals. The library subscribes to 10 newspapers, 13 journals, and 14 magazines. Koha, an integrated library management software, offers open public access (OPAC), access to N-List, Pearson E-library and National Digital Library of India. The library offers reprographic and reference services. It renders bar-coded library collection and identity cards and displays new arrivals at the entrance.

The college campus is under CCTV surveillance; it is gated, has a high-rise compound wall and security personnel at entry and exit points.

Student Support and Progression

Our college caters to students from diverse socio-economic backgrounds and provides necessary support for their all-round development. We take care of financially weak students by encouraging them to avail of various Government and non-Government scholarships, such as bursary scheme, Gaganbharari, and the fee waiver scheme. We also provide financial help under “student support” for needy students. The staff and alumni of the college also provide scholarships. Assistance in the form of book bank is provided to needy students every year. In the last five years, several students have availed of scholarships in different forms. Capacity building programmes are conducted from time to time to brief students on the latest ICT tools, communication, language, soft skills and life skills.

Career guidance programmes are conducted on career opportunities in their respective fields. Placements on campus/off-campus are conducted by the Department of Career Guidance, Placement and

Entrepreneurship. Final year students are encouraged and trained to undergo competitive exams like GUART/NET/SET/GATE. Mentoring and counselling cells provide academic support to the needy students. There are two professional counsellors on campus. Ragging and sexual harassment is monitored by committees constituted as per UGC regulations.

To foster the holistic development of students, cultural and sports activities are conducted by students’ council, sports council and other bodies. This is supported by student awards at university- and national-level competitions. Many student representatives are a part of committees like Students’ Council, TIP cell, Commerce Association, Nature Club, and are exposed to administrative work.

College alumni actively contribute to the progress of their alma mater. They coordinate yoga and meditation sessions and cultural events for teachers and students. They contribute financially for the development of the college by helping weak students with their tuition fees.

Governance, Leadership and Management

Ours is a Government college under the administrative control of Directorate of Higher Education (DHE), Government of Goa, and academic control of Goa University. It is headed by Principal, and functions in a decentralized manner, with 3 Vice-Principals (Administration, Academics, and Post-Graduate Departments). The financial aspects are monitored by DHE; infrastructure aspects, by GSIDC (Goa State Infrastructure Development Corporation) and Public Works Department (PWD); and academic aspects by Goa University and the Institution itself.

In the academic year 2022-23, the college has implemented the NEP 2020 curriculum for the post-graduate programmes.

The academic, sports, cultural and research activities are managed through a decentralised and participative system, where Principal delegates powers proportionately to the Vice-Principals, HOD's and Chairpersons and members of more than 68 Committees and Cells established for smooth functioning. At the administrative level, powers are delegated to Office Superintendent, Head Clerk and Accountant, for smooth functioning of routine affairs.

The Institution has implemented e-governance in the core areas of operations including administration, finance and accounts, admissions and examination, ICT-based teaching-learning process with collaborative academic and research activities. Effective welfare measures for all staff are provided to sustain co-operative atmosphere at the work place. Teachers are encouraged to participate in induction programmes, refresher courses, research workshops, FDPs, and are provided financial support to attend and organise academic programmes. Performance appraisal of the staff is regularly reviewed for timely corrective measures.

The institution regularly conducts internal audits, participates in external audits and complies with State and Central Government audit rules. Funds received from non-governmental bodies and philanthropists are effectively mobilized for workshops, research, laboratory and sports equipment, books, etc.

The college has witnessed incremental growth in terms of student enrolment, programmes offered and infrastructural upgradation.

IQAC deliberates and enacts its strategic plans towards enhancement of quality education with implementation of CBCS and NEP 2020. The institution reviews its teaching-learning process and adopts effective measures, such as syllabus-based educational videos, DISHTAVO modules, MOOCS, remedial classes, counselling sessions, course and programme outcome-based activities towards holistic development of students.

Institutional Values and Best Practices

Our college ensures a safe and sustainable environment for its employees and students by promoting gender equity and giving equal opportunities for everyone at all levels of academic and administrative pursuits.

The Anti-Ragging Cell, Gender Committee, Prevention of Sexual Harassment Cell and Student Grievance Redressal Cell look after the safety and security of the staff and students. Additionally, the college is equipped with CCTV surveillance and security personnel. There is a common room for the use of girl students. National

and international days, and other days of importance, are celebrated in the college.

The values of tolerance and harmony practiced in the college ensure an inclusive environment for cultural, regional, linguistic, communal and socio-economic issues.

Directing its efforts towards conservation of energy, the campus uses sensor-based lights, power-efficient equipment and alternate sources of energy such as solar panels. Degradable and non-degradable waste is managed effectively. College possesses water conservation and rain water recharge system. Use of bicycles/battery-powered vehicles is encouraged. The college has been certified for green audit, energy audit, environmental audit, and conducts various beyond-the-campus-environmental-promotion activities like cleanliness drives and plantation drives. The college campus is divyangjan-friendly as it has special ramps, tactile path and specially abled-friendly washrooms on campus.

Two of the best practices implemented successfully by the college include “Promotion of Indian languages” and “Upgradation of labs and dissemination of scholarships through CSR funding”. Promotion of Indian languages through various cultural programmes, competitions and activities helps develop creative and aesthetic sensibilities in students towards the culture. CSR funding projects acquired from industries and other organizations helps to generate resources for infrastructure, academic development and students’ personality development.

The college is equipped with modern infrastructure and offers diverse undergraduate, post-graduate programmes and research centres. The college has been in the NIRF rank band of 101 to 150 for three consecutive years.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE OF ARTS SCIENCE AND COMMERCE KHANDOLA-GOA
Address	Government College of Arts, Science and Commerce, Khandola
City	MARCELA
State	Goa
Pin	403107
Website	www.khandolacollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Purnakala Samant	0832-2957718	9326142001	-	gcasck@rediffmail.com
IQAC / CIQA coordinator	Dilecta Da Costa	0832-9822828998	9822828998	-	dilectadcosta@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Goa	Goa University	View Document
Goa	Goa University	No File Found

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	24-08-2006	View Document
12B of UGC	24-08-2006	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Institutional Ranking Framework
Date of recognition	26-04-2023

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Government College of Arts, Science and Commerce, Khandola	Rural	6.11	6555

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce,Costing	36	HSSC	English	60	40
UG	BCom,Commerce,Management	36	HSSC	English	30	22
UG	BCom,Commerce,Accounting	36	HSSC	English	70	50
UG	BSc,Chemistry,	36	HSSC	English	40	30
UG	BSc,Microbiology,	36	HSSC	English	30	30
UG	BSc,Computer Science,	36	HSSC	English	20	11
UG	BSc,Mathematics,	36	HSSC	English	10	10
UG	BA,Geography,	36	HSSC	English	30	30
UG	BSc,Geography,	36	HSSC	English	10	10
UG	BA,Hindi,	36	HSSC	Hindi	20	20
UG	BA,English,	36	HSSC	English	30	26
UG	BA,Konkani,	36	HSSC	Konkani	10	10
UG	BA,Marathi,	36	HSSC	Marathi	10	10
UG	BA,English And Political Science,	36	HSSC	English	1	0
UG	BA,Psychology,	36	HSSC	English	30	30
UG	BVoc,Vocational,Softwar	36	HSSC	English	44	44

	e Technologies					
UG	BA,Economics,	36	HSSC	English	20	20
UG	BA,Economics And Political Science,	36	HSSC	English	5	5
UG	BA,Economics And Psychology,	36	HSSC	English	5	5
UG	BA,English And Geography,	36	HSSC	English	5	5
UG	BA,Geography And Konkani,	36	HSSC	English + Konkani	5	5
UG	BA,Hindi And Marathi,	36	HSSC	Hindi	5	5
UG	BA,Geography And Political Science,	36	HSSC	English	5	5
UG	BA,Hindi And Political Science,	36	HSSC	Hindi,English + Hindi	5	5
UG	BA,Marathi And Konkani,	36	HSSC	Konkani	5	5
UG	BA,English And Psychology,	36	HSSC	English	5	5
UG	BSc,Electronics,	36	HSSC	English	8	8
UG	BSc,Physics,	36	HSSC	English	2	2
UG	BA,Political Science,	36	HSSC	English	30	30
PG	MCom,Commerce,	24	BCom.	English	50	38

PG	MSc,Chemistry,Inorganic	24	BSc.	English	38	38
PG	MSc,Microbiology,	24	BSc.	English	25	25
PG	MA,Geography,	24	BA	English	50	46
PG Diploma recognised by statutory authority including university	PG Diploma, Hindi, Translation Hindi	12	BA	Hindi	20	11
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,	60	MSc	English	2	2
Doctoral (Ph.D)	PhD or DPhil ,Microbiology,	60	MSc	English	1	1
Doctoral (Ph.D)	PhD or DPhil ,Geography,	60	MA.MSc	English	4	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				17				80			
Recruited	1	2	0	3	5	12	0	17	19	61	0	80
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				23
Recruited	15	8	0	23
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4
Recruited	2	2	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	1	0	0	1	0	0	0	0	2
Ph.D.	1	1	0	4	6	0	2	12	0	26
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	1	4	0	7	15	0	27
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	6	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	52	0	64
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		5	6	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	529	2	0	0	531
	Female	794	3	0	0	797
	Others	0	0	0	0	0
PG	Male	62	0	0	1	63
	Female	231	0	0	0	231
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	3	0	0	0	3
	Female	8	0	0	0	8
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	7	5	0	0	12
	Female	21	5	0	0	26
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	4	2	2
	Female	1	3	6	6
	Others	0	0	0	0
ST	Male	23	23	16	12
	Female	51	56	34	50
	Others	0	0	0	0
OBC	Male	41	36	35	51
	Female	112	122	79	83
	Others	0	0	0	0
General	Male	159	165	133	136
	Female	236	249	159	172
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
Total		626	658	464	513

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>a) The college is on the multidisciplinary track with: ? UG Programmes in the faculties of Arts (English, Hindi, Marathi, Konkani, Geography, Psychology, Political Science and Economics); Science (Physics, Chemistry, Mathematics, Microbiology, Electronics, Computer Science and Geography) and Commerce (Accounting and Management), with Honours courses in all subjects; and B. Voc. ? Post-Graduation in Chemistry, Geography, Microbiology and Commerce; ? Research Centres offering PhD in Chemistry, Microbiology and Geography. b) Integration of the Humanities and the Sciences is sought to be achieved as follows: ? Geography is being offered in the Arts and Science streams.</p>
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Programmes like Anaphora Makar Sakranti organised by the Department of Geography. ? The Departments of Economics and Mathematics offer courses for the Commerce programme ? The Department of Computer Science offers courses for Arts and Commerce programmes. ? In the NEP structure, multidisciplinary courses and VAC have been introduced across streams. ? The college runs an additional programme B. Voc. in software technologies. c) VAC courses enable and enhance community engagements. The college also offers several 30-hour certificate courses. In the year 2021, our college set up the Swachhta Action Plan Committee and was adjudged ‘Green Champion for South Goa’.. d) Geography is offered in Arts and Science faculties; Mathematics to Science and Commerce; Information Technology, Environmental Studies, English and Modern Indian Languages across the streams. Environmental Sciences is offered by IGNOU. Multiple exit and entry programmes are available in B. Voc. course. Photography is a unique skill-based programme, the first of its kind in Goa. e) The institution has been engaging in multidisciplinary research endeavours, to find solutions to society’s pressing issues and challenges, as the following projects bear out: ? ‘Understanding and Evaluation of Ecological aspects of Spring Water Resource: Case Study of Pomburpa’, conducted jointly by Departments of Chemistry, Microbiology and Geography, and funded by Goa State Biodiversity Board ? Advanced technology through Microcontrolled Architecture and Programming is learnt by students of Electronics. ? Self-help group programmes carried out by Department of Economics and functioning of village child committees by Department of Political Science, both funded by GIPARD. Institutional plans for the near future include: ? UG under NEP 2020 ? Project on scarcity of water, a study of hydrological cycles, to be executed by the Departments of Geography, Microbiology and Chemistry. ? Project on seasonal variation of the water quality of 5 lakes of South Goa, by the Departments of Chemistry and Microbiology. f) Here are a few good practices to promote multidisciplinary research: ? CSR funds and equipment funded by Goa Shipyard Ltd., Vedanta, Syngenta, and others, are being used by various departments engaged in research work. ? Value-

