Shree Damodar College of Commerce & Economics

G. R. Kare Road, Comba, Margao, Goa-403601

Affiliated to Goa University

Website: www.damodarcollege.edu.in
E-mail: principal.sdcc@vvm.edu.in

REACCREDITATION – 3rd Cycle
Self Study Report (SSR)

Submitted to
NATIONAL ASSESSMENT & ACCREDITATION COUNCIL,
BANGALORE

NOVEMBER - 2014
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</table>
Committees

Chairperson: Dr. (Ms.) Prita D. Mallya

NAAC Steering Committee

Ms. Sharmila Kunde (Convenor)
CA Subrahmanya Bhat K. M.       Dr. Manasvi M. Kamat
Ms. Nirmala Gopinathan          Dr. Manoj S. Kamat
Dr. B. P. Sarath Chandran       Ms. Lydia Menon
Ms. Manasi A. Rege

I. Curricular Aspects
CA Subrahmanya Bhat K. M. (In-Charge)
Ms. Prachi P. Kolamkar          Ms. Preksha P. Chopdekar
Ms. Namita M. Neurenkar         Mr. Sunil T. Naik

II. Teaching-Learning and Evaluation
Ms. Nirmala Gopinathan (In-Charge)
Mr. Vishal Chari                Mr. Edwin Barreto
Ms. Annette Santimano           Ms. Nagaratna Naik
Ms. Anjali Sajilal              Ms. Sonal Sharma

III. Research, Consultancy & Extension
Dr. B. P. Sarath Chandran (In-Charge)
Ms. Snehal Jadhav               Mr. Shekhar Sawant
Ms. Namita M. Neurenkar         Ms. Sheetal Arondekar
Ms. Sheryl D’Silva

IV. Infrastructure and Learning Resources
Ms. Manasi A. Rege (In-Charge)
Mr. Sumit Kumar                 Mr. Andrew Antao
Mr. Sunil T. Naik               Dr. Sanjay P. Sawant Dessai
V. Student Support and Progression
   Dr. Manasvi M. Kamat (In-Charge)
   Dr. Rodney D’Silva                           Ms. Shameem Memon
   Ms. Preksha P. Chopdekar                    Ms. Sneha Lotlikar

VI. Governance, Leadership and Management
    Dr. Manoj S. Kamat (In-Charge)
    Ms. Cinola T. Vaz.                           Ms. Maithili Naik
    Ms. Ekta Agarwal                             Ms. Pooja Pai Khot

VII. Innovations and Best Practices
     Ms. Lydia Menon (In-Charge)
    Ms. Rashi R. Bhise                           Ms. Savina Annie Rebello
    Ms. Maria Rodrigues
PREFACE

It is my privilege and pleasure as the Principal of Vidya Vikas Mandal’s Shree Damodar College of Commerce & Economics, Margao, to present the Self Study Report (SSR) for the third cycle of accreditation of this institution.

Vidya Vikas Mandal, the parent body has grown tremendously in size and stature since its formation in 1971. Starting with Shree Damodar College of Commerce & Economics in 1973, the Society now manages five different institutions encompassing all levels of education from pre-school to post-graduate education and beyond.

Established in 1973, Shree Damodar College of Commerce & Economics, Margao is one of the premier colleges of Goa, renowned all over the State as an institution that turns out academic achievers, outstanding sportmen and sportswomen, NCC cadets and NSS volunteers who win national recognition and honours, and talented students who shine in extra-curricular activities and win laurels at cultural events. The College is committed to providing holistic education to its students, with the objective of developing every student’s intellectual, emotional, social, physical, artistic, creative and spiritual potential.

It is a matter of great pride and satisfaction that our alumni are to be found in all walks of life, occupying positions of prestige and responsibility. We count among our alumni ministers and MLAs, professionals such as chartered accountants, cost accountants and chartered secretaries, corporate executives, high-ranking police officials, government officials at all levels, entrepreneurs, bankers…the list is long and impressive.

Shree Damodar College of Commerce & Economics was one of the first Colleges in the country to offer itself for assessment and accreditation in 1999, at which time it was awarded a 3-star rating. At the second cycle in 2006, the College received a B++. In keeping with the philosophy of NAAC, the College has focused its attention on quality sustenance and enhancement since the last reaccreditation. There have been developments and advances in all the areas relevant to an institution of higher learning, viz. academics, quality of faculty, student activities and good governance, as evidenced by the contents of the SSR in respect of all seven assessment criteria.

The institution has made notable progress, but we would be the first to acknowledge that in the ever-changing and dynamic world, only the continuous and tireless efforts of all the stakeholders, particularly the management and staff of the College, can help the institution towards its goal of total quality education.

We look forward to the visit of the Peer team as a validation of this report and for the suggestions that the expert team members would make, that would help us attain higher levels of quality and service in the next five years.

Dr. Prita D. Mallya
Principal
EXECUTIVE SUMMARY

Vidya Vikas Mandal’s Shree Damodar College of Commerce & Economics was established in the year 1973, as a solution to the glaring lack of facilities for Commerce Education in South Goa. Since then, more than ten colleges have come up offering Commerce education in this region. Yet the College has maintained its image and reputation in society, owing to its performance in academic, co-curricular and extra-curricular activities and its overall reputation. As a result, Shree Damodar College of Commerce & Economics continues to be the first choice of many students and their parents.

The College is part of a veritable educational township comprising five institutions under the umbrella of Vidya Vikas Mandal. These include besides this College, Vidya Vikas Academy – a CBSE school with classes from pre-primary to Std. XII, R. M. Salgaocar Higher Secondary School – Std. XI & XII Commerce, G. R. Kare College of Law and H. M. N. Gaunekar Institute of Management Training & Research. Thus the Vidya Vikas Mandal provides education “from K.G. to P.G. and beyond”.

Shree Damodar College of Commerce & Economics is a College with a Vision to be a “torch-bearer imparting total quality education in Commerce”, and is striving tirelessly towards achieving this vision. The College was last accredited by NAAC in September 2006 with ‘B+++’. Presently, this College is going in for the third cycle of accreditation.

The College has an effective IQAC which has been instrumental in upgrading quality especially through benchmarking and innovations. Since the last reaccreditation it has not only worked on the weaknesses pointed out by the NAAC peer team in its evaluation report, but has continued to augment its strengths, at the same time proactively dealing with the threats it faces.

Criterion-wise Executive Summary of the Reaccreditation Report

Criterion I- Curricular Aspects:

Vidya Vikas Mandal’s Shree Damodar College of Commerce & Economics has responded well to the challenges of the times. Its Vision and Mission statements, goals and objectives are all geared towards providing students with relevant, quality education, while at the same time inculcating in them a sense of values. With this in mind, the College designed 2 new innovative courses aimed at endowing the students with practical skills and competencies in new and emerging areas. The College has involved academic peers and industry experts in the design and review of syllabi.

The College is affiliated to Goa University and hence the syllabus is designed by the University. Our faculty has representation on the Board of Studies of Goa University, of all major programmes offered by the College, the Academic Council as well as the Court of Goa University. Thus, the institution plays an important role in designing, restructuring and revising the curriculum. The College further enriches the curriculum in various ways to achieve its Vision, Mission, Objectives and the set goals.

Criterion II- Teaching-Learning and Evaluation:

Vidya Vikas Mandal’s Shree Damodar College of Commerce & Economics follows an open-door merit-based policy with respect to admissions. The College admission process is completely transparent and fair.
Staff recruitment is based solely on merit and the College consequently has some of the best faculty. Teachers are constantly seeking to improve, and attend seminars, workshops and conferences in addition to the mandatory Orientation and Refresher courses. The College conducts several activities for the development of the faculty and the staff. There is at least one workshop for teachers every year, while office staff have received training in the use of computers.

Teaching, learning and evaluation are the core activities of any educational institution, and Shree Damodar College of Commerce & Economics is working hard to make sure that there is continuous improvement and upgradation in this critical area. The College is regularly acquiring new teaching tools and aids, encouraging teachers to supplement conventional lectures with interactive teaching methods, counseling students regarding choice of subjects, conducting remedial classes, bridge courses, merit coaching classes and enrichment courses. Students receive study material and active assistance from teachers to prepare for examinations. Teachers have used student feedback to improve.

The evaluation of students is transparent, fair and reliable. Verification of assessed answerbooks and computerization of results have reduced the scope for human error.

**Criterion III – Research, Consultancy and Extension:**

The College is gradually acquiring a research culture, with 7 teachers having completed their doctoral research, 10 currently pursuing Ph.D, many teachers writing and presenting papers at State-level and National-level seminars, as well as International Conferences, and departments drawing up proposals for Major and Minor Research Projects. The College has 2 research centres affiliated to Goa University.

Teachers also encourage students to do some research for their projects, for student seminars, etc. More than half the students of the College participate in extension activity through the NCC and NSS units.

**Criterion IV- Infrastructure and Learning Resources:**

Shree Damodar College of Commerce & Economics is housed in its own building, which has grown to keep pace with the rising academic needs of the College. From the time of the first assessment to date, the College has built new classrooms and laboratories.

The College Library is well stocked with books, journals, magazines and newspapers. The library is automated and functions such as accessing books, circulation of books, etc. are all computerized.

The College has adequate computer facilities for the students and the staff. The number of computer laboratories and computers has increased markedly keeping pace with the growing needs of the institution.

The College has acquired several sports facilities. Most importantly, the Vidya Vikas Mandal has built a playground on the campus and a mini-gymnasium has been added to the Multipurpose Hall. The College has a book bank facility that is available for all needy and deserving students and the Students’ Consumer Cooperative Society contributes to College activities every year.

**Criterion V- Student Support and Progression:**

The College has a large student body, the composition of which is representative of the local population in terms of gender, religion and socioeconomic status.
The College has an excellent success rate for all the programmes. In the last few years, students of the College have figured in the Goa University merit list, and several students have passed with distinction. The failure rate is quite low and the dropout rate is negligible. Many students move on for further studies, taking up courses such as M.Com, MBA, MCA, PGDCA, etc. Other students answer professional examinations of the ICAI, ICWAI and ICSI.

The College offers its students a considerable range of support services. These include student information services, academic support services, career advice & placement services, academic and personal counseling services, scholarships, prizes and awards. The College has a Parent-Teacher Association, an Alumni Association, a Grievance Redressal Cell and a Women’s Cell as part of its student support structure.

Students participate in a variety of co-curricular and extra-curricular activities, such as NCC, NSS, Sports and Cultural activities. The College has introduced electoral reforms, which have brought about a qualitative improvement in the student bodies and their performance. Numerous other activities are carried out under the aegis of student bodies such as the Students’ Council, Cultural Council, Sports Council, Creativity Cell and Nature Club.

**Criterion VI – Governance, Leadership and Management:**

The Management of Shree Damodar College of Commerce & Economics actively promotes the development of the College. By providing adequate infrastructure and facilities, recruiting the best faculty, and so on, the Management has played a significant role in the development of the Institution. There is a considerable amount of decentralization in decision-making within the College, with the Vice-Principal, Assistant Principal, Department Heads, Programme Coordinators and teachers taking decisions that are later ratified by the Principal. There is external and Government audit of College accounts, and finances are managed in an optimal, transparent manner.

Being an affiliated college, Shree Damodar College of Commerce & Economics depends upon the Government of Goa and the UGC for the bulk of its finance. However, the Management of Vidya Vikas Mandal has been ready to provide stopgap arrangements in case of delay in the receipt of funds and has always supplemented these funds. The College is making efforts to raise resources for the growth of the Institution; the College has raised resources by way of UGC grants and sponsorship of events to supplement the regular funds received from the Government of Goa and the UGC. The College Management makes independent efforts to raise funds that are then used for overall development.

**Criterion VII – Innovations and Best Practices:**

Vidya Vikas Mandal’s Shree Damodar College of Commerce & Economics has always aimed at quality enhancement and sustenance. Total Quality Management is assured with the College taking numerous measures to step up and internalize quality in all aspects of its functioning. The College is continuously innovating, and trying out new measures that will enhance College and student performance in every possible area.

Over the years, the College has introduced innovations in areas such as curriculum development, teaching-learning and evaluation, research and extension, governance and student support.

The overall ambience in the College is student-centred and student-friendly, which is the result of the physical facilities as well as the intangible environment, which is pleasant, free and democratic.
## SWOC Analysis

<table>
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<th>STRENGTHS</th>
<th>WEAKNESSES</th>
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<tbody>
<tr>
<td>1. Good reputation</td>
<td>1. Infrastructure limitations</td>
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<tr>
<td>2. Supportive / forward looking management</td>
<td>2. Many temporary/contract basis staff particularly in the self-financed programmes</td>
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<tr>
<td>3. Qualified, young, research-oriented teaching faculty</td>
<td>3. Complaints from employers that curriculum is not in tune with industry requirements</td>
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<tr>
<td>4. Bright students with good communication skills</td>
<td>4. Complaints from employers that graduates have very little practical knowledge</td>
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<td>5. Well placed alumni</td>
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<td>6. IGNOU Study center attached to the College</td>
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<td>7. 2 Research centres</td>
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<td>8. College centrally located, easy access</td>
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<td>9. Feeder institutions of same management</td>
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<td>10. Strong library</td>
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<td>11. Wi-Fi enabled campus</td>
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<td>12. Transparent Admission process</td>
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<td>13. Campus Placements</td>
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<td>14. Good administrative &amp; support staff</td>
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<table>
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<tr>
<th>OPPORTUNITIES</th>
<th>CHALLENGES</th>
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<tr>
<td>1. Well placed alumni can be tapped for industry placement</td>
<td>1. Strong competition from neighboring colleges with better infrastructure</td>
</tr>
<tr>
<td>2. Scope for Innovative programmes</td>
<td>2. Large number of professional colleges</td>
</tr>
<tr>
<td>3. Autonomy</td>
<td>3. Possible entry of foreign / private institutions</td>
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<tr>
<td>4. Scope for research and consultancy</td>
<td>4. For any new programme, once aid is withdrawn, students/parents unwilling to pay higher fees</td>
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<td>5. Training for competitive examinations</td>
<td>5. For any successful programme that is introduced, tendency of other colleges to adopt the programme affects student strength</td>
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<td>6. Community outreach / extension service through NSS/NCC</td>
<td>6. Gross Enrollment Ratio in Goa already quite high; not much growth in number of potential entrants into higher education</td>
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<td>7. Opportunities for live projects in collaboration with industry</td>
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<td>8. Can be a centre for imparting courses for the entertainment, hospitality and tourism sectors</td>
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</table>
# Profile of the Affiliated / Constituent College

1. Name and Address of the College:

<table>
<thead>
<tr>
<th>Name</th>
<th>Vidya Vikas Mandal’s,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shree Damodar College of Commerce and Economics.</td>
</tr>
<tr>
<td>Address</td>
<td>P.O.Box No. 347, G.R.Kare Road, Tansor, Comba, Margao - Goa</td>
</tr>
<tr>
<td>City</td>
<td>Margao</td>
</tr>
<tr>
<td>Pin</td>
<td>403 601</td>
</tr>
<tr>
<td>State</td>
<td>Goa.</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.damodarcollege.edu.in">www.damodarcollege.edu.in</a></td>
</tr>
</tbody>
</table>

2. For Communication:

<table>
<thead>
<tr>
<th>Designation</th>
<th>Name</th>
<th>Telephone with STD code</th>
<th>Mobile</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Dr. Prita D. Mallya</td>
<td>O:0832-2714224</td>
<td>9822103611</td>
<td>0832-2732084</td>
<td><a href="mailto:principal.sdcc@vvm.edu.in">principal.sdcc@vvm.edu.in</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R:0832-2730924</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice Principal</td>
<td>Dr. Sanjay S. Dessai</td>
<td>O:0832-2714224</td>
<td>9765569757</td>
<td>0832-2732084</td>
<td><a href="mailto:sanjay.dessai@vvm.edu.in">sanjay.dessai@vvm.edu.in</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R:0832-2730924</td>
<td></td>
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</tr>
<tr>
<td>Steering Committee</td>
<td>Ms. Sharmila S. Kunde</td>
<td>O:0832-2714224</td>
<td>9850750939</td>
<td>0832-2732084</td>
<td><a href="mailto:sharmila.kunde@vvm.edu.in">sharmila.kunde@vvm.edu.in</a></td>
</tr>
<tr>
<td>Co-ordinator</td>
<td></td>
<td>R:0832-2723989</td>
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</table>

3. Status of the Institution:

- Affiliated College [√]
- Constituent College [ ]
- Any other (specify) [ ]

4. Type of Institution:

a. By Gender
   i. For Men [ ]
   ii. For Women [ ]
   iii. Co-education [√]

b. By Shift
   i. Regular [√]
   ii. Day [ ]
iii. Evening

5. It is a recognized minority institution?
   Yes
   No
   √

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of funding:
   Government
   √
   Grant-in-aid
   √
   Self-financing
   √
   Any other

7. a. Date of establishment of the college: **01/06/1973**
   b. University to which the college is affiliated /or which governs the college (If it is a constituent college)
   "Goa University"

   c. Details of UGC recognition:

<table>
<thead>
<tr>
<th>Under Section</th>
<th>Date, Month &amp; Year (dd-mm-yyyy)</th>
<th>Remarks (If any)</th>
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<tbody>
<tr>
<td>i. 2 (f)</td>
<td>23/01/1988</td>
<td>---</td>
</tr>
<tr>
<td>ii. 12 (B)</td>
<td>06/03/1990</td>
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</table>

   (Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)
   d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)  ----Not Applicable----

<table>
<thead>
<tr>
<th>Under Section /clause</th>
<th>Recognition/Approval details Institution/Department Programme</th>
<th>Day, Month and Year (dd-mm-yyyy)</th>
<th>Validity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
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<td>ii.</td>
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<td>iii.</td>
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<td>iv.</td>
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   (Enclose the recognition/approval letter)
8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?
   Yes [✓] No [ ]
   If yes, has the College applied for availing the autonomous status?
   Yes [ ] No [✓]

9. Is the college recognized
   a. by UGC as a College with Potential for Excellence (CPE)?
      Yes [ ] No [✓]
      If yes, date of recognition: ……………………… (dd/mm/yyyy)
   b. for its performance by any other governmental agency?
      Yes [ ] No [✓]
      If yes, Name of the agency …………………… and
      Date of recognition: ……………………… (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

<table>
<thead>
<tr>
<th>Location*</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus area in sq. mts.</td>
<td>7457 sq.mts.</td>
</tr>
<tr>
<td>Built up area in sq. mts.</td>
<td>4457.15 sq.mts</td>
</tr>
</tbody>
</table>

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.
   - Auditorium/seminar complex with infrastructural facilities [✓]
   - Sports facilities
     * Play ground [✓]
     * Swimming pool [ ]
     * Gymnasium [✓]
   - Hostel [ ]
     * Boys’ hostel
       i. Number of hostels 
       ii. Number of inmates
iii. Facilities (mention available facilities)

* Girls’ hostel
  i. Number of hostels
  ii. Number of inmates
  iii. Facilities (mention available facilities)

* Working women’s hostel
  i. Number of inmates
  ii. Facilities (mention available facilities)
    - Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise) —
      - Cafeteria —
      - Health centre —

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance……..

First Aid kits
Health centre staff —
  - Qualified doctor Full time ☐ Part-time ☐
  - Qualified Nurse Full time ☐ Part-time ☐

- Facilities like banking, post office, book shops —Bank—

- Transport facilities to cater to the needs of students and staff —

- Animal house —

- Biological waste disposal —

- Generator or other facility for management/regulation of electricity and voltage —

- Solid waste management facility —

- Waste water management —

- Water harvesting —
12. Details of programmes offered by the college (Give data for current academic year)
Academic Year 2014-2015

<table>
<thead>
<tr>
<th>Programme Level</th>
<th>Name of the Programme/ Course</th>
<th>Duration</th>
<th>Entry Qualification</th>
<th>Medium of instruction</th>
<th>Sanctioned/ approved Student strength</th>
<th>No. of students admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under-Graduate</td>
<td>B.Com</td>
<td>3 years</td>
<td>XII&lt;sup&gt;th&lt;/sup&gt; Commerce</td>
<td>English</td>
<td>720</td>
<td>912</td>
</tr>
<tr>
<td></td>
<td>BCA</td>
<td></td>
<td>XII&lt;sup&gt;th&lt;/sup&gt; Any Stream</td>
<td></td>
<td>240</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BBA(FS)</td>
<td></td>
<td>XII&lt;sup&gt;th&lt;/sup&gt; Any Stream</td>
<td></td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Post-Graduate</td>
<td>M.Com</td>
<td>2 years</td>
<td>B.Com</td>
<td>English</td>
<td>90</td>
<td>87</td>
</tr>
<tr>
<td>Integrated Programmes PG</td>
<td>Ph.D Commerce</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Ph.D</td>
<td>Ph.D Commerce</td>
<td>--</td>
<td>Post Graduation</td>
<td>English</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td>Ph.D Mgmt. Studies</td>
<td>--</td>
<td>Post Graduation</td>
<td>English</td>
<td>08</td>
<td>06</td>
</tr>
</tbody>
</table>

13. Does the college offer self-financed Programmes?

Yes ✓ No ☐

If yes, how many? 3 – BCA, BBA(FS), M.Com

14. New programmes introduced in the college during the last five years if any?

Yes ✓ No ☐ Number 01 – PGDBJ (Post Graduate Diploma in Business Journalism)

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Departments (eg. Physics, Botany, History)</th>
<th>UG</th>
<th>PG</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Arts</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Commerce</td>
<td>Commerce and Economics</td>
<td>√</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------</td>
<td>---</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Any Other (Specify)</td>
<td>Department of Computer Science (B.C.A.)</td>
<td>√</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Department of Finance</td>
<td>√</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Commerce (P.G)</td>
<td>--</td>
<td>√</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Research Centre in Commerce</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Centre in Management Studies</td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...) 
   a. Annual system
   b. Semester system
   c. Trimester system

17. Number of Programmes with 
   a. Choice Based Credit System
   b. Inter/Multidisciplinary Approach
   c. Any other (specify and provide details)

18. Does the college offer UG and/or PG programmes in Teacher Education? 
   Yes [ ] No [ √ ]
   If yes,
   a. Year of Introduction of the programme(s)…………………. (dd/mm/yyyy) 
      and number of batches that completed the programme
   b. NCTE recognition details (if applicable) 
      Notification No.: ………………………………………….. 
      Date: …………………………………. (dd/mm/yyyy) 
      Validity:……………………….. 
   c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately? 
      Yes [ ] No [ √ ]

19. Does the college offer UG or PG programme in Physical Education? 
   Yes [ ] No [ √ ]
   If yes,
   a. Year of Introduction of the programme(s)…………………. (dd/mm/yyyy) 
      and number of batches that completed the programme
   b. NCTE recognition details (if applicable) 
      Notification No.: ………………………………………….. Date:
20. Number of teaching and non-teaching positions in the Institution

<table>
<thead>
<tr>
<th>Positions</th>
<th>Teaching faculty</th>
<th></th>
<th>Non-teaching staff</th>
<th>Technical staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
<td>Associate</td>
<td>Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*M</td>
<td>*F</td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>Sanctioned by the UGC / University / State Government</td>
<td>--</td>
<td>--</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Recruited</td>
<td>Yet to recruit</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Sanctioned by the Management/society or other authorized bodies</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Recruited</td>
<td>Yet to recruit</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

*M-Male *F-Female

21. Qualifications of the teaching staff:

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Professor</th>
<th>Associate</th>
<th>Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Permanent teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.Sc./D.Litt.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>PG</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Temporary teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PG</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Professional</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part-time teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PG/Professional</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

-14-
22. Number of Visiting Faculty /Guest Faculty engaged with the College.

23. Furnish the number of the students admitted to the college during the last four academic years.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Year 1 (2010-11)</th>
<th>Year 2 (2011-12)</th>
<th>Year 3 (2012-13)</th>
<th>Year 4 (2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>SC</td>
<td>2</td>
<td>12</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>ST</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>OBC</td>
<td>16</td>
<td>42</td>
<td>20</td>
<td>49</td>
</tr>
<tr>
<td>General</td>
<td>459</td>
<td>621</td>
<td>450</td>
<td>570</td>
</tr>
<tr>
<td>Others</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

24. Details on students enrollment in the college during the current academic year:

<table>
<thead>
<tr>
<th>Type of students</th>
<th>UG</th>
<th>PG</th>
<th>M. Phil.</th>
<th>Ph.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from the same state where the college is located</td>
<td>912</td>
<td>87</td>
<td>--</td>
<td>14</td>
<td>999</td>
</tr>
<tr>
<td>Students from other states of India</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>NRI students</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Foreign students</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>912</td>
<td>87</td>
<td>--</td>
<td>13</td>
<td>999</td>
</tr>
</tbody>
</table>

25. Dropout rate in UG and PG (average of the last two batches)

<table>
<thead>
<tr>
<th>Type of students</th>
<th>UG</th>
<th>PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>0.0265%</td>
<td>2.56%</td>
</tr>
</tbody>
</table>

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component | Rs. 46694/-
(b) excluding the salary component | Rs. 6051/-

<table>
<thead>
<tr>
<th>Programme</th>
<th>Total Cost including the salary component (in Rs.)</th>
<th>Total Cost excluding the salary component (in Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Commerce</td>
<td>34740158</td>
<td>1493063</td>
</tr>
<tr>
<td>Bachelor of Computer Application</td>
<td>7097609</td>
<td>2855021</td>
</tr>
<tr>
<td>Bachelor of Business Administration (F.S.)</td>
<td>1843301</td>
<td>594128</td>
</tr>
</tbody>
</table>
27. Does the college offer any programme/s in distance education mode (DEP)?

Yes □  No □  (IGNOU Study Centre 0801 is attached to the College)

If yes,

a) Is it a registered centre for offering distance education programmes of another University

Yes □  No □

b) Name of the University which has granted such registration.

□

c) Number of programmes offered

□

d) Programmes carry the recognition of the Distance Education Council.

Yes □  No □

28. Provide Teacher-student ratio for each of the programme/course offered

<table>
<thead>
<tr>
<th>Programme</th>
<th>Ratio of Teacher : Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Commerce</td>
<td>1: 22</td>
</tr>
<tr>
<td>Bachelor of Computer Applications</td>
<td>1: 17</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>1: 7</td>
</tr>
<tr>
<td>(Financial Services)</td>
<td></td>
</tr>
<tr>
<td>Master of Commerce</td>
<td>1: 22</td>
</tr>
<tr>
<td>Ph.D</td>
<td>1:7</td>
</tr>
</tbody>
</table>

29. Is the college applying for

Accreditation:  Cycle 1 □  Cycle 2 □  Cycle 3 □  Cycle 4 □

Re-Assessment: □

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: 09/10/1999 (dd/mm/yyyy) Accreditation Outcome/Result *** (7years)

Cycle 2: 17/10/2006 (dd/mm/yyyy) Accreditation Outcome/Result B ++ (5years)

Cycle 3: ……NA….. (dd/mm/yyyy) Accreditation Outcome/Result…………

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.
31. Number of working days during the last academic year.  
   **240 days (120 per semester)**

32. Number of teaching days during the last academic year
   *(Teaching days means days on which lectures were engaged excluding the examination days)*
   **180 days (90 per semester)**

33. Date of establishment of Internal Quality Assurance Cell (IQAC)
   IQAC  …**19/03/2005**… (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.
   AQAR (i)  **26/05/14** (dd/mm/yyyy) for the Academic year 2009-10
   AQAR (ii) **26/05/14** (dd/mm/yyyy) for the Academic year 2010-11
   AQAR (iii) **26/05/14** (dd/mm/yyyy) for the Academic year 2011-12
   AQAR (iv) **26/05/14** (dd/mm/yyyy) for the Academic year 2012-13
   AQAR (v)  **30/07/14** (dd/mm/yyyy) for the Academic year 2013-14

35. Any other relevant data (not covered above) the college would like to include.
   (Do not include explanatory/descriptive information)
Criterion-wise Analytical Report

CRITERION I: CURRICULAR ASPECTS

Established in 1973, Vidya Vikas Mandal’s Shree Damodar College of Commerce & Economics is recognized all over Goa as a premier institution of higher education. The College has U.G.C. recognition, is permanently affiliated to Goa University and was accredited in 2006 by the National Assessment & Accreditation Council at the B++ level.

Over the past 40 years, VVM’s Shree Damodar College of Commerce & Economics has responded well to the challenges of the times. Its Vision and Mission statements, goals and objectives are all geared towards providing students with relevant, quality education, while at the same time inculcating in them a sense of values. The College strives to offer students the greatest possible academic flexibility within the constraints of a University-mandated system. The curriculum enriched and adopted by the College contributes towards the achievement of the goal of holistic growth of our students.

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution and describe how these are communicated to the students, teachers, staff and other stakeholders.

VISION

The College sees itself as a torch-bearer imparting total quality education.

MISSION

The College stands committed to nurturing an environment for the holistic growth of our students and faculty, by imparting knowledge, values and skills, conducive to good citizenship.

In keeping with its Vision and Mission statements, the College has set before itself the following objectives:

- To strive for academic excellence
- To be the preferred choice of students from South Goa for education in Commerce and related fields
- To allow students adequate academic flexibility to choose areas of specialization suitable to their needs and abilities
- To impart an all-round education that contributes to students’ knowledge and skills, as well as to the development of their personalities
- To instil in students individual and community-based values so as to contribute to their development as responsible, worthy citizens of this country
- To inculcate in students a love and desire for learning that extends beyond their college tenure
- To encourage the academic and holistic development of the faculty, so as to foster a spirit of commitment and continuing enthusiasm, which will be reflected in the quality of the teaching-learning process
In order to realize these objectives, in 2006 the College had spelt out specific goals that were to be achieved by 2010.

Table 1A indicates the goals set in 2006 and the status of their achievement in 2010.

**Table 1A: Goals to be achieved during 2006-2010**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Status of achievement in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be a regular Post-graduate teaching centre in Commerce i.e. to offer the regular M.Com course on the campus</td>
<td>M.Com course being offered on self-financing basis since 2006 One of the few colleges where all sanctioned seats are filled every year</td>
</tr>
<tr>
<td>To expand the number of programme options available to students at the undergraduate level</td>
<td>Bachelor of Financial Services Programme offered since 2006</td>
</tr>
<tr>
<td>To introduce some value-added, add-on course</td>
<td>First College in India to offer ICICI Foundations of Banking certification programme since 2007</td>
</tr>
<tr>
<td>To give students greater opportunities to participate in co-curricular and extra-curricular activities</td>
<td>Students are actively participating in all inter-collegiate events - cultural, sports, and any other</td>
</tr>
<tr>
<td>To expand the College's Extension Activities</td>
<td>First College in Goa to start the Red Ribbon Club in 2008 under the auspices of the NSS</td>
</tr>
<tr>
<td>To step up student participation in community outreach programmes so as to build community values</td>
<td>The RRC holds 2 voluntary blood donation camps in a year NSS Unit has adopted the neighbouring village of Pedda - held a LPG safety camp for residents of Pedda in 2008</td>
</tr>
<tr>
<td>To build linkages with industry and the Government</td>
<td>The College is a member of Goa Chamber of Commerce &amp; Industry</td>
</tr>
<tr>
<td>To bring about an improvement in students’ attendance</td>
<td>Attendance has improved - letters are sent to parents of students who have a shortfall of attendance</td>
</tr>
<tr>
<td>To initiate one inter-collegiate annual sports event and one inter-collegiate annual cultural event, to be sponsored preferably by ex-students</td>
<td>The College organizes the annual All-Goa Invitation Weightlifting &amp; Power lifting Championship, which is sponsored largely by alumni The College organizes Bizz Buzz, a 2-day Inter-Collegiate event, in association with Jayesh Prabhudesai Memorial Trust</td>
</tr>
<tr>
<td>To have a total of 6 teachers who have completed Ph.D., and 8 who have registered for Ph.D.</td>
<td>5 teachers have completed their Ph.D 4 have registered for Ph.D. &amp; are at various stages of completion</td>
</tr>
</tbody>
</table>
To encourage teachers to present papers at seminars
Almost all teachers have now presented papers at state-level and National seminars
A few have presented papers at International seminars as well

To encourage publications by teachers
A beginning has been made and teachers are publishing papers in journals

To conduct at least one workshop every year for teachers of the college
This has been done in some years

To have at least one State-level seminar every year and one National Seminar at least every alternate year
Two State-level seminars are held every year one each by the Department of Commerce & the Department of Economics
2 UGC-sponsored National Seminars have been organized since 2006

Following the success in achieving the goals set for 2010, the College set before itself new objectives to be achieved by 2015.

- To expand the number of programme options available to students at the postgraduate level
- To strengthen the career and counseling cell and have training sessions for students to enhance their employability
- To set up a centre to coach and train students wishing to appear for entrance and competitive examinations
- To compulsorily involve guest faculty from industry in all the self-financing programmes and to initiate involvement of guest faculty in the aided B.Com programme
- To initiate student exchange programmes with Colleges from outside the State and to make these programmes a regular feature of the College academic calendar
- To make the entire campus Wi-Fi enabled
- To strengthen the community outreach programmes of the College
- To ensure that at least half the full-time teachers complete their Ph.D
- To encourage teachers to present papers at international seminars/conferences and participate in international workshops
- To improve the research culture in the College

Towards the achievement of these objectives, the College set before itself specific time-bound goals that were to be achieved by 2015. **Table 1B** indicates the goals set in 2010 and the status of their achievement as of August 2014.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Status of achievement as of August 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>To strengthen the M.Com programme started in 2006</td>
<td>All sanctioned seats regularly filled&lt;br&gt;4 full-time faculty appointed&lt;br&gt;More guest faculty invited&lt;br&gt;Students and teachers regularly present papers at Conferences</td>
</tr>
<tr>
<td>To strengthen the BFS programme started in 2006</td>
<td>Programme renamed BBS (Financial Services) in 2010 and now BBA (Financial Services) since 2013 as per the UGC list of recognized nomenclatures&lt;br&gt;Internships arranged at financial services firms&lt;br&gt;More guest faculty invited&lt;br&gt;Students participate regularly in an All-India financial event at Podar College, Mumbai&lt;br&gt;Students answer IRDA, NCFM online certification examinations</td>
</tr>
<tr>
<td>To introduce some value-added, add-on courses</td>
<td>ICICI Foundations of Banking certification programme being conducted for BBA(FS) students&lt;br&gt;Add-on courses in Photoshop, Tally, Web-designing, Photography conducted for BCA/B.Com students</td>
</tr>
<tr>
<td>To give students greater opportunities to participate in co-curricular and extra-curricular activities</td>
<td>Students are actively participating in all Inter-Collegiate events - cultural, sports, business and management events</td>
</tr>
<tr>
<td>To expand the College's Extension Activities</td>
<td>Socioeconomic surveys carried out during special NSS camps</td>
</tr>
<tr>
<td>To step up student participation in community outreach programmes so as to build community values</td>
<td>Voluntary blood donation camps held every year&lt;br&gt;Introduced Paper bag making and distribution of the same in the local market&lt;br&gt;Visit to old age homes and orphanages are now a regular NSS activity</td>
</tr>
<tr>
<td>To build linkages with industry and the Government</td>
<td>The College is a member of Goa Chamber of Commerce &amp; Industry and Computer Society of India&lt;br&gt;BBS(FS)/BBA(FS) program has built strong linkages with BSE, NSE, SEBI, CCIL and FTKMC with students and faculty visiting these institutions every year on a study visit</td>
</tr>
<tr>
<td>To effect improvement in students’ attendance</td>
<td>Attendance has improved - parents of students who have a shortfall of attendance are informed and asked to meet the Principal/Vice-Principal</td>
</tr>
<tr>
<td>To improve participation at annual All-Goa Invitation Weightlifting &amp; Powerlifting Championship</td>
<td>More teams are now participating</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>To encourage research</td>
<td>6 teachers have completed their PhD and 10 teachers have registered for PhD. The College has 2 research centres— Commerce and Management Studies - affiliated to Goa University, and there are 4 recognized guides.</td>
</tr>
<tr>
<td>To encourage teachers to present papers at seminars</td>
<td>Almost all teachers have presented papers at State-level and National level seminars. A few have presented papers at International seminars as well. On an average 20 papers are presented every year.</td>
</tr>
<tr>
<td>To encourage publications by teachers</td>
<td>More teachers are publishing papers in journals.</td>
</tr>
<tr>
<td>To conduct at least 1 workshop every year for teachers of the College</td>
<td>This has been done almost every year.</td>
</tr>
<tr>
<td>To have at least 1 State-level seminar every year and one National Seminar at least every alternate year</td>
<td>State Level Seminars are organised by various departments.</td>
</tr>
<tr>
<td>To initiate student exchange programmes with Colleges from outside the State</td>
<td>The College organised a Student Exchange Programme with Symbiosis College of Arts &amp; Commerce, Pune in September 2010.</td>
</tr>
<tr>
<td>To make the entire campus Wi-Fi enabled</td>
<td>The campus is now Wi-Fi enabled, with Internet access available to teachers and students.</td>
</tr>
<tr>
<td>To strengthen the Career and Placement cell</td>
<td>The Career and Placement Cell conducts training programmes, coaching for competitive examinations, career-based talks by experts and assists students in placements- both on-campus and off-campus.</td>
</tr>
</tbody>
</table>

**Communication to the Stakeholders**

The Vision, Mission and Objectives of the College are made known to the students, teachers, staff and other stakeholders through:

- College Handbook / Prospectus
- College Website
- Display Boards within the premises
- Pre-admission counseling
- Principal’s address to First Year students on the first day of the academic year
- Orientation Programmes
- Classroom interaction between faculty and students
• PTA meetings
• Staff meetings

They are also reflected in the academic and co-curricular activities of the College.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

a) Being affiliated to Goa University, the College implements syllabi framed and approved by the University. Goa University updates the curriculum periodically, keeping in view the changes that take place in education and industry. Such an exercise was carried out in 2007-08, when the University shifted over from the annual system to the semester system. The B.Com syllabus has recently been revised with effect from 2013-14.

Several senior teachers have been appointed as members of Board of Studies, while others have been appointed on sub-committees in specific subjects where they play a prominent role in syllabus revision and updation.

Before the syllabi are finalized by the Board of Studies and placed before the Academic Council, workshops are generally held where feedback is sought from teachers in Colleges. Damodar College deputes teachers (including temporary teachers) to all such workshops, thereby ensuring that the College teachers’ views regarding course-wise syllabi are represented and incorporated to the extent possible.

b) Teachers are familiarized with the changes in syllabi through conferences, seminars and workshops organized by the affiliated colleges on behalf of the University. All concerned teachers from the College are encouraged to participate in such workshops.

Once the syllabus is approved by the University and received in the College, the College takes the initiative to convene workshops to discuss details regarding the syllabi, timeframe for individual units, and other similar details. This is particularly the practice where a teacher from the College has been closely involved in framing the syllabus.

c) At the end of the academic year, departmental meetings are held and courses allotted for the next year. This allotment is done keeping in mind the strengths of individual teachers, their subject preferences as well as the expected workload.

d) All teachers maintain work diaries, which record their teaching plans as well as the implementation. Plans are for the entire semester and are made on a weekly basis, while implementation is recorded on a daily basis. The Head of the Department/Programme Coordinator reviews and approves the Plan and also checks the implementation periodically. The Principal checks all work diaries once or twice in a semester.

e) To enable the teachers to improve the quality of paper setting, the College organised a workshop on Question paper setting. The Principal of a local College of Education was invited as the resource person. He shared with the teachers the various forms of assessment, and the methodology of planning and designing the question paper and the different types of questions.
1.1.3 What type of support (procedural and practical) do the teachers receive (from the university and / or institution) for effectively translating the curriculum and improving teaching practices?

Procedural Support:

- Staff meetings are regularly conducted to discuss and plan academic and other related programs to be taken up during the academic year.
- Semester-wise plans are prepared to facilitate the smooth implementation of the curriculum.
- The Head of the Department (HoD) and the Principal make suggestions to the teachers for effective planning and implementation of the curriculum.

Practical Support:

- The College purchases an adequate number of books, journals and relevant study materials.
- Experts are invited to speak on the latest trends in their areas of specialization/work experience.
- Faculty Enrichment Programmes are organized for upgradation and training of faculty.
- Faculty is encouraged to attend seminars, workshops and refresher courses for enhancing and updating their knowledge.
- Faculty members are encouraged to make use of teaching aids such as OHPs and LCD Projectors.
- The Institution encourages faculty members to avail of all available facilities such as free Internet access for adopting ICT in Teaching.
- Computer Labs are equipped with the required software tools during the vacation so as to ensure that practical sessions start on time.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

Continuous efforts are made by the institution for effective curriculum delivery and transaction. Staff-meetings and Department-wise meetings are conducted as and when required to ensure effective transmission of curriculum. Some of the initiatives taken are:

- Senior teachers of the College regularly contribute to University-level curricular transactions like course restructuring, syllabus revisions and also as resource persons for syllabus revision workshops. Teachers also contribute by taking up tasks such as paper-setting, assessment and moderation. This sort of engagement and experience at the University level leads to effective delivery of the curriculum at the College.
- The College has equipped all classrooms with OHP projectors and some with LCD projectors.
- The College has provided Wi-Fi facility to teachers and students.
- The College organizes workshops and seminars on related topics of the curriculum.
- Besides text books, the College procures reference books, journals and subject-related learning materials to update learning resources for teachers and students.
• Some teachers prepare and distribute lecture slides and study material which helps weaker students in improving their performance.
• Additional library cards are provided to students to encourage the reading habit.
• The Book Bank facility is available for needy and deserving students.
• Field trips and industry visits are arranged to provide Industry exposure.
• Students are encouraged to prepare audio-visual material, presentations and charts on various topics pertaining to syllabi.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum

To facilitate better interaction and coordination with various industries, academic/research and corporate bodies, the College has entered into some agreement and also signed some Memoranda of Understanding.

1. The College entered into MOU with ICICI Bank Ltd. on 19th July 2007, with a view to
   • Provide facilities for Certificate courses in Banking and Insurance.
   • Enhance the placement opportunities for students and to provide teaching learning support for pursuance of courses in Banking and financial sector.
   • Facilitate industry-academia partnership for better education.
   • Enhance the knowledge and skills of the students for employment.