	<p>based and skill-based certificate course have been organised on solutions to challenges on environment, lifestyle, etc., as an extension service and for the benefit of the community at large. ? Certificate courses/workshops have been conducted, namely, ‘Healing with fermented foods’, ‘Kitchen Chemistry’; and a seminar on ‘India’s Wealth: Millets for Health’.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>a) Directorate of Higher Education, Government of Goa, has initiated implementation of Academic Bank of Credits facility in all HEIs registered under Goa University. Goa University implemented the NEP 2020 syllabus for postgraduate courses with effect from the academic year 2022-23, and for BA/BCom/BSc programmes from 2023-2024. The University has registered students of 2021-22 (Choice-Based Credit System) batch in ABC, thereby allowing online access to their degree certificates which will be duly digitized and lodged by academic institutions. Goa University will map the degree certificates for Third Year students (2023-24 batch), to be printed on the students’ marksheets. The Office of the Controller of Examinations has prepared and submitted the necessary documents along with the marksheet details of examinations of semesters I to IV conducted by the college. Currently, students of batches from 2021-24 are registered for ABC ID. b) As for multiple entry and exit programmes, many students from other colleges have sought admission, in the Second and Third years, given the large choice of subjects available in our college. The credits of the earlier semester were transferred to our college and then sent to Goa University to be included in their degree certificates. The exit programme is not available for the current students of Second and Third Year as they are registered under the Choice-Based Credit System. It will be available to the current batch of First Year students registered under NEP 2020. c) College has achieved seamless collaboration and internationalisation of education by virtue of: ? Collaboration with IIT Indore for research, internships and workshops. ? Webinar collaboration with Professor Swapnil Prakash Doijad of the Institute of Biodiversity, Friedrich Schiller University Jena, Germany. ? Faculty member Dr Prajakta Parab is Specially Appointed Researcher of Carbon Recycling Energy Research Centre, Ibaraki</p>

	<p>University, Japan. d) Our college faculty members have designed their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments and assessment etc. Syllabi of BSc Geography, PGDT, Photography and SEC paper for SY are entirely designed inhouse and approval was granted by Goa University. Many of our staff members are chairpersons/members of Board of Studies (BoS) and have participated actively in framing the syllabi under NEP 2020. e) The college conducts an orientation for students through sessions, posters, classroom discussions and website banners, thereby creating awareness and highlighting the importance of ABC. Since many of our students have not linked their Aadhar card to their mobile phone, we have taken the initiative, along with our NSS unit, to ensure that the linking can be done on the college campus. A teachers' team of Department of Computer Science was constituted to help the students in registering for the ABC ID. Necessary help was given to our students and a Google form prepared for them to fill in relevant details. Teachers visited the classrooms to motivate the students and conveyed to them the benefits of ABC ID by posting videos on the students' WhatsApp groups.</p>
<p>3. Skill development:</p>	<p>a) The institution lays emphasis on developing soft skills (communication, cooperation, teamwork and adaptability) and skill development courses (leadership, communications, digital skills) in the student community. This helps students develop academic excellence and leadership skills. The college Career Guidance Entrepreneur Development Cell guides students on how to upgrade their employability skills, by increasing accessibility of students to training and workshops and by applying for relevant jobs in the locality and the state. The Institution's Innovation Council conducts events in collaboration with entrepreneurs, investors and professionals, to promote innovation and entrepreneurship among students, to mentor student innovators. Skill inculcation training programmes and capacity building programmes are offered to final year and postgraduate students. Undergraduate students are offered value-added courses for the skill development of the students. The courses include Communication Skills, Bank Coaching, Accounting</p>

	<p>and Tax Practice, Fashion Designing, Graphic Designing, Jewellery Designing, Internet of Things and Robotics, App Development Course, Python and R Programming, Artificial Intelligence and Machine Learning. Skill-oriented value-added courses are offered in online and offline modes. The institution offers diploma and certificate courses in Sanskrit, in association with MHRD, for the skill development at various levels. b) In keeping with NEP 2020, the following programmes have been introduced for vocational education and training: ? Bachelor of Vocational Programme, with specialization in Software Technologies, to improve employability of graduate students. The course offers multiple entry and exit points. On completion of Semester I courses, students receive a Certificate in Software Technologies; on completion of Semester II, a Diploma in Software Technologies; and on completion of Semesters III and IV, an Advanced Diploma in Software Technologies. ? Undergraduate programme in Criminology and Police Science, which is a specialized programme for skill development. All courses provide opportunities for experiential learning and skill development through internships, fieldworks, industrial visits, project works and hands-on learning. c) In order to provide value-based education, the institution holds courses and events on professional ethics, research ethics, Indian Constitution, life-skills and code of conduct. Days of national importance are observed to inculcate the values of truth, justice, peace, love and non-violence. d) i) Every department offers two certificate courses each in an effort to ensure employability and skill development. ii) Our students intern at ZyduS, Vedanta, Cipla, Deccan, Goa Shipyard and Procter & Gamble. iii) College offers ODL mode through IGNOU, which has a study centre on the campus. e) A good practice pertaining to skill development is the MoU signed with NSQF to conduct national-level exams of skill courses involved in B. Voc. in Software Technology.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>a) Our college has Honours programmes in English, Konkani, Hindi and Marathi. We have also introduced PGDT. b) Our college has participated in the Goa Directorate of Higher Education’s DISHTAVO project, offering online teaching in Indian languages at the UG level. Our faculty</p>

	<p>members have translated DISHTAVO presentations into Konkani, making them more accessible to our students. c) Our BA Honours course offers Hindi, Konkani, Marathi, and English; besides certificate and diploma courses in Sanskrit, under the aegis of the Ministry of Human Resources, New Delhi. d) Faculty members judiciously use vernacular languages in the classroom as a way of better explaining concepts. e) Here are some good practices adopted by our college with regard to appropriate integration of IKS (teaching in Indian languages, culture, using online course) ? Language departments hold workshops in Hindi, Marathi, Konkani and activities in literature and poetry to preserve and disseminate IKS for further research and societal applications. ? Department of Hindi organises Hindi Day. ? Staff and students participate in activities showing solidarity with the traditional potential of our state (e.gs. Chikol Kalo, Yoga, Mashel Utsav, Patoiachem Fest, Serendipity, Pitu Bhakticha Dangora, Rasto Natya, Kalo, Yuvamahotsav, etc.) On 19 Dec 2021 Mashelyatra commemorated 75 years of India's Independence (Amrit Mahotsav). On 14 Jan 2023, a kite flying competition was organised to celebrate Makar Sankranti. ? College organised national-level FDP titled 'Bhartiya Gyaan Mahotsav – Revisiting IKS', covering topics like Physical and Spiritual health; Moksha Patra; Economics; Evolution of Universe, etc.</p>
5. Focus on Outcome based education (OBE):	<p>a) College IQAC has organised faculty development programmes on Outcome Based Education (OBE), in collaboration with State Higher Education Council and Directorate of Higher Education. Faculty members were trained in OBE. Based on the training, all courses were designed under the OBE paradigm, with Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). Each course has POs & COs evolved through a robust process and approved by appropriate statutory bodies. POs & COs are revised regularly on the basis of delivery of a course and on feedback from relevant stakeholders. The college vision and mission statements focus on OBE. In this regard, the college offers students several academic programmes with a view to improving job prospects, higher education and the potential to pursue research. The programme outcomes focus on a range of areas,</p>

	<p>including human values, social service, critical thinking, communication skills, problem solving, environmental awareness and entrepreneurial skills. b) The programme outcomes and course outcomes are stated on the college website and college prospectus. In addition, faculty members personally communicate the same to the students. The various assessments tools for measuring course outcomes include ISA and semester-end examinations, tutorials, assignments, quizzes, project work, case studies, presentations, etc. Programmes such B. Voc. in Software Technologies, and green initiatives such as seed bombing, vermi-composting, e-waste management, etc. learnt through the environmental studies course have been introduced. c) During the induction programme, students are given an orientation on Outcome Based Education. Question papers have been designed on the basis of Bloom’s taxonomy. This enables the assessment of students on cognitive levels, namely, remembering, understanding, applying, analysing, evaluating and creating. Students enhance their soft skills facilitating employment opportunities through participation in webinars, conferences, seminars, training programmes, internships, etc.</p>
<p>6. Distance education/online education:</p>	<p>a) Seven courses are offered in ODL mode through our IGNOU Study Centre, viz. MSc in Environmental Science; BCom; M.Com; PG Diploma in International Operations; Certificate in Energy Technology Management; and Certificate in Communication and IT Skills. Theory sessions are held online; practicals and examinations on campus. Questions papers using OMR are received from headquarters by India Post and online question paper delivery system (OQPDS). Exam attendance generation software is used. All communication is held by email with headquarters and regional centre. One faculty member of our college is IGNOU coordinator, assisted by five employees. b) Our faculty members are well-versed in the use of digital literacy tools, such as Google Classroom, Microsoft Teams, Google Meet, among others. Adoption of the digital literacy tools has become possible as classrooms are equipped with ICT facilities like smart boards, LCD projectors and digital podium. During the COVID19 pandemic, most of the teaching-learning processes were held in online mode. Faculty</p>

members and students suitably adapted to the system, thereby gaining experience in working with digital tools such as Moodle, OBS (Open Broadcaster Software), Google Tools, Smartboards, YouTube, to develop and deliver e-content, short videos, interactive power point presentations and other online content. It facilitated the conduct of online classes, management of attendance, submission of assignments, webinars, training programmes, and even commemorating important days and events. After the pandemic and resumption of offline teaching, our faculty have been emphasizing on blended learning, by engaging students in a hybrid (online and offline) mode. With platforms like SWAYAM, several courses have introduced components linked to MOOCS and the students are assigned tasks to be completed online. This has let teaching-learning process extend 24x7 beyond the campus and made it possible for students to remain connected even in case of adversities. c) The following initiatives have been taken to promote ODL in the college: ? Faculty members are involved in developing e-content for DISHTAVO (Digital Integrated System for Holistic Teaching and Virtual Orientation), an initiative of the Directorate of Higher Education (DHE), Government of Goa. ? They are also involved in creating MOOCS content for Chemistry and Microbiology courses for DHE. ? Students are encouraged to take up online courses offered by online portals such as Swayam, Coursera, etc. ? Indira Gandhi National Open University (IGNOU) Study Centre on campus has been offering programmes such as Bachelor of Commerce, Master of Commerce, and several short-term certificate courses. The IGNOU study centre is managed by one of our faculty members as the Centre Coordinator, and some of our faculty members are counsellors for its various offerings.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Electoral Literacy Club (ELC) has been set up in the college.
2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and	ELC club is constituted by the College Principal, with a Nodal Officer (Faculty Coordinator) along

<p>whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>with 2 Campus Ambassadors (students) to carry out a number of SVEEP (Systematic Voter’s Education and Electoral Participation Programme) activities. Every year the campus Ambassadors are changed to give other students an opportunity to learn about the activities carried out under SVEEP.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. Various innovative programmes are undertaken by the ELC (Electoral Literacy club): 1. Hands-on training on VVPAT and EVM, to acquaint new voters with the functioning of the system. A talk was organized to make the students understand how the system cannot be manipulated. 2. Electoral verification programme was also organized to make the students aware of the verification process followed by the BLO in the particular area 3. Every year on 25 January, Voter’s Day is observed by administering Voters’ Pledge to all staff and students. 4. During election time, films are telecast (Masti, Dosti aur Matdan – 12 minutes shows). Also, a street play was conducted in the market area and on campus. 5. The students participated in All-Goa Inter-College Short Film competition on the topic “Ethical Voting” 6. Slogan writing competition on the theme “Significance of elections and Voters’ Rights” was conducted on campus 7. During the Assembly and Lok Sabha elections, most of the staff members (teaching and administrative staff) are on election duty in various capacities, such as Master Trainers, Presiding Officers, Area officers, etc. They undergo a number of training programmes conducted by the Election Commission of India.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>During the election period, posters on ethical voting and the need to cast one’s vote are displayed at the entry gate. Students have won state-level Youth Gram Sabha competition.</p>

<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Every year ELC takes the initiative in getting all the students of First Year to register in the electoral Roll.</p>
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Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1671	1602	1527	1163	1150

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 152

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
100	88	69	60	67

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
298.19	183.91	207.47	348.46	270.68

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The institution plans and monitors activities for the effective implementation of outcome-based education as per the Goa University academic calendar.

Process for Effective Curriculum Planning:

At the beginning of the academic year, the teaching plans are prepared by the teachers with learning outcomes. The timetable committee prepares the timetable for all the courses with the number of classes per week for each course.

HOD's of all departments allocate workload amongst all faculty members.

Faculty members prepare the teaching plans of their respective courses and upload them on IAIMS portal.

Many faculty are members of BOS, Goa University, and participate in curriculum development and assessment.

Guest faculty are invited to address the students.

Process for Effective Curriculum Delivery:

- Institution provides classrooms with a smartboard and internet connectivity – Online videos from DISHTAVO and other online portals and webinars are used by faculty.

- Course-wise WhatsApp groups are created for sharing academic resources with the students.

- Mentoring Committee assigns a mentor for a batch of mentees. Regular meetings are held to tackle issues mentees face with regard to academics.

- During the Covid-19 pandemic, online tests, such as unit tests, mock tests, ISA, and Semester-end examinations were conducted through MS Teams, Google Classrooms, and Google forms.

- Teachers monitor the performance of each student and conducts remedial classes for improvement in case of slow learners and assign challenging tasks to advanced learners to further their aptitude.

Academic Calendar:

Academic Calendar is prepared before the commencement of the academic year, taking into

consideration the different activities to be conducted by the Departments and Associations. The annual programmes, curricular and co-curricular activities, IQAC meetings, and so on, figure in the calendar.

Conduct of continuous internal Assessment:

All subject teachers regularly evaluate students through a continuous assessment system using class tests, practicals, orals, assignments, tutorials, surprise tests, quizzes, group discussions, etc. Unit-wise tests are conducted and corrective measures are taken to improve the score for weak learners.

The college has an internal assessment examination committee to look into the conduct of ISA with respect to Bloom's Taxonomy and CO attainment. ISA time tables are displayed, and the syllabus for internal assessment is declared at least week in advance. Question papers are set based on the University syllabus and examination paper patterns. After the ISA, the answer papers are evaluated and shown to the students. Teachers discuss the question paper with the students. The marks are shown to the students and their signatures are obtained in the 'marks seen' column in the consolidated marksheet of the ISA. Apart from written tests, students are also given opportunities to deliver seminars, write assignments, participate in group discussions and projects, to broaden their skills. After continuous internal evaluation, slow and advanced learners are identified in each class. Remedial classes are conducted for slow learners identified by using diagnostic tests; advanced learners are provided with books and motivated to participate in activities of a higher difficulty level, to help raise their academic performance and skills.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 51

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 53.83

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
499	916	954	623	837

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Our curriculum includes diverse perspectives to support students especially in professional ethics and human values. Professional ethics, gender equity and equality, human values, environment, and sustainability is being made a part of our curriculum. Students are encouraged to participate in open discussions and debates where a conducive environment is provided to express their opinions.

Our college offers 37 courses integrating crosscutting issues relevant to professional ethics, gender, human values, environment, and sustainability into the curriculum. By incorporating these topics into the curriculum, the institute ensures that students are equipped with a well-rounded education that prepares them for the challenges they will face in the workplace and society.

Professional Ethics: Certificate courses on leadership skills were conducted .

Gender: Courses on various gender-related aspects are offered in the curriculum as Discipline Specific Elective, Generic Elective and Core courses, which highlight biological, social, economic and cognitive influences on gender, gender discrimination, problems faced by women in India, and so on.

DSC: Aadhunik Hindi Kavya Kaa Itihaas, Swatantryottar Hindi Gadya, Aadhunik Hindi Katha Sahitya Evam Vyakaran, Madhyakaalin Evem Aadhunik Hindi Kavya Tatha Vyakaran, Aadhunik Hindi Gadhya Sahitya: Parichayatmak Adhyayan, Sant Sahitya

GE: Understanding Gender and Power Politics, and Women's Movement and Empowerment,

CC: Psychology of Gender and Identity, Demography and Population Studies I, Demography and Population Studies II, and Aadhunik Hindi Padhya, Understanding Gender and Power Politics (BA Psychology Sem III: core paper)

College has established a committee on Gender Equity and Women's Development, to promote understanding of gender issues, gender roles and stereotypes and to promote fairness and justice for all individuals, regardless of their gender. The committee invites resource persons from reputed organizations to share their expertise, and organizes competitions to inculcate gender equality in the students.

College creates a platform to discuss and deliberate on gender issues, by way of activities on International Women's Day, National Girl Child Day and Transgender Awareness Day.

Human Values: Introduction to Human Rights, and Human Rights Movements in India are a part of the curriculum. Every year the Department of Political Science celebrates Human Rights Day. NSS and NCC organize blood donation camps, organ donation-awareness camps, and community outreach programmes. It enables students to develop critical thinking skills, sympathy, empathy, and belongingness to society.

Environment and Sustainability: There is a mandatory course in the curriculum, titled 'Environmental Studies', for students in their first year of graduation. Also, courses on Environmental Economics - I, Environmental Economics - II, Fundamentals of Disaster Mitigation, Environmental microbiology, green methods and safety aspects in chemistry are offered to students. Additionally, various activities are performed in the college to impart a sense of social and environmental responsibility, by way of cleanliness drives, Swachhata Pakhwada, tree plantation drives, awareness rallies, etc., by NCC, NSS and Swachha Bharat Seva Internship (SBSI). The college also celebrates World Environment Day, World Ozone Day, International Tigers Day, World Nature Conservation Day, and International Day for the

Conservation of the Mangrove Ecosystem, to highlight the importance of environmental sustainability.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 47.88

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 800

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 98.75

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
590	626	658	464	513

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
620	626	658	470	513

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 80.9

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
203	220	241	171	203

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
281	266	294	210	232

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 16.71

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The college faculty understand that the integration of technology with teaching is indispensable; and hence, they actively blend traditional teaching methods, such as lecturing, with modern student-centric approaches that incorporate ICT tools, virtual classrooms, and audio-visual aids to facilitate a dynamic learning environment. Faculty also incorporate bilingual teaching into the classroom.

Experiential learning, involving hands-on activities, real-world applications, and immersive experiences, is an important teaching-learning practice of the college. The practical laboratory sessions conducted as part of the B. Voc. (Software Technology), Microbiology, Chemistry, Physics, Electronics, Computer Science, Geography and Psychology courses enhance students' knowledge through experimentation and testing. Departments organise field visits to expose students to real-world settings. Furthermore, internship programmes are also implemented to offer students practical experience and industrial training in professional environments. Extension and outreach programmes organised by NSS along with cultural programmes provide opportunities for experiential learning.

Participative learning aims to foster social interaction and cooperative learning through active engagement and collaboration among students. While engaging with the curriculum, teachers use innovative methods, such as flipped classroom, multimedia learning, gamification and quizzes to encourage classroom dialogue and interaction. ICT tools are used to facilitate debates, demonstrations, role play, digital stories, case studies, group discussions, and presentations. Participative learning is also an outcome of the students' participation in seminars, webinars, conferences, workshops, guest lectures and various club events.

The faculty also conduct remedial teaching classes catering to student learning diversity. Similarly, the mentorship programme is designed to promote personal and professional development of the student. The faculty mentor identifies the difficulties and needs of the students and provides mentoring, counselling and remedies.

Research projects and dissertations provide students with opportunities for independent critical thinking. The research projects can involve problem-solving, experimentation, models, field work, surveys and case studies. Project-based learning gives the students practical exposure to research methodologies, academic writing, and ethics.

The library holds digital books, journals, and reference books, which are made available to students and teachers. It also has Wi-Fi facility. Through the NDLI Club membership of the National Digital Library of India, students get access to free digital learning resources in various languages.

Wi-Fi facilities are available in all buildings of the college. The college has 30 ICT-enabled classrooms with smartboards. Computers, projectors, microcontrollers and microprocessor kits, robotics kits, oscilloscopes and latest versions of software have been purchased for the use of students. The impact of this is visible in our students' achievements at various competitions.

The COVID-19 pandemic directed a move towards Learning Management Systems (LMS) such as Google Classroom. Teachers have created digital content for their respective courses. As part of the DISHTAVO Project, many of our teachers have developed e-content for undergraduate course video modules. The college also uses the Integrated Academic Information Management System (IAIMS) of the Directorate of Higher Education, Government of Goa, to carry out admissions, upload teaching plan,

monitor attendance, orchestrate the teaching-learning process,upload ISA and SEE marks, manage examinations, assessment, auto generation and declaration of results.

File Description	Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
100	88	69	60	67

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 82.29

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
91	79	56	45	45

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The following mechanisms are in place to guarantee transparency in both internal and external assessment:

- Relevant information regarding tentative dates of examination of ISA, SEE and their policies is made available on the College Prospectus and website.
- The College meticulously complies with all statutory requirements,the Examination Committee is constituted according to the norms and on behalf of Goa University two Intra-Semester Assessment (ISA) tests, Internal and External SEE Examinations are also conducted maitnaing all rulrs and regulation
- The ISA and Main Examination committees formulates and display the internal and external examination timetables three weeks in advance.
- The Examination Committee provides instructions/notice to teachers regarding paper setting, along with a time plan for compliance.
- Staff meeting are convened to discuss and major changes were suggested and incorporated specially during Covid '19 period.
- The respective Heads of Department (HOD) review all ISA and Semester-End Examination (SEE) question papers before the commencement of examination.
- The format of the question paper for practical exams, in all streams, depends on the prescribed course

objectives.

- The exams are conducted in compliance with the time-table issued by the Examination and ISA committees; and the submission of marks is transparent and time-bound.
- Students are also shown their ISA scores (and answer books to PG students), to ensure transparency.
- Examinations were successfully conducted in online mode during the COVID pandemic, in accordance with Goa University's instructions, and results were released on schedule.

The College has also devised mechanisms to deal with examination-related grievances in a time-bound and efficient manner:

•Preventative measures:

These actions help keep the number of prospective grievances to a minimum; as a result, complaints are typically reduced to zero. Among them is the prompt posting of alerts and announcements regarding the examinations on notice boards, websites, as well as sending them to students via email or digital apps (WhatsApp). These alerts provide information about the examination time-table, expected behaviour and seating arrangements. The teachers also show grades to PG students and ISA marks to UG students.

•Redressal Measures:

The Grievance Committee is formed as per Goa University ordinances, and members’ names are posted on the College website. Students are also provided with the option of writing or reporting any complaints regarding exams. For example, students are authorised to ask for verification of their exam results.