   This MOU has helped students gain practical knowledge of Banking. Banking & Finance is a part of a compulsory paper at SY B.Com and the B.Com programme has a Banking & Finance elective at all three years. In addition, the BBA (FS) programme has a total of 3 papers in banking, one at each year of the programme.

2. The College entered into MOU with I-Create India, Goa Chamber of Commerce & Industry, Goa Commerce Association on 14th July 2012 for a period of 3 years.

   The main purpose was to inculcate a spirit of entrepreneurship among students and to foster cooperation and partnership with small organizations, self help groups, women groups and budding entrepreneurs. This MOU supplements the knowledge gained through a compulsory paper at TYB.Com, viz. Entrepreneurship Management, with practical skills.

3. The College has recently signed an agreement with National Stock Exchange of India Ltd. (NSE) to act as a centre for conducting NCFM (National Certification in Financial Markets) online examinations. The aim of this tie-up is to promote financial markets education with a view to addressing the shortage of skilled manpower in financial markets and to provide employable skills to students. Students who wish to answer these exams get the benefit of registering and answering them in the College premises.

4. The College has subscribed to MSDN ACADEMIC ALLIANCE, which provides the College with the latest Microsoft development tools, operating systems, server software, documentation and technical references for teaching and learning purposes. It also allows students to have complete access to these tools and
references for use on their personal computers. This alliance helps supplement and support the BCA programme.

5. The BBA (Financial Services) Department organizes regular Study tours to Mumbai. On these tours, the students visit financial institutions such as SEBI (Securities Exchange Board of India), BSE (Bombay Stock Exchange), NSE (National Stock Exchange), CCIL (Clearing Corporation of India Limited), FTKMC (Financial Technologies Knowledge Management Company Limited) and RBI (Reserve Bank of India) Monetary Museum. Another Study tour was organized to Bangalore where the students visited Bangalore Stock Exchange and EXIM Bank.

6. The BBA (Financial Services) Department has associations with financial services firms which help in placing students for Internships as well as in carrying out assignments and projects. Some such firms are Karvy Stockbroking Ltd., Kotak Securities Ltd., Milestone Financial Consultants, Networth Stockbroking Ltd., Geojit BNP Paribas, Bajaj Allianz General Insurance Co. Ltd., Max New York Life Insurance Co. Ltd., HDFC Bank Ltd. and ING Vysya Bank.

Support from Institution-Industry Network for Operationalisation of curriculum:

- Experts from the above mentioned institutions are invited as resource persons for seminars and guest lectures.
- Faculty and students visit these institutions and interact with experts.
- Students are placed at these institutions for internships.

1.1.6 What are the contributions of the institution and / or its staff members to the development of the curriculum by the university? (Number of staff members / departments represented on the Board of studies, students feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.)

The Institution and its staff members actively participate and contribute to the development of the curriculum at the University. Several faculty members are on University bodies such as the Academic Council, Boards of Studies, etc. As members of these University bodies, many of our teachers were involved in framing the course structure as well syllabi of various programmes offered by the College.

The Programme Coordinator and faculty of BCA department regularly attend meetings organised by Goa University to offer suggestions and feedback on curriculum improvement. They are also actively involved in designing the course structure and framing the syllabi of individual courses of the BCA programme.

Students and faculty of self-financed courses also provide feedback to the Academic Audit committees on syllabus content as well as evaluation reforms required if any. The same are presented by the Chairman of the Audit Committee to the respective BoS. The BoS has taken cognizance of these suggestions during syllabi revisions.

Table 1C: Contribution by Faculty to the development of curriculum of Goa University*

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty Name</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>Dr. I. Bhanu Murthy</td>
<td>Chairperson, Board of Studies in Financial Services</td>
</tr>
<tr>
<td></td>
<td>Dr. Prita D. Mallya</td>
<td>Member Secretary, Academic Audit Committee for Bachelor</td>
</tr>
<tr>
<td>Year</td>
<td>Chairs</td>
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<td>--------------</td>
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<tr>
<td><strong>2010-2011</strong></td>
<td>Dr. I. Bhanu Murthy: Member, Academic Council; Chairperson, Board of</td>
<td></td>
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<tr>
<td></td>
<td>Studies in Commerce (UG)</td>
<td></td>
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<tr>
<td></td>
<td>Mr. G. G. Kondli: Member, Academic Council</td>
<td></td>
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<tr>
<td></td>
<td>Dr. Priti D. Mallya: Chairperson, Board of Studies, BBS in Financial</td>
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<tr>
<td></td>
<td>Services; Member, Committee to review and modify B.Com syllabus for</td>
<td></td>
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<tr>
<td></td>
<td>Business Economics; Chairperson, Panel of examiners for T.Y.B.Com in</td>
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<tr>
<td></td>
<td>Business Economics and Banking &amp; Financial Services</td>
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<td></td>
<td>Ms. Nirmala Gopinathan: Member, Board of Studies in Commerce (UG)</td>
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<td></td>
<td>Ms. Manasi. D. Rege: Member, Ad hoc Board of Studies in Library &amp;</td>
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<td></td>
<td>Information Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Sanjay P. Sawant Dessai: Member, Board of Studies, BBS in</td>
<td></td>
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<tr>
<td></td>
<td>Financial Services</td>
<td></td>
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<tr>
<td></td>
<td>CA. S. Bhat: Member, Board of Studies, BBS in Financial Services</td>
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</tr>
<tr>
<td></td>
<td>Dr. Manoj, S. Kamat: Chairperson, Panel of examiners for T.Y.B.Com in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Auditing (FAAT-Major 3)</td>
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</tr>
<tr>
<td><strong>2011-2012</strong></td>
<td>Dr. I. Bhanu Murthy: Chairperson, Board of Studies in Commerce (UG)</td>
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<tr>
<td></td>
<td>Ms. Lydia Menon: Member, Sub Committee, to review and modify Banking &amp;</td>
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<tr>
<td></td>
<td>Finance syllabus for B.Com</td>
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<tr>
<td></td>
<td>Dr. Priti D. Mallya: Member Secretary, Academic Audit Committee, BFS</td>
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<tr>
<td></td>
<td>/ BBS(FS); Member, Committee to review and modify Business Economics</td>
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<td></td>
<td>syllabus for B.Com; Chairperson, Panel of examiners for T.Y.B.Com in</td>
<td></td>
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<tr>
<td></td>
<td>Business Economics and Banking &amp; Financial Services</td>
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<tr>
<td></td>
<td>Ms. Lina Sadekar: Member, Sub Committee, to review and modify Business</td>
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<tr>
<td></td>
<td>Management syllabus for B.Com</td>
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<tr>
<td></td>
<td>Dr. Sanjay Sawant Dessai: Member, Board of Studies in Commerce(UG)</td>
<td></td>
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<tr>
<td><strong>2012-2013</strong></td>
<td>Dr. B.P Sarath Chandran: Court Member</td>
<td></td>
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<td></td>
<td>Dr. Sanjay Sawant Dessai: Member, Academic Council</td>
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<tr>
<td></td>
<td>Ms. Sharmila S Kunde: Member, Sub Committee, to review and modify</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information Technology syllabus for B.Com</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Role and Responsibilities</td>
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<td>-------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Dr. Rodney D’Silva</td>
<td>Member, Sub Committee, to review and modify Entrepreneurship Development syllabus for B.Com</td>
<td></td>
</tr>
<tr>
<td>Ms. Shilpa Prabhudesai</td>
<td>Member, Sub Committee, to review and modify Marketing of Services syllabus for B.Com</td>
<td></td>
</tr>
<tr>
<td>Dr. Prita D. Mallya</td>
<td>Chairperson, Board of Studies (BBS/ BBA in Financial Services)</td>
<td></td>
</tr>
<tr>
<td>Dr. P. B.P Sarath Chandran</td>
<td>Member, Academic Council</td>
<td></td>
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<tr>
<td></td>
<td>Member, Board of Studies in Commerce (PG)</td>
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<tr>
<td></td>
<td>Member, Court</td>
<td></td>
</tr>
</tbody>
</table>

*Academic Council membership is a 2 year term; Board of Studies membership is a 3 year term*

1.1.7 Does the institution develop curriculum for any of the courses offered (Other than those under the purview of the affiliating university) by it? If ‘yes’, give details on the process (‘Needs Assessment’, design, development and planning) and the courses for which the curriculum has been developed.

The institution has developed the curriculum for 2 programmes i.e. BBA (FS) and Post Graduate Diploma in Business Journalism (PGDBJ) both sanctioned under the UGC Innovative and Inter-Disciplinary Courses Scheme.

**Bachelor of Business Administration (Financial Services) (BBA(FS)) (since 2013)**

- originally Bachelor of Financial Services (BFS) (2006-10) and Bachelor of Business Studies (Financial Services) (BBS(FS)) (2010-13)

1. **Needs Assessment**

The Programme was introduced based on the following assessment:

- The Indian financial sector is experiencing exponential growth. Banking, Insurance, mutual funds, capital markets - all these are high-growth areas and offer huge career opportunities.
- Goa offers great scope for firms in this sector on account of the higher incomes and standard of living of the population.
- The Faculty of Commerce, Goa University was already running a popular PG programme with the same specialization, but there was no corresponding UG programme.
- Discussions with the Dean, Faculty of Commerce, Goa University as well as faculty members of the above programme, and College alumni working in the financial sector encouraged the College to go ahead with this innovative, inter-disciplinary programme.
2. Design

- The programme was designed as a career-oriented programme and aimed at giving graduates a clear edge over others in terms of knowledge & skills in the area of specialization.
- It was designed as a 3-year 6-semester programme.
- The programme has a strong practical orientation, particularly in the internal assessment component. Industry internship is built into the programme, so that students get firsthand knowledge and experience of the workplace before they graduate.
- The teachers of the Departments of Commerce and Economics have designed the major part of the courses as well as their content, and have drawn up the unitized syllabi. There have also been valuable inputs received from the Departments of Mathematics & Statistics, Information Technology, English and Law.
- Subsequently, before finalizing the syllabi, the College sought inputs from industry experts, who are also alumni of the institution.

3. Development & Planning

- The curriculum was placed before a specially constituted inter-disciplinary Board of Studies and after discussion with subject experts, the syllabi were approved and the College was able to introduce the programme in 2006.
- In the early years, when the programme was under the UGC grant, teachers from the College were also the faculty for this programme, since the funds were insufficient. After it became a self-financed programme in 2010, the College has hired full-time faculty.
- The College drew up the Ordinance(OC-46) for the programme and included provisions such as preparation of course outlines by individual teachers, collection of feedback about teachers as well as the programme, use of multiple means of assessment, conduct of academic audit at the end of the year and so on. All these were aimed at ensuring higher quality standards.

Post Graduate Diploma in Business Journalism (PGDBJ)

1. Needs Assessment

The Programme was introduced based on the following assessment

- There are only two colleges in Goa offering journalism at the UG level and the University has no PG Programme in Journalism.
- The Media & Communications industry is experiencing tremendous growth. There are multiple business newspapers and magazines as well as TV channels devoted to Business. This expansion has opened up new careers.
- Students in Goa have good communication skills and are receptive to new courses of study, particularly those that have greater visibility.
- Informal discussions with journalists indicated that there was ample scope for hiring trained youngsters in this specialized area, since all newspapers carry business sections, sections on the capital markets and so on. The electronic media would also be an emerging opportunity for graduates of the programme.
• The goal was to create a class of trained journalists well versed in the concepts, principles and practices of economics, business and finance, so that they may function as specialized business journalists with any form of media.

2. Design
• The programme was designed so as to have a mix of papers in Economics, Commerce, Management, Journalism and Mass Media.
• As per the UGC XIth Plan norms, it was designed as a 2-year 4-semester programme.
• The programme was given a strong practical slant, with each paper having a practical component and students having to complete a live project as part of their coursework.
• Almost all teachers of the College were involved in framing the syllabi for the individual papers before the proposal was placed before the UGC panel.

3. Development & Planning
• After receiving UGC sanction in March 2008, the College applied to Goa University for affiliation for the programme from June 2008, but the University recommended that the College introduce the programme in 2009-10, after affiliation, approval of syllabus, etc.
• The syllabus was placed before the Board of Studies in Journalism & Mass Communication and after discussion with subject experts, the syllabus was modified and approved.
• However, due to technical difficulties regarding the relevant Ordinance, the programme was delayed by yet another year and started finally in the academic year 2010-2011.
• The College set up a language lab and a studio equipped with state-of-the-art audio and video equipment and multiple software.
• The College hired a full-time, fully qualified faculty member, who was also appointed Programme Coordinator.

1.1.8 How does the institution analyse or ensure that the stated objectives of curriculum are achieved in the course of implementation?
• Review and analysis of implementation of the curriculum and attainment of the objectives is carried out at departmental meetings.
• At the end of each semester, Work diaries / Compliance reports are submitted by the faculty, which serves as a mechanism to check that the prescribed syllabi has been completed as per plan.
• Performance of the students in Internal Assessments as well as End Semester Examinations, their upward mobility, feedback taken from students and their employers - all serve as indicators of achievement of stated objectives.
• Thorough review of conduct of the programme is carried out by way of External Academic Audits for BCA and BBA(FS).
1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate / diploma / skill development courses etc. offered by the institution.

The College has tried to expand the options available to students by designing and offering a new course namely Post Graduate Diploma in Business Journalism, which commenced from 2010. This programme was introduced under the UGC Eleventh Plan Innovative & Inter-Disciplinary Courses Scheme.

The aim of the Post Graduate Diploma in Business Journalism (PGDBJ) was to prepare students for entry into the area of regular business reporting for newspapers, periodicals, radio and TV networks and freelancing.

This post graduate diploma course was designed and offered with the following objectives:

- To provide students with broad knowledge of the fundamental areas underlying business journalism.
- To provide students with a firm grounding in communication skills.
- To help students develop critical thinking, analytical ability and creativity.
- To train students to use all the instruments of modern media and enhance their employability in the media and communications industry.

The goal was to create a class of trained journalists well versed in the concepts, principles and practices of economics and business so that they may function as specialized business journalists with any form of media.

The College conducts Certificate / skill based courses, based upon the needs of the participants and Industry. Such courses provide add-on value to the basic degree.

Various courses conducted during the last 5 years are Certificate Course in Tally, Certificate Course in PHP, Certificate course in Corel Draw and Photoshop, Certificate Course in Communication & Cognitive skills, Certificate Course in Personality and leadership development, Certificate Course in Photography and videography, Certificate Course in Android development. Refer to 1.2.5 for details

In addition, short summer courses in Candle-making, best-out-of-waste, flower making were organised by the Hobby club of the college to enhance creative talent and skills and inculcate in the students a spirit of entrepreneurship.

1.2.2 Does the institution offer programmes that facilitate twinning/dual degree? If 'yes', give details.

There is no provision for such a degree in the Goa University structure.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability

The College allows students as much academic flexibility as is possible, giving them a wide choice by offering all the Electives and the maximum number of Applied component papers at all three years of the B.Com programme. As far as possible, students are allotted the subject of their choice, subject to the constraints of availability of seats.
Range of Core/Elective Options offered by the University and those opted by the College

- **B.Com**

**First Year:**

**Foundation Course:** Students opt for one paper from the range of Foundation Course papers offered viz. Accounting, Marketing, Cost Accounting and Practical Banking

**Second year:**

**Applied Component Paper:** The College offers students a choice of the full range of Applied Component papers offered by Goa University, viz. e-Accounting, Distribution & Retail Management, Rural Marketing, Advertising, Introduction to Capital Markets & Financial Services and Computer Applications in Business. Students can select the paper of their choice.

**Third Year:**

**Elective Majors:** Goa University offers four majors, all of which are available to students of this College. Students can choose any one major from the list comprising Accounting, Business Management, Banking & Financial Services and Cost & Management Accounting, and they have to complete three papers in the major of their choice.

After the start of the academic year students attend the classroom sessions in the subject of their choice for about 1 week and then make a final decision.

The wide choice offered to students has meant that students can select papers based on their liking, ability and future plans. For example, students wishing to take up Chartered Accountancy or become accountants opt for Accountancy at all three years, those wishing to pursue a career in Banking choose Banking, those who have family businesses or have decided to pursue higher studies in Management take Management and related papers, and so on.

- **BCA**

In case of BCA, the University has provided a wide range of Electives in Computer Science as well as non-Computer Science subjects. The College offers electives depending on the abilities of the students as well as Industry requirement.

- **BBS(Financial Services) / BBA(Financial Services)**

Each of the first 5 Semesters of the BBS(FS) programme has 7 courses. A unique feature of the BBS(FS) programme, which proved very popular with students, is the Semester VI internship with a firm in the financial sector. Students work in teams of 2 for approximately 3 months and then submit a Project report on the work carried out during the internship. This exposure to the world of work helps them relate their theoretical knowledge to the real world, and gives students the competitive edge needed when applying for jobs. The programme has now been renamed BBA(FS) and the curriculum and syllabi have recently been thoroughly reviewed and revised. For the BBA(FS) programme there are 2 summer internships in place of the Semester VI internship of the BBS(FS) programme.

Various Add-On courses are offered as a part of the curriculum like NSE’s Certification in Financial Markets (NCFM), BSE’s Certification in Financial Market (BCFM), Insurance Regulatory Development Authority (IRDA) Certification, and Practical banking modules.
of ICICI. These add-on courses offer flexibility to students to develop their skills thereby providing better prospects of higher education and employment opportunities.

- **M.Com**

This programme is a 2-year 4-semester Post-graduate Masters Degree Program. The first 2 semesters aim at imparting an overall knowledge in various subjects of Accounts, Statistics, Stock markets, Entrepreneurship, E-commerce, Retailing and Insurance. Semesters III and IV are devoted to specialization in either of two areas – Accounting & Finance and Business Management, both of which are offered in the College PG centre.

- **PGDBJ**

This Course was a 2-year Post-Graduate Programme covering 4 semesters with 4 papers in each semester.

The programme offered a wide range of courses in Economics, Business Management, Media and Communication.

In addition to the regular curriculum, the students were also exposed to various add-on courses like Certificate Course in Photography, Course on use of Photoshop software, One week Course in Corel Draw software, Film Reviewing, Workshop on Recording & Editing, etc. to enhance their knowledge and skills in the field of journalism.

All the above programmes provide opportunities for progression towards higher studies. The BCA, BBA(FS) and PGDBJ are designed to provide skills for direct employability, while graduates of the two UG programmes can enter PG programmes such as MBA, MCA, Post Graduate Diplomas in Management, Post Graduate Diplomas in Computer Applications, etc., thus providing them with upward mobility.

- **Choice based credit system and range of subject options.**

The BCA, BBA(FS) have adopted a credit based system and the M.Com programme offers a choice based credit system.

- **Vertical mobility within and across programmes and courses.**

Those who are completing graduation can pursue Post Graduation in their respective subject thus providing vertical mobility.

- **Enrichment courses**

The College conducts a range of certificate and skill-based courses. Besides this, efforts are made to train students for Competence in Software Technology exams, MBA entrance exams, CPT and IPCC. The College also encourages students to answer various certification examinations.

1.2.4 Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

The College offers the following self-financed programmes

- **Bachelor of Business Administration (Financial Services) [ BBA(FS) ]**
- **Bachelor of Computer Applications [BCA]**
- **Master of Commerce [M.Com]**
- **Doctoral Degree in Commerce and Management Studies [Ph.D.]**
Admission

As with the B.Com grant-in-aid programme, admissions for BBA(FS) and M.Com programmes are on the basis of merit, and in keeping with the reservation policy of the Govt. of Goa. For BCA, admission is on the basis of a Common Entrance Test jointly conducted by all colleges offering the programme.

Curriculum

All the self-financed programmes of the College are affiliated to Goa University. For BCA and M.Com programmes the respective Boards of Studies of the University design and draft the syllabus by taking into consideration the feedback obtained from faculty, students and Academic audit committees appointed by the University. The syllabus for the BCA programme is revised every three to four years in order to keep it current and relevant to Industry needs. The course structure and syllabi were last revised in 2010. In case of the BBA(FS) programme, the College involves academic peers and industry experts in the design and review of syllabi and finally submits it to the Board of Studies for approval. The programme was started in 2006, and the curriculum has been revised in 2010 and 2013.

Fee structure

<table>
<thead>
<tr>
<th>Programme</th>
<th>Fees per annum in Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Com</td>
<td>5,970/-</td>
</tr>
<tr>
<td>BCA</td>
<td>39,216/-</td>
</tr>
<tr>
<td>BBA(FS)</td>
<td>27,336/-</td>
</tr>
<tr>
<td>M.Com</td>
<td>34,956/-</td>
</tr>
</tbody>
</table>

Teacher Qualifications and Salary

The qualifications and salary of the teachers is as per the norms prescribed by the UGC / Goa University / Government of Goa.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programmes and the beneficiaries.

a. Certificate Course in PHP: This 2-week certificate course is conducted by the Department of Computer Science for BCA students. The objective being to provide concrete information on web development for students wishing to make their careers in the field of Dynamic website designing and development. The resource person for this course is an industry expert.

b. Certificate Course in Photoshop and CorelDraw: This 2-week course conducted by the Department of Computer Science during the summer vacation is open to students of all programmes. The objective of offering this course is to develop students’ skills in Desktop Publishing so as to enable them to take up assignments in DTP, make a career in DTP or set up their own DTP business.

c. Certificate Course in Tally: This 1-week course is conducted during summer vacation and is open to students of all programmes. The objective of this course is to provide B.Com & BCA students computing skills linked to Accountancy.

d. Certificate programme in Photography: This course of 1 week duration is open to students of all streams. Renowned photographers are invited as resource persons. A photography workshop titled “Capturing Moments” was organized by Department of
e. **Certificate Course in Android Programming**: A 3-day hands-on workshop titled “Android in Action” was organized by the Department of Computer Science in August 2014. Mr. Prajyot Mainkar, Director of Androcid Media Pvt Ltd. was the resource person.

1.2.6 Does the university provide for the flexibility of combining the conventional face-to-face and Distance mode education for students to choose the courses / combination of their choice? If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

Goa University does not have this provision.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

The goals and objectives of the College have been spelt out in Table 1A. The College has initiated several measures to ensure that the academic programmes offered by the College and its goals and objectives are well-integrated:

- Seminars, workshops and guest lecture sessions are organized on various topics within the curriculum as well as emerging trends in various fields to supplement the curriculum. (*Refer to Annexure 1A for Seminars and workshops conducted for students to supplement curriculum*)
- Field trips, study tours and visits to industrial units and commercial organizations provide students with opportunities to gain practical knowledge and improve industry interaction.
- The College arranges internships for students in financial institutions such as banks, insurance companies, stock broking firms, mutual funds, etc. Many students are offered jobs at the firms that they intern with.
- The MOUs ensure that students gain practical knowledge and skills that supplement and enhance the knowledge gained from the academic curriculum, thereby increasing their employability.
- Annual student seminars are organised on social and community issues. Students are organized into groups and assigned topics related to the seminar theme. They then research, write and present papers under the guidance of teachers. These seminars have helped students develop varied interests, broaden their horizons and at the same time, helped instil individual and community-based values in them.

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

Shree Damodar College of Commerce & Economics is part of the affiliating system, and therefore implements the curriculum of Goa University. However, faculty members make special efforts to enrich this curriculum by using a variety of techniques and initiating some innovative measures.
- Teachers use case studies that help students understand concepts and principles more clearly
- Newspaper articles are used to link classroom teaching with real-world developments
- Presentations of the Annual budgets of the Govt. of India are screened live in the College and interested Final year students are invited to watch. The screening is followed by a discussion of the highlights of the budget speech.
- Guest faculty from industry are invited to interact with students so that students get an idea of workplace requirements.
- Visits to industrial units and offices, shopping malls etc. are planned and executed. Consequently students’ awareness of actual production processes and facilities, steps involved in retail management, etc. is enhanced.
- As mentioned earlier, the Institution has developed the curriculum for the Bachelor of Business Administration (Financial Services) programme. The College has taken care to design courses that are extremely current, in keeping with national and global developments and which are aimed at improving the employability of students. The BBA(FS) curriculum, first introduced in 2006, has been revised in 2010 and 2013. The 2013 revision involved a complete overhaul of the programme and introduced practical papers in Banking as well as two summer internships. It is expected that these changes will equip students with the skill sets necessary to succeed in the dynamic employment market.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

As mentioned earlier, the College does not have the freedom to alter the curriculum in the case of the B.Com, BCA & M.Com programmes. However, the University has itself made Environmental Studies a compulsory paper at the First Year of all Undergraduate programmes. This course has been instrumental in creating scientific temper with hands on practical experience with regard to environmental and social issues. Through classroom discussions and assignments, awareness is created on various issues such as global warming and climate change, water scarcity, use of renewable energy resources, problems of unplanned urbanization etc.

In the revised B.Com syllabus, a new paper – Economics of Resources – has been introduced as a compulsory paper at the Second Year. One teacher from the College was on the sub-committee for Economics, which designed and introduced this paper. Similarly, integration of ICT into the curriculum is ensured by introducing Information Technology as a compulsory paper at First Year B.Com, Computer Applications for Business as an elective paper at Second year B.Com, and IT skills as a compulsory paper in the first year of the BBA(FS) programme.

Issues such as Gender and Human Rights are incorporated into the teaching of the Business Environment paper at SY B.Com and Indian Economy paper at TY B.Com.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?
Moral and Ethical values:
The Value Education Cell, NSS Unit and NCC wings organize talks/seminars/workshops to inculcate in students moral and ethical values, the spirit of selflessness and service, values of patriotism and service to the nation.

Employable and life skills:
The Career and Placement Cell of the College has organized soft skill development programmes and Spoken English Courses to improve students’ communication and social skills. The Institution invites experts to conduct workshops on Personality Development and Leadership.

The College has also organized a number of short certificate courses to enhance students’ employability.

With the objective of equipping students with good oral and written communication skills, the Cultural Council organizes various in-house competitions such as extempore and prepared public speaking, essay-writing, poetry, debates on various social issues and current affairs. Students who excel in these competitions are then encouraged to participate in Inter-Collegiate competitions and events.

Students are also assigned different responsibilities in organizing various Inter-Collegiate as well as in-house events and activities, thus helping them improve their team-building, leadership and organizational skills.

Better career options:
The Career and Placement Cell actively organizes various talks/seminars for the students to introduce them to the latest career options, making the right choices in life, and provides training to compete in the job market. The Cell conducts presentations and guidance sessions for students who wish to prepare for various competitive examinations.

Interface with industry and formally organized campus interviews have helped find good placements for our graduates.

Students are also encouraged to attend the annual Placement fair organised by Goa University and pooled campus recruitment programmes organised by other Institutions and colleges in Goa. Upon request, the student database of the College is selectively shared with potential employees.

Community orientation:
The College organises various community oriented outreach programmes through its NSS unit. The NSS Unit encourages the students to participate and organize rallies on issues of social interest, workshops, blood donation camps, visit to old age homes, orphanages and various other social welfare activities.

The students are also motivated by way of special lectures so as to instil moral and ethical values in them. NSS volunteers actively participate in organizing various activities towards community orientation and rural development during the Annual NSS Special Camp. (Refer to Annexure 1B for Talks/Seminars/Workshops/Training programmes organized for students)

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

- Students: In the case of B.Com, BBA(FS) and M.Com, feedback on curriculum and teachers is obtained from each student after the completion of the course. A Learner
Management System called MOODLE is used for taking feedback from BCA students twice a semester to evaluate teachers’ performance as well as conduct of the course and syllabus.

- **Alumni:** A few alumni were involved in designing the curriculum of the BBA(FS) programme. Their suggestions regarding items to be included in the syllabus for Mathematics, Communication Skills, Presentation Skills, etc. were all incorporated in the syllabus.

- **Employers/Industries:** Members of the Career and Placement Cell in their interactions with representatives from different companies also receive feedback on the curriculum.

- **Academic Audit Committees:** In case of the BCA and BBA(FS) programmes, an annual Academic Audit Committee consisting of members from the academic fraternity and Industry provide feedback on conduct of the course as well as changes required in the curriculum, its implementation and evaluation methods and the same is incorporated in curriculum development and enrichment. The Academic Audit Committee also goes through the feedback summaries, and suggestions regarding syllabi, evaluation techniques, etc. have been forwarded to Goa University.

Feedback obtained from all the stakeholders is taken cognizance of during syllabus revision which has helped in bringing the curriculum at par with the changing needs of Industry.

**1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?**

The Principal, Vice-Principal, IQAC and the Career & Placement Cell monitor the quality of the certificate and add-on courses. At the end of each such course, participants provide feedback on various aspects of the course, such as content, usefulness, organisation, etc. Feedback about the resource person is also obtained. The feedback helps plan for the next academic year.

**1.4 Feedback System**

**1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?**

**Teachers’ inputs as members of the Board of Studies:**

The Institution and its staff members actively participate and contribute to the development of the curriculum at the University. As mentioned in 1.1.4, several faculty members have been on the Boards of Studies (BoS) and Academic Council of Goa University. They have been providing their respective Boards with the feedback they receive from the students and other stakeholders as well as suggestions to further improve the syllabus contents. As members of these University bodies, many of our teachers were involved in framing the course structure as well syllabi of various programmes offered by the College.

The Programme Coordinator and faculty of BCA department regularly attend meetings organised by Goa University to give suggestions and feedback on curriculum improvement. They were also actively involved in designing the Course structure and framing syllabi of BCA programme. The course was revamped in the academic year 2010-11. Based on feedback provided by the College in August 2014, the Programme Coordinator has been appointed in the Committee to review the syllabus of the BCA programme.

**Inputs through feedback to Academic Audit Committees visiting the College:**
Students and faculty of self-financed courses also provide feedback to the Academic Audit committees on syllabus content as well as evaluation reforms required if any. The same are presented by the Chairman of the Audit Committee to the respective BoS. In case of the BCA programme, the BoS has taken cognizance of these suggestions during syllabi revisions. Similarly, feedback during Affiliation Inquiry Committee visits, informal discussions with BoS members, etc. have also been incorporated into the curriculum of the BCA and BBA(FS) programmes.

**Syllabus revision workshops:**

Teachers also contribute to curriculum development by organizing and participating in State-level syllabus revision workshops. Teachers get a chance to exchange their views and opinions on the syllabus and curriculum. The detailed reports of such workshops are submitted to the Boards of Studies, for further communication to higher decision-making bodies at the University. The College has conducted several such workshops. *(Refer to Annexure 1C for Workshops organized/attended by faculty members for syllabus revision)*

1.4.2 *Is there a formal mechanism to obtain feedback from students and stakeholders on curriculum? If “yes”, how is it communicated to the University and made use internally for curriculum enrichment and introducing changes / new programmes?*

Teachers obtain feedback from students during revision lectures at the end of each semester. Faculty members who accompany students during their study tours and field visits seek feedback from Industry. Industry experts visiting the College as resource persons and representatives from different companies who visit during campus placements also give feedback on the curriculum. The same is forwarded to the University by faculty who are members of the BoS.

Students and faculty of self-financed programmes also provide feedback to the external Academic Audit committees on syllabus content and evaluation reforms required if any. The same are presented by the Chairman of the Audit Committee to the respective BoS. In case of the BCA programme, the BoS has taken cognizance of these suggestions during syllabi revisions.

The new student feedback form introduced in 2013-14 has 3 sections - about the course, the teaching-learning and lastly evaluation. This formal means of collecting feedback will help teachers involved in curriculum development.

1.4.3 *How many new programmes / courses were introduced by the institution during the last four years? What was the rationale for introducing new courses / programmes?*

The institution introduced the following programme and certificate courses during the last 4 years.

a. **Post Graduate Diploma in Business Journalism (PGDBJ):** This 2-year programme commenced in July 2010, but was closed down in 2012 due to poor response.

**Rationale for the Course:** The rationale behind the introduction of this programme was the rapid expansion of the media and communication sector and the growing popularity of TV channels devoted to business reporting.

b. **Global Skill Enhancement Programme:** The Global Skill Enhancement (GSE) programme has been designed by Infosys Training division to increase the employability of graduates from tier 2 and tier 3 towns. The curriculum includes 2 modules: Language Enhancement – covering Spoken and Written English, Listening
and reading comprehension, and Analytical Skills – covering Creative Thinking and Introduction to management tools. A faculty from the Dept. of Computer Science attended a 20-day training programme at Infosys Pune, after which it was introduced in the College. The feedback from students was very encouraging and it will be conducted every year.

**Rationale for the course:** The College authorities and faculty have realized that the students of this college have good domain knowledge and oral communication skills, but are often unable to clear the first round of entrance examinations and placement interviews because of relatively weak written communication skills and analytical skills.

**Summary**

Shree Damodar College of Commerce & Economics has well-defined Vision and Mission statements, based upon which it has set for itself certain broad objectives. Using these objectives as the framework, the College has, since the first assessment in 1999, drawn up lists of goals to be achieved over 5-Year periods i.e. 2000-05, 2005-10 and 2010-2015. Almost all the goals set earlier were achieved, and the College is well on its way to achieving the next set of goals.

Being a College affiliated to the Goa University, Shree Damodar College of Commerce & Economics has no freedom to change or modify the syllabi for B.Com, BCA or M.Com. However, the institution has developed the curriculum for 2 programmes i.e. BBS (FS)/BBA(FS) and Post Graduate Diploma in Business Journalism (PGDBJ) both sanctioned under the UGC Innovative and Inter-Disciplinary Courses Scheme.

Shree Damodar College of Commerce & Economics allows students as much academic flexibility as is possible, giving them a wide choice by offering all the Electives at FY B.Com maximum number of Applied Component papers at SY B.Com and Elective majors at TY B.Com. The College organises various add-on courses to supplement the curriculum.

Shree Damodar College of Commerce & Economics has involved academic peers and industry experts in the design and review of syllabi. Feedback obtained in respect of the BCA course has been forwarded to Goa University, and has been taken into consideration in the recent review of the programme by the Board of Studies in Computer Science.
CRITERION II: TEACHING-LEARNING AND EVALUATION

Vidya Vikas Mandal’s Shree Damodar College of Commerce & Economics aims to provide quality education its students. The College follows an open-door policy with respect to admissions and the admission process is completely transparent and fair.

The teaching-learning process receives due attention from the College and the teachers. The evaluation of students is totally transparent, fair and reliable.

The well-being of the faculty and the students is the central point for initiating measures to enhance the quality of teaching, learning and evaluation. Good academic performance of the students at the University exams and research and knowledge-seeking activities of our faculty members are among the major strengths of the College.

2.1 Student Enrolment and Profile

The institution enrolls students from diverse backgrounds: the student body is a mix of academically brilliant students, first generation learners and learners from economically and socially disadvantaged backgrounds. The admission policy of the College Management is that all deserving and meritorious students must be admitted and the Principal has complete freedom in the matter of admission. The student admission procedure is in strict accordance with the norms prescribed by the State Government.

2.1.1 How does the College ensure publicity and transparency in the admission process?

Publicity:

The College places advertisements and press releases about the Undergraduate programmes in local newspapers immediately after the Std. XII results are declared and about the M.Com programme after the B.Com results are declared. Information about all the programmes is available on the College website. The Principal and the Admission Committee prepare the prospectus, which also serves as a handbook, providing details regarding the admission process, curricular highlights, fee structure as prescribed by the State government and University and the rules and regulations of the College.

Posters depicting the highlights of the BCA & BBA(FS) programmes are sent to various higher secondary schools. Besides this, the students of these two self-financed programmes accompanied by the teachers visit the Higher Secondary schools located in the vicinity of the College and conduct awareness sessions for students of Std XII.

At the time of admission, notices regarding programmes offered by the College and admission details are displayed on notice boards placed at prominent locations within the College premises.

Transparency:

The Admission Committee is entrusted with the task of overseeing and carrying out the admission process. The Committee ensures that the process of admitting students to various programmes is carried out as per the norms prescribed by the Goa University, the Directorate of Higher Education (DHE) and the Directorate of Social Welfare, Government of Goa.

In case of B.Com, the College lays down the criteria for choice of subjects for admissions to all classes. The criteria are very objective and are displayed on the Notice Board at the time of admission. The Admission Committee counsels and guides the students in the selection of subjects. Helpdesks are set up at the college entrance to assist applicants to fill
up the application forms. Once all the admission forms are received, a merit list of all applications received up to the last date is prepared. The selection list and waiting list are put up on the notice board. Any enquiries regarding the selection process are addressed promptly. Second, third and further merit lists are put up until such time as the seats are filled.

Once the students are admitted, the office staff checks technical aspects such as completion of the application form, correctness of information, attachment of necessary documents etc. The student then pays his/her fees at the bank on the College premises. Since the bank challan shows the fee break-up under different heads such as Tuition fees, Library fees, Gymkhana fees, etc. students and their parents can see that the fees charged are as per the schedule in the College handbook, which in turn is a copy of the schedule given by Goa University. The admission process is thus completely transparent and fair.

2.1.2 Explain in detail the criteria adopted and process of admission (e.g. (i) merit, (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance and interview, (iv) any other to various programmes of the institution).

While admitting students to any of the programmes, the first step is to grant admission to all SC/ST/OBC/PD applicants. Since the number of applicants from these categories falls short of the number of seats reserved for them, there is no need for a merit list.

UG Programmes

1. Bachelor of Commerce (B.Com)

The admission process at the College is student-oriented, student-friendly and transparent. The College has a sister institution which is a Higher Secondary School providing Commerce education. The College absorbs all students from Vidya Vikas Mandal’s R.M.S. Higher Secondary School who seek admission. This still leaves the College with approximately 100 seats that can be filled by students coming from other Higher Secondary Schools. Admission to these seats is strictly on the basis of merit.

The Admission Committee lays down broad criteria for allocating students to the different options at FY, SY & TY B.Com. These criteria are framed largely on the basis of past results and are clearly indicated to students.

Admission Procedure

College admission has two parts: the first part consists of admitting those students who are already in the College and are moving up to higher classes. The second part involves admitting fresh students to the College.

1. Admissions to the Second and Third Year are fairly routine, and are completed in the first week of June.

For admissions to SY B.Com, the teachers only have to ensure that students of Geography at FY B.Com are allotted Business Communication at SY B.Com, while students of English at FY B.Com are assigned to Business Environment at SY B.Com in order of merit. The rationale for this rule is that every student should have acquired some language and communication skills while at College. By assigning students to the different options in this fashion, the College is able to ensure that a student studies either English or Business Communication, by the time he/she comes to the Final Year. In case of the Applied component paper at S.Y.B.Com and Foundation Course paper at F.Y.B.Com, the students are counseled to help them choose from a wide range offered.
For TY B.Com, teachers sit in on the admissions process mainly to counsel and help students in their choice of Elective Major Courses. Here again, prior to the start of admission, the Admission Committee decides upon the broad criteria that will be followed while allocating students to the four different Elective Major papers. The College actively counsels and guides students in their choice of Elective—students are told about the passing percentage in the different Papers, the level of difficulty of each, etc. Students, whose past performance in Accountancy is not very good, are encouraged to take up electives other than the Financial Accounting Auditing & Taxation group. When TY B.Com admissions are completed, the list of students allotted to each Elective Major paper as well as the basis for allocation is displayed on the notice board, making the entire process transparent and open.

2. Admissions to FY B.Com begin the day after Std. XII results are announced. Students and parents are given group counseling on the day of sale of admission forms and prospectus. They are also asked to visit the College website for any further information about the College. At the counseling session, FY B.Com students are informed about the different choices open to them. At the end of the group counseling, parents and students are advised to go through the prospectus carefully, since the prospectus contains all details about subjects, fees, rules and procedures, etc.

Actual admissions begin the following day. One of the NCC Officers from among the teachers is normally available on the premises during admission to provide attestation services to students. FY B.Com students have to make two choices:

a. A choice between English and Geography: Teachers guide students to choose between the two, based mostly upon their marks in English at Std. XII. To the maximum extent possible, however, students are allowed to take the subject of their choice.

b. A choice between 4 Foundation Course Papers: It is crucial students make the correct choice in the First and Second Years, as they can then select their elective major at the Third year based on their experience and ability to cope. Students getting less than 50% marks in Accounts at Std. XII are encouraged to take up electives other than Accountancy. Students and their parents are also informed about the compulsory paper in Accounts at the FY B.Com & SY B.Com level, so that they are reassured about studying Accountancy during their B.Com course. Most students (and particularly parents) are convinced by the teachers’ guidance.

Thus the College lays down criteria for choice of subjects and as far as possible tries to convince students to abide by these criteria.

**BCA**

Counselling for potential entrants into the BCA programme is required because students come from different streams. However, no guidance is needed regarding choice of subjects, since all subjects are compulsory for the BCA programme.

All colleges offering the BCA programme across Goa admit students through a Common Entrance Test.

The merit list is prepared based on HSSC marks and test scores. The selection and the waiting lists are displayed on the College notice board for public view. All the original documents of the provisionally selected candidates are verified at the time of admission and the candidate is admitted after the payment of fees. The College insists that BCA applicants be accompanied by their parents/guardians at the time of admission, since the fees are relatively high as compared to the B.Com programme. It would be pertinent at this
point to mention that of all the colleges offering this programme in Goa, Shree Damodar College of Commerce & Economics is the only College that has split up the total annual tuition fee for all students into 2 parts to be paid semester-wise. This practice, which has been in place right from the inception of the programme in 1997, eases the financial burden on parents in lower economic groups.

A second entrance test is conducted for the benefit of applicants who may have missed the first opportunity. Based on the number of vacancies after the first round of admissions, subsequent provisional selection lists are prepared and the process is repeated till the closing date of admission fixed by the University.

**BBS(Financial Services), now called BBA(Financial Services)**

Admission to this programme is on the basis of merit of marks scored in HSSC exams, strictly adhering to the eligibility and reservation criteria given by the University and the Government. Since this is the only College in Goa offering this programme. Students and parents are counseled about the programme, its future prospects and scope at the time of admission.