Candidates may apply to the College Grievance Committee within a week if they are dissatisfied with their verification. The College Grievance Committee takes proper action in accordance with the applicable Ordinance and lets the candidate know the decision in that regard. These grievance procedures are a time-bound exercise that includes the student, the relevant committees, the subject teacher, and Principal (or senior teacher). The Grievance Committee also addresses aspects related to paper-setting and correction, and issues relevant recommendations to teachers. Complaints (if any) are always resolved within a reasonable amount of time, and the various channels are constantly made known for everyone’s benefit.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Our college introduced the Outcome-Based Education (OBE) framework from the academic year 2022-2023. The Teaching and Learning Cell (TLC) of the college, proposed the introduction of OBE for both undergraduate and postgraduate programmes.

The programme outcomes (POs) are given by the affiliating University and included along with the programme curriculum. These programme outcomes are displayed on the college website and in the college library.

The Teaching and Learning Cell in collaboration with the IQAC organised several training sessions by inviting eminent experts to train the teachers to formulate the Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for their respective courses. After hands-on training sessions, department faculty designed their respective PSOs, which were then displayed on the college website and are also available with the respective departments and the College library.

The faculty were oriented to focus on the course syllabus and formulate the COs and compute the attainment. The COs are displayed on the college website; they are revised as and when necessary, prior to the commencement of the semester and the updated COs and related documents are uploaded on the college website. Every department maintains a file of all their COs. Every teacher has access to the file and is expected to prepare the teaching plans and design their assessments accordingly.

At the beginning of each semester, every teacher introduces his/her course to the students and elucidates the course outcomes. This ensures clarity amongst the students and they know right in the beginning what is expected of them and how to plan out their study of the course.

Some courses are taken up by multiple teachers, who jointly prepare the COs, teaching plans and assessment patterns.

The OBE framework defines the teaching methods, COs, and mapping of COs with PSOs and POs.

The Attainment of COs and POs are measured at different stages of the programme. After the completion of each course, the COs are assessed and the POs upon completion of the programme. The college follows the CBCS framework and the introduction of the outcome-based education framework has further strengthened the teaching-learning process. With focus on the outcomes, the faculty knows the extent of syllabus coverage and the methodology to be adopted for teaching and designing assessments. The students get a clear understanding of how to prepare for assessments and what is the target to be achieved by them.

Thus, the introduction of the OBE framework in the college teaching-learning process has been a positive step, setting the college in the direction towards timely measuring of outcomes, so as to rectify deviations, if any, and achieve overall academic excellence.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Our college introduced the Outcome Based Education (OBE) from the academic year 2022-2023. For every course, the departments carry out assessment through multiple components. The faculty collect and collate data to evaluate the achievement of COs.

The process for computing the attainment of COs uses different methods. These methods are classified into two types: Direct methods and indirect methods.

Direct methods attempt to quantify the students' knowledge and skills from their performance in the assessment components, such as class tests, assignments, presentations, semester-end examinations, seminars, laboratory practicals, mini projects, etc. These methods provide a sampling of what students know and can do and provide strong evidence of the students' learning.

Indirect methods are also used, such as course completion and faculty feedback, to reflect on students' learning.

The CO Attainment Scores are calculated as per the following format: The assessment levels categorized as:

Low Level 1: Score ≥ 30 and < 40 : 1

Medium Level 2: Score ≥ 40 and < 50 : 2

High Level 3: Score ≥ 50 : 3

Indirect method is based on the Feedback obtained from the students on the level of the CO attainment.

The target for each score is fixed during the course design and compared with the Overall Score for analysis and improvisation.

CO-PSO Mapping

At the end of each course, the CO-PSO table is prepared. This table indicates the correlation between COs and POs/PSOs.

A Course meets the POs/PSOs at different levels. 0 – Not Met

1 – Low

2 – Medium

3 – High

The CO-PSO matrix is prepared based on the obtained CO scores for every CO.

PO/PSO Attainment

For all the courses offered, CO attainment is calculated and PSO attainment is to be derived. The overall attainment percentage is calculated. The Overall Score is analysed and the observations considered for syllabus revision.

File Description	Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 85.84

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
472	406	492	310	254

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
619	463	507	310	354

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.2

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 15.25

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
7.24900	8	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Students are encouraged to transform classroom knowledge into creative and enterprising activities. They are motivated to undertake research projects, present papers at seminars and conferences. Various initiatives for creating an innovation ecosystem are undertaken.

Innovation

Star Cell - Institution's Innovation Council (IIC): MHRD has awarded "One Star" for three consecutive years (2018 to 2021), for establishing IIC and its activities.

Faculty have submitted research proposals to funding agencies like DBT, DST, etc. and have received substantial grants.

To inculcate a spirit of bio-entrepreneurship, Microincube Cell was initiated. To develop bio-entrepreneurial skills, the cell organizes activities like state-level inter-college event “Fermentilicious”, a food fiesta on fermented foods and beverages.

For creation of technology, skill-based courses on Robotics and Coding, Art of 3D Printing robot building using Arduino kits and Raspberry pi and home automation. Students have acquired understanding of printing of the model and connection between hardware and software.

Students have undertaken green projects of producing activated carbons from cattle manure for degradation of environmental pollutants, making hand-sanitizers during covid pandemic period, developing software/applications in coding events like Hackathon using HTML/CSS/JavaScript, Java Programming and Data Science Technologies, and promoting research culture on many public platforms.

IPR

The college set up IPR Cell to ensure protection and utilization of intellectual property and to create awareness about on the subject, registration and documentation, surveillance, policy development, enforcement, licensing and commercialization, patents, copyrights, trademarks among faculty and students by conducting workshops, quizzes, Faculty Development and other training programmes, and posters,.

Creation and Transfer of Knowledge/Technology and Outcomes

The exchange programme has helped in enhancing advanced methods, improve productivity and foster innovations. TECHNOSAV Series is organised to encourage students to innovate by developing websites, design posters and participating in coding, certification courses.

The institute has conducted research oriented, entrepreneurship, skill-based workshops, seminars, conferences, intercollege activities for facilitating knowledge transfer.

The departments have transferred knowledge through Software based certificate courses. Students are also pursuing doctoral studies in Tokyo, Japan, Canada, South Africa and also undertaking professional careers in industries in UAE and UK.

Students have been awarded prizes at various research based events, seminars, conferences for paper presentations, and given industrial to students for building up industrial and entrepreneurial skills and individual enrichment in the form of start-ups and businesses.

The nature club has educated students with advanced farming techniques by conducting field trips and gardening activities.

Photography skills through GCK PHOTONS (Photographer's Club) through courses on Elements of Photography, Elements of Photo-editing, UV light Photography for students and public.

To learn computational biology skills, a course on Bioinformatics, its tools and software was organised. Five students were selected to represent the college for the National Zonal Championship organized by MakeIntern at IIT Delhi.

Indian Knowledge System (IKS)

Departments have organised activities to promote Indian culture and lifestyle: Yoga Day, organizing Bhajan Sandhya, Abhang Gayan, celebrating people in literature Tulsidas and Premchand Jayanti, Kala workshops, Healing with music, sessions on Ayurveda and Folk culture, workshop on Goan dishes, etc to cultivate Goan culture.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 104

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
34	20	28	11	11

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during

the last five years**Response: 0.5****3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	6	16	32	7

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response: 0.36****3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
20	16	8	5	6

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Our college conducts extension activities in the neighbourhood, to sensitize students to community issues, gender disparities, social inequity, etc., and inculcate social values and commitment.

The college has been recognised as “District Green Champion” for South Goa District in 2021, by Mahatma Gandhi National Council of Rural Education (MGNCRE), Ministry of Education, Government of India, for successfully setting up the Swachhta Action Plan Committee, adopting and implementing best practices in the areas of sanitation, hygiene, waste management, water management, energy management and greenery management.

NSS Unit:

During the COVID-19 pandemic, NSS volunteers made posters and displayed them at various places in the college and on college website, to create awareness.

As a part of Swachh Bharat Abhiyan, numerous cleanliness drives were held by NSS students in and around the college and in neighbouring villages. In addition, to avoid plastic pollution, 30,000 cloth bags and 4,000 paper bags were distributed by them to the locals of Marcel Market.

NCC Unit:

Blood Donation Camps were organized by our NCC Unit, in association with NGOs, Goa Medical College and private hospitals.

NCC cadets prepared 1000 seedballs and they were dispersed by NCC ANO and 5 cadets in Surla village on 20 June 2021. This was done to spread awareness about a better environment and to improve the village green cover.

Department of Microbiology:

To meet the challenges of the Covid pandemic, a task force package was designed named “COVID-19 ASSISTANCE DRIVE”. It comprised the following:

Task force 1: “Goan COVID immunisation drive” - a survey via google forms. Task force 2: “Hand-in-aid” - Compilation of Helpline numbers according to area.

Task force 3: “Inform-D-Natives”- providing information regarding Mucormycosis through power point presentation.

Task force 4: “KnowCOV by Art”- E-Poster on possible 3rd wave and its effect on children.

Task force 5: “Covicoaster” -awareness videos in English and local language Konkani on YouTube.

Task force 6: Instagram page.

Task force 7: “Decoding Self testing”- E-poster on proper usage and disposal of the kit

Task force 8: “Covicare through Ayurveda” – Helpline data for advice on care and prevention of Covid 19 through Ayurveda.

Department of Social Inclusion and Equal Opportunities:

The following activities were organized:

Field trip to orphanage and a fund raiser to help orphan kids of Matruchaya, for girl children of Dhavli and Bal Kalyan ashram at Talauli, in 2021.

Online awareness programme on health insurance for healthy and happy life was organised.

Orientation programme on Talking Talukas, as an initiative by GDP foundations to identify innovative business ideas from college students and groom them into entrepreneurs. Mr. Kishore Shah, Director, GDP Foundation, Goa, was the resource person.

Department of Gender Equity and Women’s Development:

Talks, seminars and workshops on Gender equality were organised.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

1. Awards and recognitions won by students

2019-20: Mr Santosh Yadav secured 2nd place at Swachh Bharat Student Internship (SBSI) organized by the Directorate of Unnat Bharat Abhiyan (D-UBA).

2020-21: Ms. Sanika Kerkar was awarded an appreciation certificate for outstanding work carried out during SBSI organized by the Directorate of Unnat Bharat Abhiyan (D-UBA).

2023: Mr Nihal Kunkalienkar received an award of excellence from Goa University, in recognition of the exemplary work done as an NCC Cadet.

2023: Ms. Siya Shet Shirodkar secured 3rd place at national-level e-poster competition on sustainable development, organized by Karamveer Shantaram Bapu Kondaji Wavare College Nashik.

Mr Chandan Gaunekar was awarded 'The National Biotech Youth Award 2023' by Krishna Vishwa Vidyapeeth, for excellent and outstanding contribution to biotechnology as a Bioentrepreneur.

2. Awards and recognitions won by teachers

- Dr. Asha Gahlot received:

1. **"Hindi Sevi Samman"** by Kendriy Hindi Nideshalay, Government of India and Gomantak Rashtrabhasha Vidyapeet, Margao, for her spectacular contribution in the development of Hindi language and literature among the youth in the State of Goa.
2. **"Kartutvavan Mahila Samman 2021"**, by Daily Gomantak Sakal Samuh, Goa.
3. **"Amhi Sidh Lekikha Navdurga Samman 2021"**, by Sidh Lekhikha Navdurga Samuh, Goa, for incredible work done on different contemporary women-related issues, through Institute Menezes Braganza, Panaji, Goa, since 2013.
4. **"Shaikshnik Seva Gaurav Puraskar"**, by National Rural Development Foundation, Belagavi, and Health and Nature Development Society.

- Dr. Dilecta D'Costa received:

1. **'State Teacher Award for Excellence in Higher Education'**, by Government of Goa, for significant contributions towards the society in 2021-2022.
2. **'Swashakti Sahayog Puraskar'**, by Pradnya Shakti, in 2021-22, for meritorious services.
3. A trophy for **'Outstanding Citizen'** by Mormugao Block Panchayat.
4. **'State level Best Teacher Award'** by Microbiologists' Society, India, in 2021-22.
5. **'Award for extraordinary dedication and commitment in the nation's fight against Covid-19'**, by Microbiologists Society, India, and Hi Media, for volunteering service in Covid-19 testing in 2020.