**PG Programme**

**M.Com**

For admission to M.Com, students are selected on the basis of marks scored at the B.Com level. As the demand for the programme has been increasing, Colleges have approached the University for an increase in the number of seats. The sanctioned seats were first raised from 30 to 40, and this year the College was granted permission to admit 50 students. This permission was granted only to those colleges which have adequate number of faculty and could fulfil the Goa University teacher-student ratio norm of 1:15.

A merit list of General category students is prepared based on the marks scored at the B.Com examination and students are admitted based on this merit list. At Part II, students are offered specialization in either of two areas – Accounting & Finance or Business Management.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

Table 2A: Minimum and maximum percentage of marks for admission at entry level for each programme in comparison to St. Xavier’s College*

<table>
<thead>
<tr>
<th>%</th>
<th>Prog.</th>
<th>B.Com</th>
<th>BCA</th>
<th>BBS(FS)/BBA (FS)**</th>
<th>M.Com</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Max</td>
<td>Min</td>
<td>Max</td>
<td>Min</td>
</tr>
<tr>
<td>2009-10</td>
<td>Damodar</td>
<td>85</td>
<td>40</td>
<td>79</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>St. Xavier’s</td>
<td>83</td>
<td>41</td>
<td>81</td>
<td>43</td>
</tr>
<tr>
<td>2010-11</td>
<td>Damodar</td>
<td>85</td>
<td>39</td>
<td>80</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>St. Xavier’s</td>
<td>88</td>
<td>40</td>
<td>79</td>
<td>46</td>
</tr>
<tr>
<td>2011-12</td>
<td>Damodar</td>
<td>89</td>
<td>39</td>
<td>78</td>
<td>38</td>
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<tr>
<td></td>
<td>St. Xavier’s</td>
<td>89</td>
<td>40</td>
<td>74</td>
<td>42</td>
</tr>
<tr>
<td>2012-13</td>
<td>Damodar</td>
<td>88</td>
<td>38</td>
<td>77</td>
<td>39</td>
</tr>
</tbody>
</table>
2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

The Principal and the Admission Committee review the demand ratios for all UG and PG programmes. The Admission Committee meets, reviews the admission process and lays down broad criteria for allocating students to the different options at FY, SY & TY B.Com. These criteria are framed largely on the basis of past results and are clearly indicated to students.

As a result, over the years the admission process has been streamlined and made as transparent as possible. During the counselling sessions, the Admission Committee makes every attempt to convince students to abide by the laid down criteria. The improvement in results at TYB.Com in terms of overall passing percentage as well as number of Distinctions and First Classes can be attributed, at least in part, to the efforts made to guide students at the time of admission.

2.1.5 What are the strategies adopted to increase / improve access to students belonging to the following categories

- SC/ST
- OBC
- Women
- Different categories of persons with disabilities
- Economically weaker sections
- Outstanding achievers in sports and extracurricular activities

In Goa, the percentage of SC/ST/OBC population is extremely low and consequently, there are very few students from these categories seeking admission to the College. As mentioned earlier, the College has enough seats to accommodate all these applicants. Girls are admitted freely and the College has a very large female population. No applicant has ever been denied admission to the College on the grounds of caste, class, religion or gender.

The College also freely admits students who are physically challenged. The classes are relocated to the ground floor to accommodate these students. For e.g. the assigned classroom for Final Year BBS (FS) is on the first floor, but this year the class has been shifted to the ground floor to accommodate a physically challenged student. Examination blocks are also arranged so that such students are seated on the ground floor for their examinations. Special arrangements are made for such students over and above the University norms, e.g. the font size of the question paper was increased substantially for students with visibility defects.

The College is committed to the implementation in letter and spirit of Government’s reservation policy in admission to all its programmes.
Students from economically weaker sections are allowed more time to pay their fees. In case of self financed courses, these students are allowed to pay their fees in more instalments. In exceptional cases the College has waived fees for BCA students. Occasionally, the College has arranged for sponsors for part payment of students fees.

The College actively encourages students with a record of sports achievement to take admission to the College. Such admission is usually granted on the recommendation of the Director of Physical Education so that they continue their sports career in the College.

(Refer to Annexure 2A for the number of students belonging to the above mentioned categories admitted to each programme over the last 5 years.)

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends i.e. reasons for increase/decrease and actions initiated for improvement.

As can be seen from table below, the demand ratio shows no significant variation over the five-year period. However, the College is making efforts to increase the awareness of its self-financing programmes. The BCA, M.Com and BBA(FS) programmes are publicised through advertisements and press releases in local newspapers. Information about the programmes is available on the College website and in the Prospectus. Posters containing details about the self-financing undergraduate programmes are sent to various higher secondary schools, and students and teachers of BBA(FS) and BCA programmes visit the Higher Secondary schools located in the neighbouring areas and conduct sessions for students of Std XII. This is especially important for the BBA(FS) programme, since it is offered only at Shree Damodar College.

Table 2B : Details of Number of students and demand ratio

<table>
<thead>
<tr>
<th>Year</th>
<th>Programmes</th>
<th>Number of Applicants</th>
<th>Number of students Admitted</th>
<th>Demand Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>B.Com 286</td>
<td>274</td>
<td>1.04</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BCA 92</td>
<td>88</td>
<td>1.05</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BFS 49</td>
<td>43</td>
<td>1.14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.Com 52</td>
<td>30</td>
<td>1.06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 427</td>
<td>405</td>
<td>1.05</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>B.Com 345</td>
<td>250</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BCA 125</td>
<td>82</td>
<td>1.52</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BFS 45</td>
<td>25</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.Com 61</td>
<td>30</td>
<td>2.03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 576</td>
<td>397</td>
<td>1.45</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>B.Com 264</td>
<td>254</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BCA 100</td>
<td>93</td>
<td>1.59</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BFS 12</td>
<td>27</td>
<td>1.19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.Com 57</td>
<td>30</td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PGDBJ 4</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 483</td>
<td>384</td>
<td>1.18</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>B.Com 265</td>
<td>253</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BCA 62</td>
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<tr>
<td></td>
<td>BFS 10</td>
<td>19</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.Com 40</td>
<td>40</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 384</td>
<td>384</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>B.Com 249</td>
<td>237</td>
<td>1.05</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BCA 69</td>
<td>65</td>
<td>1.06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BFS 12</td>
<td>25</td>
<td>1.08</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.Com 63</td>
<td>49</td>
<td>1.62</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 380</td>
<td>366</td>
<td>1.04</td>
<td></td>
</tr>
</tbody>
</table>
2.2 Catering to Students Diversity

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The College makes special efforts to cater to the needs of differently-abled students, right from the admission stage to providing them with all the support and assistance needed till they graduate. Some of the initiatives taken by the College are listed below

1. For the convenience of students with physical disabilities, the College has provided additional infrastructure like a ramp at the entrance and hand rails along the corridors.

2. To provide such students convenient access to classrooms, regular classes and Examination blocks are arranged so that they are seated on the ground floor.

3. Additional assistance is provided to visually impaired students through special arrangements during examinations.

4. Such students are encouraged to apply for Government scholarships and all the necessary assistance is provided for the same.

5. These students are encouraged to attend courses in spoken English, soft skills and personality development and to enroll in NSS.

6. In the case of slow learners, special classes are held and teachers assist them even beyond class hours.

2.2.2 Does the institution assess the students’ needs in terms of knowledge and skills before the commencement of the programme? If ‘yes’, give details on the process.

Shree Damodar College of Commerce & Economics has students from different socioeconomic backgrounds, with varying aptitudes, intellectual capabilities and interests.

The BCA students are a mix of students from Science and Commerce backgrounds. Science students are identified as being likely to have difficulty with subjects such as Accounts. The students who have not opted for Mathematics at Std. XI and XII are identified from the admission forms. These students are likely to have difficulty in coping with Mathematics, a compulsory paper at FY B.Com.

While choosing the Foundation Course Paper, students getting less than 50% marks in Accounts at Std. XII are encouraged to take up electives other than Accountancy.

2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.)

In the first two weeks of the academic year, teachers interact with the students to gauge their knowledge and abilities. The merit and performance of students in qualifying examinations and their early career also helps in assessing the students before the commencement of the programme.

To meet the differing needs of these students, teachers try to modify and supplement the teaching-learning process. They generally adjust their content, speed, language etc. to suit the level of these students. Simplified versions of books are recommended to them by the course teacher. Revision of topics and special tests are conducted to help them perform well in internal exams as well as semester end exams. Some teachers give simplified compiled notes and slides to make it easier for the students to cope with some topics.
The College has adopted the strategy of creating divisions with a mix of students with differing academic potential, the objective being to help the weaker students to improve their performance under the influence of the academically inclined students.

Besides the regular lectures, the College conducts remedial classes for students of lower ability, merit coaching classes for students with greater academic potential, bridge courses and guest lectures.

A. Remedial Classes

Remedial classes are recommended for students who have a very low score in the continuous evaluation component and/or a shortfall in attendance. The teacher in charge makes the necessary arrangements for conduct of such classes. In addition to these classes, at the end of the term, teachers also conduct intensive coaching classes for the below-average students.

Remedial classes are conducted at two levels. The first is by more capable students in the presence of teachers. The College has also occasionally involved M.Com students in remedial classes for the First Year B.Com students, since some M.Com students are interested in taking up teaching as a profession.

Classes conducted by students are particularly useful as they focus on areas that students in general perceive as ‘difficult’, and will be taught from a student’s perspective, in language that may be easier for fellow students to understand.

Remedial classes conducted by teachers are a quick revision of the syllabus of the entire term, and allow students who have not understood certain topics, or those who have missed classes for some reason or the other, to catch up. Teachers also discuss question papers of previous examinations to give these students an idea of the types of questions and the minimum expected answers. These students are given tips on how to prepare for examinations. Students get an idea of topics in the syllabus that needs more attention and study, and this helps them in their preparation as well as in their performance at the examination.

B. Bridge Courses

The BCA students from the Science stream find it difficult to cope with subjects such as Accounts. To ease the transition for these students, teachers of Accountancy at FY BCA conduct bridge courses in Accounts.

The teachers of Mathematics also conduct bridge courses for students of FY B.Com, since Mathematics is compulsory at FY B.Com, but optional at Std. XI & XII Commerce.

C. Guest lectures:

Guest faculty from industry are invited to interact with the students, providing practical and in-depth knowledge on subject-related areas.

2.2.4 How does the College sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The College is keenly aware of its responsibility of sensitizing the staff and students about these crucial issues. This is done in a number of ways:

Talks by Experts: The College often invites guest speakers to talk to and initiate discussions with faculty and students on these issues through the mentoring programme, value education cell and NSS.
**Student Seminars:** Awareness is sought to be created through conduct and participation in seminars and conferences. For instance, the theme of the Mulay Memorial Students’ Seminar, organised annually in the memory of late Geography teacher is devoted to environmental and social issues. Students attend workshops and seminars organized by other colleges and institutions on such issues. In 2012-13, some students participated in TERI’s YUVA meet, which was aimed at sensitizing the youth about sustainable development issues.

**Staff initiatives:** The College has a substantial number of socially motivated faculty members who are in charge of students’ associations/organisations and have been organising activities for students through these organisations. These organisations include National Service Scheme, National Cadet Corps, Women’s Cell, Consumer Cell, and Nature Club. Environmental Studies is a compulsory paper taught at the First Year level. Students are taken on field visits to research institutes such as National Institute of Oceanography, Indian Meteorological Department and National Centre for Antarctica and Ocean Research among others. The students are also required to work on projects related to environmental and social issues.

**Clean and Green campus:** Through the NSS and NCC units, students are motivated to keep their classrooms, computer laboratories and the campus clean and litter-free. The teachers also continuously advise the students about keeping the campus clean. In an effort to make students conscious of their responsibility towards the environment and energy conservation, they are advised to switch off the lights and fans while leaving the classrooms and computer laboratories.

In 2013, the College invited a green entrepreneur from Goa to address the students on e-waste hazards and its proper disposal. Subsequently, the College conducted an e-waste collection drive and in May 2014, Damodar College became the first college in Goa to dispose of its e-waste as per the E-waste Rules notified by the Govt. of India.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

The College identifies advanced learners on the basis of their class participation, performance at In-semester and Semester End examination, as well as extra-curricular and co-curricular activities.

- **Merit Coaching Classes** are conducted for TY students before the semester V and VI exams. Initiated in the academic year 1999-2000, the rationale for this practice is that in a large class it is difficult to pay attention to very weak or very intelligent students. While Remedial classes cater to the needs of the very weak, Merit coaching classes target the other group.

These classes have some important objectives viz. raising the level of student performance at the Final Year examinations, catering to the special needs of the brighter students in the class and giving students an idea of the techniques/methods that might fetch them the crucial additional marks. From the point of view of the College, an important objective is to improve the upper-end results at the University examination and to try to get at least one University rank every year.

Students with a consistently good academic record are handpicked and given additional training. The training involves inviting a teacher from another institution in the State. Over a span of two weeks, students meet with the teachers for each subject. During the training, students are given an idea of the FAQs (Frequently Asked Questions) and the different ways in which the same question may be worded.
In addition to the 3 regular library cards, the M.Com students are granted 5 extra library cards and merit students get 3 extra cards.

The College highlights students’ achievements by recognising and felicitating them on the Annual Awards Day. They are nominated to participate in Inter-Collegiate seminars, workshops, paper presentations, cultural and business competitions and events.

For advanced learners in the BCA programme, the faculty also suggest web-based resources for self-learning such as w3schools.org, programmershaven.com etc. TYBCA students interested in pursuing MCA are given special coaching by BCA faculty members.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

The College collects data and information on the academic performance of the students from attendance for class lectures, class tests, Intra-semester evaluation and semester-end examinations. Such students are also identified by their mentors through their continual interaction with them. The dropout rate in the College is quite low. It has been generally observed that dropouts tend to be students who have a large number of backlog papers. Again these are students with attendance problems, who have been repeatedly called, along with their parents, to meet the Principal and teachers. Where it appears that a student might discontinue due to financial reasons, which happens only in the self-financed programmes, the teachers counsel the student and the schedule for payment of fees is relaxed still further and occasionally at least some part of the fee is waived. In some cases, the Students’ Consumer Cooperative Society has paid the fees of such students.

Disadvantaged and Economically weaker sections of society

These students are given assistance and guidance to apply for various Government Scholarships and schemes. In the case of self financed programmes, occasionally concession in fees is granted for students who cannot pay the full fees. All such students are allowed to pay fees in more than 2 installments. Text books and stationary is available at concessional rates through the Students’ Consumer Cooperative Society. Book bank facility is available for these students.

Physically challenged and Slow learners

Teachers make extra efforts by providing bilingual explanations and personal and academic counseling.

2.3 Teaching-Learning Process

2.3.1. How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print etc).

Academic Calendar and Teaching Plan

Before the start of the academic year, affiliated colleges receive the academic terms of all UG and PG programmes from Goa University. In-Semester evaluations, co-curricular and extra-curricular activities are then planned around the examination schedule, holidays, breaks etc. A tentative calendar of activities is printed in the prospectus, displayed on notice boards and uploaded on the College website.

The academic calendar gives teachers and students prior information about the commencement and end of each semester, college activities, holidays and the tentative
dates for Intra-Semester Assessments (ISA) and schedule of the End-Semester Examination (ESE).

Based on this tentative schedule teachers prepare their teaching plan in the form of work diaries and course outlines. At the start of the semester, every teacher submits to his/her Dept. Head/Programme Coordinator the work diary showing the plan for the semester – the Plan is on a weekly basis. The Dept. Head/Programme Coordinator compares the plan with the syllabus and checks that (a) all items in the syllabus are covered in the Plan, (b) the plan adheres to the lecture distribution as indicated in the syllabus, and (c) adequate time is devoted for each topic. Subsequently teachers record implementation details in the course compliance reports and work diaries on a daily basis; these are checked and signed by the Head of the Department/Programme Coordinator on a weekly basis and by the Principal about once or twice in a semester.

The work diary/course outline helps teachers adhere more strictly to their plans, so that syllabi may be completed as per schedule.

**Planning of Assessment and Evaluation**

At the beginning of every semester, the Examination Committee prepares the schedule of Intra-Semester Assessment (ISA) and displays it on the staff and students’ notice board. Accordingly, the teachers schedule their individual evaluation schedules such as class tests, assignment submission dates, student presentations, case study presentations, quizzes etc. As per Goa University statutes for the B.Com programme, each student has to appear for two ISAs, each of which has to be a different mode of assessment. Teachers are given the liberty to plan and conduct one of the two ISAs, whereas the other ISA, which is in the form of a written test, is conducted as per a time-table prepared by the Examination Committee. For the BCA programme, students appears for 2 written ISAs and 2 Assignments in the form of quiz, presentations or case studies, in the theory component; while the practical component comprises of 2 ISAs and 1 Assignment. For the BBA(FS) programme, the pattern of evaluation involves 3 ISAs, of which the best 2 are selected, 1 Assignment and 1 Presentation/Seminar/Viva/Group Discussion. The M.Com assessment scheme comprises of 2 ISAs and the best of Presentation/Project.

The performance at the Intra-Semester Assessment tests and assignments is made known to students within a week, and students who wish to improve their performance, as well as those who had missed the written test, are administered a second test or re-test. The End-Semester exams are conducted as per the schedule prepared by the Examination Committee, adhering to the Goa University schedule. Every teacher is given fixed dates for submission of assessed answer books.

**Verification of answer books:** Even at the time of the first assessment, Shree Damodar College of Commerce & Economics had the practice of checking all the papers assessed and submitted by teachers. A key element of quality assurance in evaluation has become an integral part of the entire examination process, with the timetable and details of verification being put up on the staff notice board.

The members of the Examination Committee check the marks entered against the physical record for the In-Semester as well as End-Semester statements, as also the entitlement marks on account of NCC, NSS, sports and cultural activities. The results are finally declared within the stipulated time. The result is uploaded on the website and a hard copy is kept at the College counter for students to check.
2.3.2 How does IQAC contribute to improve the teaching-learning process?

The IQAC plays the role of a general academic advisor to the College. It works towards achieving the goals of academic excellence and ensuring quality of education. The IQAC makes suggestions for improvement of all areas of performance; these are then put forth to the faculty through the staff meetings, departmental meetings, and so on. The IQAC is also closely involved in ensuring the implementation of its suggestions. In the past five years, IQAC has taken steps to bring about improvement in the teaching-learning process, some of which are outlined below.

- The IQAC has encouraged teachers to adopt interactive and participative teaching techniques such as use of case studies, student seminars, etc. to step up student involvement in the classroom and thereby improve the teaching-learning process. Teachers have successfully used cases in areas such as Material Management Practices in firms, Ethics in Business, Innovative Entrepreneurship, Stress Management, Employee Welfare, Current Topics in Auditing, Revaluation of the Chinese Currency, Gold Arbitrage.

- IQAC members have actively participated in enhancing infrastructural facilities like teaching aids, computer laboratories, Wi-Fi access, and resources such as software, library resources, etc.

- The IQAC encourages the departments and faculty members to organize seminars, workshops, guest lectures, add-on and enrichment courses, and remedial and merit coaching classes for the benefit of students at large.

- The IQAC has suggested that the College provides support in terms of academic counseling and mentoring to students.

- The IQAC has been active in planning Faculty Development Programmes, talks and workshops to enhance and enrich the skills and knowledge of the faculty.

- The IQAC has played an important role in promoting research culture among the faculty by encouraging them to undertake major and minor research projects and pursue Ph.D. Teachers are encouraged to attend, participate and present papers at State/ National/ International conferences, seminars and workshops and publish their papers in reputed journals.

- One important aspect of learning is to relate classroom teaching to real-life events. The IQAC has been encouraging teachers to continuously link their teaching with current developments and use newspapers in their teaching. Post-Budget and post-monetary policy discussions in Economics classes, discussions about capital market events such as sudden rises and falls in the Sensex, IPO performances, etc. are routinely carried out. Some teachers ask students to do an assignment based on any newspaper article.

- The IQAC helps the Principal assess the quality of teachers and the teaching-learning process using student feedback. Teachers are encouraged to use the feedback to improve their performance.

2.3.3. How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

**Student Centric learning:** While the predominant method of teaching continues to remain the lecture method, some teachers are beginning to use interactive teaching methodologies such as case studies, group discussions, role plays, debates, presentations, assignments, projects, field visits, analysis of balance sheets, mock interviews, familiarity trips, etc. to
supplement their regular lectures. All these methodologies help in developing interactive learning, collaborative learning and independent learning skills among the students.

Whereas methodologies such as projects, assignments and field visits are able to involve students of all calibres, the other methods generally see the active involvement of the best brains in the classes. These methods allow the brighter students to further explore their areas of study, learn how to gather and analyze information and data, how to argue effectively, etc. all of which will contribute to their academic development. Thus by venturing into these new methods, teachers are encouraging capable students to develop higher-order thinking and all the facets of their academic personalities.

The effort that students put into assignments and projects, although they are aware that these assignments carry few marks, is truly commendable. They visit libraries, websites, offices, etc. to gather information, and in some cases, the students come out with innovative ideas and concepts that exceed the teachers’ expectations.

Students visit reputed organisations and financial institutions. Such ‘familiarity trips’ are extremely popular with students.

Teachers have invited guest faculty to deal with certain topics of the syllabus from a practical viewpoint. These interactions generated a lot of enthusiasm among students, since they were able to see the real-life implications and applications of what they study in class. Guest faculty has also been involved in the merit coaching classes mentioned earlier.

**Support structure and systems:**

The College has well-equipped computer laboratories with adequate number of systems for use by students from all the streams. Staff and students also have access to high speed Internet, Wi-Fi access, and can access information at any time and from anywhere on the campus.

The students and faculty have day-long access to the College library which harbours a vast variety of books. The College has an adequate stock of books, journals/periodicals and N-List and an online database. The library also maintains the Online Public Access Catalogue (OPAC) that can be used during College working hours to locate books and other material available in the library.

The BCA classrooms are equipped with ceiling mounted LCD projectors. There are adequate number of projectors and laptops that can be taken to other classrooms for conducting lectures, practicals, talks and student presentations.

The teachers of the Computer Science Department use Virtual Learning Environment (i.e. MOODLE) for sharing of study material and PowerPoint presentations with the students, and for conducting online assignments in the form of quizzes.

In order to enhance their learning experience, students are encouraged to organize and participate in workshops, seminars, inter-collegiate events and various other activities carried out by the College Cultural Council, Students’ Council, Sports Council, Nature Club, NSS and NCC. In addition to this, the students also participate in activities like individual/ group presentations, group discussions and role plays. The students are also encouraged to answer online certificate examinations of Insurance Regulatory and Development Authority (IRDA), NSE’s Certification in Financial Markets (NCFM) and National Institute of Securities Markets (NISM), BSE’s Certification in Financial Markets (BCFM).
2.3.4. How does the college nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

In order to develop critical thinking and creativity the College Cultural Council organizes various in-house activities like Essay writing, poetry-writing (Hindi, English and Konkani) debates, public speaking and quizzes for the students. In addition to this the students are encouraged to participate in various Inter-collegiate events and competitions conducted by other colleges like oratory, quizzes, skits and street plays, Business and Management related events, the Kossambe Festival of Ideas at Kala Academy, Panaji, and Youth festival organized by the Directorate of Sports and Youth Affairs, Panaji, annually. The BCA students are encouraged and supported to participate in various inter-collegiate IT events.

The Students’ Council also conducts various activities and competitions for the students like Christmas Card Making, Flower Arrangement, Candle Making, Rangoli Competition, Mehendi Competition, T-shirt painting, Best-out-of-Waste, Star Making, Vegetable Carving, Hair dressing and Fashion Show in order to develop creativity and bring out the artistic skills of the students. Bazaar Day is also held to develop the entrepreneurship skills of the students. An Annual inter-class cultural event “Innovations” is held to nurture creativity among the students.

Various inter-collegiate events like Bizz-Buzz, Spectra, Money Matters and U.N. Bene Quiz Competition are organized by various departments of the College. The students are also motivated to participate in similar events held by other colleges thereby helping the students to nurture their talent.

The College has been holding the annual Shri Suhas Mulay Memorial Students’ Seminar wherein teachers guide the students to research and present their papers on various environment related topics and social issues. Some recent themes have been Creating Consumer Awareness - A Wake Up Call (2007-08), Is Goan Tourism a Boon or a Bane?(2008-09), Global Warming & Climate Change(2009-10), A Tapestry of Goan Culture(2010-11), Health Care Services in Goa(2011-12), Government Schemes for the Welfare of Students(2012-13) and Mining in Goa: Issues & Concerns(2013-14)

The students are also encouraged to contribute their articles, poems, and other creative pieces to the College magazine titled “DAMODAR”.

Critical thinking is further sharpened in the final year graduation where every student is engaged in a research project. Some of the students have taken this opportunity to work on live projects. For instance, in 2009-10, the BCA teachers guided Third Year BCA students for undertaking a live project titled “Online Voter Registration” which provides immense help for online registration of a voter. The students had conducted a study on Voter Registration Process in the state of Goa with the help and assistance of the Chief Electoral Officer. Other live projects undertaken by the students were a development of a website for the College and for VVM’s R. M. Salgaocar Higher Secondary School, Margao. The BBS(FS) students have undertaken live assignments such as PAN card enrolment and Aadhar card enrolment.

The College also conducts short add-on courses/classes, Certificate courses and orientation sessions, invites guest faculty to conduct sessions/workshops on topics related to the curriculum. Besides this, the College conducts field trips, industrial visits, institutional visits and study tours to orient the students and give them a broad exposure and experience apart from their core curriculum.
2.3.5. What are the technologies and facilities available and used by the faculty for effective teaching?

The College library has a rich collection of books, magazines, CD’s, journals/ periodicals, and e-journals made available to the students and faculty.

All the classrooms are equipped with OHP’s for effective teaching. Almost all teachers are making use of OHPs as the primary teaching tool, as they can devote more time for explanation and discussions in the class. Besides these, the teachers are provided the facility of using Laptops, LCD projectors, and other audio-visual aids for conducting their lectures, practical sessions, talks or for student presentations.

The BCA classrooms and Computer Labs are equipped with LCD projectors. All teachers of the BCA, BBA(FS) and M.Com programmes use PowerPoint presentations for effective teaching. Some B.Com teachers also regularly use technology to enhance their classroom teaching. Teachers are therefore gathering the skill and expertise in using audiovisual aids to supplement the teaching-learning process in the College.

Since the entire campus is now Wi-Fi enabled, teachers can present web-based material during their lectures to make the lecture sessions more interesting and interactive.

Learner management system i.e. MOODLE is used to provide a Virtual Learning Environment. Teachers upload their learning material in the form of slides and notes which can be downloaded by the registered students. In addition to this, the teachers also conduct online assignments like quizzes for the students. Some teachers share their slides on Slideshare and also upload study material on social networking sites.

Separate staff rooms are provided for the B.Com, BCA, M.Com and BBA (FS) faculty, with the latter 3 being equipped with adequate number of computers for their exclusive use in preparing teaching material. The studio has been used for screening live presentations, movies, and conducting add-on courses such as photography and video editing.

The Staff members use Electronic Resource Management Packages for e-journals, namely N-List and a very valuable database, viz. IndiaStat.com to aid the teaching learning process.

Another very important software SPSS is sometimes used by the Third Year B.Com students for their projects as it aids in data documentation, data management and statistical analysis. This software is also incorporated as part of the M.Com curriculum as it supports quantitative data handling and is a very good data analysis tool.

2.3.6. How are the students and faculty exposed to advanced level of knowledge and skills? (blended learning, expert lectures, seminars, workshops etc)?

- Workshops, seminars and talks are conducted by inviting guest lecturers and industry experts for faculty and students, thus exposing them to emerging trends and expertise in various fields related to Commerce, Management, Finance and Computer Science.

- In order to keep pace with recent developments in their disciplines, the faculty attends various seminars, workshops, orientation and Refresher courses. The faculty is also encouraged to attend and present research papers at various State / National / International level seminars and conferences.

- To supplement the full-time degree programmes, the College also conducts short add-on certificate courses for the students like Communication Skills, Interview Skills, Résumé-Writing Skills, Personality Development, Tally, Desktop Publishing and Photography.
Students of the BBS(FS)/BBA(FS) programme regularly go on study tours and visit NSE, BSE, RBI, Bangalore Stock Exchange and EXIM Bank of India. Apart from this, students of this programme undergo internships in financial firms. Every year the students participate in a prestigious all-India financial event ‘Moneta’ organized by the renowned R.A. Podar College of Commerce, Mumbai. The event attracts participation from the IIMs and Management students from Post-graduate departments in Universities. In 2013-14, our students reached the finals of almost all events and came away with several runners-up spots.

The Department of Computer Science organized industry visits for BCA students to CISCO, Bangalore Science Centre and Visvesvaraya Museum in Bangalore in 2012-13.

ICICI Foundations of Banking certification programme is offered to provide knowledge in practical banking. In the early years, this was offered as a blended learning programme, but on account of poor response from students, the College now offers students only the online option. In case of the BBA(FS) programme, where the course has been included in the curriculum, students approach faculty members for some face-to-face interaction for the more difficult modules.

In order to assist the Final Year students in making appropriate career choices, the Career and Placement cell organises various talks by experts exposing students to Career opportunities in various fields. Talks organised in the past include ‘Career opportunities in the Airline and Hospitality Industry’, ‘Career options after B.Com’, ‘Introduction to Animation and Career Opportunities’, ‘Careers in IT Industry’, ‘C.A. and C.S. as a Career’ to name just a few.

The Department of Computer Science has organized orientation sessions on Microsoft Certified Solutions Expert (MCSE) and Cisco Certified Network Associate (CCNA) Certification Courses for the BCA students to create an awareness of the importance of these certifications.

2.3.7. Detail (process and the number of students benefitted) on the academic, personal and psycho-social support and guidance (professional counselling/mentoring/ academic advice) services provided to students?

The College is striving hard to provide such support and guidance to students in the following manner

Academic and Career counseling: Academic counseling is provided to the students at the time of admission which guides them in choosing the appropriate subject based on their intellect and capabilities. Career counseling is provided through the Career and Placement Cell which familiarizes students with various career options. This Cell organises talks and sessions by experts to guide the students in choosing the right career path.

Mentoring system: This system has proved to be useful in improving the teacher-student relationship. At the beginning of each academic year, students from each class are divided into groups of 20 and each group is assigned a Teacher-mentor. The teachers meet with the students periodically, thereby helping and guiding them in their personal development, career and progress. To enable the faculty take up mentoring, the College has organised various workshops and interactive sessions conducted by experts in clinical psychology.

Professional Counseling Services: Personal counseling has been introduced in 2011-12. A professional counselor is available to students twice a week. In addition to one-to-one counseling sessions whenever required, the counselor interacts with the students class-wise and conducts various activities, which helps her get insights into students’ thought
processes, problems, etc. Based on the outcome of these sessions, she identifies students for one-to-one counseling.

2.3.8. **Provide details of innovative teaching approaches / methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?**

The College has always encouraged teachers to adopt innovative teaching practices. Teachers enjoy full freedom with regard to the nature of an innovative practice they wish to adopt, with the result that teachers are employing a range of such practices in their classrooms. Listed below are some of the methods employed in the College.

1. **Innovative assignments:** These types of assignments can engage students’ multiple intelligences, enhancing their understanding of the subject. Some of the innovative assignments followed are:
   a. Developing entrepreneurial and marketing skills of the students by promoting students to sell hand-made products in the college campus.
   b. Designing and presenting an advertisement video for a particular product.
   c. Developing students’ awareness of the market mechanism by making and selling items in the College.

2. **Industry visits, Familiarity trips, Study tours:** Industry visits to CISCO and Bangalore Science Centre, local industrial units such as Monginis, Finolex Cables and Goa Shipyard, Familiarity trips to Shopping malls, Retail Multi-Brand Factory outlets, study tours and institutional visits to NSE, BSE, Reserve Bank of India (RBI), Bangalore Stock Exchange, EXIM Bank of India, Clearing Corporation of India (CCIL), Central Depository Services Limited (CDSL), National Securities Depository Limited (NSDL), are organized by the College in order to provide practical knowledge and exposure to real world scenarios.

3. **Case Studies, Role plays and Management games:** In subjects such as General Management and Business Management, concepts are explained through management games, case studies and role plays.

4. **Surveys:** As a part of their projects students are encouraged to undertake market surveys, customer surveys, socioeconomic surveys etc so that they get real world understanding of theoretical concepts.

5. **Home assignments:** Home assignments provide opportunities to practice and improve skills or gain further knowledge or understanding in a particular area.

6. **Display charts and audio-visual techniques:** In subjects such as Geography, Environmental studies and Information Technology, students have often prepared display charts on a subject and held exhibitions within the College. Preparation of PowerPoint presentations and even short videos has been a practice in some subjects.

7. **Student exchange programme:** With an aim to expose the students to a multicultural environment, develop networking and interpersonal skills, the College organised a Student Exchange Programme with Symbiosis College of Arts & Commerce, Pune in September 2010.

8. **PAN card, Aadhar card enrolment:** A special programme to register for Aadhar card and PAN card was undertaken as assignments by Second Year BBS(FS) students in 2011-
12 and 2012-13. This helped students develop their data collection, communication and interaction skills.

2.3.9. How are library resources used to augment the teaching-learning process?

The Library constantly enriches and updates its collection by the acquisition of latest books, magazines, periodicals and journals, thus keeping pace with the changing requirements. The collection of books is regularly increased and improved by purchasing books recommended by the teachers relevant to their teaching subjects, as well for general interest and knowledge. A reading room is provided for the benefit of both the faculty and students.

Once a year, the Librarian invites 2 or 3 book distributors or booksellers to the College for putting up an exhibition cum sale of their latest books for the benefit of the teachers as well as the students.

The Library also provides reading material, e-resources to the students and faculty. The Library maintains and uses NewGenLib software, which assists the Librarian and other users for quick retrieval of the information and status (i.e. available/issued) of the books and expedites daily circulation transactions (viz. check-in and check-out).

The College also uses Electronic Resource Management Packages for e-journals, namely N-List and IndiaStat.com

- **N-List (National Library and Information Services Infrastructure for Scholarly Content)**: is a programme designed for college libraries by INFLIBNET. It provides online access to more than 6000+ journals and 97333+ e-books. Access to this resource is 24x7 for the readers of the College through a common user-id and password.

- **IndiaStat.com**: is an authentic store house of Indian Statistics collected from the best sources of information and statistics of India. It provides access to 56 associate sites (19 sector specific sites, 6 region specific sites, 31 India/State/UT specific sites). Access to this database is 24x7 for the faculty members of the College, and from 8.00 to 5.00 p.m. on weekdays for the students.

The Library has extended a unique facility for the students and faculty by putting up newspaper stands in the College quadrangle from 8.00 am till 5.00 pm on weekdays.

At the start of the academic year, the Librarian conducts an orientation session for all First Year students so as to familiarize them with the procedure of using the library and the services offered.

In addition to the 3 library cards issued to every student, the M.Com students are granted 5 extra library cards, and 3 additional cards are provided to Merit students (i.e. distinction holders) as an incentive.

The BCA students can avail the Book bank facility provided by the Library in order to make maximum use of the library resources. For the students of BCA and BBA (Financial Services) programmes, any 3 books of their choice are issued for use till the end of every semester. This facility is in addition to the 3 library cards and extra cards for merit students. Third Year B.Com students having Financial Accounting, Auditing and Taxation as their elective major are allowed to borrow 2-3 Income Tax books of previous 3 Assessments years for use till the end of the academic year.
2.3.10. Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If ‘yes’, elaborate on the challenges encountered and the institutional approaches to overcome these.

Lecture plans are prepared by each faculty at the beginning of every semester and strictly adhered to as much as possible. The same are monitored by the Principal and the Programme Coordinators/Heads of the Departments from time to time. As such the institution does not generally face any challenges in completing the curriculum within the planned time frame. Lectures missed on account of leave taken or activities in the College, are compensated for by engaging extra lectures by the faculty members. To cope with the challenge of completing the syllabus on time, in 2005-06, the College experimented with a practice suggested by the IQAC. On days when there is any programme involving the entire College, the lecture duration is shortened from 45 to 30 minutes, so that at least 5 of the 6 lectures are held before 10.30 a.m. The experiment was a success, and no teacher had a problem with timely completion of the syllabus. The practice has since then become an integral part of the working of this College. All activities are now scheduled after 11 a.m so that all the scheduled lectures are held.

Workshops and short courses for students are scheduled after College hours, so that there is no disruption of regular lectures, and students who attend these courses do not miss classes.

The IQAC has introduced a similar practice during the conduct of the Intra-Semester Assessment. In the past, the Examination Committee used to schedule 2-3 ISAs per day and complete the ISAs within three days, but classes used to be called off on those days. In 2013-14, the College experimented with having one subject ISA every morning in the first lecture, followed by regular lectures, but of shorter duration. Again, the experiment worked and has been continued this year as well.

2.3.11. How does the institute monitor and evaluate the quality of teaching learning?

The institution adopts various mechanisms to monitor and evaluate the quality of teaching learning.

**Lecture plans and activity schedules**

Once the lecture plans are prepared at the beginning of the semester, every faculty member maintains day wise record of its implementation and the same is monitored by the Heads of Departments, Programme Coordinators and the Principal. The Principal and the IQAC ensure that all College activities are systematically planned and scheduled at the beginning of the academic year and the schedule is adhered to. The schedule is made available to the teachers well in advance so that the lecture plans can be prepared accordingly.

**Monitoring of Lectures**

This is a practice for which the College had been commended by the NAAC peer team during the first accreditation. Teachers who are free, monitor the lectures that are going on. There is a teacher in charge of Monitoring who prepares a monitoring timetable, so that every teacher is aware of when he/she has to do the rounds of the College. The primary advantage of such monitoring is that teachers go to class on time and engage the class for the full 45 minutes. Additionally the practice promotes overall discipline, since the teacher doing the monitoring ensures that students do not loiter in the corridors. The Principal and the Vice-Principal also take rounds at regular intervals during lectures to monitor the presence and teaching of the faculty and attendance of students.
Attendance

Goa University, like all other Universities in India, has made it mandatory for students to have a minimum of 75% attendance in order to be eligible to appear for their examinations. Attendance records are meticulously maintained and a periodic record is displayed on the notice board. Defaulters get their first warning when the first list is put up.

If however, in spite of this, a student’s name reappears in the defaulters’ list, his/her parents are informed and called for a meeting with the Principal. At this meeting parents are advised that if the student’s attendance does not improve, he/she will not be admitted to the College in the next academic year. During the next semester, at the time of these meetings, parents/guardians are also informed about the performance of their wards at the previous semester exams.

Regular Departmental/Staff meetings

The Heads of the Departments and Programme Coordinators conduct regular departmental meetings in order to discuss various ongoing departmental activities and check the progress of teaching-learning activities. The Principal also conducts staff meetings regularly to keep all the staff members well informed about the activities carried out by different Committees and Departments, expectations from individual teachers, and reminders of tasks that they are required to complete. This practice ensures that faculty performs the tasks allotted to them as per the given schedule.

Teacher Evaluation by students

The College invites student feedback of teachers through a closed-ended survey instrument. The feedback form has recently been revised and seeks the student’s opinion on all aspects of the teacher’s performance. Selected students who are passing out of the College also give their views on various aspects of the functioning of the College in general, based on their 3-year experience in the College. A formal exit feedback form has now been designed and feedback has been obtained on all aspects of the functioning of the College. This feedback has been fruitfully used to improve the overall functioning of the College.

For the BCA programme it is mandatory to invite student feedback twice in a semester. One feedback is taken mid-semester to enable the teachers to improve the conduct of the course and the other is taken at the end of the semester. The summary of the feedback is discussed by the Programme Coordinator with the Principal and necessary decisions and actions are taken in cases where improvement is required. The feedback is also perused by the Academic Audit Committee visiting the College.

Self-Appraisal

Teachers submit a self-appraisal form towards the end of every academic year. The self-appraisal records the teacher’s improvement in qualifications, attendance at Orientation/Refresher courses, attendance at seminars/conferences/workshops, innovations in teaching, participation in co-curricular and extra-curricular activities, participation in administration, etc.

While signing the self-appraisal form, the Principal adds his/her comments about the teacher.
2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

Table 2C: Teacher Qualifications

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Permanent teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.Sc./D.Litt.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PG</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Temporary teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PG</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professional</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part-time teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PG/Professional</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Shree Damodar College of Commerce & Economics recruits and retains dynamic faculty who has potential to progress in teaching, research, co-curricular and extracurricular activities. The recruitment process is governed by rules and regulations laid down by UGC and the State Government. Recruitment is always by a duly constituted Selection Committee, constituted as per the statutes of Goa University. Only qualified candidates are short-listed and called to appear for the interview. The selection process is attuned towards recruiting competent and committed faculty. This has resulted in the College having an excellent teaching faculty.

1. Planning and Recruitment

The planning of the recruitment for each academic year is made towards the end of the previous academic year. The Principal and Heads of Departments calculate the department-wise workload and the consequent requirement for faculty for the next academic year. For new vacancies created, the College follows the practice of advertising these vacancies in local dailies and in the University News.

In the past five years, the College obtained NOC’s from the Government of Goa for filling vacant posts created on account of superannuation of teachers. Also, implementation of revised curriculum since 2007-08 resulted in an increase in workload. Since the last accreditation, the College has filled 4 Full-time posts in Commerce, 1 Full-time post in Economics and 1 Full-time post in Mathematics. Most importantly, the College has been successful in getting qualified candidates to fill some percentage of reserved posts – of the 6 posts mentioned 4 have been filled with candidates from reserved categories.

In addition to the full-time posts filled, any variations, leave vacancies, etc. are met by appointing teaching staff on contract basis or lecture basis. Here too, the College recruits the best from those who apply and appear for the interview.
2. Retention of faculty

The College works hard to retain its faculty by providing a number of incentives and an encouraging environment to facilitate the holistic growth of the faculty. Some prominent measures taken in this direction are discussed below.

a. **Academic atmosphere:** The College makes it a point to maintain an academic atmosphere on the campus. The teachers are encouraged to engage in academic pursuits; for instance they are provided with all the facilities needed to undertake research, such as access to online and library resources, permission to attend research-oriented workshops, etc. They are encouraged to participate in conferences, publish research papers, contribute to and edit books. The College also invites subject experts to address and interact with teachers.

b. **Innovative teaching practices:** The College motivates teachers to adopt new innovative practices every year.

c. **Establishment of Staff Academy/ Research Cell:** The College has a Staff Academy, where faculty members present papers and share their individual expertise. Paper presentation is followed by interaction which provides additional inputs to the paper presenters and enriches all the participants.