- Dr. Sapna Gaitonde received:

1. **Swachh Bharat Student Internship appreciation** for outstanding work carried out for SBSI during 2020-21.

- Dr. Aureen Gomes received:

1. **'Award for extraordinary dedication and commitment in the nation's fight against Covid-19'** by Microbiologists' Society, India, and Hi Media, for volunteering service in Covid-19 testing in 2020.

3. Awards and recognitions won by college.

1. District Green Champions certificate for South Goa district during 2020-2021 by Government of India for setting up the Swachhta action plan committee, adopted and implemented best practices in the areas of sanitation, hygiene, waste, water, energy and greenery management.
2. Third place and cash prize of Rs 10,000/- at college level presentation of SBSI by the Directorate of Unnat Bharat Abhiyan (D-UBA).
3. Third place for MEAR (Making equality a reality) in singing competition and Third place in BE THE ACTIVIST competition organized by Manohar Parrikar School of law, Governance and Public Policy Women studies in March 2022.
4. The college secured second place in Youth Leadership Development Activity 2022 by Vivekananda Kendra Kanyakumari Goa on 10 September 2022.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 73

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
17	15	13	21	7

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 31

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The College has good infrastructure for academic and extracurricular activities. The campus is a gated complex, located on a 23,000 square metre plot, with academic blocks, a multipurpose hall, an amphitheatre and upcoming hostel.

There are 30 well-equipped classrooms with smartboards, LCD projectors and WiFi connectivity powered by a 100 MBps leased line. The new academic blocks are disabled-friendly with ramps, tactile flooring, special washrooms, wide corridors and broad doors.

Every classroom is well LED lit and ventilated with wide windows, ceiling fans and walls of thermal brickash. The college has state-of-the-art laboratories. The Language laboratory is equipped with 20 computer systems loaded with Indic and other software; Commerce and Economics has 20 computers; Geography laboratory, 29 computers with QGIS software; and the Psychology laboratories have apparatus for conducting practicals. The MCom department has 21 computers with Gretel, SPSS and E-views student version software for data analysis.

The Science block has well-equipped laboratories for Chemistry, Microbiology, Physics, Electronics, Computer Science and Vocational departments. The various software and techniques, such as Adobe Photoshop, Electro Chemical Analyzer CHI6081E, UV Probe Software, Chemdraw Ultra Software, Origin 8 Software, Spectrum Software, Ta60 Software, AC Susceptibility Set Up software, Saturation Magnetization setup software, are also used in the departments.

The Commerce and Economics laboratory has 20 computers used by faculty and students for internet access and academic assignments.

The designated staff carry out periodic maintenance as per the Instrument Manual.

The college has five staffrooms and an examination section. The college library is well equipped and has a spacious reading room apart from the reference section. The library has a digital section for access to online resources.

The seminar hall, equipped with Smart Board, digital podium, sound system and air-conditioning, is used for college functions and national and international conferences. Additionally, the college has an air-

conditioned multipurpose hall with a stage, green room, sound system and LCD projector that is used for conducting public lectures, workshops, and other college activities. The amphi-theatre is used to host extracurricular and cultural activities.

Cleanliness is ensured through the housekeeping staff provided by Goa Human Resource Development Corporation (GHRDC).

The college has generator power backup, besides solar panels installed on the rooftops and connected to the power grid. Every building has a purified drinking water dispenser and two atmospheric water generators.

The cafeteria has separate seating areas for staff and students; and common wash basins and washrooms. There are separate rooms for Counselling, NSS and NCC offices. Sports and yoga sessions are conducted in the Gymnasium. There are common rooms and washrooms for women on every floor. Basement parking area, fitted with fire alarm and control systems, caters to two-wheelers and four-wheelers.

There is Indira Gandhi National Open University (IGNOU) Study Centre on campus.

File Description	Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 52.15

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
135.13	91.99	95.36	198.47	161.54

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The college library caters to the needs of academic programmes and research initiatives. It has a carpet area of 500 square metres divided into book stacks, lending section, reference section, librarian's cabin and a spacious reading hall.

The library is equipped with over 27033 books, 1061 Project Reports and 156 bound journal volumes. It subscribes to 13 journals, 14 magazines, 10 Newspapers. The book bank scheme has 2848 books.

The library collection includes Encyclopedias, Dictionaries, Rare books, and high-impact factor journals from Social Sciences and Pure Sciences (Political Science; Economics; Geography and Psychology; Chemistry, Physics, Microbiology, Electronics, etc.). The digital section of the library has annual membership of N-List allowing students and teachers to access e-resources of over 1,99,500 books and more than 6000 e-journals. It also provides access to more than 600,000 e-books and 91,795884 other e-resources (theses, video lectures, audio lectures, question papers, articles, etc.), under National Digital Library of India (NDLI) membership.

The library is computerised using KOHA Integrated Library Management Software. It has facilities of Web OPAC, Union Catalogue of Goa State College Libraries, online footfall count system, and other important features. It provides remote access to the library catalogue.

Additionally, the library extends reprographic facilities to staff and students.

The library functions as an open access system for its users from 8:30 a.m. to 5:00 p.m. Access is regulated through bar-coded identity cards. Identity cards serve as library cards. The library is under 24x7 CCTV surveillance. There are bag deposit stations at the entrance. The local and national newspapers are kept in the reading section. Publications by college faculty and students and other new arrivals are showcased in designated areas.

The library footfall is reasonably good and the resources well utilized. Other than during the pandemic

period, the college library is generally well frequented and always occupied. The online section is accessed around the clock.

The college has provisions to display art and artifacts related to culture and heritage in order to preserve and let students be connected to Indian Knowledge System.

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The college has 26 classrooms fitted with smartboards that aid in devising various pedagogical methods, and 24 classrooms with projectors. There are 20 LED projectors. The college has 3 digital podiums, one of them in the seminar hall. There is one virtual classroom with digital podium. Seminar Hall is equipped with projector, smartboard camera, mic facility and the facility for live broadcast of guest lectures on the college YouTube channel. Live broadcasting helps the college in its outreach activities and connects the college to the larger public audience.

Computers are made available in the various laboratories: Language Lab (20), Commerce and Economics lab (20), B. Voc. (15), two Computer Science labs (50), Physics lab (6), Chemistry lab (11), Library (2), Geography lab(29) and M. Com. lab(20).

The library has barcode scanner and provides open access to the journals and library catalogue. Students and faculty can use the library computers to browse the book call numbers. It has online check-in/check-out system. It has updated software from NewGenLib to the KOHA Integrated library management software and provides access to National Library and Information Services (N-List).

D-Link wireless N 300 ADSL2 plus routers are installed in the Computer Science laboratory, providing internet access to faculty and students. BSNL LAN access is also provided throughout the campus. 100 MBPS internet bandwidth is ensured on campus. Ten units of Kaspersky Internet Security were used in the campus. Faculty have access to G-suite email configuration valid for three years. Twenty visualisers (GVP 502) and 20 interactive pads (Globus P11) are provided to the various departments. The departments are provided with printers.

Faculty update their semester plans, lecture plans and student attendance on IAIMS portal managed by

DHE. The learning management system MOODLE was used to share reading material with students during the COVID 19 pandemic. The faculty actively collaborated with DHE to record e-content for DHE's project 'Digital Integrated System for Holistic Teaching and Virtual Orientations (DISHTAVO). The e-contents are available on the website of the DISHTAVO project since the pandemic. Faculty have also recorded the said e-contents in Konkani, thus making it a participant in information technology.

The college has quite an active website that updates the students with valuable information regarding admission, examination and results. It updates include academic and extracurricular activities as well. The college policies are updated and mechanism for grievance redressal is available on the website. Department-wise details of teaching and administrative staff is listed online. The links of college library, N-List and list of books is also given on the website.

File Description	Document
Upload Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 8.31

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 201

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 37.21

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
137.94	64.93	97.69	104.06	82.34

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 40.7

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
546	742	720	460	427

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 53.24

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1165	859	1066	251	446

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 61.07

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
296	264	299	159	163

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
472	406	492	310	254

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 3.05

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	3	5	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 24

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	8	4	6	6

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 34.6

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
45	33	22	37	36

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Our Alumni Association bears registration number 213/GOA/2019, under the Society's Registration Act, 1860. It has a nine-member executive committee.

Its objectives are:

1. To connect with the college alumni and organize events like Alumni Day on 26 January.
2. To encourage student development by sponsoring prizes and felicitating meritorious students.
3. To help financially weaker sections of students by sponsoring fees.
4. To help in the overall physical and mental development of students by teaching them yoga/meditation/ breathing techniques.
5. Every final year student pays a nominal registration fee as member of Alumni association.

The activities conducted by the Alumni Association are as follows:

- Regular meetings to chalk out activities.
- Alumni visits and interaction with their teachers and students.
- Donation of books, plants and other items for the welfare of the college.
- Prizes to meritorious students of Third Year University examinations.
- Sponsorship of fees of financially weak students. Mr Kiran Naik sponsored tuition fees of one financially weak student in the academic year 2021-2022
- Sessions on meditation, yoga and breathing techniques for students during the Covid times, under the theme "A healthy mind in a healthy body".

The activities conducted are as follows:

- Faculty development programmes on "Inner peace and Outer Dynamism", conducted on Google Meet platform during Covid-19 pandemic (23 June 2021).
- International Yoga Day celebrated (21-22 June 2021) on Google Meet platform during Covid-19 pandemic. The resource persons were Ms Vaishnavi Parab and Ms Niyati Puri.
- Participation in Mashal Yatra to celebrate "60th Goa Liberation Day" (19 December 2021) exhibiting strong sense of patriotism.
- Celebration of "Country First" week (9-14 August 2022) comprising a week of competitions held in coordination with Samrat Club, Marcela, and sponsored by Alumni Unnati Bhagat and Sarvesh Fulari.
- Felicitation of freedom fighter 14 August Mr Parodkar at the hands of Mr Rajesh Faldesai, MLA, Kumbharjua Constituency (2022).
- Kite flying on the theme "Clean Goa, Green Goa", at Miramar beach, on 17 January 2023. The event was sponsored by alumnus Kiran Naik.
- Talk by Prof. Chadrashekhar Patil on "Shiv Charitra" (22 February 2023).
- Sangeet Sabha Varsa, to promote classical singing among the youth and community of Marcel,

organised in collaboration with Samrat Club and sponsored by alumnus Ms Unnati Bhagat who is also the secretary of Samrat Club (26 February, 30 April and 28 May 2023).

- In the year 2022-23, Ms Heena Momin, Assistant General Manager, Quality Control, Encube Ethicals Pvt Ltd., and Shri Rameshwar Sangekar, contributed Rs 1,00,000/- and Rs 25,000/-, respectively, for the welfare of the college.
- Alumni contribution for last 5 years amounted to INR 1,25,000/-.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

In all academic endeavours, the institution conducts itself in accordance with its Vision Statement - “**Centre for Excellence**” - aligned with its Mission Statement - “*To impart progressive knowledge, professional skills and values for excellence in academics, research and co-curricular activities to nurture competence for all round development and employability, thus synergising towards nation building*” - and the values of the Institution viz. Excellence, Integrity, Justice, Fairness, Belongingness, Innovativeness, Enterprise, Equality, Co-operation, Inclusiveness.

NEP implementation: The Internal committee for NEP Implementation was constituted. All teachers were sensitised through participation in National and State level training programmes in online and offline mode. As members of Boards of Studies at Goa University, many faculty propose recommendations in curriculum structuring. NEP curriculum has been already implemented at PG level from the academic year 2022-23, with 16 credit dissertation & research component. UG students are offered multiple options subjects choices such as major, minor, multidisciplinary, AECC, VAC, etc. Academic Bank Credit (ABC) is a unique digital locker facility to store credits earned by individual students throughout their academic journey. Facilities required for the desired learning outcomes are available.

Sustained Institutional Growth: The institution strives to implement its strategic plan to ensure quality education. The IQAC strictly monitors the implementation of all plans viz, upgradation of ICT tools; teachers training; e-content development under DISHTAVO project in English and Konkani; floating multiple subjects; collaborative programmes with MOU partners; library facilities; laboratory equipment; sports and cultural facilities. To promote vocational skills, the institution introduced B.Voc course; PGDT; Value-added courses in Sanskrit and Life skills; multiple entry-exit under NEP; Indian Knowledge System (IKS) to promote languages and cultures; upgraded library with digitisation facilities of NDLI, Koha, Knimbus, etc. Collective efforts under institutional action plan and recommendations by stakeholders facilitate attainment of POs and COs.

Decentralisation and participation in the institutional governance: Being Government college, we function under the directives of Directorate of Higher Education, Government of Goa. In a decentralized system headed by Principal, proportionate powers are delegated to 3 Vice-Principals, HOD’s, Chairpersons and members of the committees for academic purposes. Students are active members in major committees and their opinions are considered. At administrative level, Head clerk, OS and Accountant ensure smooth functioning of routine affairs. Statutory committees such as Anti-ragging, Prevention of Sexual Harassment, special ability students, social inclusion, grievance mechanism, etc for just and fair approach. Equal opportunities of participation are extended to all stake holders- DHE,

through administrative rules; PTA & Alumni, through meetings, Students through NSS, NCC & Students' Council and Philanthropies.

Short term and long term Institutional Perspective Plan: The IQAC department prepares long-term and short-term perspective plans in tune with its mission and vision. Long-term plans include provision for introducing courses offering entrepreneurial skills required for better placements. While short-term plans include conduct of skill-based certificate and value-added courses, maintenance of infrastructure, FDP, etc. Plans help to provide facilities to attain the expected outcomes towards incremental growth of the institution.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

a) 38 Policies: Admission policy, Examination, Anti-Ragging, Discipline & Student Conduct, Attendance, Scholarship, Reservation, Sexual harassment, Students' grievance redressal, Specially abled children, Gender Equality & Women Development, Library, Sports & Physical Education, Cultural, Students' Council, NSS, Information Technology, Teaching learning, Feedback, Research, Research Ethics, Capacity building & Skill enhancement, Environment, Waste disposal, Infrastructure, Purchase, Financial Assistance, e-governance, Extension Services, Resource Mobilisation, Recruitment, Counselling, Environment & Energy, Green Campus, Plastic ban in Campus, Waste Management, Water Conservation, Equal Opportunity policy are notified and timely enacted.

b) Administrative Setup: Office functions under de-centralised set-up, in coordination with Principal, sub-headed by 3 Vice Principals and Head Clerk. Office Superintendent, Accountant, UDC, LDC, MTS for discharging administrative duties. The Office is equipped with resources such as computers, printers, scanner, photocopier, Local Area Network, CCTV Camera, Telephone connection and record storage facilities, such as safe locker, drive storages.

c) Appointment: Appointment of teaching and non-teaching staff is carried out as per rules under the OC-66. New vacancies are created and filled through DHE, depending on the stable workload at least for three years. In order to manage the flexible workload, teachers are appointed on contract basis and on Lecture basis by the DHE, following all the protocols. For the appointments of regular staff, the DHE follows the stipulated procedures and deposes the selected candidates.

d) Service Rules: Service Rules implied are as prescribed under UGC guidelines, DHE's regulations, CCS rules, Fundamental rules & Supplementary rules recommended in Swamy's Handbook and time to time amendments by Govt. of Goa.

e) Procedures: The Institution functions effectively under the guidelines of Goa University and DHE. The institution prepares long term & short term Institutional Perspective plans in line with its mission. The vice principals, HOD's and various committee heads follow laid procedures and perform their duties towards smooth functioning of routine affairs.

Admissions process is monitored by Principal, via DHE's IAIMS portal and the college admission committee. Students and parents are counselled for subject choices as CC,DSC,GE,DSE,SEC,MIL,AECC, VAC, Major, Minor, Projects etc. The College issue multipurpose identity card featuring bar code system & enrol every student with Goa University through GUMS. Multiple programs were conducted during pandemic time in hybrid mode to help students to cop up with challenges in teaching-learnig.

Examinations were conducted by following strict SOP's during COVID-19 pandemic time and otherwise via regulations and circulars sent by Goa University. The first and second years the teaching/learning examinations were held online. However the third year's students were taught offline and evaluated through physical mode of examination. The practical's, dissertations were carried out successfully maintaining all SOP's. Work from Home (WFH) was facilitated to the teaching and non-teaching staff during the Pandemic situation as per the circumstances prevailing.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

A) Teaching staff:

Performance Appraisal of teachers is carried out as per statutory guidelines of Goa University. All teachers submit Annual Confidential Report to DHE after certification by the College Principal. A **screening/ selection committee** is appointed as per statutory requirements to evaluate and verify the details provided by the staff. This data is utilized when they are due for career advancement.

The **Academic Performance Indicator (API)** based self-appraisal form is required to be submitted by every teacher on entire year's activities conducted, along with documentary evidences. **Feedback from students** on teaching-learning process is obtained; suggestions, if any, are communicated to the concerned teacher.

B) Non-teaching staff: Performance appraisal for non-teaching staff is carried out every year. Different formats of APAR form as prescribed by DHE are used for each staff member depending upon their designation.

The performance appraisal reports are made use of at the time when promotions are due or upgrade options are available. FDPs are conducted to enhance performance of administrative staff through periodic trainings. Their promotions are timebound and payscales are upgraded as per rules.

WELFARE MEASURES:

A. Regular/Permanent employees can avail:

1. Children Education Allowance, Leave Travel Concession, and Medical Reimbursement.

2. Paid leaves such Child care Leave (730 days), Paternity leave (15 days), Study Leave (2 years), Duty leave for FDP/Refresher Courses, Induction courses maximum 30 days, Sabbatical Leave (2 years) Earned Leave (10 days per year for teaching staff and 30 days per year for administrative staff), Half-Pay Leave (20 days per year, commutable to full-pay leave on medical grounds). Special Medical leave (upto 2 years) Contract basis teachers are eligible for 8 days Casual Leave and 8 days Duty Leave.

3. Re-imbusement of registration fees paid for attending FDP's, Seminars, Workshop.

B. Other welfare measures involve:

- Exclusive seating arrangements in the Canteen.
- Laptops/ Desktop PC's with printers for departments with Wi-Fi Campus/Free Internet Access.
- Upgraded work space/ stations with private seating/storage/recharging points.
- Leave Travel concession facility as per the Government rules.
- Health Check-up Camps for all staff.
- Provision of Salary Certificate to avail bank loans.
- Felicitation of teachers who acquire Ph.D degree, publish research papers, contributes to academic excellence.
- Felicitation of retiring employees by organising farewell function.
- Organise staff picnic and field trip.

AVENUES FOR CAREER ADVANCEMENT: All promotions under CAS (Career Advancement Scheme) are timely recommended and processed through Directorate of Higher Education. Promotion from Assistant to Associate to Professor, Lifting of probation, Increment in grade pays. Appointment of Vice Principal & HOD's on rotation basis.

FIP & RC: Teachers are encouraged to complete in service training programmes such as Faculty Induction Programme, Refresher Courses, Short term courses in research methodology etc. within stipulated intervals.

Affiliations with reputed Institutions: Many faculties are deputed with additional charge as a member of Governmental bodies such as Institute of Menezes Braganza, GIPARD, Selection Committee Panellist, MOU partner organisations etc.

Research Facilities: Institute facilitates all mandatory resources at research centres of different subjects to promote publications, research projects to accord recognitions and incentives.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 4.95**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	0	1	5	1

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*****Response:** 48.01**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
39	71	31	33	67

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
23	25	25	23	22

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The Institution is committed to drive all its resources optimisely to impart quality education. College prepares estimated budget of income and expenditure and sends it for approval to directorate of higher education. Once approved, college incures various expenditures as per the set procedures.

Strategies for mobilisation and optimum utilisation of resources and funds:

1) **Funds from Salary Grant:** The College receive salary grant from the State Government which is exclusively used for the payment of salary of teaching staff under the Budget head of planned and unplanned, regular and temporary and non-teaching staff of institution.

2) **College budget and State Govt. Fund:** College receive budgeted fund from State Government for maintenance of physical infrastructure, college bus & car maintenance, petrol allowance for the college bus.

3) Funds from UGC-RUSA Grant: UGC funds are received for the purpose of development/ maintenance of Infrastructure, up-gradation of its Learning Resources/ Research. RUSA/ICSSR/UGC/DST/ DBT/ GSBB are utilised for setting up of laboratories, improvement of infrastructure, regular maintenance of equipment, library, and research projects. The grants sanctioned for construction of ladies hostel is under process and the amount is already paid to GSIDC.

4) Funds from Students Fees: The fees are charged to the students towards admissions, examinations, etc as per the Goa University fee chart and DHE rules for various courses. All such fees collected are timely credited into state government's treasury.

5) Funds from PTA & Alumni: PTA funds is utilized for PTA activities such as scholarships. Alumni registration fee of Rs. 50 was collected from final year students during admission is utilized for alumni activities

6) Funds from Donations: College receive grants and sponsorships from NGOs, CSR funds, Individuals, Stakeholders for organizing various workshops/ seminars/ conferences/ cultural programmes/ various competitions and as prizes for scholarships. Fund shortfalls, if any are contributed from college account.

7) Sports, NSS and NCC Grants: Funds received from directorate of sports for organising and participating in various sports events/ activities, subject to the approval by the college principal. NSS & NCC grants are utilized for undertaking various activities for welfare and development of concerned students.

Conduct of Financial Audits:

A. Internal Audit: The financial audit of college accounts is yearly conducted by Directorate of Higher Education. Last audit undertaken was for 2018-19, 2019-20, 2020-21, 2021-22 and 2022-23, for streamlining of the accounting process, the college maintains separate accounts for each of the following programmes:

1) UG – B.A, B.Com, Bsc, B.Voc programme, PGD in Translation

2) PG - M.Com, Msc (Chemistry, Microbiology) MA (Geography) programmes

A separate programme-wise, scheme-wise audit is conducted for funds received from different funding agencies like RUSA, UGC, DST CSR etc. and utilization certificates are submitted from time to time as per the requirement of the funding agencies.

B. External Audit: Indian Audit and Accounts Dept, (Senior Audit officer, Accountant General) Audit Bhavan – Alto Porvorim during 2018-19 for the period 2007 to 30/4/2018. Audit queries were complied with on time.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

IQAC reviews the teaching and learning process, structure and methodologies of operations, learning outcomes and incremental improvements .

Review of the teaching learning process, structure and methodologies

Academic Calendar: By way of academic calendar (90-92 days) in April/May and published in the prospectus and website to enable teachers to

Admissions: Online Admission process is followed through DHE's IAIMS portal. Counselling follows in physical mode at the campus. There has been an annual growth in student intake and courses, honours subjects, specializations, research centre etc.

Time Table: The Time table for theory, practical and library sessions is designed by the Time table committee, with appropriate room allocation per subject, thus ensuring that the campus is used optimally between UG and PG programmes.

Remedial and Mentoring: Teachers identify slow and advanced learners through diagnostic tests administered to first year students at the beginning of the semesters. Accordingly, remedial sessions are conducted for slow learners. The teacher mentors and counsels a batch of 20 students to redress their academic and personal difficulties, providing them with a psychological and social boost.