   The Research Cell supports teachers to pursue M.Phil/Ph.D. degrees and take up Major/Minor Research Projects.

d. **Recognition and Incentives:** The Management recognizes teachers for their achievements and efforts in influencing the development of young minds. Their efforts are appreciated during the Founders’ Day programme and at regular staff meetings. This keeps the teachers motivated to take up new tasks allotted to them. Handling responsibilities of organising a variety of activities provide scope for their creativity and self development and gives them job satisfaction.

e. **Terms of Service:** Teachers of the BCA programme, who have the NET/SET qualification, are paid time scale, even though it is a self-financed programme and strictly speaking all appointments can only be on contract basis. Similarly, teachers without NET/SET from all the self-financed programmes, who have been with the College for more than 5 years, are given 3-year tenure contracts, with remuneration substantially higher than that mandated by the Govt. of Goa, and they also get additional leave. In other words, teachers on contract basis in self-financed programmes are better off than their counterparts in aided programmes.

All these measures have helped the College retain its competent and qualified teachers. Damodar College, being one of the reputed Institutions in South Goa, most applicants vie for an opportunity to get teaching positions in the College. The culture of learning created by the Institution over the years, a spirit of team work and comradeship, treating all teachers at par have helped the College retain efficient teachers.

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

The College has taken the following measures to cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas
- Tenure contracts: In the Department of Computer Science, from the academic year 2014-15, senior teachers have been offered 3 years contract and their salary is higher than that prescribed by the Government. Another teacher with NET qualification has been given time scale. In the early years of the programme, all teachers were appointed on full time basis. The College offered them the same facility extended by the Government of Goa to non NET/SET teachers in the aided programmes – they were paid time scale with increments for 5 years. Increments were continued after they cleared the NET/SET examination. All the teachers in the self-financed programmes have been sanctioned 8 days discretionary leave in a year in addition to casual leave which is not available in the aided programme.

- Contract appointments: It is very difficult to get Mathematics faculty in Goa, and Mathematics & Statistics are compulsory papers in the BCA & BBS(FS)/BBA(FS) programmes. The College appointed a Mathematics teacher on contract basis for the two programmes together.

- Workshops/seminars for teachers: Workshops and seminars are organised to get the teachers acquainted with changes in the syllabi and update their subject knowledge.

- Deputation of teachers for training programmes: Teachers are deputed to attend training programmes to update their knowledge and skills in new and emerging areas in their field of study, emerging trends and technologies used for teaching learning, research methodology. Attending such programmes help the teachers keep themselves updated and increases their confidence to teach new programmes/ modern areas. On their return, teachers conduct certificate courses for students in these areas.

- Guest speakers: Experts are invited to interact with the students and teachers so that the students get up-to-date and practical knowledge through these interactive sessions.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

The College makes all efforts to enhance teacher quality and improve their performance. This is done by way of organizing seminars, panel discussions, lectures by experts from other colleges & Universities, inter-departmental research oriented presentations through Staff Academy. This is accompanied by experiential teaching such as Industry visits, familiarity visits, Institutional visits which enable the faculty to interact with Industry experts and experience the work environment.

The faculty is encouraged to keep pace with recent developments in their disciplines by perusing research journals, latest reference books, participating in national and International seminars/ workshops/ symposiums/ refresher courses and other faculty development programmes.

a) Nomination to staff development programmes

| Table 2D: Faculty nomination to staff development programmes |
|-----------------|-------|-------|-------|-------|-------|
|                 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| Refresher Courses | 07     | 09     | 01     | 03     | -      |
| HRD Programme    | -      | 47     | 58     | 03     | 22     |
| Orientation Courses | 02     | 01     | -      | -      | -      |
| Staff training by University | 03     | 11     | 09     | 07     | 04     |
b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

The College has organized various faculty training programmes to improve teaching-learning: (Refer Annexure 1A)

c) Percentage of faculty

- Was invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies
- Participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies
- Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies

Table 2E below provides the required information

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I %</td>
<td>N %</td>
<td>S %</td>
<td>I %</td>
<td>N %</td>
</tr>
<tr>
<td>Invited as resource person in Seminars/Workshops/Conferences</td>
<td>-</td>
<td>4</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Participated in Seminars/Workshops/Conferences</td>
<td>2</td>
<td>21</td>
<td>37</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>Presented papers in Seminars/Workshops/Conferences</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

I - International Level  N - National Level  S - State Level

(For details refer to Annexure 2B.)

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

- The College encourages research aptitude among teachers in all possible ways. There is a Research Cell which motivates the teachers for academic advancements, and provides the necessary support and assistance to apply to UGC for research projects. The College has 2 recognised research centres, one each in Management Studies and
Commerce, with 4 teachers recognised as PhD guides. Thus, research scholars have the required expertise for guidance right on the premises.

- The Management and Principal have always encouraged research by faculty and have given them enough opportunities by granting study leave, FIP leave to complete Ph. D and M. Phil work. (Refer Table 2F below for details)
- Faculty members who are invited as resource persons or visiting faculty in other institutions are granted duty leave.
- The College encourages teachers to present research oriented papers in International/National conferences and seminars and attend various research methodology programmes conducted at State and National Level by sanctioning duty leave. Expenses incurred on travel and registration is also reimbursed.
- As a support for faculty members registered for PhD, they are assigned a lighter share of co-curricular and extra-curricular activities of the College.
- The faculty from Commerce, Computer Science and BBA departments accompany students on industrial visits to familiarise themselves with work place environment.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the Faculty</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ms. Manasvi Kamat</td>
<td>March 2005 to March 2007</td>
</tr>
<tr>
<td>2</td>
<td>Mr. B. P. Sarath Chandran</td>
<td>July 2006 to March 2007</td>
</tr>
<tr>
<td>3</td>
<td>Mr. Sanjay P. S. Dessai</td>
<td>October 2009 to September 2011</td>
</tr>
<tr>
<td>4</td>
<td>C.A. Subrahmanya Bhat K. M.</td>
<td>May 2012 to May 2014</td>
</tr>
<tr>
<td>5</td>
<td>Ms. Lira Gama</td>
<td>April 2013 to April 2015</td>
</tr>
<tr>
<td>6</td>
<td>Ms. Lina Sadekar</td>
<td>August 2013 to August 2015</td>
</tr>
<tr>
<td>7</td>
<td>Ms. Shami Pai</td>
<td>August 2013 to August 2015</td>
</tr>
</tbody>
</table>

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

Ms. Maria Ester Rebelo e. Abranches, Associate Professor, Department of Mathematics, was awarded:

- State Award for Meritorious Service for the year 2009 by the Honourable Chief Minister of Goa on Goa Liberation Day.
- Dr. D. B.Wagh Memorial Shikshak Bhushan Award 2009 for outstanding achievements and contribution in educational, social and literary fields.

Dr. (Ms.) Manasvi Kamat received a National Award, Bharat Shiksha Ratna for Excellence in Education and National Development awarded by the Global Society for Economic Growth at New Delhi in April, 2013

The Institution provides the faculty a conducive environment to foster a culture of learning and research. The faculty is encouraged and motivated to put in their best in terms of classroom teaching as well as participation in seminars, conferences and workshops.
2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

Evaluation of teachers by the students

At the end of each semester/academic year, the IQAC collects feedback from the students for each teacher for each course taught. Students assess teachers on various teaching-learning and evaluation parameters such as teachers’ impact on learning, lecture planning and delivery, teaching methodology, teachers’ communication skills, assessment and evaluation, and general observations. The feedback received is perused by the IQAC. Each teacher is then given his/her feedback forms and asked to prepare a summary of the feedback received on each question. The teacher is then asked to work on areas that require improvement. In case of the BCA programme, student feedback is recorded online and analyzed using MOODLE software, twice in every semester. BBS (FS)/BBA(FS) students also enter their feedback online at the end of every semester.

Evaluation of teachers by external Peers

The institution is yet to introduce formal evaluation of teachers by external peers. The teachers are required to fill up a self-appraisal report at the end of the year, which is reviewed by the Principal. Thus a teacher’s progress in his/her career is monitored by the Principal.

In case of the BCA and BBS (FS)/BBA(FS) programmes, the Academic Audit Committee checks the feedback analysis of each teacher and gives suggestions for improvements. This serves as a feedback from external peers.

2.5 Evaluation Process and Reforms

Goa University has adopted the semester/trimester system for evaluation in all its programmes. The academic year consists of two semesters: Odd Semester (Semester I, III & V) and Even Semester (Semester II, IV & VI). The B.Com and BCA programmes shifted from the annual to the semester pattern in 2007-08, while the BBS (FS)/BBA(FS) has been following the semester pattern since its launch in 2006-07. The M.Com programme has always been a semester programme.

2.5.1 How does the institution ensure that the stakeholders of the institution especially the students & faculty are aware of the evaluation processes?

Students

- The evaluation process, the components of evaluation and the significance of individual components, as also the academic calendar specifying the tentative schedule of assessment, are printed in the prospectus and uploaded on the college website.
- The students are apprised of the evaluation processes during the orientation programme conducted for all First Year students at the beginning of the academic year. The Principal addresses all First Year students collectively on the first day of the academic year. As part of this programme, a senior teacher is assigned the task of explaining the academic requirements. He/she usually explains the working of a semester system, highlights the significance of Continuous Internal Assessment (CIA) and stresses the importance of completing all the components of evaluation as the basic criterion for eligibility to appear at the End-Semester examination.
- After this general orientation, the Programme Coordinators for the BCA & BBA (FS) programmes have a separate orientation for their students as the patterns, weightage
and components of evaluation are different for these programmes. Furthermore, for both the BCA and BBA (FS) programmes, the final grade/percentage is the weighted average of all 6 semesters, unlike the B.Com programme, where only the last 2 semesters are considered for the final percentage. This fact is repeatedly emphasized through all the 3 years.

- For the B.Com students, individual teachers at all classes continuously impress upon students the importance of CIA and how performance here impacts the overall outcome.
- Circulars received from the University pertaining to the pattern of examination are displayed prominently on the notice board.
- The schedule of Internal and End-Semester Examinations is displayed for the students on notice boards at the beginning of the semester.
- Subject teachers discuss Model Question Papers, past question papers and Question Banks with the students in the class. Past question papers are also made available in the library for easy reference.
- Students are informed about class tests and assignments and their performance evaluation in the classroom by the teachers and also through display boards of the respective departments. Some teachers use social networking sites to inform students about class presentations, submission dates, and so on.

Faculty
- The evaluation methods and processes are discussed in detail at staff meetings.
- Newly appointed faculty is given an orientation on the evaluation/examination process, question paper pattern, answer paper assessment rules, and general conduct to be observed during invigilation.
- The schedule of Internal and End-Semester Examinations is displayed on the staff notice board well in advance.
- A workshop on paper setting was organised for benefit of teachers in July 2012. The resource person was a senior, experienced faculty from a reputed College of Education. He discussed various topics such as principles and purpose of assessment, types of assessment, techniques and methods for planning and designing of Question papers and so on.

Parents
- Parents are briefed about the evaluation methods followed in each discipline at the time of admission and at the Parent-Teacher meet conducted every year. Also, as mentioned above, evaluation rules and regulations and the tentative academic calendar is available in the college prospectus and on the website.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted & what are the reforms initiated by the institution on its own?

The College adopts the pattern of evaluation as prescribed by the Goa University. The University has adopted the Semester system for evaluation with Intra-Semester Assessment (ISA) and Semester End Examinations (SEE) for all programmes. The credit-based system has been adopted for BCA, BBA(FS) and M.Com programmes.

B.Com Programme

1. The College conducts the First Year & Second Year B.Com examinations on behalf of the University. The Third Year B.Com examinations are conducted by Goa University; only the ISAs are conducted by the College.
   A Supplementary Examination is conducted for Semesters I & II and Semesters III & IV before the commencement of the academic year for students who have missed or
failed in the regular exam. Earlier, all semester papers were offered in all semesters, i.e. Semester I papers were offered in October, April and May/June every year, and a student could appear at any time. However all papers from Semesters I to IV had to be completed before admission to TY B.Com. Thus effectively a student got 5 attempts to clear Semester I papers, 4 attempts to clear Semester II papers, 3 attempts to clear Semester III papers, and 2 attempts to clear Semester IV papers.

In 2012, Goa University amended its Ordinances, and all odd semester papers are now offered only in October and May/June and all even semester papers are offered only in April and May/June. Thus a student gets 4 attempts to clear Semester I and II papers and 2 attempts to clear Semester III and IV papers. This reform, which the College has adopted, has led to some rationalization and has also reduced the duration of examinations.

2. The College scrupulously follows the Goa University Ordinance, which says that a student must be assessed in 2 different ways for the ISA

3. At Semester II, the students who have opted for English do not have a written examination; the course is called Spoken English, and the entire assessment is in the form of continuous evaluation, comprising of student presentations, group discussions, role plays, dialogues, and so on. The College strictly adheres to this assessment format.

**BCA Programme**

Till the academic year 2010-11, the College was conducting all the BCA Examinations on behalf of Goa University. With effect from 2011-12, the Third Year BCA examinations are conducted by Goa University, on the same lines as B.Com. Supplementary Examinations for Semesters I to IV are conducted in May/June every year.

**BBS(FS)/BBA(FS)**

The College conducts all examinations of this programme on behalf of Goa University.

This programme has some unique evaluation features, introduced by the College, and approved by Goa University which are in the nature of reforms:

1. There is In-Semester Evaluation (ISE) of 40 marks for each course of 100 marks. ISE of all courses consists of two written tests and other evaluation components such as quizzes, assignments, presentations, group discussions as decided by the teacher and notified at the beginning of the semester.

2. At the end of each semester, for every 100-marks course, there is one 60-marks examination of 2 hours duration, called the End-Semester Examination (ESE). A student is required to appear for both components, i.e. ISE & ESE, and the ESE is a separate head of passing.

3. Semester VI of BBS(FS) comprises compulsory internship at an organization and submission of a project report based on the internship. Evaluation is carried out as follows:
   i. Evaluation for 250 marks is carried out by the Internal Project Guide who is a faculty from the College.
   ii. Evaluation for 250 marks is carried out by the Student Supervisor from the organization where the candidate does his/her compulsory internship. These marks are awarded based on the performance of the candidate in the organization (150 marks) and the project report (100 marks).
iii. Evaluation for 100 marks is based on individual seminar presentation and open viva. The evaluation is carried out by a 3–member board comprising of the Programme Coordinator and two external examiners. The average of marks awarded by all 3 members would be the final marks obtained by the student. One external examiner is an academician from a University other than Goa University. The other examiner is from industry and from outside Goa.

This mode of evaluation is unique, and is not followed for any other Undergraduate programme of the University.

M.Com

There is continuous assessment throughout the semester called an In-Semester Examination (ISE) with an End Semester Examination (ESE), with 50% weightage for each.

The students’ performance at each paper is evaluated as below

<table>
<thead>
<tr>
<th>In-Semester Assessment (ISA)</th>
<th>50 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 tests of 15 marks each</td>
<td>30 marks</td>
</tr>
<tr>
<td>Tutor Marked Assignment</td>
<td>10 marks</td>
</tr>
<tr>
<td>Seminar Presentation</td>
<td>10 marks</td>
</tr>
<tr>
<td>Semester-End Assessment (SEA)</td>
<td>50 marks</td>
</tr>
</tbody>
</table>

**Evaluation reforms by the College:**

- **Colour coded answer books:** The College has noticeably different colour answer books and additional supplements for each day of the examination, to avoid the possibility of students taking supplements out of the examination hall and resorting to unfair practices. This practice has been in place for a very long time, and continues today as well.

- **Interchange of answer books for assessment:** The practice that the College has been following for evaluation is that one teacher corrects one set of papers (For eg. Div A & B) in one SEE while the other teacher corrects the papers of the other two divisions. In the next SEE the allotment of papers is reversed. In other words the same teacher does not assess the same students’ answer books for both the semesters. This system has been followed for a very long time and has proved to be very reliable. It ensures fair evaluation over the year and also a system with proper checks and balances.

- **100% Verification of answer books:** As far back as 1994, the College had introduced the practice of checking all the papers assessed and submitted by teachers. The checking is done to make sure that (i) all questions are assessed (ii) there are no totalling errors (iii) marks are correctly carried forward to the first page of the answer book (iv) marks are correctly copied from the answer book to the statement of marks.

Students are the ultimate beneficiaries since the College is confident that every answer book has been checked and verified. Over time the process has had positive fallout, viz. the teachers have become much more careful in their assessment. The number of errors detected by the verification process has reduced significantly over the years, and more teachers are now turning in zero-error assessments. An added benefit is that there is now greater uniformity in the marking practices of the teachers, making verification easier.
A key element of quality assurance in evaluation therefore continues and has become an integral part of the entire examination process, with the timetable and details of verification being put up on the staff notice board.

- **Answer keys / model answers are provided for papers assessed by more than one teacher:** The teachers are provided with answer-keys or model answers in practical subjects for uniformity in assessment. The marks allocation is decided collectively by teachers in the subjects which are to be assessed by more than one teacher. This practice promotes greater standardisation of assessment & contributes to fairness in assessment.

- **Live project:** In order to bridge the gap between theoretical knowledge and practical knowledge, students of BBA(FS) & BCA programme carry out live projects for their ISEs. The projects are structured to ensure that students gain learning that is relevant to their educational development. Students are assigned a live project relating to a real issue and are required to submit a project report at the end of the project which is evaluated by the teacher.

**2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university & those initiated by the institution on its own?**

1. For smooth conduct of Internal assessments and Semester End Examinations(SEE), the College constitutes an Examination Committee to look into all examination-related matters, right from the stage of drawing up schedules, up to the final stage of declaration of results.

2. The Committee prepares a schedule for conducting ISAs which is followed by all the teachers. One common ISA is conducted for all the classes in the form of a written test. Earlier, these tests were scheduled such that the students had to answer two or three papers on the same day. With this schedule, it was observed that the students were pressurised to study 2-3 subjects on the same day, which affected their performance. The Exam Committee, after reviewing this system changed the schedule to one paper per day. This has proved beneficial and significantly improved the performance of the students.

3. Students who are not able to answer the regular tests as per the schedule and those wishing to improve their performance can appear for repeat tests.

4. Wherever the College conducts SEE on behalf of the University, the Examination Committee has followed the University system of paper-setting where a total of three question papers are set by the teachers teaching the subject. The Head of the Department is expected to go through the question paper and initial it, after checking for coverage of syllabus, adherence to marks distribution, question paper pattern, etc. Any one paper is then randomly selected by the Exam Committee for printing. After printing, the Committee members do the proofreading, check marks allocation, printing mistakes, instructions given, etc.

5. Teachers submit answer keys for all subjects where there are problems to be solved, such as Financial Accounting, Cost Accounting, etc. This ensures uniformity in assessment and facilitates timely assessment and submission of answer books.

6. In order to ensure smooth implementation of the verification process, the subject papers are allotted equitably between all the teachers and verification is carried out on specified days. A proforma has been prepared to be filled in by the verifier as well as the examiner concerned.
7. Damodar College strictly follows the Goa University B.Com ordinance of two different modes of assessment for the ISAs, one of which is a written test. At the start of the academic year, the Examination Committee publicizes an assessment and examination schedule. This schedule carries the dates for the common test and indicates the date of commencement of the end-semester examination. Besides this, it also indicates last dates for

- informing students about the other mode of assessment and completion
- completion of the second mode
- completion of the repeat test and
- submission of statement of marks

8. For the BBS(FS)/BBA(FS), the Programme Coordinator prepares a schedule for assignment submissions and class presentations for all the papers, which is then made known to students and teachers alike. This practice was adopted after receiving feedback from the first batch of students, that assignments and presentations of all papers were bunched towards the end of the semester, which put too much pressure on them and also hampered their preparation for the end-semester examinations.

2.5.4 Provide details on formative & summative evaluation approaches adopted to measure students achievement. Cite a few examples which have positively impacted the system.

Formative Evaluation:

B.COM: The ISA is conducted during the semester by using various modes of evaluation such as objective or written tests, assignments, orals, classroom quizzes, seminars, presentations etc. The ISA is aimed at promoting continuous learning, independent thinking, self-confidence and soft skills development. Some innovative methods adopted by the College for continuous assessment are outlined below

a) Innovative assignments: Students are encouraged and guided to carry out group and individual assignments on subject-related topics as well as emerging trends in various areas. Some of the innovative assignments worth mentioning are:

i. Develop and inculcate entrepreneurial and marketing skills: Students of BBA(FS) programme were encouraged to make some products with an investment of Rs. 300/-. They were then asked to promote and sell these products in the College premises. The students made a handsome profit from this exercise. Various concepts and principles of Economics were practiced in this assignment.

ii. Design an innovative product or business concept: The students of TY B.Com were asked to present an innovative product or a business concept. The presentation had to be in the form of a report giving product specifications, Inputs required, manufacturing process, cost analysis and investment required. This helped the students to get an insight on the various procedures and tasks involved in identifying new business opportunities and starting a business venture.

iii. Making advertisements: To bring out and develop creativity and IT skills, the BCA students were given an assignment wherein they had to make and present a 2 minute advertisement video on a product of their choice.

iv. Understanding how markets work: The First Year B.Com students were given an assignment in Managerial Economics on the topic ‘Understanding How the Market works’. Students were asked to make items such as friendship bands, cards, gifts,
mementos etc. to be sold during Friendship Day celebrations in the College. Students had to produce saleable items, keeping costs low and sell it at reasonable price to students. Thus the main objective was to produce attractive items at low cost using their own talent and skills, price them to make some profit, and to sell all the items by applying various marketing strategies. This exercise was a great success.

v. Wealth out of waste assignment: The Business Economics assignment for FY B.Com was based on the theme “Create wealth out of waste.” The aim was to link economic theory to real market situations (demand-supply, production-cost situation); it encouraged creativity, teamwork and helped the students to use their latent skills to make innovative and useful products from waste material.

The assignment was immensely successful. The students produced a multitude of value added products from seemingly useless raw material. They held an exhibition and also sold some of the products. The students felt a great sense of achievement and discovered within themselves abilities such as creativity & marketing skills. This novel assignment prevented students from submitting sub-standard theoretical assignments. It created awareness about the potential for recycling of waste and improved inter-personal relations among students.

b) Case Studies, Role plays and Management games: In subjects such as General Management and Business Management, concepts are explained through management games, case studies and role plays.

c) Surveys: Conducting surveys acquaints the students directly with the real world and involves contact with a large number of people from different backgrounds. The use of surveys and questionnaires also allows students to use statistical methods learned in class. Most projects carried out by the Third Year B.Com students are survey-based. The process of designing questionnaires, survey instruments, and interview schedules as a part of their project work helps develop research abilities among students.

d) Home assignments: Home assignments are normally related to the subject and offer the students an opportunity to write at length on a topic. The method also enhances their writing skills. It is common to give home assignments to students in subjects like Banking, Financial Accounting, Costing, and Economics. Though these assignments are subject-related, they encourage the students to find additional information and current trends by referring to web resources, magazines and journals, thus encouraging them to read and explore.

BCA

For Theory courses, Internal evaluation for 50 marks is conducted in a continuous manner in the form of regular assignments/quizzes and class tests. Of this, 30 marks are assigned to two class tests, as indicated by the University ordinance.

For evaluation of Laboratory courses, internal evaluation is conducted in a continuous manner in the form of regular assignment submissions and lab tests. Of the maximum 50 marks, 30 marks are evaluated by conducting one or more lab test(s) during the semester. A record of work done in the form of a lab journal (could be an e-journal) has to be maintained by every student. This journal is submitted at the end of the semester and verified by the Academic Audit Committee.
For evaluation of Project work In-semester Evaluation for 50 marks is done by the project guide based on the record and quality of work done.

**BBA (FS) / BBS(FS)**

In-Semester Evaluation (ISE) is of 40 marks for each course of 100 marks. ISE of all courses consists of two written tests and other evaluation components such as quizzes, assignments, presentations, group discussions as decided and notified by the teacher at the beginning of the semester.

In some subjects students are given assignments requiring practical & field work which helps students in gaining practical knowledge. This also helps the students use their creativity and talents while presenting such projects and assignments. This has helped improve the inter-personal relations between teacher and student as they need to provide continuous guidance during the process of completing these projects/assignments. Role plays, group discussions, group presentations and assignments help students to develop team spirit. Students were given an assignment to help people enroll/register for PAN Card and AADHAR Card.

A student is required to appear for both components-ISA & SEE, and a student who does not appear for all ISEs is not eligible to appear for the semester-end examination in that paper.

**Summative evaluation:** Semester-End Examination assesses in-depth knowledge of the subject. The duration of the examination and pattern of question paper are decided by Goa University. Within these parameters the College ensures that

a. The entire syllabus is covered.

b. Questions are properly distributed

c. Question papers are set by more than one teacher and the question paper to be printed is selected at random.

As a result of these practices the summative evaluation is comprehensive and fair.

2.5.5 Enumerate how the institution monitors & communicates the progress & performance of the students through the duration of the course /programme? Provide an analysis of the students results / achievements (Programme / course wise for last four years) & explain the differences if any & patterns of achievement across the programme / courses offered.

The College conducts the examinations are per the guidelines of Goa University. The results are declared as per the schedule provided by the university. As per semester pattern the teachers are able to monitor the progress of the students through continuous evaluation. Wherever permitted under the rules, students are given a chance to improve their performance by conducting repeat examinations. Tables 2G.1 to 2G.4 show programme-wise Final Year result analysis.
### Table 2G.1: RESULT ANALYSIS (T.Y.B.COM)

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<th>Year Class</th>
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### Table 2G.2: RESULT ANALYSIS (T.Y.BCA)

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### Table 2G.3: RESULT ANALYSIS (T.Y.BFS/BBS(FS))

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<td>13.79</td>
<td>2</td>
<td>7.41</td>
<td>1</td>
</tr>
<tr>
<td>A+</td>
<td>4</td>
<td>13.79</td>
<td>6</td>
<td>27.27</td>
<td>1</td>
<td>3.57</td>
<td>5</td>
<td>17.24</td>
</tr>
<tr>
<td>A</td>
<td>7</td>
<td>24.14</td>
<td>1</td>
<td>4.55</td>
<td>5</td>
<td>17.86</td>
<td>7</td>
<td>24.13</td>
</tr>
<tr>
<td>B+</td>
<td>4</td>
<td>13.79</td>
<td>5</td>
<td>22.73</td>
<td>10</td>
<td>35.71</td>
<td>11</td>
<td>37.95</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>6.9</td>
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<td>0</td>
<td>0</td>
<td>14.29</td>
<td>1</td>
<td>3.45</td>
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<td>C</td>
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<td>0</td>
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<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Fail</td>
<td>12</td>
<td>41.38</td>
<td>8</td>
<td>16.66</td>
<td>7</td>
<td>25</td>
<td>1</td>
<td>3.45</td>
</tr>
<tr>
<td>Passed</td>
<td>17</td>
<td>58.62</td>
<td>14</td>
<td>63.64</td>
<td>21</td>
<td>75</td>
<td>28</td>
<td>96.55</td>
</tr>
<tr>
<td>Total appeared</td>
<td>29</td>
<td>22</td>
<td>28</td>
<td>29</td>
<td>27</td>
<td>28</td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>

### Table 2H: RANKS AT COLLEGE AND UNIVERSITY

<table>
<thead>
<tr>
<th>Sr No</th>
<th>Year</th>
<th>Programme</th>
<th>Name of the Student</th>
<th>Percentage</th>
<th>Rank at University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2007-2008</td>
<td>BCOM</td>
<td>Ms. Kande Swati Dattaram</td>
<td>84.29%</td>
<td>First</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCA</td>
<td>Mr. Paes Shame Chassis Jones</td>
<td>77.71%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MCOM</td>
<td>Ms. Colaco Maria Helena De Resicio</td>
<td>66.33%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2008-2009</td>
<td>BCOM 1</td>
<td>Ms. Pawne Kirti Shelkeat</td>
<td>85.14%</td>
<td>First</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCOM 2</td>
<td>Mr. H. M. Manjimath</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCA</td>
<td>Ms. Bhatia Nisha Nandik</td>
<td>75.86%</td>
<td>Second</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BFS</td>
<td>Ms. Prabhan Gobindam Annapurna P.</td>
<td>78.00%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MCOM</td>
<td>Ms. Prabhudesai Arja Jagdish</td>
<td>72.55%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2009-2010</td>
<td>BCOM</td>
<td>Ms. Rodrigues Samanthra</td>
<td>80%</td>
<td>Second</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCA</td>
<td>Ms. Bale Siddhi Santosh</td>
<td>96.50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BFS</td>
<td>Ms. Saudagar Prachi Anil</td>
<td>77.03%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MCOM</td>
<td>Ms. Paes Riva Rimsha</td>
<td>65.40%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2010-2011</td>
<td>BCOM</td>
<td>Mr. Xete Venieker Udesh Uday</td>
<td>81.15%</td>
<td>Third</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCA</td>
<td>Ms. Fernandes Jawella Domin</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BFS</td>
<td>Mr. Kadam Hirishkesh Davidas</td>
<td>83.02%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MCOM</td>
<td>Ms. Kalpana Narayan Medikark</td>
<td>72.23%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2011-2012</td>
<td>BCOM</td>
<td>Ms. Bhat Swati Damodar</td>
<td>78.54%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCA</td>
<td>Mr. Gonsalves Jody</td>
<td>92.36%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BFS</td>
<td>Ms. A. Dviva Srivalli</td>
<td>89.98%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MCOM</td>
<td>Ms. Sharma Sonal</td>
<td>73.30%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2012-2013</td>
<td>BCOM</td>
<td>Ms. Rodrigues Linera</td>
<td>80.46%</td>
<td>Third</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCA</td>
<td>Ms. Bhat Namrata Sudhir</td>
<td>97.39%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BFS</td>
<td>Ms. A. Praseeda</td>
<td>87.12%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MCOM</td>
<td>Ms. Furtado Betsovia Zelinda Oliveira</td>
<td>70.02%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2013-2014</td>
<td>BCOM</td>
<td>Mr. Chimakaka Kapil Vanklesh</td>
<td>76.85%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCA</td>
<td>Ms. Borkar Dipali Durgamani</td>
<td>94.00%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BFS</td>
<td>Ms. Pacheco Melissa Margaret</td>
<td>77.68%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MCOM</td>
<td>Ms. Fernandes Fedora</td>
<td>72.20%</td>
<td></td>
</tr>
</tbody>
</table>
2.5.6 Detail on the significant improvements made in ensuring rigor & transparency in the internal assessment during the last four years & weightages assigned for overall development of the student (weightage for behavioural aspects, independent learning, communication skills, etc)

Internal assessment is governed by rules, regulations and recommendations laid down by Goa University. However, significant improvements are made in ensuring rigor and transparency during the last four years. Some of the measures taken are as follows:

- The Examination Committee declares the dates for the administration of tests, declaration of assessment topics and collection of assignments at the beginning of each semester. The same is informed to the faculty and students by displaying the schedule on notice boards.

- Accordingly, the faculty members declare the content to be assessed for the tests and the topics for assignments, well in advance.

- For quick administration of the test component of the ISA, the College has a centralized ISA system. This ensures that discipline, uniformity is maintained and the test is administered in a fair manner.

- The Examination Committee handles the centralized exam system, ensuring transparency and order for one ISA in each semester.

- Each teacher maintains a detailed record of the students’ ISA marks and the same is shown to the students along with the answerbooks.

- Recognizing the differences in courses and their varied learning outcomes, and also with a view to encouraging creativity among teachers, the College does not prescribe a common mode of assessment. Each faculty member is given the freedom to choose an evaluation mode for the second ISA component. The faculty, according to the selected mode gives students the breakup of the marks that he/she assigns, at least a month prior to the assessment. For instance, in case of class presentations marks are allotted on various aspects such as presentation skills, creativity, communication skills, performance in class, team work, etc.

- For the BBA programme, internal assessment is also linked with online certification courses of ICICI, NSE & IRDA, which is beneficial for students as they develop their talents, learn to be competitive, develop interest in an area in which they may make their careers. The IRDA certification is mandatory for anyone desiring to make a career in insurance.

- For the BCA students, one ISA component is in the form of a quiz which is administered through use of MOODLE learner management system.

2.5.7 Does the institution & individual teachers use assessment /evaluation as an indicator for evaluating students’ performance, achievement of learning objectives & planning? If yes provide details on the process & cite a few examples

Assessment and evaluation are used as an indicator for judging students’ performance, achievement of learning objectives and for future planning. After declaration of ISA marks, the teacher identifies students who have not performed well and need improvement. Such students are advised to attend remedial classes. Students are allowed multiple attempts to improve their performance and the best attempt is considered.
Before the examination, students are briefed about the paper pattern, mock tests are conducted, question bank is given and discussed by some teachers, past question papers are solved in the class after completion of syllabus or at the end of each topic, and any doubts raised by the students are cleared by the teachers. After the ISA papers are assessed, they are shown to the students and the question paper is discussed in the class. The teachers address any queries and doubts raised by the students.

Every year the results are analysed and examined, so that the College realises where improvement is needed. For instance, in 2014-15, senior teachers teaching Accountancy have been asked to take a mixed of TY.B.Com and FY.B.Com classes. This was done to help students at the entry point develop a good foundation in the subject.

This analysis motivates the College to step up counselling at the point of entry into the College, help and guide students to select subjects where they can do better. Performance of the earlier year is considered while allocating optional or applied component papers to students.

2.5.8 What are the mechanisms for redressal of grievances with reference to evaluation both at the college & university level?

As per the Goa University ordinances, there is no provision for revaluation of answer books at examinations from Semesters I to IV. Students who have answered Semester V and VI can apply to the University for Revaluation. There is no revaluation for the BBS (Financial Services) course.

However, the facility for Personal Verification of answer books for each examination is available to all students for Semesters I to IV. Personal Verification of marks is carried out by the candidate in the presence of the Principal/Vice-Principal and the concerned examiner. On a notified day and time, the candidate is shown the answer book in the chamber of the Principal/Vice Principal and in the presence of the Examiner concerned. If the candidate is not satisfied with the results on personal verification of the answer book, he/she may apply to College Grievance Redressal Committee expressing the grievance and reason for dissatisfaction. The Committee takes appropriate action as per the Ordinances and informs the candidate accordingly.

During the last two years, some students have expressed their dissatisfaction with the results after personal verification and placed the matter before the College Grievance Redressal Committee. On perusal, the Committee felt there was some merit in a few complaints and asked for the paper to be re-evaluated. Some students got the benefit of increased marks as a result of this revaluation.

| Table 21.1: University Revaluation Analysis (B.COM) |
|-------------------|-------------------|-------------------|-------------------|
| **Year**          | **No. of students** | **No. of students** | **% of students** |
|                   | **Applied**       | **benefited**     | **benefited**     |
| 2007-08           | 32                | 23                | 71.88             |
| 2008-09           | 47                | 39                | 82.98             |
| 2009-10           | 70                | 61                | 87.14             |
| 2010-11           | 133               | 97                | 72.93             |
| 2011-12           | 100               | 76                | 76.00             |
| 2012-13           | 99                | 72                | 72.73             |
| 2013-14           | 79                | 68                | 86.08             |
Table 2I.2: Revaluation Analysis (BCA)

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of students Applied</th>
<th>No. of students benefited</th>
<th>% of students benefited</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>07</td>
<td>07</td>
<td>100.00</td>
</tr>
<tr>
<td>2008-09</td>
<td>14</td>
<td>13</td>
<td>92.86</td>
</tr>
<tr>
<td>2009-10</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>2010-11</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>2011-12</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>2012-13</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>2013-14</td>
<td>02</td>
<td>02</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 2I.3: Revaluation Analysis (M.COM)

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of students Applied</th>
<th>No. of students benefited</th>
<th>% of students benefited</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>46</td>
<td>39</td>
<td>84.78</td>
</tr>
<tr>
<td>2008-09</td>
<td>24</td>
<td>10</td>
<td>41.67</td>
</tr>
<tr>
<td>2009-10</td>
<td>32</td>
<td>30</td>
<td>93.75</td>
</tr>
<tr>
<td>2010-11</td>
<td>54</td>
<td>48</td>
<td>88.89</td>
</tr>
<tr>
<td>2011-12</td>
<td>37</td>
<td>37</td>
<td>100.00</td>
</tr>
<tr>
<td>2012-13</td>
<td>42</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2013-14</td>
<td>10</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 2I.4: College revaluation of F.Y & S.Y.B.COM/BCA/BBS

<table>
<thead>
<tr>
<th>Year</th>
<th>No of students applied for personal Verification</th>
<th>Cases referred to Grievance Redressal Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>25</td>
<td>Nil</td>
</tr>
<tr>
<td>2008-09</td>
<td>56</td>
<td>Nil</td>
</tr>
<tr>
<td>2009-10</td>
<td>06</td>
<td>Nil</td>
</tr>
<tr>
<td>2010-11</td>
<td>12</td>
<td>Nil</td>
</tr>
<tr>
<td>2011-12</td>
<td>23</td>
<td>01</td>
</tr>
<tr>
<td>2012-13</td>
<td>26</td>
<td>04</td>
</tr>
<tr>
<td>2013-14</td>
<td>36</td>
<td>06</td>
</tr>
</tbody>
</table>
2.6 Student Performance and Learning Outcomes:

2.6.1 Does the college have clearly stated learning outcomes? If ‘yes’, give details on how the students and staff are made aware of these?

The Mission statement of the College reproduced below expresses its desired learning outcomes.

“The College stands committed to nurturing an environment for the holistic growth of our students and faculty, by imparting knowledge, values and skills conducive to good citizenship.”

The Mission statement is displayed prominently on the College website, prospectus and at strategic places in the campus.

The University requires the syllabus drafting committee to state in clear terms the overall purpose and objectives of the programme. In addition, learning objectives are also specified for each course/paper in the programme, which gives a clear idea as to what the University expects students to achieve on the successful completion of the course. A copy of the syllabus is made available to faculty members and students. Teachers are expected to familiarize themselves with the learning outcomes of the courses assigned to them.

2.6.2 How are the teaching learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The College has adopted strategies related to teaching-learning-assessment and improved upon them over the years. They have contributed towards achievement of the learning outcomes

i. The College follows the academic calendar sent from Goa University and a tentative academic schedule is planned at the beginning of the academic year. Dates for Sports/Cultural/Students’ Council activities, excursion tours and other activities like workshops, seminars, guest lectures and meetings etc. are woven into this academic calendar. This tentative schedule acts as a guideline for planning of activities by the various College committees.

ii. Time tables are prepared allocating the mandated number of sessions for each subject. As far as possible, the College avoids calling off lectures on account of co-curricular and extra-curricular activities, so that teachers get as many sessions as possible.

iii. Classrooms are equipped with audio visual aids like LCD projectors, OHP for making teaching more effective. The faculty members are given the freedom to choose the teaching method best suited to make the topic taught more interesting. For some subjects, the teachers engage the students in group discussions, debating on topics, have quiz sessions, make students perform skits, show videos on a topic etc., as per the requirement of the course. Some of these teaching methods help develop self confidence and analytical abilities. A mention of a few innovative methods used by teachers is made in 2.5.4 above.

iv. Guest lectures are organized and industry experts are was invited to share their practical knowledge and expertise. In addition, industrial visits and study tours are organised to help students gain a practical perspective.

v. The Examination Committee prepare and display a schedule of internal assessment at the beginning of every semester. Accordingly, the teachers schedule their individual
evaluation schedules such as assignment submission dates, student presentations, case study presentations, quizzes etc.

vi. Various evaluation components are continuously conducted and monitored by each faculty member during the course work. These evaluation components include quizzes, role plays, group discussions, presentations, viva-voce and tests. For some subjects, students are encouraged to prepare models, charts, posters and are given mini group assignments and case studies to make the learning process more interesting.

vii. The College has signed a Memorandum of Understanding with ICICI Bank Ltd. to familiarize students with the practical aspects of banking. In the revised BBA (FS) curriculum, Practical Banking is included as a paper which the students answer a series of banking modules such as Evolution of Money and Banking, Customer Service, Account Opening, Account Operations, Retail Credit, Regulatory Environment, etc. After clearing the each module, the student gets a printed certificate of completion.

viii. Remedial Classes are conducted in every semester to help weaker students understand difficult topics.

ix. Bridge Courses in Mathematics have been conducted for First Year B.Com students who did not opt for the subject in Std. XII, so as to help them learn the basic concepts.

x. Project work is compulsory at the final year for all the programmes. Students are divided into groups to work on the project. The main objective of the project is to encourage students to undertake research and inculcate the spirit of team work among them.

xi. As a part of the M.Com programme, every student has to undergo 2 months internship in industrial organizations to gain hands-on experience. The students of BBS (FS) programme are required to complete their internship with firms in financial sector. Students work in teams for approximately 75 days and then submit a project report on the work carried out during the internship. This exposure to the world of work helps them relate their theoretical knowledge to the real world, and gives students the competitive edge needed when applying for jobs.

2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

- The Placement Cell invites speakers, conducts sessions/workshops for students on employment opportunities and courses available for further specialization in higher studies. It trains students in résumé writing and interview skills, and conducts courses on personality development (leadership, communication, positive attitude). The Placement Cell also makes special efforts to invite companies for conducting campus recruitments. It coordinates with other institutions in the State to provide students the benefit of pooled campus placement activities organized by various companies. Companies which have conducted campus recruitments at the College in the last five years include Infosys, Wipro, IBM, ICICI Bank, Federal Bank, Mahindra Satyam to name a few.

- The College networks with several companies and financial institutions for internship, on the job training, practical exposure, students’ projects etc. Students also undergo
internships and summer trainings to gain skills and work experience in their field of study. In addition to the companies mentioned in 1.1.5, the College has associated with the following Companies to train students in various emerging areas in Commerce and Technology: Marpol Pvt Ltd., Fomento, DigiLink, Sandbox Infotech, Madgaum Urban Cooperative Bank Ltd., Quepem Urban Cooperative Credit Society Ltd, Indian Overseas Bank, Nanu Enterprises (Nanu Builders), IFB Industries Ltd., Networth Stock Broking Ltd., Smartlink Network Systems Ltd., Karvy Stockbroking Ltd., Kotak Securities Ltd., Milestone Financial Consultants, Geojit BNP Paribas, HDFC Bank Ltd.

- Industrial visits, study tours and project work contribute to skill development in the relevant subject area of study.
- Certificate courses are conducted for training students in skills required for gainful employment.
- Innovations and research aptitude among students are enhanced by organizing talks, seminars and assigning research oriented projects.
- The College has signed a MoU with Goa Chambers of Commerce and Industry for conducting the CMS i.e. Change the Mind Set Program. The main objective of the program is to promote entrepreneurship which will generate industry growth and employment opportunities. It aims at changing the mind set of students from a job seeker to that of a job provider. The 4 days program culminates in preparation of a business plan which is the main document for acquiring finance from banks and other financial institutions.

2.6.4 How does the institution collect and analyse data on students learning outcomes and use it for planning and overcoming barriers of learning?

- Intra-semester assessments (ISAs) and Semester End Examinations (SEE) are considered as indicators to determine the achievement of the intended learning outcomes of the students. Students who have not performed well are identified and corrective steps are taken to help them improve their performance.
- Feedback is obtained from students about the quality of teaching in every subject. The feedback received is examined and teachers are advised to improve on those areas.
- The College offers the students a Wi-Fi campus giving them an easy access to information. Library facilities are available throughout the day. The College provides books, magazines, CD’s, journals, and e-journals for reference to students and faculty.
- The Book bank facility is provided to students from economically deprived backgrounds so that they have access to the text books required for various subjects.
- Remedial classes are conducted for weak students at the end of the semester. Some teachers prepare question banks and solve past question papers in the class after completion of the syllabus or at the end of each topic.
- The mentoring system also helps in analyzing and responding to any shortfalls in the achievement of learning outcomes.
- In order to minimize absenteeism, minimum attendance guidelines as per Goa University are followed. Letters are sent to parents of students who do not fulfill the minimum attendance criterion asking them to meet with the Principal/Vice-Principal. The student and the parent are counseled to find out the reasons for absenteeism and they are informed about the behavior and performance of their ward.
• An interaction with the Parent Teacher Association assists the institution to review its procedures and get feedback and suggestions for improvement.

2.6.5 How does the institution monitor and ensure the achievement of learning outcomes?

A student’s performance in Intra-semester and End Semester Examinations indicates the direction of his/her progress over the year. For a holistic assessment of a student’s personality, his/her participation in College extra-curricular activities is noted by teachers in general.

To monitor and ensure the achievement of learning outcomes the following measures are taken:

- Principal, Vice-Principal and faculty members take rounds during lectures to monitor the teaching. For every lecture, a teacher takes round to monitor if lectures are being conducted as per the time table and ensures discipline on the corridors.
- Attendance is marked during each lecture.
- The work diaries are periodically checked by the HOD and Principal to ensure that the teacher is adhering to the lecture plan. Any variations in implementation are adjusted by engaging extra lectures. All the required support in terms of infrastructure and lecture adjustments are provided to the teachers.
- A departmental analysis is carried out at the end of the year to enable the faculty to assess their achievements and challenges faced. This helps the departments prepare a plan for the following year.
- Periodic Reviews are carried out by the Principal through staff meetings to improve the learning outcomes of the Institution.

2.6.5 What are the graduate attributes specified by college/affiliating university? How does the college ensure the attainment of these by the students?

The objectives of various degree programs give a good idea of the graduate attributes expected by the University. These may be stated course wise as under:

Table 2J.1: M.Com Programme:

<table>
<thead>
<tr>
<th>No.</th>
<th>Stated Objectives</th>
<th>College Efforts towards attainment of the objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>To train manpower required for Teaching, Research and Industry requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Graduates should be able to:</em></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>Join the teaching profession at the College or University level</td>
<td>i. A few interested students are involved in the conduct of remedial classes for B.Com students ii. In 2013 the College was invited an expert to deliver a talk on ‘Success at the NET/SET Exam’; some M.Com students also attended</td>
</tr>
<tr>
<td>b)</td>
<td>Take up research for a Ph.D program.</td>
<td>i. Students present papers at State / National /International seminars; ii. A faculty member from the Dept. of Economics is currently conducting a 20 hours certificate course in Research Methodology for the M.Com</td>
</tr>
</tbody>
</table>

-82-
students

<table>
<thead>
<tr>
<th>No.</th>
<th>Stated Objectives</th>
<th>College Efforts towards attainment of the objectives</th>
</tr>
</thead>
</table>
| a)  | Gain admission to Higher Education Institutions in their own or related fields | i. The most suitable further qualifications for these students are MBA and MBA(Financial Services), which is a unique program offered by Goa University  
ii. Students attend the MBA entrance coaching classes arranged by the Career & Placement cell; in the case of the MBA(FS) entrance test, the faculty members of the BBS(FS)/BBA(FS) program, who are themselves MBA(FS) graduates, guide students in their preparation |
| c)  | Get employment in Finance, Accountancy & Management related areas in various sectors, particularly the financial sector | Students participate in the placement activities of the College;  
Several students get job offers from the organization where they complete their internships |
| d)  | Start their own enterprise | Students attend entrepreneurship sessions arranged by the Career and Placement Cell of the College |

**Table 2J.2: BBS(FS)/BBA(FS) Program:**

- Students participate in the placement activities of the College.
- Students attend entrepreneurship sessions arranged by the Career and Placement Cell of the College.
- This year the students and faculty visited the Centre for Incubation and Business Acceleration (CIBA), which is promoting the development of entrepreneurship in the State.
### Table 2J.3: B. Com Program:

<table>
<thead>
<tr>
<th>No.</th>
<th>Stated Objectives</th>
<th>College Efforts towards attainment of the objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To provide broad based knowledge of Commerce, Trade and Industry with an objective to enable the graduates get employed and to develop entrepreneurship.</td>
<td></td>
</tr>
</tbody>
</table>

**Graduate should be able to:**

a) Gain admission to Higher Education Institutions in their own or related fields.

   i. Students attend the MBA entrance coaching classes arranged by the Career & Placement Cell.

   ii. Students attend C.A. coaching classes for CPT and PCC conducted by Ideal Coaching Classes in college premises.

b) Get employment in Finance, Accountancy & Management related areas in various sectors.

   Students participate in the placement activities of the college.

c) Start their own enterprises

   i. Students attend entrepreneurship session arranged by the Career and Placement Cell of College.

   ii) Students attend the Change the Mind Set Programme organized by the College to promote entrepreneurship.

### Table 2J.4: BCA Program:

<table>
<thead>
<tr>
<th>No.</th>
<th>Stated Objectives</th>
<th>College Efforts towards attainment of the objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To produce employable IT workforce, that will have sound knowledge of IT and business fundamentals that can be applied to develop and customize for Small and Medium Enterprises (SMEs)</td>
<td></td>
</tr>
</tbody>
</table>

**Graduates should be able to:**

a) Gain admission to Higher Education Institutions in their own or related fields.

   i. The most suitable further qualification for these students are M.Com, MBA, Chartered Accountant, Company Secretary, and ICWA.

   ii. Students attend the MBA entrance coaching classes arranged by the Career & Placement Cell.

   i) Students attend entrepreneurship session arranged by the Career and Placement Cell of College.

   ii) Students attend the Change the Mind Set Programme organized by the College to promote entrepreneurship.

b) Get employment in IT Industry and related areas or become Freelancers

   i. The course is revised and restructured in such a way that it enables the students to
acquire the required practical skills and the student is industry ready at the end of the course.

ii. Add-on courses such as PHP, Android Technology, Photoshop, Web Designing, Corel Draw are conducted.

The College ensures the attainment of the graduate attributes by the students through the following activities:

- **To provide professional edge to the students**: Classroom teaching is facilitated by modern technology for enhancing the students learning process. The students are given in-depth subject knowledge, along with study tours and fieldtrips.

- **Wide exposure**: The College organizes industry visits, study tours and familiarity trips to various Industries, Financial and Research Institutions to give practical exposure to the faculty and students. To enable interaction with experts guest lectures are organized.

- **Develop their employability skills**: Internships are a part of BBA(FS) and M.Com programmes. The College networks with Industries, Banks and Financial Institutions for the purpose of placing students for internship / on job training / provide practical exposure / support students’ projects.

- **Make them good thinkers, analysers and performers**: The teaching methodologies and evaluation methods adopted by the institution emphasizes on making the students develop critical thinking, analytical mind, reasoning, and problem solving ability.

- **Empower them to be independent learners**: Independent learning and team work is encouraged in the students through assignments, group activities, competitions etc.

- **Inculcate good social and moral values as well as discipline**: The College makes it mandatory for the students to join NCC/NSS/Sports activities. This has contributed to the all-round development of students. The college undertakes various community outreach programs to inculcate good social and moral values.

**SUMMARY**

Teaching, learning and evaluation form the core of the activities of Shree Damodar College of Commerce & Economics. Starting from the stage of admission, right upto the stage of evaluation, the College has taken steps to ensure that processes are transparent, fair and reliable.

Admissions to all classes are carried out by an Admissions Committee constituted by the Principal. There is intensive counselling of students at the point of entry into the College, to make sure that they take up subjects suited to their aptitudes and capabilities. Allocation of students to optional subjects is on the basis of predetermined criteria that are made known to students, making the process completely transparent.

Recognizing the heterogeneity of the student body, teachers conduct remedial classes, merit coaching classes, bridge courses and enrichment courses to cater to the diverse needs of the students.

Teachers supplement regular lectures with more interactive methods such as student assignments and class presentations, case studies, group discussions, role plays, field visits,
etc. Teachers and students use the Library as well as the Internet, to access information related to the Teaching-Learning process.

The College has a well-qualified teaching faculty and many teachers are upgrading their qualifications by acquiring a Ph.D. Teachers regularly attend State-level seminars/conferences/workshops, with first priority for attendance being given to those teachers who write papers. The College has been regularly organizing workshops for the teaching faculty, which aim at academic as well as all-round improvement.

The College invites student feedback about teachers through a closed-ended survey instrument. Selected students who are passing out of the College are also asked to provide exit feedback, based on their 3-year experience in the College. This feedback has been fruitfully used to improve the overall functioning of the College.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the college have recognized research center/s of the affiliating University or any other agency/organization?

The College has two recognised research centres affiliated to Goa University. Research Centre in Management Studies and Research Centre in Commerce, both set up in the year 2013-14.

3.1.2 Does the College have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

The College has an active Research Cell, which promotes and coordinates the research activities of faculty members. The Research Cell is constituted every 2 years, and its main objectives are to promote research among the faculty and students, encourage teachers to take up research projects and in general, to create a vibrant research culture in the College.

The members of the Committee are teachers who have demonstrated their research interest and capabilities over the years. It is headed by a teacher who has been awarded his/her PhD and the members are those who have either completed their PhD or who are working towards their PhD degree. The IQAC Coordinator is an ex-officio member of the Committee. His/her contribution is mainly to ensure that IQAC research-related recommendations are passed on to the Committee for implementation and to communicate the suggestions of the Committee to the IQAC for discussion and incorporation into the quality policy of the College.

Over the years, the Committee has made a few recommendations aimed at improving the quality of research and research output of the College.

Table 3A: Recommendations of the Research Committee and their Impact

<table>
<thead>
<tr>
<th>No.</th>
<th>Recommendation</th>
<th>Impact</th>
</tr>
</thead>
</table>
| 1.  | When teachers apply for permission to attend seminars and conferences, first preference should be given to teachers who will present papers. | • Barring one or two, practically all teachers have written and presented papers at seminars. Since paper presentation requires some amount of research, research interest and capability has also been created  
• The year-wise number of papers presented at seminars and conferences since the last reaccreditation is presented in Annexure No 3D  
• As all teachers guide Final Year students for their projects, the quality of student projects and project reports has also improved |
| 2. | Launch an in-house research Journal | - The College in-house research journal ‘Chetana’ was launched in 2000. At that time, Shree Damodar College was one of the few colleges in the State to have such a journal.  
- Several teachers contributed papers to the Journal  
- The College brought out special seminar issues of Chetana, which contained the papers and proceedings of the State-level and National Seminars/conferences conducted by the College  
- The papers accepted for presentation at the State-level seminar being organized by the Dept. of Economics in November 2014, will be published in Chetana  
- The College has applied for an ISSN No. for a peer-reviewed biannual journal to be introduced in this academic year |
| 3. | More teachers to apply to UGC/ICSSR for minor and major research projects | - At the time of the second cycle of reaccreditation, the College had to its credit only 1 UGC Minor Research Project  
- Since the second cycle, the College has added  
  - 4 UGC Minor Research Projects,  
  - 1 NSE-sponsored project and  
  - 1 UGC Major Research Project is in the final stages of completion  
- 1 application for a Minor Research Proposal is pending with the UGC. |
| 4. | Eligible teachers should apply to Goa University for recognition as Ph.D. guides | The College has  
- 2 recognized Ph.D. guides in Commerce (of whom 1 retired in December 2013)  
- 1 recognized Ph.D. guide in Management Studies (also recognized as Ph.D. guide in Management Studies at Symbiosis International University)  
- 2 recognized Ph.D. guides in Economics |
| 5. | Since the College has a Post-Graduate department, it should seek affiliation as a research centre of Goa University | The College has 2 research centres affiliated to Goa University  
- Research Centre in Commerce  
- Research Centre in Management Studies |
| 6. | The College should add M. Phil and Ph.D. to the list of programmes offered in the College | - 5 students registered for Ph.D. in Commerce and 4 students registered for Ph.D. in Management Studies in 2013-14  
- 3 students registered for Ph.D. in Commerce and 2 students registered for Ph.D. in Management Studies in 2014-15  
- Students registering for M. Phil are registered |
7. Faculty members should get papers published in recognized, quality journals with high impact factors
   - More teachers are getting publications in peer-reviewed journals, indexed journals, or at least journals having ISSN No.
   - Teachers have also published articles in books carrying ISBN No.

8. Teachers and students should attend workshops in various areas of research
   - Teachers now regularly attend workshops on different aspects of research

9. The College should organize workshops in various areas of research
   - The College has organized a 20-hour Research Methodology Certificate Course for M.Com students in the Odd semester of 2014-15

10. Purchase a statistical software package
    - SPSS 20 purchased

11. Purchase online database
    - Indiastat.com purchased

In May 2014, the College started a Research Centre, Damodar College Centre for Economic Research and Consultancy (DCERC) with the aim of creating a reliable database for the Goan economy and to take up projects on the emerging and critical areas of Goan economy as well as the Indian economy.

3.1.3 What are the measures taken by the college to facilitate smooth progress and implementation of research schemes/projects?

- **Autonomy to Principal Investigator:** The College provides the Principal Investigator with adequate autonomy as per the rules and regulations of the UGC and Goa University, in matters such as utilising the funds sanctioned by the funding agency.

- **Timely Release of Funds:** The Principal ensures the release of funds as and when requested by the principal investigator, so as to ensure smooth progress and timely completion.

- **Infrastructure:** The College provides adequate infrastructure to the Principal Investigator. The College has a research room, the campus is Wi-Fi-enabled and internet facility is made available.

- **Infrastructure and Resources:** The Principal Investigator has access to a range of resources. The College has a well stocked library with good number of books and journals, e-books/e-journals, databases in order to facilitate research work. The College also has N-List facility. SPSS is available in the research room.

- **Leave facility for carrying out Research work:** The College willingly grants leave such as FIP leave and study leave to teachers pursuing PhD.

- **Technology and Information Support:** The College also provides support in terms of technology and information needs. The research room is equipped with computers and
internet facility; SPSS has been purchased to assist faculty members in data analysis; the College subscribes to N-List and IndiaStat.com. The Management of the College has also provided the faculty with interest-free loan scheme for the purchase of laptops.

- **Timely Auditing and Submission of Utilisation Certificate:** After completion of the project, a utilisation certificate is submitted to the funding agency. The College office ensures that the account of the project is audited and utilization certificate is submitted on time, so that the balance funds can be released.

3.1.4 What are the efforts made by the college in developing scientific temper and Research culture and aptitude among students

The College has procured the latest database for the research departments and updated books and research journals for the Library. The PhD guides from among the faculty motivate the research scholars registered at the College research centres to explore new and emerging areas of study.

Many M.Com students have written and presented research papers at national and international conferences and seminars. The B.Com and M.Com programmes have a project in the final semester. The students opt for a project in any particular subject/paper of their choice and are guided by the teachers. Students are encouraged to undertake empirical projects so that they develop the ability to design questionnaires, survey instruments and interview schedules. The College organises the annual Late Suhas Mulay Memorial Students’ seminar where groups of students carry out some research, based on which they write and present papers.

The DCERC, set up in 2014-15, is a unique initiative to promote research into various aspects of the Goan economy. A course on Research Methodology is included in the BBA (FS) and M.Com programmes to inculcate research culture in the students.

3.1.5 Give the details of faculty involved in active research (guiding students, leading research projects, engaged in individual and collaborative research activity etc.)

**Table 3B: Faculty involved in active research**

<table>
<thead>
<tr>
<th>No.</th>
<th>Faculty Member</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. I. Bhanumurthy (retd. in Dec 2013)</td>
<td>Commerce</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Prita D. Mallya</td>
<td>Management Studies</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Manoj .S. Kamat</td>
<td>Commerce</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Manasvi. M. Kamat</td>
<td>Economics</td>
</tr>
<tr>
<td>5</td>
<td>Dr. B.P. Sarath Chandran</td>
<td>Economics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Research Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>
### Faculty Pursuing Ph.D.

<table>
<thead>
<tr>
<th>No.</th>
<th>Faculty Member</th>
<th>Department</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CA S. Bhat K. M.</td>
<td>Commerce</td>
<td>Submission</td>
</tr>
<tr>
<td>2</td>
<td>Ms. Lira Menezes Gama</td>
<td>Economics</td>
<td>Regd. in June 2011; on FIP; will join back in April 2015</td>
</tr>
<tr>
<td>3</td>
<td>Ms. Lina R. Sadekar</td>
<td>Commerce</td>
<td>Regd. in June 2011; on FIP; will join back in August 2015</td>
</tr>
<tr>
<td>4</td>
<td>Ms. Shami R. Pai</td>
<td>Commerce</td>
<td>Regd. in June 2011; on FIP; will join back in August 2015</td>
</tr>
<tr>
<td>5</td>
<td>Mr. Edwin B. Barreto</td>
<td>Commerce</td>
<td>Regd. in June 2012</td>
</tr>
<tr>
<td>6</td>
<td>Ms. Sheetal Arondekar</td>
<td>Commerce</td>
<td>Regd. in June 2011</td>
</tr>
<tr>
<td>7</td>
<td>Ms. Maithili S. Naik</td>
<td>Commerce</td>
<td>Regd. in June 2012</td>
</tr>
<tr>
<td>8</td>
<td>Mr. Vishal F. Chari</td>
<td>Economics</td>
<td>Regd. in June 2012</td>
</tr>
<tr>
<td>9</td>
<td>Ms. Anjali Sajilal</td>
<td>Commerce</td>
<td>Regd. in June 2014</td>
</tr>
<tr>
<td>10</td>
<td>Ms. Prachi Kolamkar</td>
<td>Commerce</td>
<td>Regd. in June 2014</td>
</tr>
</tbody>
</table>

#### 3.1.6 Give details of workshops/ training programmes / sensitization programmes conducted/ organised by the college with focus on capacity building in terms of research and imbibing research culture among the staff and students

**Table 3C: Workshops and Seminars organised by the College**

<table>
<thead>
<tr>
<th>Years</th>
<th>Workshop/ Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>1-day State Level Seminar on “Mutual Funds: The Road Ahead”</td>
</tr>
<tr>
<td></td>
<td>1-day State Level Seminar on “Financial Services in India: Trends &amp; Challenges”</td>
</tr>
<tr>
<td></td>
<td>1-day State Level Seminar on “Retail Investments in the Stock Market”</td>
</tr>
<tr>
<td></td>
<td>2-day National Seminar on “Retail Revolution in India”</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1-day State Level Seminar on “Recent Issues in Direct and Indirect Taxes”</td>
</tr>
<tr>
<td></td>
<td>1-day State Level Seminar “Mechanics of Inflation-How it Works”</td>
</tr>
<tr>
<td></td>
<td>2-day National Seminar “Emerging Issues and Challenges in Micro Finance”</td>
</tr>
<tr>
<td></td>
<td>1-day State Level Seminar on “Corporate Governance”</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1-day State Level Seminar on “Retrospective and Prospective Goa”</td>
</tr>
<tr>
<td></td>
<td>Annual State Level Convention on “New Vistas in Commerce Education”</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1-day State Level Student Seminar On “Overview of Capital Market”</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1-day State Level Seminar On “Recent Trends In Financial Market”</td>
</tr>
</tbody>
</table>
The College has organized a 20-hour certificate course in Research Methodology for M.Com students in the first half of 2014-15. The Resource Person for the workshop is an Asst. Professor from the Dept. of Economics of the College. This faculty member conducts sessions in Econometrics for PhD and M. Phil scholars of the Dept. of Commerce, Goa University, as part of their mandatory Research Methodology course work.

3.1.7 Provide the details of prioritised research areas and the expertise available with the college.

The College has expertise in different areas as indicated below

**Table 3D. Expertise available with the College**

<table>
<thead>
<tr>
<th>No.</th>
<th>Faculty with Ph.D.</th>
<th>Area of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. I. Bhanu Murthy</td>
<td>Banking and Finance</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Prita D Mallya</td>
<td>Banking and Finance, General Management, Human Resource Management</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Sanjay P. Sawant Dessai</td>
<td>Corporate Governance, Accountancy, Taxation, Stock Markets</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Manoj S. Kamat</td>
<td>Finance</td>
</tr>
<tr>
<td>5</td>
<td>Dr. Rodney D'Silva</td>
<td>General Management, Marketing, Entrepreneurship</td>
</tr>
<tr>
<td>6</td>
<td>Dr. B. P. Sarath Chandran</td>
<td>International Economics, Environmental Economics</td>
</tr>
<tr>
<td>7</td>
<td>Dr. Manasvi Kamat</td>
<td>International Economics</td>
</tr>
<tr>
<td></td>
<td><strong>Faculty working towards Ph.D.</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CA S. Bhat K. M.</td>
<td>Taxation</td>
</tr>
<tr>
<td>2</td>
<td>Ms. Lira Menezes Gama</td>
<td>Labour Economics</td>
</tr>
<tr>
<td>3</td>
<td>Ms. Lina R. Sadekar</td>
<td>Human Resource Development</td>
</tr>
<tr>
<td>4</td>
<td>Ms. Shami R. Pai</td>
<td>Industrial Development</td>
</tr>
<tr>
<td>5</td>
<td>Mr. Edwin B. Barreto</td>
<td>Capital markets, Commodity markets</td>
</tr>
<tr>
<td>6</td>
<td>Ms. Maithili S. Naik</td>
<td>Capital Markets</td>
</tr>
<tr>
<td>7</td>
<td>Ms. Sheetal Arondekar</td>
<td>Accountancy and Finance</td>
</tr>
<tr>
<td>8</td>
<td>Mr. Vishal F. Chari</td>
<td>Financial Sector</td>
</tr>
<tr>
<td>9</td>
<td>Ms. Anjali Sajilal</td>
<td>Financial Management</td>
</tr>
<tr>
<td>10</td>
<td>Ms. Prachi Kolamkar</td>
<td>Corporate Governance</td>
</tr>
</tbody>
</table>
3.1.8 Enumerate the efforts of the college in attracting researchers of eminence to visit the campus and interact with teachers and students?

The College has invited known academicians and industry experts to address teachers and students. The College regularly organises conferences, seminars and workshops in order to rope in researchers of eminence to visit the campus and interact with teachers and students.

With the establishment of DCERC, the College plans to invite renowned researchers to interact regularly with the faculty and students so as to enhance the quality and volume of research generated by the College.

3.1.9 What percentage of the faculty has utilised sabbatical leave for the research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

Faculty members pursuing doctoral research avail of UGC’s Faculty Improvement Programme (FIP) leave to complete their research work. As of date, no faculty member has utilized sabbatical leave.

With more teachers availing of FIP leave and completing their doctoral studies, there has been a marked improvement in the research culture in the College. More teachers are now aware of the various facilities for research and more teachers are entering the PhD programme. Further, the research output of the College has improved, with teachers writing research papers for journals, attend workshops and seminars, present papers at conferences, etc. (Refer to Annexure 3B for details on papers presented by teaching faculty).

3.1.10 Provide details of the initiatives taken up by the college in creating awareness/ advocating / transfer of relative finding of research of the college and elsewhere to students and community.

- The College organises State-level Students’ Seminars on various social and environmental issues. Teachers and students from various Colleges across Goa attend the same and present papers.

- One faculty member pursuing research in the area of Corporate Governance completed a SEBI training programme and now conducts investor awareness programmes for students and the community

- One faculty member who was researching a paper on green entrepreneurs invited one such entrepreneur to address the staff and students. As a fallout of this interaction, the College conducted an e-waste collection drive and disposed of its own e-waste in an environmentally appropriate manner. Another group of students took up Awareness of E-waste and its disposal as their TY B.Com project and in the process created community awareness about the issue.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure financial allocation and actual utilisation.

There is no direct provision made in the total budget for research. But the College allocates funds for providing research facilities such as the creation of a Research room, provisions of Wi-Fi Internet facility, regular purchase of Books, subscription to journals and databases, membership of N-list and purchase of software such as SPSS required for the purpose of research.
Table 3E: Allocation of Funds for Research Journals

<table>
<thead>
<tr>
<th>Year</th>
<th>Library fees collected from students (Rs)</th>
<th>Expenditure incurred on Journals (Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>429400</td>
<td>52004</td>
</tr>
<tr>
<td>2010-11</td>
<td>523175</td>
<td>45937</td>
</tr>
<tr>
<td>2011-12</td>
<td>550414</td>
<td>12980</td>
</tr>
<tr>
<td>2012-13</td>
<td>465720</td>
<td>105300</td>
</tr>
<tr>
<td>2013-14</td>
<td>569217</td>
<td>174369</td>
</tr>
</tbody>
</table>

From the UGC XI\textsuperscript{th} Plan funds, the College spent a total of Rs. 4,60,000 on library resources.

The College encourages teachers and students to attend various seminars and workshops and TA, DA and Registration fees are provided for the same.

Table 3F: Expenditure on attendance at Seminars/Workshops

<table>
<thead>
<tr>
<th>Year</th>
<th>B.Com</th>
<th>BCA</th>
<th>BBA(FS)</th>
<th>M.Com</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>50,617</td>
<td>6,730</td>
<td>1,800</td>
<td>44,413</td>
</tr>
<tr>
<td>2009-10</td>
<td>10,670</td>
<td>16,603</td>
<td>27,095</td>
<td>69,159</td>
</tr>
<tr>
<td>2010-11</td>
<td>33,814</td>
<td>6,704</td>
<td>14,654</td>
<td>25,826</td>
</tr>
<tr>
<td>2011-12</td>
<td>88,334</td>
<td>89,018</td>
<td>27,180</td>
<td>48,694</td>
</tr>
<tr>
<td>2012-13</td>
<td>155,106</td>
<td>21,794</td>
<td>34,987</td>
<td>58,961</td>
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<tr>
<td>2013-14</td>
<td>21,692</td>
<td>11,298</td>
<td>31,683</td>
<td>37,759</td>
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</tbody>
</table>

3.2.2 Is there a provision in the college to provide seed money to the faculty for the research? If so specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years.

The Management of the College may consider a research proposal by the faculty for financial assistance, based primarily on the merit of the proposal.

3.2.3 What are the financial provisions made available to support research projects by students?

All students are actively encouraged to make use of the available infrastructure. The Library provides research journals, research-oriented books and online database to support students’ projects. The free Wi-Fi facility and Xerox facility at concessional prices provide support.

Students presenting papers at conferences and seminars are reimbursed for expenses such as travel, stay and registration fees.
3.2.4 How do the various departments/ units/ staff of the college interact in undertaking inter-disciplinary research?

Inter-disciplinary research in the College takes the form of

- Faculty from different departments taking up collaborative UGC research projects (Refer Table 3G)
- Joint writing of papers for presentation at seminars and publications (Refer Annexure 3A)

3.2.5 How does the college ensure optimal use of various equipment and research facilities of the college by its staff and students?

- The College has a research room equipped with computers and internet facility to enable faculty members to undertake their research work. SPSS software is available in the research room, which is available to faculty members and research scholars for use throughout the day, enabling researchers to work even after College hours.
- Since the campus is Wi-Fi enabled, researchers and students can access the internet from anywhere through their laptops.
- The College has 4 IT labs with 85 systems, which are actively used by the students for carrying out their research projects.
- The College has subscribed to Indiastat.com database, which is used by B.Com, M.Com, BBA(FS) students and faculty members for their research.
- The Library has a good collection of research journals and books, which are available to students, teachers and research scholars. The Library is open from 8 a.m. to 5 p.m. enabling maximum utilisation of library resources by the students and faculty. Students registered for PhD in Management Studies have free access to EBSCO in the Department of Management Studies, Goa University for the purpose of research.

3.2.6 Has the college received any special grants or finances from the industry or other beneficiary agency for developing research facility? If yes give details.

Unlike a College of Science, Damodar College does not have many requirements of equipment and other such facilities.

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years

**Table 3G: Research projects**

<table>
<thead>
<tr>
<th>Name of the Researcher</th>
<th>Period</th>
<th>Title of the Project</th>
<th>Funding Agency</th>
<th>Total Grants Sanctioned</th>
<th>Total Grants Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Lydia Menon</td>
<td>2006-2008</td>
<td>A Study of the socioeconomic conditions of migrant women workers in Margao-Goa</td>
<td>UGC</td>
<td>45000</td>
<td>30000</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Title</td>
<td>Funding Body</td>
<td>Amount 2007-2008</td>
<td>Amount 2010-2012</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------</td>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Dr. Manoj S. Kamat</td>
<td>2008-2010</td>
<td>Corporate payout omissions and financial distress in India</td>
<td>UGC</td>
<td>45000</td>
<td>37500</td>
</tr>
<tr>
<td>Dr. I. Bhanu Murthy &amp; Dr. G. Shrinivas</td>
<td>2009-2010</td>
<td>Sustainable waste Management : An integrated approach towards Margao Municipal area</td>
<td>UGC</td>
<td>60000</td>
<td>30000</td>
</tr>
<tr>
<td>Dr. Manoj S. Kamat</td>
<td>2009-2010</td>
<td>Determinants and the stability of Derivatives in India</td>
<td>National Stock Exchange (NSE)</td>
<td>50000</td>
<td>50000</td>
</tr>
<tr>
<td>Dr. Prita D. Mallya &amp; Dr. B.P. Sarath Chandran</td>
<td>Ongoing</td>
<td>An assessment of the health effects of iron ore mining-related pollution in Goa</td>
<td>UGC</td>
<td>7,76,600</td>
<td>4,10,200 (2011)</td>
</tr>
</tbody>
</table>

**INDUSTRY SPONSORED**

**UGC Major Research Projects**

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within campus.

The research facilities available to the students and research scholars within the campus include the following:

- Internet Connections in various departments with Wi-Fi in the campus. Internet bandwidth is upgraded from 2mbps to 10 mbps.
- General/Departmental Library, Departments are well-equipped with LCD, printers, scanners and Internet Facilities.
- Procurement of Research-oriented Journals & E-Journals.
- Space to carry out Minor/Major Research Projects with four PC’s, Wi-Fi connection, printer and software.
- Funding for publication of edited books with research papers of faculty & students and to organize research-oriented seminars.
- N-LIST
- Indiastat.com
3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructure facilities to meet the needs of researchers especially in the new and emerging areas of research?

The institution has stipulated the following strategies:

- A new building is being constructed in which some rooms will be for research-related activities.
- Procurement of research-oriented journals & e-journals.
- The College management has allotted funds to organize research oriented seminars.
- Internet bandwidth is upgraded to from 2mbps 10 mbps.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If ‘yes’ what are the instruments/facilities created during the last four years.

Being a College of Commerce, the institution has not received any special grants or finances from industry for developing research facilities.

3.3.4 What are the research facilities made available to the students and research scholars outside campus/other research laboratories:

The students of the College widely use the library facilities around the State such State Library, Goa University library and Margao Municipal library for their project works and assignments. Teachers who are pursuing Ph.D. make use of library facilities such as Goa University, Goa Institute of Management, Tata Institute of Social Sciences (TISS), Bombay Stock Exchange (BSE), Bombay University, National Stock Exchange (NSE), Institute of Social Economic Change (ISEC), Centre for Development Studies (CDS) and Indira Gandhi Institute for Development Research (IGIDR). Researchers and teachers have made use of online resources such as JSTOR, PROWESS, Capital Line, Bloomberg, EPISCO, WITS from these institutions.

3.3.5 Provide details on Library/information resource centre or any other facilities available specifically for the researchers?

- Internet facility
- Online journals
- Procurement of research-oriented journals
- Good number of collection of research-oriented books recommended by teachers.
- Research Room with 4 PC’s, internet, printer and SPSS software.

3.3.6 What are the collaborative research facilities developed /created by the research institutes in the colleges? For ex. Laboratories, Library, instruments, computers, new technology etc.

Not Applicable

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

* Patents obtained and filed (process and product) – Not Applicable
Research studies or surveys benefitting the community or improving the services
6 students of BBS(FS) conducted a survey on the Mid-Day Meal scheme in Goa to understand the delivery mechanism and to identify corrective measures required for its effective implementation. The survey also looked into quantity and quality of the mid-day meal, allocation, transportation and distribution of items and the grievance redressal mechanism.

Online Voter Registration
BCA students of the College undertook the project of registering the voters through online registration process. The project involved identification of unregistered voters, registering them through online portal and ensuring the voters received identity card from the authorities.

3.4.2 Does the institute publish or partner in publication of research journal(s)? if ‘yes’, Indicate the composition of the editorial board, Publication policies and whether such publication is listed in any international database?
The College has an in-house faculty research journal ‘Chetana’. Papers contributed by the in-house faculty along with papers presented at State-level and National seminars organized by the College are published in ‘Chetana’. The Research Cell of the College has initiated the process of starting a peer-reviewed journal and has applied for an ISSN number in this regard.

3.4.3 Give details of publications by the faculty and students
a) Publication per faculty
b) Number of papers published by faculty and students in peer reviewed journals (b 1: national / b 2: international)
c) Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
d) Monographs
e) Chapter in Books:
f) Books Edited
g) Books with ISBN/ISSN numbers with details of publishers
h) Citation Index: Citation Range
i) SNIP Range
j) SJR Range
k) Impact factor Range
l) h-index
Table 3H: Publication Details of Faculty Members

<table>
<thead>
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<th>Faculty</th>
<th>a</th>
<th>b1</th>
<th>b2</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
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<th>h</th>
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<tr>
<td><strong>Department of Economics &amp; Banking</strong></td>
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<tr>
<td>Dr. Prita D. Mallya</td>
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<tr>
<td>Dr. B. P. Sarath Chandran</td>
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<td>Dr. Manasvi Kamat</td>
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<tr>
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<td><strong>Department of Commerce &amp; Management</strong></td>
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<tr>
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<td>CA S. Bhat</td>
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<td>Mr. Edwin Barreto</td>
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<td>Dr. Manoj Kamat</td>
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<td>Mr. Shekhar Sawant</td>
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<td>Dr. Sanjay Dessai</td>
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<td>Ms. Sheetal Arondekar</td>
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<tr>
<td>Ms. Maithili Naik</td>
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<td><strong>Department of Information Technology</strong></td>
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</tr>
<tr>
<td>Ms. Sharmila Kunde</td>
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</tr>
</tbody>
</table>

Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

3.4.4 Provide details (If any) of

i) Research Awards received by faculty

Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally:

Dr. Manoj S Kamat and Dr. Manasvi Kamat received Manubhai Shah Research Gold Medal & citation in the area of Empirical research in Finance for their paper titled “An Application of Partial Adjustment Equation in Determining Payout Behavior using IV Approach” at 63rd All-India Commerce Conference organized by Indian Commerce Association in October 2010 at Goa.

Dr. Manoj S. Kamat received Best Research Paper Award for the paper “Carbon Credit Accounting in India” at the 34th All India Accounting Conference and International Seminar on Accounting Education and Research in December 2011 at Jaipur.

ii) Incentives given to faculty for receiving state, national and international recognitions for research contributions.

- Appreciation and felicitation
3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

- The College is making conscious effort to forge interaction with industry so as to improve the quality of education imparted in the institution.
- Guest faculty is invited from industry/business organizations to deliver talks to the students.
- Students are sent for internship in various industries and companies.
- Seminars and workshops are conducted by the College to bridge the gap between the curriculum and the Industry requirement.
- The College has organized study tours to industrial units / companies / financial institutions to expose the students to the functioning of various organizations and institutions and provide them with practical insights.
- The College has signed MOU’s with ICICI Bank Ltd., I-Create India, Goa Chamber of Commerce & Industry, Goa Commerce Association. The College is also a Member of Goa Chamber of Commerce & Industry and of Computer Society of India.
- The continuous faculty interaction with the industry experts helped in getting valuable inputs for framing the syllabus of Post Graduate Diploma in Business Journalism (PGDBJ) and Bachelor of Business Administration (Financial Services) (BBA(FS)).

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

The College is very keen on promoting consultancy by the faculty, given the level and range of expertise that exists in the institution. Consultancy will help the teacher concerned improve his/her practical knowledge of the subject; it will help industry gain a studied opinion about the issue; it will help students as the teacher’s industry experience will inform his/her teaching; and it will help the institution gain greater visibility. Towards this end, the College has drafted a Consultancy Policy reproduced in Annexure 3C. The faculty profiles on the College website indicate the areas of expertise and interest of the faculty members.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The College has recently drawn up a consultancy policy, which lays down clear guidelines about consultancy services offered by teachers. The policy envisages a fair revenue-sharing formula between faculty members and the institution.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

Faculty members extend their expertise as resource persons at various State level seminars, invited lectures in other colleges and as panel members in discussions on contemporary issues.
The Govt. of Goa selected Shree Damodar College to conduct the Post Graduate Diploma in Computer and Educational Technology (PGDCET) Programme. PGDCET training was especially designed by Goa Government to regularize the services of computer teachers in schools. The course was operationalized in July 2008 and the training was for 2 years. The IT teacher from the B.Com programme and teachers of the BCA programme conducted the classes for this programme. The Govt. provided the College with equipment such as Netbooks, Laptops, an LCD projector and a portable sound system. Thus although there was no revenue generated for the College, there was an addition to the assets, which are now being extensively used.

The College infrastructure was used for Sarva Shiksha Abhiyan, the flagship programme of the Government of India to achieve universalization of elementary education in a time bound manner. It was implemented in partnership with State Government to train school teachers to conduct effective classroom sessions. The programme was broadcast through Distance Education Information and Training Infrastructure (DEITI) a broadcasting studio of Goa University and the College was the receiving centre for this programme.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

As mentioned in the Consultancy policy, the income earned will be shared between faculty members and the College on the same terms as followed by Goa University. The revenue generated from consultancy services will be used by the institution to develop the research infrastructure at the College.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The College has very active NSS and NCC (Army and Navy) Units, which undertake regular activities aimed at benefitting the community at large. By encouraging students to participate voluntarily in these activities, the College endeavours to inculcate in our youth the values of community service, respect for all and good citizenship, all of which ultimately contribute to their holistic development.

The most prominent regular activities of the College NSS unit are listed below.

- The College NSS Unit organizes at least one Blood donation camp every year, with an average of about 80 students and teachers donating blood. Many donors agree to keep their donors’ cards with the College, so that any needy person can be given cards as and when required. The following table gives the number of students and teachers donated blood over the years.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of donors</th>
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</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>147</td>
</tr>
<tr>
<td>2010-11</td>
<td>70</td>
</tr>
<tr>
<td>2011-12</td>
<td>70</td>
</tr>
<tr>
<td>2012-13</td>
<td>68</td>
</tr>
<tr>
<td>2013-14</td>
<td>70</td>
</tr>
</tbody>
</table>

Table 3I: Number of Blood donors from the College
• Volunteers routinely visit old age homes and orphanages. At the old age homes, they spend time with the inmates and help in their care. At the orphanages, they help the children with their studies and educate them about the importance of hygiene. At both places, the volunteers also put up small entertainment programmes.

• A 7-day Special Annual Camp is organized in rural areas during the winter break. During the camp, volunteers undertake activities for the improvement of the camp site and/or village, conduct awareness programmes for the villagers by inviting guest speakers like doctors, NGOs and experts in a wide range of areas, organize sports events for the children living in the area. Medical camps are also organised for the benefit of the villagers.

• Vanamahotsava is celebrated annually during the monsoon months, wherein students plant saplings within the campus and in their localities.

• As part of their efforts to reduce the use of plastic, students make and distribute paper bags to the kiosks and shops in and around Margao. This is also done during the annual camp. This initiative of the College is appreciated by shopkeepers and the general public.

• Sadbhavana Diwas is celebrated every year to commemorate the birth anniversary of earlier Prime Minister Shri Rajiv Gandhi. This is an attempt made to encourage national integration, peace, and communal harmony in the minds of the students of all religion.

• Our students participate in awareness rallies and talks organised either by voluntary organisations or by the College. The main aim is to create consciousness on different social issues like aids, plastic free environment etc. and get a sense of involvement in the task of nation building.

• With a view to protect the environment collection of e-waste is done by the students and the same is handed over to the certified recycling agency.

• The Red Ribbon Club was formed in 2008. The Club organises activities that aims at harnessing the potential of the youth by equipping them with correct information on HIV/AIDS prevention.