Innovations in Teaching-Learning: The institute ensures & facilitates experiential learning. Students are encouraged to participate in inter-class and inter-collegiate activities. Subject teachers submit a semester plan. Teachers maintain teaching records in a Teacher's diary. Faculty are encouraged to engage in research and attend conferences to update their knowledge, harness their teaching skills and achieve excellence.

Additional Courses: Add-on courses (30 hours) such as Tally, Sanskrit, Photography, Instrumentation, Software Development, etc., are offered for skill enhancement and employability of Students. Professional experts are invited to deliver lectures.

Examination: IQAC ensures completion of syllabus in time. Examination dates are announced three weeks in advance to allow students to focus on their studies. Monitoring takes place through examination and ISA committees to ensure uniformity in paper setting, supervision, assessment and marks submissions. Marks to be submitted to Goa University are doubly verified to help timely declaration of results. After declaration of results, a thorough analysis of the same takes place, paper-wise, and students' performance is discussed in detail at the staff meeting. Teachers make suggestions for better performance. The head of the institution directs the faculty to address the students' academic issues and monitor their progress. There is provision for marks verification and repeat examination.

Results: Semester-end results are declared class-wise in time. Failure cases are reviewed and corrective measures are implemented. This creates a healthy educational ecosystem involving all stakeholders.

LEARNING OUTCOMES AT PERIODIC INTERVALS

PO- CO: The institute prepares programme outcome as well as course outcome to assess attainment of desired learning objectives. The matrix is prepared and matched every semester. Shortfalls are discussed and improved upon.

RECORD OF INCREMENTAL IMPROVEMENTS

- Advanced programmes/courses have been introduced.
- Due to academic flexibility and increase in number of courses, student enrolment and appointment of faculty has increased substantially.
- Improvement of pass percentage at graduate level has been noted.
- Students' participation and recognition in sports and co-curricular activities has increased.
- Research activities including seminars and conferences are on the increase.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement

initiatives identified and implemented**2. Academic and Administrative Audit (AAA) and follow-up action taken****3. Collaborative quality initiatives with other institution(s)****4. Participation in NIRF and other recognized rankings****5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.****Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender Audit

The college human resource comprises a large number of female employees who are highly motivated and empowered, as evident from the fact that women hold most responsible positions in the institution. It is evident from the college leadership, as the institution is headed by a vibrant lady Principal and two lady Vice-Principals. Most of the Heads of Department are women. All the major committees (Admission, IQAD, Examination, NSS, NCC, etc.) are also led by female faculty who execute their roles remarkably. The high ratio of female students enrolled and large number of female staff recruited is proof that women empowerment is prevalent. Gender audit of the college is also done to establish a baseline against which progress can be measured over time and to identify the critical gender gaps and challenges so that the issues can be addressed regularly. Gender audit for five consecutive years reveals that for both employees as well as students, ratio is in favor of women.

Gender equity

As a co-educational institution, the college upholds the value of gender equity by providing equal opportunities for both genders, while also taking into account their special needs and requirements. Through promotion of gender equity and condemnation of gender discrimination, the institution ensures a safe, peaceful, prosperous and sustainable environment for all its employees and students.

1. Sensitization

- College has a documented 'Gender Policy' which aims to provide awareness in reference to equality in law, in society and in democratic activities.
- Gender Equity Cell in association with NSS, NCC, and other departments, organizes a wide range of activities to promote gender equity. Some of the themes are: Gender abuse; sexual harassment of women at workplace; women, society and law; gender equality for community development; mental health, menstrual health and hygiene.
- College has nominated a gender champion to promote gender equity as per UGC recommendations. The gender champion student has been trained on gender-based issues.
- International Women's Day, Zero Discrimination Day, International Girl Child Day, etc., are commemorated by way of talks and competitions.
- Breast cancer screening camp is held for faculty and students.
- Gender balanced participation/representation in projects, team tasks, field visits, sports and other

activities.

2.Safety and Security on campus:

- Round-the-clock CCTV surveillance with constant monitoring of footage.
- Gated campus with 24-hour surveillance by security personnel.
- Entry into the campus is closely monitored. Records of visitors are maintained and visitor cards issued.
- Zero tolerance to ragging and any sort of harassment through appropriate policy implementations by Grievance Cell, Internal Complaints Committee, Sexual harassment Committee, Discipline and Anti-ragging Committee.

3. Facilities for students:

- Washrooms equipped with sanitary-pad vending machines and incinerators.
- Separate common rooms for males and females.
- Medical room and doctor-on-call facility.
- Periodic counselling and mentoring to address students’ emotional, social and behavioral needs.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Our college provides an inclusive space that accommodates students and employees of diverse economic, ethnic, cultural and geographical backgrounds. We are dedicated towards nurturing students with good moral and social values, aiming to make them responsible citizens. We conduct cultural activities that promote inclusivity and cultural harmony:

Cultural, Regional, Linguistic Tolerance and Harmony

- Language Departments, such as Hindi, Konkani and Marathi, conduct and organise guest lectures, quizzes, short-story writing, essay writing and debate competitions to promote Indian languages.
- Language-related events like Hindi Saptah and Marathi Bhasha Divas are organized.
- Certificate course in Sanskrit language is conducted for students and local community.
- Department of Hindi organized national-level conference on “Kedarnath Singh Ki Kavitaen: Ek Mulyakan”, Tulsi Premchand Jayanti. Webinar-cum -workshop was organized on “Writing about Childhood” and a webinar on “Strategies to resolve communication barriers”.

Communal and Socio-Economic Diversity

- Rangoli, Aakash Kandil making, Ghumat Aarti, and folk dance competitions held at annual college fun week, “Jubilations.
- Communal socio-economic values are inculcated among students and staff through blood donation camps by NSS unit, old age home visits,
- To spread the message of cleanliness to society, plastic collection drive, door-to-door campaigns on Poshan Pakhwada, poster competition on “HIV/AIDS”, a talk on “Drug Abuse”, rallies, slogans and street plays on ‘Swachh Bharat Nitol Goem’ were organized.
- To create awareness regarding the ban on single use plastic in society, paper and cloth bags made by the students were distributed.
- As a social service, water was supplied to the people facing scarcity of water.
- Activities such as Bazaar Day, Goencho Posro, Tika Utsav were organized to foster communal and socio-economic harmony.

Sensitisation of Students and Employees

- College puts in efforts to spread awareness on constitutional obligations, by celebrating national days and weeks, like Independence Day, Goa Liberation Day, Republic Day, Goa Statehood, Goa Revolution, National Voters, Sadbhavna Diwas, Kargil Vijay Diwas, Rashtriya Ekta Diwas, Flag Day, International Yoga Day, World Day against Child Labour, Goa Environment Day and Communal Harmony week.
- Students and staff are sensitized to the core principles of the Indian Constitution, particularly by celebrating the Constitution Day of India. Talk on “Fundamental Duties” and essay writing competition on “Celebrating Independence in the context of Article 370 and 35A” were organized.
- To commemorate the days of international, national and state interest, College organises various events, such as patriotic group singing, slogan writing competition, rallies, poster and drawing competitions, guest lectures, faculty development programmes, pledges, Yoga sessions and workshops. Our staff regularly renders help to the Election Commission of India and State Election Commission for conduct of public elections.

- In May, 2020 our college teachers helped Goa Government to prepare Economic Revival Plan for seven gram panchayats of Ponda taluka. Survey was conducted with the help of local MLA, Sarpanch, Panch, Mahila Mandals, Self-help-groups, Youth clubs, Farmers, Senior citizens, etc. to analyze the potential for revival of sectors related to agriculture, animal husbandry, fishing, horticulture, tourism, traditional means of livelihood and the employment potential in the allocated panchayat.

File Description	Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Best Practice 1

1. Title of the Practice

Promotion of Indian Languages and Preservation of Culture and Heritage.

2. Objectives of the Practice

- To foster Indian languages to preserve culture and heritage.
- To develop students' creative and aesthetic sensibilities.

3. Context

Sanskrit was floated in our institution as a language comprehending ethics, moral values and culture. Scientific research done under the label "Sanskrit Effect" has proved that it has the power to expand memory and cognitive abilities. It is a computer-friendly language that can help develop AI robotics and data mining.

Given the importance of translation, in mutual understanding and careers, a Post-Graduate Diploma Course in Translation was initiated, the first of its kind in Goa. Syllabus was designed by our faculty.

Four languages offered here have honours programmes, thus offering great flexibility to language learners.

Contributions of great Indian personalities are emphasized in the curriculum, letting students be inspired and motivated towards fulfilling social and national responsibilities.

4. Practice

A two-year diploma and certificate course in Sanskrit was initiated in 2018 as part of an MoU with Rashtriya Sanskrit Saunthan, New Delhi. Participants are exposed to Geeta Phatanan, Vishwa Sanskrit Diwas, Raksha Bhandhan, Guru Pournima, Shakapanah (Sabji Bazar) Shlok Pathan. The college is an examination centre for Sanskrit.

MoUs with state-level language associations, such as Institute Menezes Braganza, Gomantak Rastra Bhasha Vidyapith, Prayas and Sane Guruji Kathamala has helped to promote Viksit Bharat through languages.

Scholarships awarded by Konkani Akademi to boost students' interest in Konkani.

Students' participation in activities like Tulsi Jayanti, Premchand Jayanti, Sane Guruji, Kusumagraj, Shivaji Maharaj, Swami Vivekananda, allows them to understand the legacy of Indian stalwarts.

Their participation in college/state/national-level competitions and festivals, such as CMS Vatavaran Film Festival, Maha Marathi Sahitya Sammelan, Serendipity Arts Festival, Science Film Festival, D. D. Kosambi Festival of Ideas, has helped develop talents, cultural and environmental awareness.

Competitions were organized as part of Hindi RajBhasha Saptah. Language departments conducted seminars and guided projects on literary personalities.

The college has provided platform for Hindustani Classical Music, Varasa, Dandiya, Flute, Tabla, Harmonium, Ghumat, and tiatra, Bonderam, Kite Flying. São João, Chikal Kalo, etc.

5. Evidence of Success

1. In the last five years, 271 candidates (age group, 8-80 years) successfully completed diploma and certificate courses in Sanskrit, thereby strengthening IKS.
2. Eleven students completed post-graduate diploma in translation, got paid internships and are now employed.
3. Students developed their talents in performing arts, which included drama, classical singing and script writing, thus supporting language conservation. Short films produced by our students were screened at IFFI (Goa) and Pune Short Film Festival.
4. Students employed in the print and electronic media in various capacities regularly write on issues

pertaining to culture and heritage.

6. Problems encountered and resources required

1. Limited financial resources available for students opting for theatre as a career.
2. Government must float financial schemes to motivate youth to participate in cultural preservation and promotion.
3. Students need to dedicate additional hours to perfect their skills alongside academics.

Best Practice 2

1. Title of the Practice

Creation of a Resource Pool for Advanced Learning and Skilling

2. Objectives of the Practice

- To strengthen industry-academia linkage and collaborate with other non-Government organizations
- To approach industry, private parties, Government (other than Higher Education) and NGOs to secure funds for infrastructure development.
- To create state-of-the-art infrastructure required for performing experiments in postgraduate and research curriculum.
- To procure funds from NGOs and Philanthropists for enriching student skills, to impart knowledge and transform lives.
- To motivate faculty to submit research proposals and publish their work in peer-reviewed journals.
- Spearheading Knowledge Dissemination through Resource Mobilisation/Generation

3. The Context

College initiated a total of 23 new programmes in the past five years, in Arts, Science and Commerce streams, requiring quick financial support from Government for purchase of books, teaching-learning facilities, salaries of newly-recruited faculty, laboratory equipment, etc., to meet the essential conditions to secure University approval. A steady monetary flow is required to sustain the programmes, especially in the Science stream. Government procedures for purchase of equipment is elaborate. Hence, industry and NGOs were approached to fund infrastructure development, scholarships and personality development programmes. UGC and NEP 2020 foster industry-academia linkage and procurement of aid through CSR systems. Both Government and industries in the vicinity were approached, viz. Vedanta Sesa Goa; Syngenta Bioscience; Toshvin; Deccan Fine Chemicals; Goa Shipyard; Goa Konkani Akademi; Rotary Club of Panaji; GIPARD; Goa State Biodiversity Board.