• A Social Survey was conducted by the NSS volunteers at the camp site for the Village Panchayat and the data was handed over to them. This was a part of their voluntary service in which they got to experience the living conditions of the people in the village area. The report of such a survey will provide up-to-date information about the problems and potentials of the village and help in planning for village development. The applied field work will help the students to increase their analytical ability and deepen their thinking. Further, this will help them to identify the problems which have been left unnoticed.

• Pedda and Kharebandh are the areas adjoining the College that have been adopted by the NSS unit for conducting welfare activities.

3.6.2 What is the Institutional mechanism to track the students’ involvement in various social movements / activities which promote citizenship roles?

Any participation by students in social activities, community service etc. undertaken through the College, is tracked by monitoring their attendance at such activities. Students undertaking social activities as a part of NSS are expected to complete 120 hours (i.e. 60 hours per semester) each year. The record of the same is maintained by the NSS
Programme Officers. On completion of the required number of hours, students are given entitlement marks at the Semester End Examination. Students who have contributed to outstanding community service are given due recognition and honoured at the Annual Awards Function.

Apart from this, students have carried out community service as part of their academics in the form of group assignments i.e. making Aadhar cards, PAN cards, conducting Mid-day meal survey and developing a website for Online Voters’ registration.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

Stakeholder perceptions and opinions are obtained formally as well as informally.

a) Students
   - Through informal discussions with students
   - At meetings of the Student bodies with the teachers-in-charge of various activities
   - Through the exit feedback forms completed by students who will be leaving the institution.

b) Management
   - The Board of Management has monthly meetings with the Heads of all institutions under Vidya Vikas Mandal. At these meetings the Principal receives feedback from the members of the Board about the institution’s performance, gets suggestions for improvement and also puts up requirements, etc.
   - Members of the Board of Management are kept abreast of developments in the College through an e-newsletter. Press cuttings featuring the College are scanned and mailed to all the members.

c) Parents
   - At the Annual General Body meeting, parents are informed about events that have already occurred, as well as those that are scheduled for the year; they are informed about the in-semester and end-semester examination schedules as well as the probable date of declaration of results. The Principal solicits their views and opinions about all aspects of the functioning of the College.
   - At the Executive Committee meetings, parent-members make suggestions for improvement on various fronts such as teaching-learning, attendance, examinations, infrastructure and so on.

d) Teachers
   - At staff meetings teachers-in-charge of various committees present a report of their activities since the previous meeting. Other teachers then provide feedback and suggestions.
   - At these meetings, teachers freely express their views and ideas about how the performance of the College on academic and non-academic parameters can be improved for the benefit of students.

e) Industry/Employers
   - Informal interaction with industry representatives when they are invited as guest speakers.
Chief guests for programmes are often from industry – their opinions and views are also solicited.

External examiners from industry, industry representatives on the Academic Audit Committees – all provide feedback about the conduct of programmes of study.

f) Alumni

Feedback is obtained from Alumni through informal meets or when alumni visit the College as guest faculty.

g) Society at large

Feedback from society is received during various programmes organised by the College such as NSS special camps, rallies, student outreach programmes and the views and opinions expressed in newspapers and other media.

3.6.4 How does the institution plan and organise its extension and outreach programmes? Providing the details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The NSS Units organize most of the College outreach programmes. These are planned by the Programme Officers taking into consideration the needs of the community and the availability of resources. The year-wise list of activities conducted by the NSS Unit is given below:

2008-09:

- The College was the first in Goa to take the initiative to start the Red Ribbon Club (RRC) on July 31, 2008. A doctor from Goa Medical College, who is closely associated with the AIDS awareness movement in the State, delivered a talk on AIDS awareness. The RRC organized a blood donation camp in collaboration with Goa Medical College.
- Volunteers participated in the World Population Day and World AIDS Awareness Day rallies.
- A tree plantation drive was held in and around the campus
- Volunteers participated in a literacy initiative by teaching in the ‘Poti School’ a non-formal school started more than 15 years ago by the NSS Chief Programme Officer of this College to educate young children selling plastic carry bags (‘potis’) in the fish market. The school has now been taken over by an NGO – Jan Ugahi - but our volunteers help in the teaching.
- The NSS unit, along with HP Gas, organized a Cooking Gas Safety and Conservation workshop for women from Pedda, the neighbouring locality. Volunteers went from door to door, informing and inviting local women to the workshop. The Executive Sales Officer of HP Gas enlightened the audience about the safety measures that every household must take and various unsafe practices that he has witnessed. Through this programme the Unit took the first step towards integrating itself into the local community.
- At the annual camp, a medical camp was organized for the residents of the village and surrounding areas in association with Ayurveda College. 173 villagers visited the camp and took advantage of the medical advice and medicines made available to them.
2009-10:
- Vanamahotsava was celebrated by planting trees in and around the College campus.
- The Red Ribbon Club organized 2 Voluntary Blood donation camps during the year, one in each semester. A total of 147 students as well as teachers donated blood.
- A Seminar on ‘Drug Abuse & Young People’ was organised in collaboration with Goa State AIDS Control Society (GSACS) & Positive People, an NGO working with AIDS/HIV+ victims.
- Volunteers continued to teach in the ‘Poti School’.
- A workshop on making paper bags was conducted by the Art & Craft teacher of our sister institution VVM’s Vidya Vikas Academy – students were taught how to make paper bags of different sizes and designs; volunteers then made such bags, which were then distributed in the Margao market. This has now become a regular NSS activity, aimed at reducing the use of plastic carry bags and packets.
- A one-day seminar ‘You...th are the solution’ was organized in association with Goa Sudarop, an NGO; the seminar was attended by 200 NSS volunteers from this College & other colleges in South Goa.
- Volunteers visited old age homes and orphanages where they interacted with these marginalized sections, spent time with them and helped them in their activities.
- Volunteers made placards and participated in the World AIDS Day rally.
- The Annual special camp was held and various activities conducted for the local people; in addition to the regular camp activities, a plastic collection drive was held in collaboration with the Village Panchayat, and paper bags made by volunteers were distributed among shopkeepers in the local market.

2010-11
- An awareness talk on Drug Abuse and Illicit Trafficking was organised.
- The Unit organized a talk on Women’s Rights to make girl students aware of their rights.
- Goa Sudarop, an NGO in association with our NSS unit organised one day workshop on Goan Volunteer spirit.
- The Director of Physical Education conducted a 1-week Yoga Shibir for the students.
- Sadbhavana Diwas was celebrated where the preachings in the holy books of Hinduism, Christianity and Islam were read and explained.
- 70 students donated blood at the blood donation camp held in association with Goa Medical College (GMC).
- A local doctor addressed the students on H1N1.
- NSS volunteers collected empty Goa Dairy milk packets as a part of their routine activity to discourage use of plastics.
- The Special Annual NSS camp was held and various community development programmes conducted. A medical camp was also organized for villagers at the camp site (eye, dental, and general check-up).
A doctor from Goa Medical College, who is closely associated with the AIDS awareness movement in the State, delivered a talk on AIDS awareness.

A social survey of villagers was conducted by volunteers during the camp and the data was handed over to the Panchayat.

Students visited old age homes and orphanages as part of their regular activity.

The NSS programme officers attended a workshop on AIDS prevention and control organised by the NSS Cell, Goa University.

300 NSS volunteers participated in a plastic collection drive organised by the NSS unit in Benaulim village.

2011-12:

- A rally on Drugs Addiction and Drug Trafficking was organised by the Positive People, an NGO.
- NSS Student volunteers visited and offered their services in old age homes and orphanages as part of regular activity.
- A dental camp was held for the students.
- A Seminar on ‘Goan Culture and Heritage’ was organised in association with Goa Sudarop.
- A Blood donation camp was held in association with Goa Medical College and 70 students donated blood.
- Vanamahotsava was celebrated.
- Milk packet collection was done as part of community service so as to reduce the use of plastic.
- A torch rally (Mashaal Yatra) was conducted in order to mark 50 years of Goa’s Liberation.
- Students made and distributed paper bags in kiosks and shops as a replacement to plastic bags.
- Students distributed anti Filaria tablets to the people of Margao on behalf of the Margao Urban Health Centre.
- A talk on voluntary blood donation was organized in association with the RRC.
- Gas safety week was observed where students were informed about safety precautions in respect of cooking gas cylinders.
- Annual NSS camp was organised during which a number of activities such as sports for villagers at the camp site; training sessions for the village children on needle-work, paper bag making, singing bhajans and shlokas etc; a social survey was undertaken for the Panchayat in the village.

2012-13

- Blood donation camp was held in which 68 students as well as teachers donated blood.
- Blood grouping was conducted in association with the Students’ Consumer Cooperative Society. 280 students availed the benefit of the same.
Students visited old age homes and orphanages as done every year.
Vanamahotsava was celebrated.
Milk packet collection was done as part of regular activity.
This year too students made and distributed paper bags in kiosks and shops as a replacement to plastic bags.
Special Annual NSS camp was held at Fatorpa. A dental camp for the villagers was organised during the same period. A social survey of villagers on behalf of the Panchayat was conducted and the data was handed over to them.
Sadbhavana Diwas was observed by having an inter-faith prayer.
Mahila Mandal, Margao conducted a talk on “Child Harassment”.
An E-waste collection drive was conducted by the students.
World AIDS Day was observed and a talk was conducted by Positive People – an NGO for people affected with AIDS. The NSS volunteers participated in the rally on ‘De-Addicting Goa’.

2013-14:
Vanamahotsava was celebrated as part of regular activity by the NSS as well as NCC army wing.
Visit to old age homes and orphanages were carried out as a routine NSS activity.
A Blood donation camp was held and 70 students and teachers donated blood.
YES (Youth Empowerment and Skills) plus Workshop was conducted for six days in association with the Art of Living Foundation. Stress management techniques, importance of yoga and meditation were dealt with in the workshop.
200 volunteers participated in the organisation of the Lusofonia games.
Sadbhavana Diwas was celebrated.
A Ghumat Aarti workshop was organised for volunteers in association with Ravindra Bhavan.
A workshop on the topic ‘Love Thyself” was conducted by Dr. Venkatesh Hegde, Senior Trainer, Art of Living.
A talk on road safety was conducted for prevention of road accidents.
A programme on Industry interaction and self-empowerment programme was organised to create awareness among students for starting enterprise on their own.
A workshop on paper bag making was conducted.
AIDS awareness rally was organised.
Students participated in the rally ‘Run for Unity’ organised in association with Directorate of Higher Education (DHE) on the occasion of the death anniversary of Sardar Vallabhai Patel.
Volunteers participated in a Voters’ awareness rally conducted by Nehru Yuva Kendra to create awareness about the importance of voting.
Extension Programmes:

Teachers are involved in several activities outside the College, by which they reach out to people and organisations in the community.

The Election Commission appointed 2 faculty members as master trainers to train election officials for Goa Legislative Assembly elections 2012; 1 of them was appointed again in 2014 for the Lok Sabha elections. Other than these 2 master trainers, 1 faculty member was appointed as Presiding officer and other faculty members have been appointed as Polling officers. Almost all non-teaching staff are commissioned for election duty.

The Deputy Director General Karnataka and Goa Directorate commended Dr. Sanjay Sawant Dessai on 5th February, 2014 for his exceptional devotion to duty in NCC during the academic year 2013-14. He also received commendation from the Chief Minister of Goa for the same. He was awarded a Certificate of Appreciation by the Association of the Goa State Blood Transfusion Council (AGSBTC) for donating blood continuously for 15 years.

2 faculty members have been elected President and General Secretary of the University College Teachers’ Association of Goa (UCTAG) for 2 terms 2011-13 and 2013-2015

1 faculty member is an EC Member, Member of Indian Economic Association and Secretary, Goa Economic Association.

1 faculty member is President, Goa Commerce Association and Member, Education Committee of GCCI.

2 teachers were deputed on duty in the organisation of Lusofonia Games 2014.

Impact of the Extension and Outreach Programmes on the Students:

i. **Blood Donation** – By organizing blood donation camps on a regular basis, the College helps educate students about the importance of donating blood, and dispels myths about the dangers of blood donation. Seeing their friends stepping up helps many youngsters to also take the decision. Before the actual blood donation begins, the doctors from Goa Medical College give the students a brief orientation about blood donation – they repeatedly stress the fact that one donor can save five lives, which makes a great impact on students. Even after they leave College, many students continue to donate blood whenever needed.

ii. **Visit to orphanages and old age homes**: This is another regular activity of the NSS unit. The students collect daily necessities and snacks and distribute them during their visits to orphanages and old age homes. There is a behavioural change in the student.

iii. **Participation in awareness rallies and talks**: Resource persons are invited from various spheres to deliver talks on issues affecting the society. Besides, rallies are organised timely by the NGOs and other voluntary organisations on various issues.

- This creates awareness about different issues affecting the society.
- The misconceptions about on different social and environmental issues are clarified.

iv. **Vanamahotsava**: The tree planting activity is normally done during the first week of August every year. It is the regular activity of the college as a part of awareness campaign. The main idea is:

- To create enthusiasm among students and teachers and also the society around us for forest conservation and planting trees.
• It is a way to prevent global warming and reduce pollution.

v. **Collection of empty milk packets:** Every year students collect Goa Dairy milk packets from their own homes and the adjoining areas and hands over to the Dairy. The main objective behind this is to make Goa a plastic-free state. This is a welfare management appeal scheme of Goa Dairy. To encourage this, the Dairy is offering one milk packet for every 100 empty milk packets.

vi. **Special Camps:** Special NSS camps are organised in a village area every year for 7 days. Many activities are conducted during the camp that directly and indirectly aim at nation-building, personality development of students and upliftment of society.

• It provides the students opportunities for group living, collective experience sharing and interacting with the community.
• Students become aware of the living conditions of the economically and socially weaker sections of the society and in a way create some sort of responsibility for others in their minds.
• It develops their character, social consciousness and commitment, discipline and helpful attitude towards the society.

vii. **Sadhbhavana Diwas:** The Birth Anniversary of late Prime Minister Shri Rajiv Gandhi is observed as Sadbhavana Diwas. An Inter-religious prayer session is held on 20th August every year. By participating in the prayer, a feeling of togetherness and tolerance is created amongst the students. This programme

• Creates a sense of unity among students
• Spreads the message of our late PM
• Promotes communal harmony

viii. **Making paper bags:** Students are trained in making paper bags. Paper bags of different sizes are made and distributed among small shopkeepers and local vendors as a replacement to plastic bags, the main idea being to reduce the use of plastic.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International agencies?

• Extension and outreach activities are treated as co-curricular rather than extra-curricular activities.
• The faculty members in charge are given duty leave and other facilities necessary for conducting in-house activities and attending camps and undergoing the necessary training.
• In the case of NCC, the faculty-in-charge undergo training and become Gazetted Officers. They also undergo in-service training for promotion.
• The NSS Programme Officers and the NCC ANOs address First Year students in the first week of the academic year, as a general orientation. Students are informed about the opportunities available if they volunteer to be a part of the activity.
• Goa University also provides the entitlement marks facility to students, which acts as a major incentive.
• Students are informed about recent outstanding NCC cadets, who participated in the Republic Day Parade in New Delhi and NSS volunteers who not only participated in the Republic Day Parade, but also received the Indira Gandhi National Award for
Best NSS Volunteer and participated in International Youth Exchange Programmes. The idea is to motivate more students to join these activities and aspire for such awards; in the process they would serve the community and both community and student would gain.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the College to ensure social justice and empower the underprivileged and most vulnerable sections of society?

A socioeconomic survey was conducted by the NSS unit for the Village Panchayat at the camp site in 2010-11, 2011-12 and 2012-13. Students went from door to door for collection of data on family size, income, religion, marital status, education, occupation and other socioeconomic indicators. The results of the survey were then handed over to the Village Panchayat.

Activities aimed at ensuring social justice and empowerment of the underprivileged and vulnerable sections of society include:

- Teaching in Poti School, to help street children become literate.
- Visits to orphanages and old aged homes with eatables and other small requirements needed by them.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the College, comment on how they complement students’ academic learning experience and specify the values and skills inculcated?

The objective of extension activities is to help the community, to ‘give back’ to society and in the process, inculcate strong community and individual values, create civic, social and environmental consciousness, and instil a spirit of patriotism in our students. The College believes that students’ personalities will be better developed through participation in such activities and they will become better citizens.

Academic learning is only a part of the higher education process. Through outreach and extension activities, students develop leadership skills, communication skills, organizational skills, team work and team building, time management and so on.

In terms of values gained, above all they learn compassion and empathy, tolerance and understanding, self-discipline and sacrifice.

Ultimately, participation in such activities contributes to students’ holistic development, helps mould their character, and makes them responsible, socially conscious citizens.

3.6.8 How does the institution ensure the involvement of the community in its outreach activities and contribute to the community development? Detail the initiatives of the institution which have encouraged community participation in its activities.

- **Gas safety and conservation**: In 2009-10, the NSS Unit collaborated with an HP Gas agency and arranged a demonstration on gas safety and conservation for people in the neighbourhood area of Pedda.
- **Uttarakhand flood relief collection**: Every staff member contributed one day’s salary towards Uttarakhand Flood relief collection as a part of service towards nation. The NSS and NCC units have participated in a fund collection drive for the same.
- **Special camp**: At the special NSS camps, cultural activities, sports activities and medical camps are held. These activities aim at the development of the children and
village people. The medical camps are conducted for the villagers as they may not get access to safe and reliable healthcare. Besides, talks on various issues (disseminating information about the latest developments in agriculture) as per the requirement of the village people are organised by inviting guest speakers as resource persons. The area around the camp site is also cleaned by the NSS volunteers.

- **E-waste collection**: The use of technology has led to increase in e-waste and the disposal of the same is becoming a major environmental concern all over the world. This has an impact on the health of the people as well. In view of this a small initiative taken by our students to collect the e-waste from the college (i.e. students and teachers) and the community adjoining the college and handing it over to the E-waste recycling agency ‘Attero Recycling Pvt. Ltd.’.

- **Kashmir flood relief collection**: The recent flood in Jammu& Kashmir has caused destruction of life and property in many areas of the country. In November this year, the College would make an effort to collect contributions from staff, students and the local community, and extend all possible support and help to our countrymen.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions in the nearby locality for working on various outreach and extension activities.

- The College has collaboration with Jan Ugahi, an NGO for teaching the street children in the Poti school.

- The College in association GMC/Hospicio conducts blood donation camp every year.

- The College in collaboration with ‘Positive People’ an NGO addresses various issues related to HIV/ AIDS Care & Support, Prevention, Advocacy, Training and Research.
  - The College collects e-waste from the students, teachers and the community, which it then hands over to the local representative of Attero Recycling Pvt. Ltd, Roorkee, a recycling agency for further procedures.
  - On behalf of the Margao Municipality Council, the NSS unit would be conducting a socio-economic survey of the people in Margao.

The College is working towards forging constructive relationships with external agencies with the intention of improving its quality, standards and service delivery. There are plans to have an extension officer, who will network with other institutions and agencies to help widen and strengthen the extension activities of the institution.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

- **2010-11:**
  - 8 NSS volunteers were selected for the Pre-Republic Day camp held at Rajasthan. Of these, 2 students namely, Mr. C.C Sajjan and Ms. Anisha Arsekar were selected for Republic Day Parade in New Delhi.
  - NSS volunteer Ms. Girisha Raikar was awarded Indira Gandhi National Award for Best NSS Volunteer (for 2009-10) and was also invited as a Special Guest in Udaipur for NSS Youth Festival.
2011-12:
- 6 NSS volunteers were selected for the Pre Republic day Camp held at Ahmedabad.
- Mr. C. C. Sajjan was selected for visit to China as a member of the Indian Youth Delegation in September, 2011.
- Mr. Vijaykant Naidu participated in the Republic Day Parade held on January 26th 2012 at Delhi.
- Ms. Priya Kutty, Ms. Heena Kalge, Ms. Zulfiya Desai and Mr. Rahul Naik were selected as Best NCC Army Cadets and felicitated by Margao Municipal Council on the occasion of the Golden jubilee of Goa Liberation held on 16th December 2011.
- NCC Cadet Prajyot Ekoskar represented Goa at the Republic Day parade 2012 held at New Delhi.

2012-13
Ms. Jayasree Sasikumar was awarded Indira Gandhi National Award for Best NSS Volunteer.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives – collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

Since this is a College of Commerce, collaboration takes the form of writing of joint papers by faculty members of this institution along with faculty members of other institutions. Enumerated below are the research papers presented/published in this manner.

1. **Goods and Service Tax**, Dr. Filipe Rodrigues e Melo (Assoc. Professor, St. Xavier’s College) and Shekhar Sawant (Asst. Professor, Shree Damodar College of Commerce and Economics), presented at Kerala University, Trivandrum, on 13th & 14th Nov. 2010


4. **IFRS – Key Aspects**, Dr. Filipe Rodrigues e Melo (Assoc. Professor, St. Xavier’s College) and Shekhar Sawant (Asst. Professor, Shree Damodar College of Commerce and Economics), presented at Saurashtra University, Rajkot, on 5th and 6th Jan 2013

6. **Paperless Regime - E-Banking in India**, Subrahmanya Bhat K. M. (Assoc. Professor, Shree Damodar College of Commerce and Economics), Shilpa D Korde (Asstt. Professor, Rosary College of Commerce and Arts), Global Research Analysis, Volume No: 2, Issue: 8, August 2013, ISSN No 2277-8610

7. **IVIX and its Relationship with other major International Volatility Indices**, – Maithili S. Naik (Asstt. Professor, Shree Damodar College of Commerce and Economics) and Namrata S. Wagle (Asstt. Professor, Dempo College of Commerce and Economics), presented at Zantye College, Bicholim on 1st March 2014

8. **Performance Evaluation of Gold EFT Schemes listed on NSE**, Dr. Y. V. Reddy (Dean & Head, Faculty of Commerce, Goa University), Maithili S. Naik (Asstt. Professor, Shree Damodar College of Commerce and Economics) and Namrata S. Wagle (Asstt. Professor, Dempo College of Commerce and Economics), presented and published at Amity University 6 &7th February, 2014.

9. **XBRL An Insight: The Next Step After Schedule VI**, Prof. B. Ramesh (Professor, Dept of Commerce, Goa University) and Edwin Barreto (Asstt. Professor, Shree Damodar College of Commerce and Economics), presented at 36th All India Accounting Conference & International Seminar, Andhra University. Souvenir ISSN: 0972-1479, Jan 2014

3.7.2 Provide details on the collaborative arrangements / MOUs with institutions of national importance/ other universities/ industries/ corporates and how they have contributed to the development of the institution.

- A MoU was signed between VVM’s **Shree Damodar College of Commerce & Economics and ICICI Bank** Limited on 19th July 2007.

  The main objectives were:-

  - To work towards launching, in a phased manner and at graded levels, facilities for certificate / diploma/ P.G diploma / other courses in Banking and Insurance.
  - To enhance the placement opportunities and to provide teaching learning support for pursuance of courses in Banking and the financial sector.
  - To facilitate industry academia partnership for better education.
  - To enhance the knowledge and skills of the students for employment /self employment.

  As a result of this MoU,

  - the College has been able to include the modules of the Foundations of Banking course in the BBA(FS) Programme
  - students’ and teachers’ knowledge of the practical aspects of banking has been substantially enhanced

- A MoU has been signed between Shree Damodar College of Commerce & Economics and I-Create India, Goa Chamber of Commerce & Industry, Goa Commerce Association on 14th July 2012 for a period of three years. The main purpose was to inculcate a spirit of entrepreneurship among students and to foster cooperation and partnership with small organizations, self help groups, women groups and small budding entrepreneurs, thus helping growth of entrepreneurship through training, mentoring and linkages in the state of Goa.
The College has the following collaborative arrangements / MOUs:

- NCFM online exam – NSE
- MSDN
- T.I.M.E., Gurukul

In addition to these arrangements, the College is an institutional member of:

- Goa Chamber of Commerce and Industry
- Computer Society of India
- Indian Commerce Association
- Worldwide Fund for Nature

Because of these memberships, the College has access to talks and lectures by eminent personalities; teachers can attend and benefit from the interaction.

3.7.3 Give details on the industry-institution-community interactions that have contributed to the establishment / creation / upgradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library / new technology / placement services.

- The College has subscribed to MicroSoft Development Network (MSDN) that provides the latest Microsoft development tools, operating systems, server software, documentation and technical references for teaching learning purposes.

- Devices provided by SMARTLINK Network System Ltd

All the equipment provided free of cost by Smartlink has helped in the upgradation of the computer laboratories, as well as the communication systems in the College

Table 3J Devices Received from SMARTLINK Network System Ltd

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Device</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DG-WA3000NP Access Point</td>
<td>04 units</td>
</tr>
<tr>
<td>2</td>
<td>PoE Injector</td>
<td>05 units</td>
</tr>
<tr>
<td>3</td>
<td>Cat 6+ UTP Cable</td>
<td>305 meters</td>
</tr>
<tr>
<td>4</td>
<td>IP Phones</td>
<td>15 units</td>
</tr>
<tr>
<td>5</td>
<td>PSTN Switch (for outgoing calls on IP Phone)</td>
<td>01 unit</td>
</tr>
</tbody>
</table>

Some of our students were given placement offers in the Companies where they had done their internship.

1. Mr. Savito Araujo in Fomentos (M. Com.)
2. Mr. Kunal Prabhu in AbhiGanesh Financial Services (BBS(FS))
3. Ms. Ruchira Prabhu in Religare Stock Broking Firm (BBS(FS))
4. Ms. Eileen D’Souza in Networth Stock Broking Firm (BBS(FS))

3.7.4 Highlighting the names of eminent scientists/ participants who contributed to the events, provide details of National and International Conferences organized by the College during the last four years.
International Conference – The “International Research Conference on Innovative Strategies in Commerce, Management, Engineering, Technology and Social Sciences” was organized on 10th and 11th June, 2013. The Conference was jointly organized by Indo Global Chamber of Commerce Industries and Agriculture, the Global Open University (Nagaland), Indira Gandhi Technological and Medical Sciences University (Arunachal Pradesh), Goa Chamber of Commerce and Industry (Goa), Vidya Vikas Mandal. The Chief Patrons were Shri Manohar Parrikar (Chief Minister of Goa) and Dr. Priyaranjan Trivedi (Chancellor, Global Open University, Nagaland). The Chief Guest for the Conference was Dr. Priyaranjan Trivedi. The Conference Chairman was Dr. Ah Kie Lim (Global Open University).

National Conference – The College organized a 2-day National Seminar on “Emerging Issues and Challenges in Microfinance” on 4th and 5th March, 2011. The Chief Guest for the seminar was Mr. Shyam Bhurke; DGM (Training), Bank of Maharashtra, Pune. Dr. Smt. Deepali Pant Joshi, Chief General Manager-in-charge, Rural Planning and Credit Department, Reserve Bank of India, Mumbai, was the keynote speaker.

National Conference – The Department of Commerce organised a 2-day UGC sponsored national seminar on the theme ‘Retail Revolution in India’ in 2008. The keynote speaker was Mr. Kirit Maganlal, a leading retail chain owner in Goa.

International Seminar - The College in association with Goa Economic Association, Indian Economic Association and Department of Economics, Goa University organised a two day international seminar on the topic “Emerging Challenges and Prospects of Indian Economy” on 11th &12th November 2013.

3.7.5 How many linkages / collaborations have actually resulted in formal MOUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and / or facilitated.

The MOU with ICICI Bank has facilitated the curriculum development for the BBA (FS) course. The BBA (FS) course has a subject ‘Practical Banking” wherein the students are required to answer online modules in the ICICI Learning Matrix. Similarly, as a result of the MOU with I-Create, the College conducts workshops for promoting entrepreneurial skills among students.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages / collaboration

In order to promote inter institutional linkage to promote inter disciplinary research and forge greater cooperation with industries and other stake holders, the college has established a research which is named as “Damodar College Centre for Economic Research & Consultancy’. The Centre has been established with a view to filling the huge gaps in the area of economic research and data availability for the Goan economy. The purpose of the Centre is to conduct continuing research on the economic problems facing the country in general and the Goan economy in particular. Economic issues and problems impacting the lives and livelihoods of people need to be studied systematically so that appropriate policy action may be taken.

DCERC seeks to promote a holistic approach to economic issues by involving and collaborating with experts from different domains. The Centre aims to build up and regularly update a reliable database on all aspects of the Goan economy and provide critical inputs to different stakeholders for the sustainable development of the State. At the same
time, the Centre is take up market research, consultancy projects, etc. for business enterprises located in the State.

**SUMMARY**

The College is gradually acquiring a research culture, with 7 teachers having completed their doctoral research, 10 currently pursuing Ph.D, many teachers writing and presenting papers at State-level and National-level seminars, as well as International Conferences, and departments drawing up proposals for Major and Minor Research Projects. The College has 2 research centres affiliated to Goa University.

Teachers also encourage students to do some research for their projects, for student seminars, etc. More than half the students of the College participate in extension activity through the NCC and NSS units. Extension activity is essential in order to develop community values and social responsibility among students. The College has built linkages with industry, non-governmental organizations and society. There are linkages for curricular purposes, linkages for student support and progression, and linkages for extension activity.
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

VVM’s Shree Damodar College of Commerce & Economics has its own building, constructed in 1984. Since then, additional infrastructure has been created and the physical facilities have grown in tandem with the growth of the institution over the years, with addition of classrooms, laboratories, acquisition of computers, improved IT infrastructure, and better facilities.

4.1.1 What is the Policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The College ensures that whenever required, existing facilities are upgraded to enhance academic standards and efficiency and new infrastructure is created to facilitate effective teaching and learning. The emphasis on constant and proper monitoring of infrastructure has helped the optimal usage of the existing facilities.

The Board of Management allocates the budget for fulfilling the requirements as per the requisition submitted by the College. The College has a Building Committee headed by the Hon. Secretary of VVM. This Committee ensures that required facilities are in place within the stipulated time by either restructuring the existing infrastructure or adding new infrastructure. In view of the expanding new age programmes, the Board of Management has taken the decision to develop state-of-the-art IT infrastructure in the entire campus. Construction of a new Annexe with facilities for housing classrooms and Computer labs is in progress.

4.1.2 Detail the facilities available for

a) Curricular and Co-curricular Activities– classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

b) Extra-curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

a) Curricular and Co-curricular Activities

i. Class Rooms: The College currently has 8 classrooms on the ground floor and 18 classrooms on the first floor. All the classrooms have adequate number of benches, fans, electrical fittings and facilities and provision to store an Overhead Projector. 4 classrooms on the ground floor are additionally equipped with ceiling-mounted LCD Projectors, UPS and pull-down screens.

Table 4A: Enhancement of Curricular facilities

<table>
<thead>
<tr>
<th>Year</th>
<th>Classrooms</th>
<th>Technology-enabled Spaces</th>
<th>Other Spaces</th>
<th>Curricular Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2010</td>
<td>6 classrooms of seating capacity 80</td>
<td>3 computer labs</td>
<td>1 Library-cum-reading room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 classroom of seating capacity 60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ground Floor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**First Floor**

- 9 classrooms of seating capacity 80
- 4 classrooms of seating capacity 60
- 6 classrooms of seating capacity 30

**Ground Floor**

- 1 classroom of seating capacity 80
- 5 classrooms of seating capacity 60
- 2 classrooms of seating capacity 40

**2010-2014**

- 4 computer labs
- 1 Library
- 1 Language lab & 1 Studio (2011-12)
- 1 Reading room

*In the year 2008-09, Goa University reduced the BCA class size from 80 to 40; since fewer 80-seater classrooms were now needed, in the year 2010-11, 5 such classrooms on the Ground Floor were reorganized to create 6 smaller classrooms, 1 computer lab, 1 language lab, 1 BCA staff room, 1 reading room and 1 studio.*

**First Floor**

- 9 classrooms of seating capacity 80
- 4 classrooms of seating capacity 60
- 5 classrooms of seating capacity 30

**2013**

- 1 unused classroom of seating capacity 30 has been designated as the Examination Room, housing a PC, a printer, a photocopier, all examination stationery, etc.

*In the year 2011-12, a very large room on the First Floor, which was used as the Vice-Principal’s Cabin, was reorganized to create the Vice-Principal’s Cabin as well as a Research Room*

- A 4-storey Annexe is currently under construction near the Multipurpose Hall. This building will have the Canteen on the Ground Floor and the three floors above will accommodate computer labs, classrooms, and staff rooms

**ii. Technology-enabled learning spaces:** Currently, 4 classrooms on the ground floor are equipped with ceiling-mounted LCD projectors & other class rooms with overhead projectors. Wi-Fi and wired internet connectivity are available on the campus. 3 computer laboratories, 1 UGC Network Resource Centre and 1 Language Lab are equipped with the latest ICT facilities. There is also a studio created for the PGDBJ programme. The College has a research room with computer systems, a printer, a photocopier and Wi-Fi and wired network connectivity. The College campus is now fully Wi-Fi enabled, effectively making the entire campus a technology-enabled learning space.

**iii. Seminar Halls:** There is an air-conditioned hall with seating capacity of 250, which is available to all the institutions of Vidya Vikas Mandal. The hall is equipped with audio-visual facilities and has electricity backup facility. In 2010, the College created an air-conditioned, ICT-enabled conference/meeting room.
iv. **Tutorial spaces:** Tutorials are part of the BCA programme curricular structure and are being conducted in classrooms as per the time-table slot. For other programmes, teachers sometimes conduct small study group sessions in the smaller classrooms, computer laboratories, or in the conference room.

v. **Laboratories:** The College has 4 well-equipped and ICT enabled air-conditioned computer laboratories, namely, UGC Network Resource Centre (Computer Lab I), Computer Lab II & III, and the M.Com Lab. The Language Lab is also sometimes used as a Computer lab. There are 121 Computer Systems, 04 Servers, 1 ultra-modern server rack, 10 UPS with backup time of 30 minutes, and 6 laser printers in the laboratories. *(Refer to Annexure 4A for Computer Systems, Servers, and Server rack Specifications)*

vi. **Specialized facilities and equipment for teaching:** There are LCD projectors, Overhead Projectors, Laptops, an Interactive monitor, 10 Mbps Internet connectivity (Wi-Fi and Wired), portable amplifiers and speakers. The College has 19 laptops and 24 LCD projectors which are available for teachers for teaching purposes.

vii. **Learning and Research:** The College has well-equipped labs, staff rooms with Wi-Fi and wired connectivity, and one research room with computer systems and internet connectivity. The College is also equipped with specialized software for the purpose of learning and research.

viii. **Others:**

- Coaching classes for IPCC are conducted in the Conference Room as well as in the lab.
- One large room has been allotted to IGNOU Study Centre which caters to the needs of distance learners of South Goa. It is worthwhile mentioning here that the College houses the **First IGNOU Study Centre of Goa**.
- The College has a large, well-stocked Library with a good collection of books, reference books, encyclopedias, novels and non-subject matter books. In addition, there is a separate reading room which also stocks the newspapers, journals, magazines and other periodicals.
- The College has a studio with recording and editing facilities. Refer to Annexure 4B for Equipment setup up for the PGDBJ programme and installed software.
- In order to promote newspaper reading, the College introduced the facility of displaying a range of national and local newspapers on reading stands in the College quadrangle, for the benefit of students, staff and visitors. 7 English (4 national & 3 local) and 1 vernacular paper are displayed in this manner.

b) **Extra – curricular activities**

i. **Sports (outdoor and indoor games, Gymnasium):**

  - **Indoor games:** The College has a Multipurpose Hall, which houses a badminton court, table-tennis tables and a mini-gymnasium. This Hall is used to conduct all the selection trials and inter-class badminton and table-tennis competitions. It is also the venue for the Inter-Collegiate Invitation Badminton, Table-Tennis, Weight-Lifting, Power lifting and Body Building events organized by the College Sports Council.

  - **Outdoor Games:** The College uses the adjoining ground of a neighbouring school for practices for field events like football, athletics and cricket. VVM institutions have a
common playground on the campus that has recently been developed for use for games like handball, 5-a-side football, tennikoit, kabaddi, kho-kho, basketball, volleyball, etc.

The Sports Council of the College has a Sports Room adjoining the Multipurpose Hall, where all the kits and equipments for various sports and games are stored.

ii. **Auditorium:** The institutional hall mentioned at 4.1.2.a).iii. also serves as the Auditorium. Inter-Collegiate events are held in this hall.

iii. **NSS and NCC:** The NSS and NCC (Army and Navy wings) have been assigned separate rooms adjacent to the Sports Council Room.

iv. **Cultural Activities, Public Speaking, Communication Skills Development, Yoga, Health and Hygiene:**
   - All Cultural activities and public speaking are organized in the Auditorium and College Quadrangle.
   - The Language laboratory is used for Communication Skills Development.
   - Yoga classes are conducted in the Multipurpose Hall.
   - **Health and hygiene facilities:** the College has installed water purifiers with water coolers on both floors of the building. Dustbins are strategically placed at different locations within the building and around it. There are separate washrooms for both boys and girls. Girls also have a common room with sanitation facilities.
     - There is a water purifier in the staff room and a dispenser for purified water in the Principal’s cabin. There are 2 washrooms for teaching staff and non-teaching staff, and one for the use of the Principal and guests.
     - The College campus is a tobacco-free zone.

v. **Security:**
   - The College currently has 2 security personnel on its rolls. In addition, the College has outsourced the security service to an agency. There are gates at all entry points and a CCTV system is in place. There are 7 fire extinguishers and a fire alarm on the campus.

**4.1.3** How does the Institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed / augmented and the amount spent during the last four years (Enclose the master plan of the institution / campus and indicate the existing physical infrastructure and the future planned expansion if any).

The Institution has a holistic approach and plans accordingly to ensure that the available infrastructure is in line with its academic growth and is optimally utilized. If existing infrastructure is unable to support the academic growth, the College provides additional infrastructure.

1. In 2006-07, the College introduced two programmes – M.Com and Bachelor of Financial Services (BFS) (now called BBA (Financial Services)). In 2008-09 the College added a PG block with 3 classrooms, 1 computer laboratory and 1 staff room. The lab was equipped with computers purchased from UGC grants for the BFS programme and was assigned as a common resource for use by M.Com as well as BFS students.

-120-
2. In 2007, the College also entered into a MoU with ICICI Bank Ltd. for the Foundations of Banking course. As part of the agreement, ICICI Bank set up a lab in the College in the same year.

3. As indicated in Table 4A, when Goa University halved the BCA class strength from 80 to 40 in the year 2008-09, the College realized that so many large classrooms were no longer needed. 5 large classrooms on the Ground Floor were therefore reorganized to create
   - 6 medium-sized classrooms
   - 1 UGC Network Resource Centre
   - 1 staff room for the BCA faculty
   - 1 language lab
   - 1 studio for the PGDBJ programme
   - 1 reading room

For enhancing academic and research activities, the institution has plans to
   - Strengthen its IT infrastructure in order to facilitate information availability and sharing.
   - Equip all the classrooms with latest ICT facilities in a phased manner
   - Create Smart Classrooms.
   - Replace traditional Notice Boards with Electronic Notice Boards.

(Refer to Annexure 4C for Master Plan of the Campus)

Optimal utilization of existing infrastructure:
   - The College building is owned by Damodar College.
   - The Undergraduate classes of Shree Damodar College are held in the morning. The PG Department has its sessions in the afternoon.
   - In the afternoon, the classrooms are also used by the College for remedial classes, tutorials, coaching classes, certificate courses and training programmes.
   - The RMS Higher Secondary School, a sister institution run by Vidya Vikas Mandal, uses some classrooms of the College building after normal college hours.
   - On Sundays, the classrooms and computer laboratories are used by the IGNOU Study Centre to conduct its academic counseling and practical sessions for various programmes. Some of the classrooms are also used by the Vidya Vikas Mandal’s H. M. N. Gaunekar Institute of Management and Training for its Executive MBA Programme.
   - The College has extended its facilities to other organizations/institutions to conduct Regular, Entrance, online, and practical examinations viz. ICAI (both Chartered Accountants, and Cost Accountants), NSE, Amrita University, IGNOU, Pondicherry University, Konkan Railway, and Forest Department of the Govt. of Goa
   - During Elections – Parliamentary as well as Assembly – the College infrastructure has been used by the Election Commission as a storage centre for the EVMs and for counting.
• The College conducts various add-on courses during the summer and winter breaks for the students.

Facilities developed / augmented and amount spent during last five years:

• Research facilities in the College were upgraded in a phased manner from 2010 onwards. In 2013, the College was recognized by the Goa University as a Research Centre for Commerce and Management Studies. The Centre has a research room with computer systems, printer and Internet connectivity (Wi-Fi and wired). The centre has specialized software for the purpose of research, viz. SPSS, and access to IndiaStat.com – a valuable research database.

• In 2010, the College installed a diesel operated 62.5 KVA water cooled silent diesel generator with AMF panel for providing a better electricity backup facility for the Computer Laboratories, Library, Office, Staffroom and the Principal’s Chamber.

• Considering the large number of girl students, in 2012, a new washroom block for girls was constructed on the ground floor.

• The boys washrooms have been renovated

• In order to strengthen the IT infrastructure and to maximize the use of resources and information available on the Internet, the College has taken many constructive steps:
  ▪ Wi-Fi facility provided in the entire campus
  ▪ Laying of fiber optic cable in the campus with 10 mbps Internet connectivity
  ▪ Installation of Ultra-Modern Server Rack
  ▪ Upgradation of Computer Systems
  ▪ Installation of Intercom facility with IP phones
  ▪ Introduction of Campus Management Software is in the pipeline

Table 4B: Expenditure Incurred During the Last Five Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Facilities</th>
<th>Amount Spent in Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 – 10</td>
<td>Furniture and Fixtures</td>
<td>7,05,033.00</td>
</tr>
<tr>
<td></td>
<td>Teaching Aids</td>
<td>1,03,186.00</td>
</tr>
<tr>
<td></td>
<td>Computer Systems</td>
<td>5,94,674.00</td>
</tr>
<tr>
<td></td>
<td>Equipments</td>
<td>22,075.00</td>
</tr>
<tr>
<td></td>
<td>Projectors</td>
<td>1,58,625.00</td>
</tr>
<tr>
<td>2010-11</td>
<td>Furniture and Fixtures</td>
<td>8,21,767.00</td>
</tr>
<tr>
<td></td>
<td>Teaching Aids</td>
<td>67,500.00</td>
</tr>
<tr>
<td></td>
<td>Computer Systems</td>
<td>1,23,576.00</td>
</tr>
<tr>
<td></td>
<td>Equipments</td>
<td>1,72,305.00</td>
</tr>
<tr>
<td></td>
<td>Projectors</td>
<td>1,70,550.00</td>
</tr>
<tr>
<td></td>
<td>Electrical Fixtures and Invertors</td>
<td>80,796.00</td>
</tr>
<tr>
<td></td>
<td>Generator with shed</td>
<td>5,42,160.00</td>
</tr>
<tr>
<td></td>
<td>2011-12</td>
<td>2012-13</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Pump set</td>
<td>15,107.00</td>
<td></td>
</tr>
<tr>
<td>Collapsible Gates</td>
<td>1,10,000.00</td>
<td></td>
</tr>
<tr>
<td>Furniture &amp; Equipments</td>
<td>1,83,207.00</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture and Fixtures</td>
<td>4,28,520.00</td>
<td>6,360.00</td>
</tr>
<tr>
<td>Teaching Aids</td>
<td>32,906.00</td>
<td></td>
</tr>
<tr>
<td>Computer Systems</td>
<td>10,58,866.00</td>
<td>7,29,070.00</td>
</tr>
<tr>
<td>Equipments</td>
<td>33,36,503.00</td>
<td></td>
</tr>
<tr>
<td>Air Conditioners</td>
<td>2,81,050.00</td>
<td></td>
</tr>
<tr>
<td>Furniture &amp; Equipments</td>
<td>13,000.00</td>
<td></td>
</tr>
<tr>
<td>Network Resource Centre</td>
<td>32,025.00</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanitation Facility for Girls</td>
<td>4,53,119.00</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Future planned expansion: (Refer to Annexure 4C for Expansion plan).

- The construction of a new Annexe Block is in progress near the Multipurpose Hall. This block will house a Canteen, Laboratories and Staff rooms and classrooms.
- Vidya Vikas Mandal has acquired additional land admeasuring 14092 Sq. meters for the sports activities of all its institutions.
- The Society is in the process of acquiring land for creation of parking space.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

The College ensures that adequate facilities are provided to meet the requirements of differently-abled students. A ramp is provided at the College entrance gate. Hand rails have been provided along the corridors. Lectures and examinations for these students are conducted in the classrooms on the ground floor.

4.1.5 Give details on the residential facility and various provisions available within them.

The College has only day scholars and hence does not need hostel facilities.

4.1.6 What are the provisions made available to the students and staff in terms of health care on the campus and off the campus?

- First Aid kits are available with the Sports Department, NSS Unit, BCA Department, BBA (FS) department and College office.
- There is a doctor on call, who responds immediately to requests from the College.
- 108 Ambulance Service is available immediately on call.

- For the staff, from February 2008, the College subscribes to a group insurance scheme of LIC, Pension and Group Scheme unit, Panaji. Teaching staff is insured for Rs. 1.50 Lakh each and non-teaching staff for Rs. 1 lakh each. Currently, 28 staff members are covered under this scheme. Under the Goa University scheme, Group Insurance of students was done till the year 2011-12.

- In the year 2012-13, the NSS in association with Students’ Consumer Co-operative Society organized a special blood grouping drive for all the students. Every year the NSS Unit of the College organizes a voluntary blood donation camp, general medical and dental checkup camps on the campus and at NSS Special camps held off-campus for the students and the staff and general public.

4.1.7 Give Details of the Common Facilities available on the campus – spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, Recreational Spaces for staff and students, safe drinking water facility, auditorium, etc.

IQAC: The IQAC has a separate room for its functioning.

Grievance Redressal Unit: The Committee meets in the Conference Room, and takes decisions, which are in turn conveyed to the students through the Office. If at all the need arises for the Committee to meet the student, this would take place in the Conference room.

Women’s Cell: The Women’s Cell of the College is expected to organize talks and activities for students on women-related issues. These are held in the Seminar hall/College Quadrangle. If girl students have any gender-specific issues, they approach any teacher with whom they are comfortable, and the matter is resolved.

Counseling: The Institution has appointed a qualified Counselor, who visits the College twice per week as per the scheme of the Directorate of Higher Education, Govt. of Goa. The Counselor meets students in an unused classroom on the First Floor. She also meets the students in their classes from time to time, and conducts activities, which are in the nature of psychometric tests. This helps her identify students who stand in need of counseling.

Career Guidance & Placement Cell: The Career and Placement Cell of the college conducts training, coaching, talks, workshops, and placement activities for the students in the classrooms, laboratories, and in the Seminar Hall.

Canteen: The Institution has a canteen facility for students and staff near the Multipurpose Hall. A local deli has been allotted space for selling nutritious snacks and refreshments.

Recreational Spaces for Staff & Students: The College has a Multipurpose Hall, which is used for indoor games such as badminton, table tennis, chess, carrom, martial arts, etc. Recreational activities for the staff and students are held in the Seminar Hall, Multipurpose Hall, Quadrangle, and in the Outdoor Spaces on the campus.

Safe Drinking Water Facility: The Institution has taken adequate measures to provide safe and pure drinking water facility. The Institution has installed water coolers linked to water purifiers on the ground floor and on the first floor. There is also a water purifier in the Staff room and a dispenser for purified water in the Principal’s cabin.

Auditorium: The Institution has a common air-conditioned Seminar Hall with seating capacity of about 250, which serves as an auditorium.
Students’ Consumer Co-operative Society: The Students’ Consumer Co-operative Society supplies textbooks and stationery items to students and staff, and provides photocopying facility for students at prices that are below market rate. The Society has a room on the first floor of the building.

Examination Room: The Institution has a separate examination room equipped with a Computer system, photocopier cum scanner, printer and storage facilities to carry out the examination work smoothly. A few years after Goa University introduced the semester system, the Directorate of Higher Education permitted all Colleges to hire 1 LDC and 1 peon on contract basis to perform all exam-related administrative work.

Store Room: The Institution has a store room attached to the Multipurpose Hall which is used to store old files, examination answer books of the previous three years, surplus stationery, and other required materials.

Principal’s Chamber: The Institution has a well furnished air-conditioned chamber on the ground floor for the Principal with an adjoining wash room.

Vice-Principal’s Cabin: The Vice Principal has an air-conditioned cabin for the Vice-Principal on the first floor.

Committee Room: The Institution has a Board Room on the ground floor and an Office in one of the rooms adjoining the Multipurpose Hall.

Office: The Institution has a well-equipped Office with internet connectivity and counters for student access.

Library and Periodical Section: The Institution has a well-stocked library and a reading room with an exclusive periodical section on the ground floor.

Staff Rooms: The College has a Staff room for the B.Com teachers with attached wash rooms, and a small pantry. In addition, the College has 3 small staffrooms 1 each for BCA, BBA (FS), and M.Com Staff equipped with computer systems and printers. All staff rooms are air-conditioned and are connected to Internet through Wi-Fi and wired connectivity.

Multi-Purpose Hall: Adjacent to the main building is the College Multi-Purpose Hall that has sports facilities as mentioned earlier. It is also used for cultural and recreational activities.

The Multi-Purpose Hall has several rooms on the outside which are used by NCC, NSS, Sports Council, IGNOU Study Centre, an air-conditioned Conference Room, VVM office and Storeroom.

Banking Facility: The Central Bank of India has a branch on the campus, called the Vidya Vikas Mandal branch. Until 2011, it was only an extension counter of the Margao branch. It offers banking services to the College, staff, students and the public residing in the surrounding areas. All College transactions are routed through this branch, and students pay their fees directly into the bank. During admission time and at times when students need intensive access to the bank, the officials adjust the branch timings to suit the College requirements.

Ladies’ Common Room: The Ladies’ Common Room is on the first floor. It has adequate seating facilities and washrooms.

Parking Facilities: There are separate parking facilities for students, staff and visitors within the campus.
4.2 Library as a learning Resource

4.2.1 Does the library have an Advisory committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student / user friendly?

The College has appointed a Library committee which acts as an advisory committee. The Composition of this committee is as follows:

- The Principal is the Chairperson.
- The Librarian is the Member Secretary
- Members comprise Programme Coordinators of the self-financed programmes, Heads of the Departments of Commerce and Economics, and the President of the Students’ Consumer Co-op. Society

**Initiatives to render the library student friendly:**

The Library Committee helps in the selection, recommendation and approval of books, journals, e-journals etc, ensuring that the Library has an up-to-date collection, which will meet the requirements of the Institution. It plays a vital role in upgrading the services provided to students. The Committee conducts stock verification of the library collection. It also points out areas for improvement. Some of the initiatives implemented are:

- Open access
- Extended timings
- Access to OPAC, Indiastat database for students
- Bar coding of the entire collection
- In addition to the 3 library cards issued to every student, the M.Com students are issued 5 extra library cards, and merit students of every class (i.e. distinction holders) are issued 3 additional cards as an incentive.
- The BCA students can avail the Book bank facility provided by the Library in order to make maximum use of the library resources. The students of BCA and BBA (Financial Services) programme are issued any 3 books of their choice from the Library for use till the end of every semester

4.2.2 Provide details of the following:

- **Total area of the library (in sq. mts.):**
  - Circulation section and reference section: 419.53 sq. m.
  - Reading cum Periodical section: 205.57 sq. m
- **Total seating capacity:** Provides seating capacity for 36 readers.

- **Working hours:** The Library timings are the same i.e. 8.00 a.m. to 5.00 p.m. on all days including examination days and vacations. Since the UG programmes run from 8.00 a.m. to 1.00 p.m. and the PG programme from noon to 5.00 p.m., all faculty and students have adequate time to access the library and its resources.

- **Layout of the library** (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resource): These spaces are provided for in the library e.g. Reference section, Reading lounge. Students are given access to use their laptops to access e-resources via Wi-Fi access. 1 laptop is exclusively available to access e-resources by the College.
4.2.3 How does the library ensure purchase and use of current titles, print and e-Journals and other reading materials? Specify the amount spent on procuring new books, Journals and e-resources during the last four years.

At the beginning of the academic year, programme-wise annual budgets are prepared on the basis of library fees collected from students. All purchases and subscriptions are made on the basis of recommendations made by teachers and the Library Committee. Teachers from every department make recommendations during the course of their readings, after visiting book exhibitions, visiting websites, perusing book lists of publishers, etc.

The list of new arrivals in the Library is displayed on the Library Notice Board and also on the Staff Notice Board, so that teachers and students are aware of the new additions and can borrow books of their interest. The cover page of journals is also photocopied and put up on the same notice boards, so that teachers and students can refer to journals that carry articles of relevance to them.

The College organizes periodic book exhibitions on campus. Various publishers and booksellers are invited to exhibit new titles. These exhibitions have helped all teachers to peruse books thoroughly before buying them or recommending their purchase for the College Library.

Books Procurement Process:

- Printed Books / Publishers catalogue file is circulated to faculty members for recommendation of books.
- Faculty members submit request form to the Librarian.
- Librarian checks for duplication, number of copies, rates and puts up to the Library Committee.
- Library Committee approves the requests.
- Librarian places the order with the Students’ Consumer Cooperative Society Limited.

The College purchases books through Students’ Consumer Cooperative Society so that the profits earned by the Society are utilized for students’ welfare Example: subsidized photocopier facility, chairs, etc.

In case of journals, the Librarian works out the annual subscription rates with the publishing companies and the magazine subscription agencies; after going through their terms and conditions the subscription is done for a one year period.

Table 4C: Amount spent on procuring new books, Journals and e-resources during the last five years

<table>
<thead>
<tr>
<th>Library Holdings</th>
<th>Text books</th>
<th>Reference books</th>
<th>Journals/Periodicals</th>
<th>e-resources</th>
<th>Newspapers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Number</td>
<td>Cost</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,146</td>
<td>4,80,680</td>
<td>68</td>
<td>27</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>68,962</td>
<td></td>
<td>33,974</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22,542</td>
</tr>
<tr>
<td>2010-11</td>
<td>Number</td>
<td>Cost</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,992</td>
<td>5,52,494</td>
<td>52</td>
<td>48</td>
<td>1</td>
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<td>1,13,096</td>
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<td>20,877</td>
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<td></td>
<td>2,640</td>
<td>5,82,800</td>
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<td></td>
<td></td>
<td>1,13,096</td>
<td></td>
<td></td>
<td>---</td>
</tr>
</tbody>
</table>
Currently, the College has in stock 20417 text books, 10202 reference books, 80 journals/periodicals and 2 e-resources namely, N-List and IndiaStat.com. The categories of journals available in the library are:- Management, Accountancy and Taxation, Economics, Marketing, Finance, Information Technology, Investment and Social Science.

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

a. OPAC (Open Public Access Catalogue): The Library maintains and uses NewGenLib software enables quick retrieval of information and status (ie available in the library or issued) of the books and expedites daily circulation transactions (ie. check-in and check-out). Besides this, the college also uses OPAC (Online Public Access Catalogue), a part of the NewGenLib software, which allows the readers to view the entire collection of the books available in the library. OPAC can be accessed via LAN within the College campus from 8.00 am to 5.00 pm on working days.

b. Electronic Resource Management package for e-journals:
   - The Library is a subscriber to National Library and Information Services Infrastructure (N-LIST) from INFLIBNET for Scholarly Content, one of the programmes designed for college libraries by INFLIBNET. It provides online access to more than 6000+ journals and 97333+ e-books. Access to this resource is 24 x 7 for the readers of the College through common user-id and password.
   - INDIASTAT.COM- this database is an authentic store house of Indian Statistics collected from the best sources of information and statistics of India. It provides access to 56 associate sites (19 sector specific sites, 6 region specific sites, 31 India/State/UT specific sites). Access to this database is 24x7 for faculty members and 8.00 a.m. to 5.00 p.m. on working days on the campus for students.

c. Federated searching tools to search articles in multiple databases: Not Available

d. Library website: Library information is provided on the College website.

e. In-house/remote access to e-publications: For access to e-publications wired/Wi-Fi internet access is available in the College office, library, staff room and all the 5 computer labs.

f. Library Automation:
   - The Library operates the NewGenLib software as mentioned above.
   - The Library has an in-house barcode system for books which helps in systematic processing and retrieving all the related information. Book scanners to scan the barcodes are provided on the circulation counter. The introduction of this facility has noticeably reduced the waiting time at the issue counter.
g. **Total number of computers for public access:** There is 1 PC within the Library. However, OPAC can be accessed via LAN within the College campus from 8.00 a.m. to 5.00 p.m. on all working days.

Practically all students take advantage of the Govt. of Goa’s Cyberage Scheme, under which they get laptops at a nominal price. Most students bring their laptops to the Library and because of the Wi-Fi facility they have access to the e-resources.

h. **Internet bandwidth speed** *2mbps* *10mbps* *1gb(GB):* 10Mbps

i. **Institutional Repository:**
   - Question papers of past examinations
   - Syllabus of the programmes offered by the college
   - Press clippings of the College and Vidya Vikas Mandal
   - Research articles of faculty members.

j. **Participation in Resource Sharing networks/ consortia (like inflibnet):**
   N-list with INFLIBNET

4.2.5 **Provide details on the following items:**

- **Average number of walk-ins:** On an average approx. 200-250 users visit the library every day between 8.00 a.m. and 5.00 p.m.

- **Average number of books issued/returned:** 250-350 books are issued/returned every day.

- **Ratio of library books to students enrolled:** approx. 30,000/1,000 = 30:1

- **Average number of books added during last three years:** 1643 per year

- **Average number of login to (OPAC):** 50 per day

- **Average number of login to e-resources:** 20 per day

- **Average number of e-resources downloaded/printed:** 100 per month.

- **Number of Information Literacy trainings organized:** 1 per year

- **Details of weeding out of books and other materials:** Weeding out of the books was last carried out during 2012-13. A total of 1694 books, old project reports, old past question paper sets and old magazines were removed. Books/journals which are weeded out are either old edition books, textbooks which are no longer relevant because of change in syllabus, or mutilated books

   The procedure for weeding out is:
   - The Librarian puts up the matter at the meeting of the Library Committee
   - The Committee deliberates and takes a decision as to which books may be disposed of.
   - The final list is put up at the next monthly Board of Management meeting.
   - After the approval of the Board, all this weeded out material is marked as withdrawn from library collection and disposed after making appropriate entries in the Accession register.
4.2.6 Give details of the specialized services provided by the library

- **Reference:** The library provides a reference service with a wide range of reference books to our readers by assisting them in choosing the right titles of books required for their reference or topic.

- **Reprography:** A special provision of this service is made available in the Students’ Consumer Co-operative Society.

- **ILL (Inter Library Loan Service):** The Library has an inter library loan service with all the Institutions of Vidya Vikas Mandal.

- **Information deployment and notification:** All the readers are well informed through notices displayed on student and staff notice boards. Readers are also informed via e-mail and letters. List of new books are displayed in the library and staff room. Photocopy of the cover page of magazines/journals are made available to the respective departments.

- **Download:** Downloads from N-list are provided to the faculty

- **Printing:** Provided to faculty on request

- **Reading list/Bibliography Compilation:** A monthly list of new arrivals is displayed on the Library and Staff room notice boards.

- **In-house/remote access to e-resources:**
  - Every reader is provided a login in order to access N-LIST. Access is 24x7
  - Access to Indiastat.com database is 24x7 for faculty members and 8.00 a.m. to 5.00p.m for students on all working days.

- **User orientation and awareness**
  The Librarian makes a PowerPoint presentation in the library for all new entrants to the College. The presentation focuses on how to use the various sections of the library. Every new reader is taken around to all the sections of our library and introduced to the library Staff. The Librarian encourages new readers to make optimum use of the library resources and guides them accordingly.

- **Assistance in searching Databases:** the Library staff provides all assistance to users in searching and locating library books through OPAC.

- **INFLIBNET/IUC facilities:** N-LIST

4.2.7 Enumerate on the support provided by Library staff to the students and teachers of the college.

The Library constantly updates its readers with a variety of books, magazines, journals, newspapers, e-resources, past question papers, project reports, CDs, etc. The Librarian invites recommendations from the teaching faculty regarding addition of new books pertaining to each subject and books of general reading and the up gradation of the same.

In addition to providing services to the teachers and students, the Library also extends its services to alumni and former teachers of the College, professional Chartered Accountants in and around Margao, and occasionally to students of Goa University who approach the College with a request to use the Library services.
The Library supports interested readers by providing newspaper extension facility at the quadrangle by putting up 7 newspaper stands from 8.00 a.m. till 5.00 p.m. on all working days thus encouraging the reading habit among students and teachers and making them aware of the latest happenings.

A total of 14 different local, national and international (The Wall Street Journal) newspapers are made available to the faculty and students. Besides this, the library also provides newspaper extension to the teachers in the staff room by providing 3 newspapers viz. The Economic Times, The Navhind Times (local English daily) and Goa Doot (local Marathi daily). The Library arranges for annual subscription to ‘The Economic Times’ newspaper to the teachers and students on request. Almost 90% of BBS/BBA students and some B.Com students avail of this facility.

In addition to the 3 library cards issued to every student, the M.Com students are granted 5 extra library cards. In addition to this, 3 more cards are provided to Merit students (i.e. distinction holders).

The students of BCA and BBA(FS) programmes can avail the Book bank facility provided by the library in order to make maximum use of the library resources. They can issue any 3 books of their choice till the end of each semester. The Third Year B.Com students with Financial Accountancy, Auditing and Taxation as their elective major, are allowed to borrow 2-3 books of Assessment years 2011-2014 for use till the end of the academic year.

The Library also maintains newspaper and other press clippings pertaining to any news associated with the College or Vidya Vikas Mandal.

Printed catalogue files are periodically sent to teachers for book recommendations.

4.2.8. What are the special facilities offered by the library to the visually / physically Challenged person? Give details.

Since the Library is located on the ground floor of the College building, it offers easy access for physically challenged students. The library staff helps these students locate the required books and also lends them a helping hand by carrying the books and other required material to the reading table.

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are developed by the Library to collect feedback from users? How is the feedback analysed and Used for further improvement of the library services?)

A feedback form was circulated to students in the year 2013-14. The questionnaire had rating for Library and infrastructure along with other categories. The rating ranged from 0 (very bad) to 10 (very good). The Library and infrastructure received a rating of 7.27. The Library also received suggestions to increase the number of books in certain sections which was implemented in June 2014.

4.3 IT Infrastructure

4.3.1 Give details on the computing facility available (hardware and software) at the institution

- Number of computers with configuration (provide actual number with exact configuration of each available system) Refer to Annexure 4A for configuration
  - Number of computers: 141
  - Number of laptops: 26
Table 4D: Total number PCs in the Campus

<table>
<thead>
<tr>
<th>Place</th>
<th>Numbers</th>
<th>Place</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGC Network Resource Centre</td>
<td>23</td>
<td>Research Room</td>
<td>05</td>
</tr>
<tr>
<td>Lab II</td>
<td>22</td>
<td>BCA staff room</td>
<td>06</td>
</tr>
<tr>
<td>Lab III</td>
<td>28</td>
<td>Library</td>
<td>02</td>
</tr>
<tr>
<td>M.Com Lab</td>
<td>24</td>
<td>M.Com Staff room</td>
<td>04</td>
</tr>
<tr>
<td>Language lab</td>
<td>21</td>
<td>Examination room and Principal’s Cabin</td>
<td>02</td>
</tr>
<tr>
<td>Office</td>
<td>04</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Number of Printers:**
  - a) Laser Printers: 11
  - b) Printer cum scanner: 03
  - c) Dot matrix printer: 02

- **LCD projectors:** 24

- **Smart Interactive Monitor:** which supports multiple functionalities and can be interfaced to a PC

- **Server Rack:** Ultra modern server rack has been installed in the server room. It supports housing of maximum 8 servers, 6 switches and monitor.

- **Servers:** There are four dedicated servers viz. Windows server, MOODLE, proxy, and firewall.

- **Journalism Studio and Language Lab:** The College has an in house studio which is used for video and audio recording and editing, projecting educational movies etc. Studio is well equipped with digital cameras, HD recording camera, white cone cool light lamps, editing room, audio devices and 21 PC for language lab with language software package. *(Refer to Annexure 4B for configuration)*

- **Campus Management Software** – College had purchased campus management software in the year 2011. Due to technical difficulties with this software, the College is now in the process of purchasing and customizing a new campus management software.

- **Computer student ratio:**

  Table 4E: Computer student ratio

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>1162</td>
<td>1166</td>
<td>1121</td>
<td>1084</td>
<td>1084</td>
<td>999</td>
</tr>
<tr>
<td>Total Computers</td>
<td>111</td>
<td>111</td>
<td>142</td>
<td>142</td>
<td>142</td>
<td>142</td>
</tr>
<tr>
<td>Computer Student ratio</td>
<td>1:10</td>
<td>1:11</td>
<td>1:8</td>
<td>1:8</td>
<td>1:8</td>
<td>1:7</td>
</tr>
</tbody>
</table>
- Stand Alone facility: 19 laptops are available for students and staff.

- LAN facility: All the Computer labs, Office, Staff rooms, Library are networked. All systems have Internet access through wired and Wi-Fi network.
  LAN speed: 100 mbps

- Wi-Fi facility: Entire campus is Wi-Fi enabled with 10 Mbps leased line Internet Connectivity from GWAVE service provider. In addition, the institution is also connected to GBBN facility provided by the Government of Goa. All the computer labs are provided Internet access through the GBBN connection. Wi-Fi Internet access facility is extended to students since 2011. Wi-Fi facility is also provided to teachers in the Staff room since 2009 and research room since 2013.

- Licensed & Open-Sourced Software:
  ▪ The College uses licensed as well as open source software. Licensed software includes: MSDN library, Microsoft Windows Operating system (46 users license), Microsoft Office (46 users license), SPSS–single user pack, Quick Heal total security antivirus (150 licenses), NewGenLib , pro-tools cut pro and language lab software package.
  ▪ Open source software include Operating System: Fedora core 17: 95 computers, Audacity, GIMP, Eclipse, BlueJ, ArgoUML, StarUML, Open Office, MOODLE, MySql, NotePad++, WAMP Server

- Number of nodes / computers with Internet facility: All computers have access to internet facility.

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off campus

The teachers have access to computers in the Computer Labs, Research room and staff room. In addition laptops are provided to the teachers for lecture presentations.

Internet facilities are made available for the teachers as well as students in the College and also for staff in the library. There are 4 computer labs and 1 language lab accessible to students, where all computers are provided with Internet access. In order to provide Internet facilities to all the staff and students, the Institution has a Wi-Fi enabled campus with 10 Mbps leased-line connectivity from GWave and 8 Mbps connectivity from GBBN (Goa Broadband Network), Govt. of Goa. Students and teachers have their laptops configured, which enables them to access the Internet from anywhere within the campus. WI-Fi access is also available in the staff room, research room.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The Management of VVM is fully aware of the integral role played by IT in the education process. Constant upgradation of software and hardware is a salient feature of the functioning of the College.

- Recently, 5 Computers in the office and 2 in the Library were replaced with laptops. The IT Committee constituted by the Board of Management has decided that henceforth all computer requirements of the Office, Library, Staff, etc. will be met by buying laptops rather than computers, so as to do away with the need for UPS backup and reduce the hardware requirements. This will also reduce the e-waste generated by the College.
• Until August 2014, the College had a 2 Mbps Internet line, and the speed was very low. This line was replaced by a 10 Mbps leased line for all the institutions and Internet access is now extremely fast, downloads are also very quick. Fiber Optic lines were laid across the campus for this network.

• IP Phones have been provided and are currently used as the intercom system.

• New labs are being created for the BCA programme in the Annexe building that is under construction

Some of the plans for the immediate future include:

• Making the campus ‘a smart campus’, so that all student-related functionalities such as admission, attendance, results, notices and staff-related functionalities such as leave, payroll, etc. are taken care of by the software.

• Installation of surveillance cameras all across the campus, including the classrooms.

• Installation of a Public Address System with specific controls for the class room.

• The Board of Management has plans to make 1 room into model Smart classroom.

• Extension of the EPABX facility to more locations within the College.

Some of the long-term plans are

• Improvement of the Computer: Student Ratio

• Providing ceiling-mounted LCD projectors in every classroom

• Procurement of Server class computer to manage LAN within a year

• Shift to cloud based computing

4.3.4 Provide details on the provision made in the annual budget for Procurement, up-gradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

Necessary provisions are made in the annual College budget for procurement, up-gradation and maintenance of computers and accessories. The College authorities make the funds available as and when the concerned department places the demand for purchase or maintenance.

The College has recently signed an AMC for all the computers.

Table 4F: Expenditure incurred on maintenance/up-gradation

<table>
<thead>
<tr>
<th>Year</th>
<th>Procurement/Up-gradation (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>5,94,674</td>
</tr>
<tr>
<td>2010-11</td>
<td>1,04,192</td>
</tr>
<tr>
<td>2011-12</td>
<td>5,84,341</td>
</tr>
<tr>
<td>2012-13</td>
<td>7,20,090</td>
</tr>
<tr>
<td>2013-14</td>
<td>56,983</td>
</tr>
</tbody>
</table>
4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/learning material by its staff and students?

Classrooms assigned to the BCA department have been equipped with LCD projectors to enhance the teaching-learning process.

The BBA (FS) teachers have to compulsorily make PowerPoint presentations and use LCD projectors in the classrooms.

A sufficient number of LCD projectors are available for use in other classrooms used by the B.Com students and teachers. Teachers are encouraged to prepare presentations and use videos to make the teaching more interactive and effective. Students are also encouraged to prepare presentations for class assignments. Learning material for BCA students is uploaded on MOODLE, a learning management system. Students are given unique registration ids through which they can have access to Audio Visual Material, Lecture notes and slides uploaded by teachers.

Students extensively use the College ICT facilities for their project work and assignments.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching-learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

- The Institution has provided Internet connectivity in the Labs and entire campus. On-line teaching and learning resources are made available to the students in the Computer labs. Teachers constantly motivate students to access these resources and encourage independent learning.

- Students of the BBS (FS)/BBA (FS) programme complete a number of online certification courses as part of their Continuous Internal Assessment.

- Teachers are provided laptops, LCD Projectors and Wi-Fi access enabling them to present their lecture slides as well as online videos/tutorials.

- Assignments are designed to develop independent learning. Mini projects of short duration (15 to 20 days) are given to students.

- Small groups of 3-4 students are given individual learning experiences for group discussion. Topics are given beforehand and the groups have to do the survey, research on the topic.

- MOODLE, a learning management system is used by the faculty and students, which help to create a learning environment through sharing of lecture notes, conducting online quizzes and feedback.

- 4 BCA faculty members have been trained by ‘Oracle Academy’ to conduct their courses in the campus for the benefit of students.

4.3.7 Does the institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

Goa University is not part of the initiative.
4.4 Maintenance of campus facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available Financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during the Last four years)

Non-salary grants provided by the Government of Goa are utilized on essential needs like furniture, equipments, and maintenance. College has received UGC development grants, UGC additional grants for equipments and merged schemes under XI plan grants. A part of the fees collected from self financed courses is also spent.

Table 4G: Expenditure under Different Heads during Last 5 Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Building (Rs.)</th>
<th>Furniture &amp; Fixtures (Rs.)</th>
<th>Equipment (Rs.)</th>
<th>Computers (Rs.)</th>
<th>Total (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>2,33,228.50</td>
<td>7,02,671</td>
<td>2,66,448</td>
<td>5,94,674</td>
<td>17,97,021.50</td>
</tr>
<tr>
<td>2010-11</td>
<td>23,73,493.63</td>
<td>8,68,163</td>
<td>3,97,359</td>
<td>1,04,192</td>
<td>37,43,207.63</td>
</tr>
<tr>
<td>2011-12</td>
<td>5,67,256.00</td>
<td>4,28,520</td>
<td>1,69,606</td>
<td>5,84,341</td>
<td>17,49,723.00</td>
</tr>
<tr>
<td>2012-13</td>
<td>8,36,807.59</td>
<td>6,360</td>
<td>7,980</td>
<td>7,20,090</td>
<td>15,71,237.59</td>
</tr>
<tr>
<td>2013-14</td>
<td>47,210.00</td>
<td>9,407</td>
<td>97,500</td>
<td>NIL</td>
<td>1,54,117.00</td>
</tr>
</tbody>
</table>

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the Infrastructure, facilities and equipment of the college?

- The College has taken adequate steps and care to maintain its infrastructure, facilities and equipments. The building as well as equipment is insured.

- Pre-monsoon maintenance work is undertaken during the summer vacation. As part of this maintenance, all the roof tiles are checked and cleaned, and broken tiles are replaced. Gutters are also cleared so that water flows easily and does not accumulate on ledges, or anywhere in the campus.

- The College has appointed a gardener to maintain greenery in the campus. Furniture such as chairs, tables, benches, desks are periodically repaired or replaced. Whenever they are to be disposed, the proper procedure is followed – the Purchase & Disposal Committee meets, examines the items to be disposed and only those items which the Committee feels are unusable, are sold for scrap.

- Polishing of wooden furniture, painting of grills is carried out as and when required.

- Doors and railings gates and book shelves of the Library, office, staff-lockers of the college are well maintained by greasing them periodically.

- Replacement of broken glass of cupboards and windows is carried out as and when required.

- Painting of the College building is done periodically.

- Minor maintenance is undertaken on a regular basis. Replacement of tube-lights and repairs of fans, air conditioners, computers, LCD’s, photo copier, water coolers, printers etc. is done as and when needed.
- On every Saturday, all the books and bookshelves in the Library are cleaned by housekeeping staff.
- Book binding of Library books is done during vacations.
- Housekeeping has been outsourced.
- Cleaning of classrooms, computer labs, staffrooms, office, library, corridors, etc. is done on a daily basis. Washrooms are cleaned frequently during the day.
- Technicians are called for repairs as and when needed.

4.4.3 How and with what frequency does the institute take up calibration and other Precision measures for the equipment / instruments?

Not Applicable

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuation, constant supply of water etc.)?

- Electricity department, Government of Goa, has provided the College with a dedicated electrical line to the campus.
- The College has a diesel operated 62.5 KVA water cooled silent diesel generator with AMF panel.
- UPS are installed in all computer laboratories and also in the BCA classrooms
- Inverter is installed in the server room.
- There are AMCs for maintenance of computers, intranet, UPS, air conditioners, and photocopiers.

SUMMARY
Shree Damodar College of Commerce & Economics is housed in its own building, which has grown to keep pace with the rising academic needs of the College. From the time of the first assessment to date, the College has built new classrooms and laboratories; all classrooms have been fitted with lights, fans, OHP’s and a few with LCD projectors. Building maintenance is carried out regularly and the building is painted once every 5 years. The College infrastructure is optimally utilized. The College has acquired several sports facilities. Most importantly, the Vidya Vikas Mandal has built a playground to be shared by the four institutions on the campus and a mini-gymnasium has been added to the Multipurpose Hall.

The College Library is well stocked with books, journals, magazines and newspapers. The library is automated and functions such as accessing books, circulation of books, etc. are all computerized. The Library has an in-house barcode system for books which helps in systematic processing and retrieving all the related information. The College has a book bank facility that is available for all needy and deserving students and the Students’ Consumer Cooperative Society contributes to College activities every year.

The College has adequate computer facilities for the students and the staff. The number of computer laboratories and computers has increased, keeping pace with the growing needs of the institution.
CRITERION V: STUDENT SUPPORT AND PROGRESSION

Students are the most important stakeholders of an educational institution. At Vidya Vikas Mandal’s Shree Damodar College of Commerce & Economics, all activities and programmes revolve around these key stakeholders. The College does all it can to provide a variety of student support services in the form of access to information, academic support services, career guidance and placement services, a forum for grievance redressal, a women’s cell and so on. The academic progress of students is more than satisfactory, with success rates exceeding the University norm, and dropout rates being negligible. Students of the College progress to higher studies or professional careers, while some immediately step into the world of work. The College has a well-deserved reputation in the area of sports and other extra-curricular activities, with students participating in all activities.

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If yes, what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

The College publishes a prospectus-cum-handbook at the start of each academic year, which contains the following information:

- A brief history of Vidya Vikas Mandal and Shree Damodar College of Commerce & Economics
- The Vision and Mission statements of the College
- List of members of the Board of Management, Local Managing Committee, Faculty (with departments & qualifications) and non-teaching staff
- The various programmes offered, along with the papers at every year, with Electives and options clearly specified
- The eligibility conditions for every programme
- The fee structure and refund rules as received from Goa University
- Attendance requirements, anti-ragging statutes, and other Goa University/Government of Goa mandatory requirements
- Details about examinations, conditions for passing, etc.
- List of prizes, awards and scholarships
- The academic calendar and tentative programme for the year
- NCC, NSS and co-curricular and extra-curricular activities organized by the College
- Placement activities
- Code of Conduct for Students

Since 2006-07, the prospectus-cum-handbook also contains the Student Charter and the goals and objectives of Shree Damodar College of Commerce & Economics. The College stands committed to all the information given in the prospectus and the same is updated every year.
5.1.2 Specify the type, number and amount of institutional scholarships/freeships given to students during the last 4 years and whether the financial aid was available and disbursed on time?

Table 5A: Institutional Scholarships

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Number of Students who received scholarships</th>
<th>Amount Disbursed (Rs.)</th>
<th>Total Students Enrolled</th>
<th>Percentage of students who received scholarships</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>31 (State Govt)</td>
<td>2,74,669</td>
<td>1171</td>
<td>2.65</td>
</tr>
<tr>
<td>2010-11</td>
<td>41 (State Govt Rs 3,11,099) 48 (UGC XI Plan Rs 2,40,000) Total 89</td>
<td>5,51,099</td>
<td>1169</td>
<td>7.61</td>
</tr>
<tr>
<td>2011-12</td>
<td>41 (State Govt Rs 4,36,233) 46 (UGC XI Plan Rs 2,30,000) Total 87</td>
<td>6,66,233</td>
<td>1128</td>
<td>7.71</td>
</tr>
<tr>
<td>2012-13</td>
<td>55 (State Govt)</td>
<td>4,82,092</td>
<td>1084</td>
<td>5.07</td>
</tr>
<tr>
<td>2013-14</td>
<td>69 (State Govt)</td>
<td>7,64,303</td>
<td>996</td>
<td>6.92</td>
</tr>
</tbody>
</table>

The State Govt. scholarships that students avail of are Gagan Bharari Shiksha Yojana and Post-Matric Scholarships for SC/ST/ OBC/Minority category students.

The scholarship applications are sent to the Directorate of Social Welfare (which is the sanctioning and disbursing authority) within the stipulated time and the College hands over the cheques to the students as soon as they are received from the Govt. Since the last 2 years, the Directorate of Social Welfare is paying the scholarship amount directly to students.

5.1.3 What percentage of students receives financial assistance from the state government, central government and other national agencies?

As can be seen from Table 5A above, approximately 6.5% of the students enrolled in the College receive scholarships.

5.1.4 What are the specific support services/facilities available for the following

a) Students from SC/ST/OBC and economically weaker sections:

Students belonging to ST/SC/OBC and economically backward classes get financial assistance from State Government and UGC.

- The Govt. of Goa offers 2 scholarships to ST/SC/OBC students at the College level viz. Gagan Bharari Shiksha Yojana and Post-Matric Scholarship
- In 2010-11 and 2011-12, the College distributed financial assistance to economically backward students under UGC XIth Plan scheme, as mentioned in Table 5A.
Notices are prominently displayed on the notice boards and teachers make announcements in the classrooms, urging eligible students to apply in time for all possible scholarships. The administrative staff provides all the required support for processing the applications.

Students from the self-financed programmes who are from economically deprived backgrounds are permitted to pay their fees in more instalments. In 2014-15, a former Principal of the College offered to pay half the tuition fees of any deserving BCA student. Accordingly, one such student was identified and her Semester II fees would be paid by the former Principal.

b) **Students with physical disabilities:**

- There is a ramp at the entrance and railings along the corridors to assist students having physical disabilities.
- Students with physical disabilities are given special treatment and assistance, according to their disability.
- Students who are visually impaired are given examination question papers with an enlarged print. In the case of one such student, teachers also arranged with her classmates to make class notes for her in all subjects. In addition to the Goa University provisions, the College made it a point to provide specially printed question papers having large font size during Internal as well as End Semester examinations.
- A class having a student with any physical disability is allotted a classroom on the ground floor as close to the entrance as possible.

c) **Students to participate in various competitions (National and International):**

- The students are encouraged to participate in various inter-collegiate competitions and events. Training and guidance is provided by the faculty-in-charge of the Cultural Council with the help of other teachers who are experts in those areas. These students are provided with facilities such as allowances for travel, boarding and lodging.
- For the past 6 years, the BBS(FS)/BBA(FS) students have been participating in MONETA conducted by Ramniranjan Anandilal Podar College of Commerce and Economics, Mumbai; they were finalists in 2013-14.
- The BBS(FS)/BBA(FS) students participated in ‘FINALYST’ an Inter-Collegiate Event organized by the BBA Department of Karnataka Lingayat Education Society’s Basavaprabhu Kore Arts, Science and Commerce College, Chikodi, Belgaum, in 2012-13 and won the Runner-up position.
- Sportspersons who are selected to represent Goa University at the Inter-University tournaments, or to represent Goa at the Nationals in their respective sport, are given all assistance in terms of attendance, additional time to submit assignments, repeat In-Semester Assessment tests, remedial classes, and so on.
- The College has an outstanding diver and swimmer who has represented Goa and India several times. Being academically brilliant, she does not require assistance in terms of remedial classes. However, she is given assistance such as concession in attendance, additional time to submit assignments, specially scheduled class tests etc.
d) Medical assistance to students: health centre, health insurance etc.:

- First Aid kits are available with the Sports department, NSS Unit, BCA department, BBA (FS) department and College office.
- There is a doctor on call, who responds immediately to requests from the College.
- 108 Ambulance Service is available immediately on call.
- For the staff, from February 2008, the College subscribes to a group insurance scheme of LIC, Pension and Group Scheme Unit, Panaji. All teaching staff are insured for Rs. 1.50 lakh each and non-teaching staff for Rs. 1 lakh each. Group Insurance of students was also done till the year 2011-12 under a scheme of Goa University.

e) Organising coaching classes for competitive exams

- The Placement Cell organizes coaching classes to train students to answer MBA and MCA entrance exams, Bank Probationary Officers and clerical exams. The College has signed MoUs with TIME & MAXXCELL for preparing students for MBA and BANK Probationary Officers Entrance exam. Approximately 30 students have attended these classes in the last four years.
- Until 2012-13, the College was accredited by ICAI to conduct oral coaching classes for CPT and IPCC. A total of 63 students have enrolled and benefited from these classes. In the last 4 years, a total of 51 students have cleared CPT, 14 have cleared IPCC and 7 have cleared CA final exams.
- In 2012-13, Vidya Vikas Mandal entered into an agreement with IDEAL Coaching classes for preparing students to answer CPT, IPCC, CA Final, CS-Foundation and Executive course exams. This year 25 students have enrolled for IPCC coaching.
- The Staff Academy of the college organised a 1-day interaction with an Asst. Professor from the Department of Chemistry, Shivaji University, Kolhapur, for M.Com. final year students, prospective teachers and teachers who would be attempting NET/SET examination, on how to prepare for NET/SET examination. He provided participants with concise notes and a CD containing a question bank.

f) Skill development (spoken English, computer literacy, etc.):

- As per the syllabus of Goa University, Information Technology is a compulsory paper at both semesters of First Year B.Com. Computer Applications for Business is an elective paper offered at SYBCom, IT Skills is a compulsory course at First Year BBA(FS). Similarly, there is a compulsory course called Advanced IT Applications for M.Com-I students. In addition, the College conducts Certificate courses in Tally for interested students. In this way, the College makes an attempt to develop computer literacy among our students.
- By and large students in Goa are quite fluent in English. At First Year B.Com there is a choice between English and Geography. Earlier students were divided almost equally between the two options, with two divisions of English and two of Geography. However, since the last few years, we have three divisions of English and 1 division of Geography. Furthermore, the paper at Semester I is Written English, while the paper at Semester II is Spoken English. Thus most students improve their Spoken English skills in the classroom. The Career and Placement Cell also organizes sessions in Spoken English and soft skills in an attempt to
further enhance students’ communication skills and improve their chances of getting placed in a good job.