4. The Practice

1. A sound proposal to obtain funds as per their terms and conditions has been submitted by faculty to Industries and NGOs.
2. Upon procurement of equipment, faculty were inspired and motivated to write project proposals and seek further assistance from DST/UGC/DBT/GSBB, among others. Thus, faculty and students could publish their work.
3. An ecosystem of research culture and knowledge transfer was created among students and faculty by holding workshops, seminars and conferences.
4. It was sought to generate responsible skilled workforce by organizing personality development programmes for Arts and Commerce students.

5. Evidence of Success:

1. Total funding of Rs. 1,14,35,625/- was received from NGOs, industry and philanthropists in the last five years.
2. Rs. 53,46,000/- was utilized on laboratories to conduct fundamental experiments in MSc Chemistry, MSc Microbiology and advanced research of PhD students.
3. Faculty received guideships and published 15 research papers in reputed journals; and 6 Research project proposals got sanctioned.
4. Seminars, conferences, training and cultural programmes were organized to enhance experiential and participative learning.
5. Skilled human resource from Commerce and Arts streamed ready for placement.
6. Despite the hitches during Covid-19 pandemic, academic aspects could be effectively continued in view of the availability of funds. The success story of research mobilization is represented in the graph:

Refer to the link for graph <https://www.khandolacollege.edu.in/web/wp-content/uploads/2024/03/bp-graph.png>

6. Problems Encountered and Resources Required:

- Research involves focused thought processes and work after teaching hours.
- Large funds are required to sustain scientific research.
- Time management by faculty, students and stakeholders is required for projects involving primary data collection.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

SAADHAYATI BODHIVRUKSHAH: VIKASITAM JIVANAM

IMPARTING KNOWLEDGE: TRANSFORMING LIVES

Refer to image at <https://www.khandolacollege.edu.in/web/wp-content/uploads/2024/03/Inst-Distinctiveness-1.jpeg>

The institution is located within a radius of 14 km from four established colleges. Thus, it is of paramount importance to understand how our institution was successful in achieving high enrollment in the past years. Here is an account of my development: **My Story: From Humble Beginnings to a Centre of Excellence.**

I was born on a beautiful day, 20 June 1989, nestled amidst the serenity of a small town called Marcela. Back then, I was a fledgling institution with a grand vision – to be a “Centre of Excellence”. In those early days, offering courses in Arts, Science, and Commerce, I catered to a small batch of students. I wanted to expand my knowledge, broaden my horizons and offer the privilege to students.

I offer Honours programmes in all subjects. It was just the beginning. With a strong foundation in place, I launched Master’s programmes in Commerce, Geography, Microbiology, and Chemistry. I embarked on a “bottom-to-top” approach, by establishing Research Centres offering doctorate programmes in various fields. Today, I am proud to say that the curricula offered are some of the most sought-after in the State of Goa, and even beyond.

But excellence isn’t just about the programmes I offer. It’s also about how I deliver them. I’ve always focused on creating a vibrant learning environment, one that is flexible and adapts to the ever-changing needs of my students.

I’ve always focused on creating a vibrant online learning environment, using Smartboards and many other software that were useful during the Covid-19 pandemic, precisely when student hubbub was missing on campus. It is a matter of pride that my infrastructure includes a well-stocked library, smart classrooms, a virtual classroom, cutting-edge laboratories, and Wi-Fi connectivity. A lot of expenditure was incurred on maintenance and upgradation of laboratories. As UGC introduced NEP, new skill programmes having multiple entry-exit, such as B. Voc. in Software Technologies, were introduced. BSc Electronics, BSc Geography were started on demand from students.

It is believed that learning should extend beyond textbooks. Hence, a Post-Graduate Diploma in Translation was introduced, the first of its kind in the State of Goa, as part of my endeavour to preserve and promote Indian languages. To bridge the gap between theory and practice, industry experts,

professionals, and mentors were invited to share their knowledge with students. Skilling, upskilling and reskilling through SEC, VAC, certificate and value-added courses, including Sanskrit, were conducted. Curriculum expansion has promoted academic flexibility within students' community. Students were motivated to visit reputed institutions across the country, on tours, internships, or project work, to broaden their horizons of knowledge. Thus, the student population increased substantially.

Well qualified and experienced faculty is the backbone of an institution's success. Many of my faculty hold doctoral degrees and are involved in research. Their research work figures in journals under UGC Care list, SCOPUS and Web of Science. They update their skills and knowledge, attend workshops and short-term courses. They collaborated on creating e-content during the pandemic, to ensure that learning would never stop.

My achievements haven't gone unnoticed. I've consistently participated in NIRF rankings and figured in the rank band 101-150 for three consecutive years (2018-19, 2019-20 and 2020-21). These recognitions are a testament to the quality of education that the institution provides. Faculty work actively to strengthen UG programmes under the DBT Scheme. We have also participated and ranked in the India Today annual Best Colleges Survey. Funding received from the State, philanthropists, industry under CSR is an endorsement of our performance. This has resulted in quality enhancement in the areas of academics, sports and cultural activities.

I offer Swachh Bharat Summer Internship, to inculcate leadership, social responsibility, and environmental awareness. My students have excelled in sports, NCC, NSS and other co-curricular activities.

This is my narrative on the Chessboard of Education

My story began as a young college, a King standing tall, a symbol of recognition but yearning for a richer purpose. The Queen arrived next, her arrival heralding a new era. With her came the pursuit of advanced learning, thrill of research, and dedication to nurturing scholars.

The Rooks, sturdy and dependable, followed soon after. They were the embodiment of my growing infrastructure - the esteemed faculty who brought knowledge to life, the state-of-the-art facilities that housed learning, and the vast library that became a treasure trove of wisdom.

But the King, Queen, and Rooks, while powerful, couldn't conquer the ever-evolving landscape of education alone. That's when the Knight and the Bishop entered the fray. Visionary and agile, they forged alliances with innovative programmes like IGNOU. Together, they ventured into exciting new territories - the intricate world of Electronics and Software Technologies. Their mission: not just to impart knowledge, but to equip students for the complex chessboard of emerging fields. Every move they made was a deliberate strategy, ensuring our students were prepared for a bright educational future.

Meanwhile, the Pawns, the bedrock of my foundation, thrived. They represented the strength of my undergraduate programmes and the vibrant spirit of sports. The Bishop, too, played a crucial role. By embracing diverse programmes like NCC, NSS, IGNOU, and SWAYAM, I fostered a holistic approach

to education, one that nurtured well-rounded individuals.

Today, I stand as a testament to the harmonious interplay of these chess pieces. Each one – the King's recognition, the Queen's scholarly pursuits, the Rooks' infrastructure, the Knight and Bishop's innovative spirit, the Pawns' foundational strength, and the Bishop's diverse offerings – contributes to the richness of my story. We are a strategic ensemble, where every move is a milestone, and every piece a testament to our unwavering commitment to excellence. The journey continues, and with each move, we write a new chapter in the story of academic triumphs and collective success. As I look towards the future, I am filled with excitement for the new possibilities that await in teaching and learning.

Presenting the Institutional Distinctiveness of GOVERNMENT COLLEGE OF ARTS, SCIENCE AND COMMERCE, KHANDOLA, GOA!

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

1. The College has always received appreciation and support from the Secretary, Higher Education, and Director, Higher Education, Government of Goa.
2. The local community as well as the print and electronic media regularly highlight the goodwill created by the activities and services rendered by the College.
3. Several of our teachers have received awards for excellence in research:
 - Professor Purnakala Samant, Best Oral Presentation Award, at International Conference, SRM University, Chennai;
 - Professor Prakash Vazrikar, from Goa Konkani Akademi;
 - Dr Jaison Joseph, International Dissertation and Doctoral Thesis Award from Indian Academicians and Researchers Association (2019);
 - Dr Dilecta D'Costa, Best Oral Presentation Award, at National Conference, St Joseph's Evening College, Bangalore;
 - Dr Gauri Achari, Senior Scientist Award, from Microbiologists Society (India);
 - Dr Sapna Gaitonde, Senior Scientist Award, from Microbiologists Society (India) and INSC Young Researcher Award (2022);
 - Dr Sushama Dessai, Junior Scientist Award, from Microbiologists Society (India).
4. Students from our Post-Graduate Centre have topped at Goa University Exams:
 - Ms Pradnya Sawant, topper at MSc Chemistry, Goa University (2019-20);
 - Ms Darshana Sawant, topper at MSc Chemistry, Goa University (2020-21);
 - Ms Asmita Patil, topper at MSc Microbiology, Goa University (2020-21).
5. Our college incurs expenditure on printing and stationery for the benefit of staff and students.
6. We extend free transport to pick up and drop students to seminars, workshops, sports activities, within Goa.
7. Teaching and administrative staff comprise a talent pool (singing, rangoli, drama, painting, sports) and participate in academic and cultural activities at the state level. E.g. Guru Srujan, Ghumat Aarti.
8. We regularly conduct seminars and workshops by sourcing funds from NGOs, philanthropists, and industry.
9. We make it a point to impart social and altruistic values in the student community by organising visits to orphanages, homes for the aged and other charitable institutions.
10. College premises are made available for social, cultural and humanitarian causes. E.g. Covid vaccination; Blood donation camps; Parikrama; Health check-ups.

Concluding Remarks :

Looking Forward

It has been a long and fruitful journey in the field of higher education. We now look forward to the future with hope.

Here are some facets of a visionary plan for our institution:

1) Mulya pravah – inculcation of human values and professional ethics in the college: respectfulness, harmony, belongingness, integrity, dedication, constitutional values, trustworthiness, sustainability, inclusiveness and commitment.

2) Jeevan Kaushal – Digital ethics, communication skills, listening, writing, speaking, professional skills, social and cultural etiquette, cognitive and non-cognitive skills; leadership and management Skills.

3) Teaching persons with specific learning disabilities (SLD)

4) Indian Knowledge Systems – Promoting art, culture, heritage and legacy. Accordingly, faculty will be trained in IKS and to impart them to the students. Common pedagogical template will be used to design IKS subjects for every discipline to maintain consistency and quality in the instruction.

5) Translation Centre in Indian and foreign languages to be started.

6) Curriculum framework for environment education – Courses will be floated in Climate change, conservation of biodiversity and ecosystem.

7) Boost industry-academic linkage – Start-ups and entrepreneurship development.

8) Women Empowerment – Create a supportive environment for women by providing training in life skills.

This will ensure capture of the intellectual capital of our youth.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>15.24900</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7.24900</td> <td>8</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	15.24900	0	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	7.24900	8	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
15.24900	0	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
7.24900	8	0	0	0																	
3.5.1	<p>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :31</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
5.3.1	<p>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>9</td> <td>4</td> <td>8</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>8</td> <td>4</td> <td>6</td> <td>6</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	20	9	4	8	6	2022-23	2021-22	2020-21	2019-20	2018-19	0	8	4	6	6
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2022-23	2021-22	2020-21	2019-20	2018-19																	
0	8	4	6	6																	

Remark : DVV has made changes as per the report shared by HEI.

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	15	12	22	47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	0	1	5	1

Remark : DVV has made changes as per the report shared by HEI

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1633</td> <td>1602</td> <td>1527</td> <td>1163</td> <td>1150</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1671</td> <td>1602</td> <td>1527</td> <td>1163</td> <td>1150</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1633	1602	1527	1163	1150	2022-23	2021-22	2020-21	2019-20	2018-19	1671	1602	1527	1163	1150
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