- In 2013-14, the Career and Placement Cell introduced a 40-hour Global Skills training programme for Third Year students. The purpose of the programme was to train students in Analytical Skills (20 hours) and Communication Skills (20 hours). 40 students benefited from this training programme, which is now a regular feature of the calendar of activities of the Career and Placement Cell.

g) Support for ‘slow learners’: As of today the College has had only one such student. Teachers engaged extra learning and counselling sessions to assist him, and he was provided with the required study material. One teacher took special interest in him and looked after all his academic requirements for the 3 years that he was in College. It is to his credit and speaks for the efforts of the teachers, that the student completed his B.Com in the minimum period of 3 years.

h) Exposure of students to other institutions of higher learning/ corporate/business house etc.

Industrial visits are organized to familiarize the students and staff with developments and working of different industrial enterprises. Some of the industries and institutions the students and staff visited over the last 4 years are:

- The B.Com students have visited industrial units and commercial ventures in Goa. They have participated in a student exchange programme to Symbiosis College of Arts & Commerce, Pune wherein students and staff visited the College, attended classes and lab sessions, to become familiar with their teaching-learning process.

- The Bachelor of Business Studies (Financial Services) Department:
  - Organized a Study tour to Mumbai in 2012-13. The students visited some of the important financial institutions such as Securities and Exchange Board of India, Bombay Stock Exchange, National Stock Exchange, Clearing Corporation of India Ltd, Financial Technologies Knowledge Management Company.
  - Organized a Study tour to Bangalore in 2013-14, visited Bangalore Stock Exchange and Export Import Bank of India.

- The Department of Computer Science organized a study tour for BCA students to Bangalore, Mysore and Ooty in 2013-14 and visited CISCO, Bangalore campus, Vishweshwaraya Museum, Bangalore and a tea processing factory at Ooty.

- The Post-Graduate Department of Business Journalism organized a study tour to Mumbai in 2011-12 and visited Reserve Bank of India Monetary Museum, Bombay Stock Exchange, Reserve Bank of India, National Stock Exchange, Securities and Exchange Board of India, Maharashtra Chambers of Commerce & Industry, Times of India, Midday, CNBC-TV18, CNN-IBN, Mudra Advertising, and NEWSX.

i) Publication of student magazines: The College publishes a magazine ‘DAMODAR’ which has students on the editorial board. They encourage others to contribute articles, poems etc. for the magazine. The magazine also contains the reports of all the committees.
5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills among the students and the impact of the efforts.

- Since 2012-13, the College has been organizing a 4-day ‘Change the Mindset’ course for Final Year students. The course covers Entrepreneurial Motivation, Power of Networking, Qualities of an Entrepreneur, Biz Plan- How and Why, Types of businesses, Financing your Business, Ideas to Execution, Idea Generation, Income Statement, Market Research, 7 P’s of Marketing, Cash Book, Break Even Analysis, Interaction with Entrepreneurs, Quality Control, Trade Game and Case Studies.

Some participants belong to business families and attend the programme with a view to expand or diversify their businesses. Their key takeaway from the programme is knowledge of how to make a business plan, as it is the basic requirement for obtaining loans from banks and financial institutions. The course is followed by a Business Plan competition at the College level and the winner is deputed to participate in the State level Business Plan competition conducted by Goa Chamber of Commerce & Industry, Goa Commerce Association and I-Create, Goa chapter. Table 5B indicates the number of students benefited from this programme.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>30</td>
</tr>
<tr>
<td>2013-14</td>
<td>29</td>
</tr>
<tr>
<td>2014-15</td>
<td>39</td>
</tr>
</tbody>
</table>

- In October 2014, 80 M.Com students visited CIBA (Centre for Incubation and Business Acceleration) at Verna. The students were made aware of various schemes of the Government wherein assistance is provided for starting new businesses. Students were also informed about the courses conducted at the Centre and workshop for carrying out new business ideas.

- In 2011-12, the Hobby Club initiative was started to provide additional skills to students who have the talent and interest in art and craft. It also aimed at training for self employment. Sessions were conducted by resource persons in various skills, during October and April after the end of the Semester Examinations and some during the semester, after class hours. The duration of the training was between 7 to 15 days. Students were taught how to make decorative candles, flowers, chocolates and other craft with wool, thread, etc. The College encouraged the students by purchasing candles and flowers from them, to be offered to guests at various functions, thus providing an “earn while you learn” opportunity to the students. The training expenses were sourced from the money earned by the students during the sale of Friendship Day items as a part of their First Year Business Economics Assignment. Since then for several College events such as seminars, workshops and competitions, the College has bought flowers made by students rather than fresh flowers, to offer as bouquets to the guests.

- In 2011-12, the PGDBJ department conducted a short course in Photography, which was open to all students. A BCA student who completed the course has now become a professional photographer.
• This year, the Creativity Council has conducted short certificate courses in Photography and candle-making, and has some more courses lined up for the next semester.

• The Department of Computer Science has organized several certificate programmes/workshops on Web designing, Programming in PHP and Android, and Networking.

All these courses increase students’ employability and at the same time can generate the interest and desire to be self-employed.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

• Additional academic support, flexibility in examinations:
  ▪ All students who represent the College in co-curricular and extra-curricular activities are exempted from attending classes for the duration of practice sessions and actual events. The Teacher-in-charge of the activity submits the attendance sheet of the students on a weekly basis, so that the attendance records can be maintained in an up-to-date manner.
  ▪ Students who participate in sports and miss classes are asked to attend the remedial classes that are held at the end of the semester. This ensures that they get a quick revision of all topics before the semester-end examinations.
  ▪ Students who participate in sports and other extra-curricular activities are given substantial flexibility in the conduct of ISAs. Many such students miss the scheduled ISAs including the Repeat ISAs. Teachers hold special ISAs for such students and submission dates are relaxed for all such students who represent the College/University/State, etc.
  ▪ Students get special entitlement marks for participation at inter-collegiate, state, national and international level. The students are given these marks for participation in sports as per the Sports policy of Goa University. The number of beneficiaries of the Sports policy is indicated in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semesters Ending</th>
<th>Number of Student beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Oct. 2009</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>April 2010</td>
<td>7</td>
</tr>
<tr>
<td>2010-11</td>
<td>Oct. 2010</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>April 2011</td>
<td>5</td>
</tr>
<tr>
<td>2011-12</td>
<td>Oct. 2011</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>April 2012</td>
<td>55</td>
</tr>
<tr>
<td>2012-13</td>
<td>Oct. 2012</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>April 2013</td>
<td>96</td>
</tr>
</tbody>
</table>
- Sports uniforms and kits: The College provides all sportspersons with the requisite kits and also the uniforms for the events.

- Special dietary requirements: Students get a special practice allowance to meet their diet needs.

- Any other: Students who represent the College in sports, cultural events or any other activities, are reimbursed for their travel expenses and they are given allowances for boarding and lodging.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE/CAT/GRE/TOEFL/GMAT/Central/State services, Defence, Civil Services, etc.

- Coaching classes for competitive exams such as CAT, GMAT, XAT and Bank Probationary Officers recruitment exams were conducted in association with training institutes namely IMS, GURUKUL and T.I.M.E. BCA students who are interested in appearing for MCA entrance examinations are trained by the BCA faculty.

- The Library stocks books that help students prepare for all the competitive exams, viz. UGC-CSIR-NET, UGC-NET, SET, CAT, MAT, XAT, CMAT, etc.

- The Staff Academy of the College organised a one day interaction with an Asst. Professor from Shivaji University, Kolhapur, on preparing for NET/SET examinations. This workshop was for in-house teachers who were appearing for the NET/SET examination, M.Com final year students, and fresh M.Com graduates. Teachers from other colleges were also invited. The resource person provided participants with concise notes and a CD containing a question bank.

- With assistance from their teachers, 7 M.Com students of the College have cleared the NET/SET exam in the last 4 years.

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

1. Counselling services - Teachers provide academic, career and personal counselling to students in an informal manner. Services of a professional, qualified counsellor are available to students twice a week in the College premises.

2. The Mentoring System monitors the overall performance of the students and provides academic, career and personal guidance. Every teacher mentors a group of 20 students to counsel and guide them on all academic and non-academic matters.

3. Experts in the field of psychology and counselling have been invited to address the teachers about the importance of mentoring and guide them about the do’s and don’ts of mentoring.
5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If ‘yes’, detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

The College has an active Career and Placement Cell, which organises programmes to guide the students in terms of appropriate career choices and gainful employment.

The Cell offers the following services:

1. **Skill Development**: The College believes that soft skills are as important as domain knowledge. In order to help our students gain an advantage here, the Career Cell of the College organizes workshops on Spoken English, Communication Skills and Analytical Skills.

2. **Career Talks**: The Career & Placement Cell invites experts to speak about careers in their area of specialization and expertise. Chartered Accountants, entrepreneurs, bankers, finance experts, management professionals, etc. have been invited to talk to students about their choice of careers and career paths.

3. **Campus recruitments**: The College regularly receives requests from various BPO’s, Call centres, Banks and financial services firms to permit them to hold campus interviews in the college. The College invites reputed organisations for campus recruitments as can be seen in table 5D below. Besides this type of placement activity, the College receives letters from local organizations asking for students either as apprentices or for clear job vacancies. The College displays these letters on the Notice Board, and students approach the prospective employers directly. Many Chartered Accountants also recruit Accounts Clerks in this fashion. Local employment opportunities are also therefore made known to students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
<th>No of Students Selected from B.Com/BCA/BBS(FS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>Alitisource Business Solutions Pvt. Ltd</td>
<td>5</td>
</tr>
<tr>
<td>2010-2011</td>
<td>IBM</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Infosys</td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td>IBM</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Infosys</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>HDFC-Life</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Caculo Group</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Bajaj Allianz - IRDA</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Federal Bank</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Tata Motors</td>
<td>15</td>
</tr>
<tr>
<td>2012-2013</td>
<td>ICICI Bank</td>
<td>5</td>
</tr>
</tbody>
</table>
4. **Sharing student databases:** Several organizations, institutions of higher learning and recruitment agencies approach the College for the student database so that they could approach the students to join their institution or find job openings for them, as the case may be. As a matter of policy, the College shares its student database with banks, insurance companies, other known and reputed employers and two local management institutions. The data is not generally provided to recruitment firms, unless the College first verifies for whom the firm is recruiting.

**Table 5E: List of Organizations with whom database was shared for off-campus placements**

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>Mega Services</td>
</tr>
<tr>
<td></td>
<td>3G - CoCubes.Com</td>
</tr>
<tr>
<td></td>
<td>Ananya Manpower Solutions Pvt Ltd - Panjim</td>
</tr>
<tr>
<td></td>
<td>S2 Infotech Pvt Ltd</td>
</tr>
<tr>
<td></td>
<td>Fine Edge Solutions</td>
</tr>
<tr>
<td></td>
<td>Nanutel – Margao</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Employment Services Unit of Artha Trust</td>
</tr>
<tr>
<td></td>
<td>GLOBAL INNOV</td>
</tr>
<tr>
<td></td>
<td>West Wing Digital Studios Pvt. Ltd</td>
</tr>
<tr>
<td></td>
<td>ICICI Bank</td>
</tr>
<tr>
<td></td>
<td>Liliput Kidswear</td>
</tr>
<tr>
<td></td>
<td>Madura Fashion (Aditya Birla Venture)</td>
</tr>
<tr>
<td></td>
<td>Sesa Goa</td>
</tr>
<tr>
<td></td>
<td>Ewoasis - Wipro BPO</td>
</tr>
<tr>
<td></td>
<td>Atmark Infotech</td>
</tr>
<tr>
<td></td>
<td>INET-Computer Services</td>
</tr>
<tr>
<td></td>
<td>UTC's Placement Services</td>
</tr>
<tr>
<td></td>
<td>ICICI Bank</td>
</tr>
<tr>
<td></td>
<td>Sandbox Info-Tech</td>
</tr>
<tr>
<td></td>
<td>Cresent Enterprises Pvt Ltd</td>
</tr>
<tr>
<td>2012 - 2013</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Wildlife and Style Technologies</td>
<td>Federal Bank</td>
</tr>
<tr>
<td>Goan Institute of Communicative English</td>
<td></td>
</tr>
<tr>
<td>Ruralshores Business Service Pvt Ltd</td>
<td>Kakode Trading L.L.P</td>
</tr>
<tr>
<td>Altisource BPO</td>
<td></td>
</tr>
<tr>
<td>Panandikar Research and Development Pvt. Ltd</td>
<td>Mangal Advisory Services</td>
</tr>
<tr>
<td>Caculo Group of Companies</td>
<td></td>
</tr>
<tr>
<td>Reliance Life Insurance</td>
<td></td>
</tr>
<tr>
<td>Bicholim Urban Co-operative Bank</td>
<td></td>
</tr>
<tr>
<td>Ensign Capital Market and Investment Private Ltd</td>
<td>Satyakam</td>
</tr>
<tr>
<td>Smartlink Network Systems Ltd</td>
<td></td>
</tr>
<tr>
<td>Axis Bank</td>
<td></td>
</tr>
<tr>
<td>HDFC Bank</td>
<td></td>
</tr>
<tr>
<td>Ratnakar Bank</td>
<td></td>
</tr>
<tr>
<td>2013 - 2014</td>
<td></td>
</tr>
<tr>
<td>Borkar Colourpacks Pvt Ltd.</td>
<td></td>
</tr>
<tr>
<td>South Indian Bank</td>
<td></td>
</tr>
<tr>
<td>Taj Exotica</td>
<td></td>
</tr>
<tr>
<td>IFB Appliances Ltd</td>
<td></td>
</tr>
<tr>
<td>Parivali India Venture Lab and Incubators</td>
<td>Wipro Ltd</td>
</tr>
<tr>
<td>HSBC</td>
<td></td>
</tr>
<tr>
<td>Samrudhi Jeevan Multi State Multi Purpose Cooperative Society Ltd</td>
<td>Axis Bank</td>
</tr>
<tr>
<td>ITM Edutech ( ICICI Bank)</td>
<td></td>
</tr>
<tr>
<td>Aarambh Recruitment and Training Institute Mumbai for HDFC Bank</td>
<td>OPSPL - Verna</td>
</tr>
<tr>
<td>Federal Bank</td>
<td></td>
</tr>
<tr>
<td>LIC - Calangute Branch</td>
<td></td>
</tr>
<tr>
<td>Department of Post - Postal General services</td>
<td></td>
</tr>
</tbody>
</table>

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

The College has set up a Grievance Committee to resolve all student grievances. However all individual issues are resolved by teachers or the Vice-Principal, ensuring that they do not become grievances. To date, the Grievance Committee has dealt only with assessment-related grievances.
Table 5F: Number of Grievances Reported and Redressed

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students Enrolled</th>
<th>Number of Student Grievances</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>1171</td>
<td>NIL</td>
</tr>
<tr>
<td>2010-11</td>
<td>1169</td>
<td>NIL</td>
</tr>
<tr>
<td>2011-12</td>
<td>1128</td>
<td>1</td>
</tr>
<tr>
<td>2012-13</td>
<td>1084</td>
<td>1</td>
</tr>
<tr>
<td>2013-14</td>
<td>996</td>
<td>6</td>
</tr>
</tbody>
</table>

All the grievances were resolved to the satisfaction of the concerned student.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

A Committee for Prevention of Sexual Harassment in the Workplace is constituted every year. No such complaints have ever been reported in the College. Compliance Reports, which are basically Nil reports, are sent to the Government every year.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

An Anti-Ragging Committee is appointed every year and is uploaded on the website. The admission form contains an undertaking to be signed by both student and parent/guardian that the student will not indulge in ragging. The prospectus-cum-handbook also provides the relevant details.

The College has a very healthy, free and safe atmosphere. No case of ragging has ever taken place in the College. Compliance Reports, which are again Nil reports, are sent to the Directorate of Higher Education every year.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

The College is committed to the overall welfare and wellbeing of its students. Some of the welfare measures implemented by the Institution are:

- Subsidized Canteen facility offers fresh breakfast, lunch, snacks and beverages at reasonable prices.

- Students’ Consumer Cooperative Society offers students text books, stationery and photocopying facility at concessional rates

- Professional Counsellor on Campus - A professional counsellor is available on campus twice a week during College hours for consultation and counselling

- Mentoring facility - 20 students are assigned to a teacher, who counsels and advises the students assigned to them on all relevant academic matters

- Book bank scheme - The book bank offers text books and reference books at 5% of the cost of the book to students from lower income groups for 1 academic year on returnable basis.
• Additional library cards to meritorious students - Meritorious students are identified based on their previous year’s performance and given 3 additional library cards to encourage them to maintain and further improve their academic performance.

• Flexibility in payment of fees in instalments, payment of fees by the Students’ Consumer Cooperative Society, or even sometimes faculty members, in case of students with financial difficulties.

5.1.14 Does the institution have a registered Alumni Association? If ‘yes’, what are its activities and major contributions for academic and infrastructure development?

The College has an Alumni Association. The staff and members of the Board of Management informally meet alumni and invite suggestions and feedback from them. Several alumni support the Institution and contribute to its academic, infrastructural and institutional development. Some instances where the College has received alumni support are:

• The Board of Management has alumni as members, playing a very important role in institutional and infrastructural development. Currently three of the eleven members are alumni, one of whom is the First Vice-President of VVM.

• Several alumni are employed as faculty and administrative staff, and play a vital role in academic and institutional development.

• Alumni who are eminent personalities and who have distinguished themselves in their chosen field are invited to deliver guest lectures and have interactive sessions with the students.

• In case of the BBS (FS)/BBA (FS), alumni have been involved in designing the curriculum, one ex-student is on the Board of Studies for the programme, and two others are members of the Academic Audit Committee. All these alumni have made valuable suggestions about the programme, its implementation and scope for improvement.

• Alumni also support the institution by offering internship and placement opportunities for students.

• The IQAC has alumni as expert members.

• A number of alumni have instituted prizes and scholarships for meritorious and deserving students.

• Alumni are invited as Chief Guests for functions organised by the College and as judges for events and competitions.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trend observed.

Table 5G.1: Student Progression for all UG programmes for last 5 years

<table>
<thead>
<tr>
<th>Student Progression</th>
<th>% in last 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>28.54%</td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>• Campus selection</td>
<td>11.77%</td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td>Records not available</td>
</tr>
</tbody>
</table>
Programme-wise Student progression for the last 5 Batches

Chart 5G.2: Student Progression (B.Com)

Table 5G.2: Student Progression (B.Com)

<table>
<thead>
<tr>
<th>Year</th>
<th>No of B.Com graduates</th>
<th>UG to PG</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 - 2010</td>
<td>213</td>
<td>65</td>
<td>30.5</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>212</td>
<td>55</td>
<td>25.9</td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>199</td>
<td>52</td>
<td>26.1</td>
</tr>
<tr>
<td>2012 - 2013</td>
<td>225</td>
<td>54</td>
<td>24.0</td>
</tr>
<tr>
<td>2013 - 2014</td>
<td>185</td>
<td>36</td>
<td>19.5</td>
</tr>
</tbody>
</table>

Chart 5G.3: Student Progression (BCA)

Table 5G.3: Student Progression (BCA)

<table>
<thead>
<tr>
<th>Year</th>
<th>No of BCA graduates</th>
<th>UG to PG</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 - 2010</td>
<td>67</td>
<td>23</td>
<td>34.3</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>73</td>
<td>32</td>
<td>43.8</td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>78</td>
<td>28</td>
<td>35.9</td>
</tr>
<tr>
<td>2012 - 2013</td>
<td>81</td>
<td>32</td>
<td>39.5</td>
</tr>
<tr>
<td>2013 - 2014</td>
<td>41</td>
<td>25</td>
<td>60.9</td>
</tr>
</tbody>
</table>

Chart 5G.4: Student Progression (BBS(FS))

Table 5G.4: Student Progression (BBS(FS))

<table>
<thead>
<tr>
<th>Year</th>
<th>No of BFS/ BBS(FS) graduates</th>
<th>UG to PG</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 - 2010</td>
<td>31</td>
<td>9</td>
<td>29.0</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>33</td>
<td>5</td>
<td>15.1</td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>35</td>
<td>7</td>
<td>20.0</td>
</tr>
<tr>
<td>2012 - 2013</td>
<td>22</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>2013 - 2014</td>
<td>31</td>
<td>7</td>
<td>22.6</td>
</tr>
</tbody>
</table>
5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/ batch wise as stipulated by the university)?

Furnish programme wise details in comparison with that of the previous performance of the same institution and that of the colleges of the affiliating university within the city/district.

**Table 5H: Programme-Wise Pass Percentage**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Pass Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-10</td>
</tr>
<tr>
<td>B.Com</td>
<td></td>
</tr>
<tr>
<td>BCA</td>
<td></td>
</tr>
<tr>
<td>BFS/BBS(FS)</td>
<td></td>
</tr>
<tr>
<td>M.Com</td>
<td></td>
</tr>
<tr>
<td>PGDBJ (Post Graduation Diploma In Business Journalism)</td>
<td>-</td>
</tr>
</tbody>
</table>

**Table 5H.1: Programme wise pass percentage in comparison to another college of the affiliating university**

<table>
<thead>
<tr>
<th>Year</th>
<th>Programme</th>
<th>Damodar College (%)</th>
<th>St. Xavier's College* (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>B.Com</td>
<td>94</td>
<td>98.05</td>
</tr>
<tr>
<td></td>
<td>BCA</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>BFS</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>M.Com</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>2010-11</td>
<td>B.Com</td>
<td>83</td>
<td>97.5</td>
</tr>
<tr>
<td></td>
<td>BCA</td>
<td>96</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>BBS(FS)</td>
<td>89</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>M.Com</td>
<td>97</td>
<td>100</td>
</tr>
<tr>
<td>2011-12</td>
<td>B.Com</td>
<td>86</td>
<td>95.72</td>
</tr>
<tr>
<td></td>
<td>BCA</td>
<td>98</td>
<td>82.3</td>
</tr>
<tr>
<td></td>
<td>BBS(FS)</td>
<td>83.33</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>M.Com</td>
<td>100</td>
<td>73.6</td>
</tr>
<tr>
<td></td>
<td>PGDBJ</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>2012-2013</td>
<td>B.Com</td>
<td>93</td>
<td>96.12</td>
</tr>
<tr>
<td></td>
<td>BCA</td>
<td>99</td>
<td>91.89</td>
</tr>
<tr>
<td></td>
<td>2013-2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBS(FS)</td>
<td>96</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>M.Com</td>
<td>86</td>
<td>78.26</td>
<td></td>
</tr>
<tr>
<td>B.Com</td>
<td>94.38</td>
<td>95.49</td>
<td></td>
</tr>
<tr>
<td>BCA</td>
<td>100</td>
<td>91.89</td>
<td></td>
</tr>
<tr>
<td>BBS(FS)</td>
<td>100</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>M.Com</td>
<td>92.5</td>
<td>72.22</td>
<td></td>
</tr>
</tbody>
</table>

* St. Xavier’s College is recognised by UGC as the College with Potential for Excellence and recently reaccredited by NAAC with A grade.

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

- **Career guidance**
  - Students are motivated to pursue higher education and made aware about career and employment opportunities available within and outside Goa by providing them all the necessary information through notice board displays.
  - Workshops and motivational lectures by experts are regularly organized to guide students about various career options available

- **Competitive Examination Guidance**
  - The Career and Placement Cell conducts coaching classes for competitive examinations wherein interested students are trained and guided to prepare for such examinations. The College has tied up with T.I.M.E Academy, Gurukul & MAXXCELL for preparing the students for MBA and Bank PO Entrance exams.
  - Until 2012-13, the College was accredited by Institute of Chartered Accountants of India (ICAI) as an oral coaching centre for the CA Entrance Examination. The College prepared students for the qualifying examinations, viz. CPT - Common Proficiency Test and the PCC – Professional Competency Course. The ICAI has also accredited the College as its centre for conducting the Information Technology course, which is mandatory for all CA students. Recently, the Vidya Vikas Mandal has tied up with IDEAL Pvt. Ltd for preparing the students to answer CPT and IPCC exams.
  - Under UGC XI Plan, the College organized MBA entrance exam Coaching by T.I.M.E Academy, English Higher Level Training, Training for MCA Entrance Exam, Training for recruitment in Banking Services, workshop for NET/SET and the Global Skill Enhancement Programme designed by Infosys.

- **Placement Cell**
  The institution has a Placement Cell that organizes campus placements regularly. Every year, the College invites MNCs, BPOs and local firms for campus recruitments and an average of 30 students are selected. Apart from this, the students are guided personally by the respective faculty to choose a suitable career option, as faculty has a personal rapport with students.
• **Add-On courses**

Various add-on courses like NSE’s Certification in Financial Markets (NCFM), BSE’s Certification in Financial Markets (BCFM) and Insurance Regulatory Development Authority (IRDA) Certification have helped BFS/BBS(FS) students find suitable jobs and even helped them progress to higher studies. Add-on certificate courses like Tally, Photo Shop were conducted for B.Com students and PHP and Android certification programmes were organised for the BCA students.

• **Other Activities**

The College makes special efforts to inculcate the requisite skills and qualities in students. These include organizing industrial visits, on-the-job training, personality development seminars, Life Skills training, training for personal interviews and group discussions.

5.2.4 **Enumerate the special support provided to students who are at risk of failure and drop out?**

Students who are at risk of failure and dropout are assisted by way of personal counseling - both formal and informal, remedial coaching and financial assistance.

• **Counseling and Mentoring**

  ▪ Students who are at risk of failure are identified. These are usually students who have attendance shortfall. The parents/guardians are called and students are cautioned about the possibility of failure in the presence of their parents. The parents are also warned and advised to take all possible corrective action.

  ▪ In the PTA Meetings, parents are repeatedly told about the importance of performing well in the Continuous Internal Assessment components, so as to ensure that their children/wards pass.

  ▪ As regards dropouts, most dropouts are the result of repeated failure. Before and during the repeat exams, these students are encouraged to work hard and join the regular students. Students who have failed have also been permitted to attend the remedial classes conducted by the College.

  ▪ When regular students cancel their admission, the Principal tries to determine the cause for cancellation. He / She then tries to persuade the student to reconsider, offering financial assistance, academic support, etc. depending on the reason. Usually the Principal does not cancel the admission immediately, but asks the student to return after thinking it over. He/she is also asked to bring a parent along. A teacher who is close to the student may also be roped in to help counsel the student.

  ▪ Psychological support is provided by the professional counselor, if necessary.

• **Repeat In-Semester Assessment:** Students who do not perform well in the ISA component are permitted to re-appear during the course of the semester in order to improve their performance and enhance their chances of passing. This is especially important for the BCA & BBA(FS) programmes, where the continuous evaluation component is quite high (50% and 40% respectively).

• **Remedial coaching:** Remedial classes are arranged particularly for those students who are at risk of failure. During these remedial classes, important topics are taught again and a quick revision of the entire syllabus is also done. Where relevant,
multiple problems are solved to give the students practice and improve their confidence. Measures like extra coaching, and additional tests are taken for such students.

- **Financial assistance:** Most often, students drop out due to financial difficulties. In such cases, students are offered financial support by various means including permission to pay the fees in instalments, support to apply for education loans, payment of fees by the Students’ Consumer Cooperative Society and personal sponsorships provided by teachers.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

The Sports Council, Students’ Council and Cultural Council provide the students with a platform to participate in a wide range of extra-curricular and co-curricular activities. The details of the activities which the students organise and participate are elaborated below.

1. **Sports:** Shree Damodar College of Commerce & Economics has an outstanding and enviable reputation in the sports arena. The College participates in practically every sports event conducted by Goa University throughout the year for both girls and boys. Students also participate in sports events and tournaments organised by individual colleges and clubs. Some of our students who have excelled at the University level have been selected to participate at the Zonal, National and International levels. Exposure to such events plays a significant role in building up students’ confidence, and team sport teaches students the importance of teamwork.

   Our students participate in weightlifting, power lifting, body building, athletics, judo, taekwondo, chess, volleyball, handball, football, cricket, table tennis, badminton, lawn tennis, tennikoit and basketball. In addition, every year, the Sports Council takes the initiative in organising State-level Inter-Collegiate Weight-lifting and Power-lifting and Bodybuilding Championships in June/July, as also Badminton and Table-Tennis Inter-Collegiate Championships in July/August, which attract participation from almost all colleges in Goa.

   The Sports Director has made it mandatory for all sportspersons to attend a yoga camp at the beginning of each academic year; the camp is conducted by the Sports Director, who is a trained yoga instructor.

2. **Cultural Activities:** The Cultural Council of the College organises a variety of cultural activities throughout the year.

   - The Singing competition held in August/September is one of the major events in the College. Students compete for trophies in various categories viz. Hindi, English, Marathi, Konkani and Duet categories.

   - Inter class competitions include Card Making, Poster Making and Friendship Day message Contest, Debate, Essay Writing, Group Discussion, Extempore, Poetry Recitation, Storytelling, Written Quiz, Elocution in the month of August. The winners of the in-house competitions then represent the College at Inter-Collegiate events. Students of Shree Damodar College of Commerce & Economics participate in almost all inter-Collegiate cultural events and competitions organized by other colleges and by Goa University.
• In December, the Cultural Council organises the Annual U. N. Bene Inter-Collegiate General Knowledge Quiz Competition which draws participants from colleges all over the State.

• The College organises a unique Inter-Collegiate competition- the V.N. Kamat Rolling Trophy for the Best College Magazine. The College invites colleges to send copies of their magazines, which are then sent to two judges who evaluate them and the winner is declared on the basis of the joint result.

• The annual Inter-Collegiate Competition “Bizz Buzz” held in January/February comprises a series of individual brain-racking events that are carefully planned to test the students’ ability to think, plan, and work together. The entire event is managed by a team of student volunteers under the guidance of teachers. The event is sponsored by a group of alumni in memory of a beloved friend and classmate.

3. The Cultural Council partners with the Students’ Council for the following creative activities:

• Inter-class competitions such as Card Making, Poster Making and Friendship Day message contest.

• The students also organise various entertainment programmes to observe Friendship day and Teachers’ day in August & September respectively.

• All cultural activities of the College culminate in ‘Fun Week and Innovations’ in December – a week-long extravaganza of music, dance, drama, fashion shows and various off-stage events such as Wealth out of Waste, mehendi, rangoli, vegetable carving, flower arrangement and cookery.

4. Other Extra-curricular activities-

Activities organised by National Service Scheme, National Cadet Corps and Nature Club are aimed at creating social and environmental consciousness and promoting good citizenship.

• **National Service Scheme**- The College has a sanctioned strength of 550 NSS volunteers – one of the largest contingents in the State – and every year the strength is close to the maximum limit. The NSS organises a range of events that inculcate in the volunteers a spirit of selflessness and service, help in developing their personality and creating in them a sense of social belonging. The activities include rallies to promote social causes such as AIDS Awareness, Blood Donation camps, Medical camps, Sadbhavana Diwas, Visits to old age homes and orphanages, tree plantation, campus cleaning, etc.

• **National Cadet Corps**- The College is proud to have both Naval and Army NCC units. These Units have regular parades every Sunday, besides which they participate in Blood donation, Vanamahotsav, and other social awareness programmes. Every Independence Day, the cadets take an Anti-Dowry oath. This year the cadets participated in an eye donation awareness programme and took the pledge of eye donation.

• **Nature Club ‘Vasundhara’**- This club has been formed with a view to raising students’ awareness of Nature and wildlife. It hopes to generate among students a healthy respect for all forms of life, and an appreciation of India’s biodiversity. The Club organizes events such as treks, hikes and exhibitions. The College is a member
of the World Wide Fund for Nature (WWF), which assists the club in organising nature tours, hikes and trekking activities. In the past the Club has organized snake shows in the College, with WWF personnel bringing live snakes to the College, explaining to students how to recognize poisonous snakes and in general dispelling fears about these reptiles.

5. **Departmental activities**: In addition to the above activities the BCA, BBA(FS) and M. Com. departments involve their students in various co-curricular activities with the aim of developing their skills and knowledge.

- In 2009-10, the BCA Department organised a State-level inter-collegiate IT event ‘Spectra’
- The BBS(FS)/BBA(FS) used to organize an annual seminar ‘Money Matters’; since the last academic year (2013-14), ‘Money Matters’ is being organised in the form of an event that includes innovative competitions in the area of Finance.
- ‘Investor Hub’ is a class activity that the Dept. of Finance organises for the students which includes activities like mock trading, live projects, etc.
- The Post-Graduate Department of Commerce organises activities such as Personality development programmes, Consumer awareness programmes, investment seminars and so on.

5.3.2 **Furnish the details of major student achievements in co-curricular, extra-curricular and cultural activities at different levels: University / State / Zonal / National / International etc. For the previous four years.**

**Table 5 I.1: International Participation & Achievements**

<table>
<thead>
<tr>
<th>Year</th>
<th>Category</th>
<th>Participation/Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Sports</td>
<td>Ms. Sushmita Vasta - member of the Indian Swimming and Diving team at Tokyo, Japan, July/August 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Lizette Rodrigues - participated at the Lusofonia Games held at Portugal, August 2009.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr. Suraj Dongre and Mr. Sumiran Amonkar - represented Goa at Inter-State Cricket tournament, Sri Lanka.</td>
</tr>
<tr>
<td>2010-11</td>
<td>Sports</td>
<td>Mr. Vishal Rodrigues- participated in the First Indian Open International Taekwondo Championship, Andhra Pradesh</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Miss Sushmeeta Vasta - attended the Pre-Common Wealth Games Coaching Camp for Diving.</td>
</tr>
<tr>
<td></td>
<td>NSS</td>
<td>Ms. Girisha M. Raikar - Participated in an International Youth Exchange programme at South Korea.</td>
</tr>
<tr>
<td>2011-12</td>
<td>NSS</td>
<td>Mr. Sajan C. C. visited China as part of a 500 member Indian Youth Delegation.</td>
</tr>
<tr>
<td>2013-14</td>
<td>Sports</td>
<td>Miss Sushmeeta Vasta participated at the World University Aquatic Championship held at Russia.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr. Meldon D'Silva won a Gold medal in Football at the Third Lusofonia Games, 2014 held at Goa and scored the winning goal.</td>
</tr>
<tr>
<td>Year</td>
<td>Category</td>
<td>Participation</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2009-10 | Sports   | Ms. Sushmita Vasta - participated at the All India Inter-University Swimming and Diving Championship in October/November 2009 at Amritsar and won 1 gold and 1 silver medal Mr. Sansui D'Silva and Mr. Azruddin Shah -represented Goa at the Inter-state Handball tournament held at Kolkata  
NCC (Naval unit)  
Cadet Agnelo D’Souza participated in the Special National Integration Camp at Port Blair (Andaman & Nicobar Islands).  
NSS  
4 volunteers – Miss Girisha Raikar, Miss Jayashree Sasikumar, Miss Bencila Araujo & Miss Anisha Arsekar represented Goa at Pre-Republic Day Parade Camp, Pune. Miss Girisha Raikar was a member of the final contingent of 70 NSS volunteers from all over India who took part in the Republic Day March Past at Rajpath on 26th January 2010.  
2010-11 | NSS  | Ms. Girisha M. Raikar was awarded the prestigious Indira Gandhi NSS National Award and was also invited as a special guest for the NSS Youth Festival at Udaipur  
8 NSS volunteers participated in the Pre-Republic Day Camp held at Rajasthan.  
2 volunteers Mr C.C. Sajan and Miss Anisha Arsekar participated in the Republic Day Parade at New Delhi  
2011-12 | Sports  | Mr. Nishad Shevde was a member of the Goa University team at the All-India Inter-University Table Tennis Tournament at Nagpur, Maharashtra Mr Ashish Shirodkar was a member of the Goa University team at the All-India Inter-University Power-lifting Championship at Amritsar, Punjab Miss Lizette Rodrigues represented Goa at the All India Inter-State Volleyball Tournament at Karnataka Mr Sagar Palconda, Mr. Suraj Palconda & Mr. Abhishek Kallur represented Goa at the All-India Inter-State Taekwondo Championship held at Daman & Diu Mr Srinivas Fadte represented Goa in the under-25 team against Tamil Nadu  
NCC (Army)  
Cadet Ekoskar Prajyot represented Goa at the Republic Day Parade 2012, held at New Delhi  
NCC (Naval)  
2 cadets along with the ANO attended Ship attachment camp at Mumbai  
NSS  
2 students, Mr. Raje Jagdale and Miss Radha Hirani attended the Mega NSS National Camp at Khandala, Pune  
6 students participated in the Pre-Republic Day Camp held at Ahmedabad |
Mr. Vijaykant Naidu participated in the Republic Day Parade at New Delhi

2 students Mr. Saish Naik and Miss Salma Cardozo attended the National Youth Week Camp at Mangalore

2012-13 Sports In Swimming, Miss Sushmita Vasta won the Gold medal at the All India Inter-University Swimming Championship held at Kolkata

Represented Goa at National Level Championships

Mr. Ashish Shirodkar in Power Lifting

Miss. Nandini Saripalli in Chess - won the Best woman player of tournament award and secured 2nd place in the tournament

Miss. Tanvi Goundalkar in Taekwondo - won the Gold Medal in under-57 Kg weight category

Miss. Zahra Cardozo in Handball

Mr. Mukund Bandodkar in Cricket

Mr. Shrinivas Fadte in Cricket

NCC (Naval) 3 Cadets attended Pre-Nausainik Camp at Udupi

NSS Miss Jayasree Sasikumar was awarded Indira Gandhi NSS National Award on NSS Day, 2012

Mr. Meldon D'Silva participated at All India Football Championship(Santosh Trophy)


Mr. Manfred Rodrigues, Mr. Tunard Fernandes and Mr. Nalistun D'Silva participated at the West Zone Inter-University Football Championship

Miss Sushmeeta Vasta won Gold medal at the All India Inter-University Swimming Championship.

Mr. Damodar Karekar participated at the All India Inter-University Swimming Championship.

NCC (Naval) 2 cadets- Mr. Sahil Painginkar & Mr. Aniket Lotlikar attended Basic Leadership Camp at Mysore.

7 Cadets attended Nausainik Camp–I at Udupi

Table 5.1.3: All Goa Intercollegiate Level Achievements

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Weight Lifting</td>
<td>Gold</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>Swimming</td>
<td>- Winners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Football</td>
<td>Winners</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Handball</td>
<td>Runners-Up</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Power Lifting</td>
<td>Gold</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Silver</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bronze</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gold</td>
<td>-</td>
</tr>
</tbody>
</table>

-159-
<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best Physique</td>
<td>Bronze</td>
<td>Winners</td>
<td>Handball</td>
</tr>
<tr>
<td>Swimming</td>
<td>Runners-Up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power Lifting</td>
<td>Runners-Up</td>
<td>Kho-Kho</td>
<td></td>
</tr>
<tr>
<td>Judo</td>
<td>Gold</td>
<td>Silver</td>
<td>Badminton</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Activities</td>
<td>Participation at Inter-Collegiate competitions organized by various colleges in Goa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2009-10**

- The College team won the second place at the Inter-collegiate Skit Competition organized by Carmel College, Nuvem.
- Ms. Jayashree Sasikumar won the 1st place in the English Poetry Competition organized by Chowgule College, Margao.
- At ‘Meteora 09’ organized by Don Bosco College, Mr. Antonio Pacheco was the runner-up in the event ‘Captain Cosmo’ and Miss Mhalasa Mahale and Wilbia Peixote won the first place in the ‘Poster Competition’.

**2010-11**

- Mr. Antonio Pacheco won the second place in Extempore Speech organised by Pilar Theological College, Pilar.
Mr. Sushant Harite and Mr. Klein Calaco won the second place at the Inter-Collegiate Written Quiz Competition organised by Rosary College, Navelim.

Mr. Sufran Guduchand was selected as the Youth Icon 2010 organised by UNINOR in association with Radio Mirchi.

The College students won the Trophy at an Inter-collegiate competition ‘Merchants 2010’ organised by Fr. Agnel College, Pilar.

The College students won the Champions Trophy at ‘Disha 2010’ organised by Sri Sri Institute of Management Studies, Margao.

The College won first place in duet, dance and rangoli, and second place in group dance and talent search competitions, organised by Narayan Zantye College, Bicholim.

Miss Ovina Daniel won the first place in the dress designing competition organized by Presentation Convent, Margao.

The College won the second place at the All Goa Carol Singing Competition organized by ‘Help and Help Group’, Margao.

The College won the Champions title at ‘TATVA 2011’ organised by Salgaocar Law College, Panjim.

Miss Garima Vasudeva and Miss Gautami Raiker won second place at the All Goa Inter-collegiate Debate Competition organised by GVM’s College, Ponda.

2011-12

The College team secured 2nd place at ‘Meteora 2011’, organised by Don Bosco College, Panjim.

The College bagged 1st place in the debate competition organised by Government College of Arts, Science and Commerce, Khandola.

The College team secured 2nd place at the Poster competition organised by Mashel Kala Premi, Mashel.

The College team secured 2nd place at ‘Merchants 2011’a National level Inter-collegiate Intellectual Fest, organised by Fr. Agnel College, Pilar.

2012-13

The College secured 2nd place in the Gumat Aarti Competition organized by DM’s College, Assagao.

The College team won the first place at the Quiz competition held at Rosary College, Navelim.

The College team won the third place in group dance and quiz at ‘Malhar’ organized by Rotary Club of Curchorem, Savordem.

The College won third place at the fashion show competition at ‘Meteora’ organized by Don Bosco College, Panaji.

Amey Shirodker secured 2nd Place at the All Goa Photography Competition organized by Salgaocar Law College, Panaji, at ‘Tatva-2013’

The College bagged third place in the Olympic Quiz organized by Rotary Club, Goa.
The College secured 2nd place at ‘Disha’ organized by Sri Sri Institution of Management Studies, Margao.

The College team bagged the first prize at ‘Danzon’, an All-Goa Inter-Collegiate Dance Competition

The College team secured 2nd place for ‘Turn table’ and 3rd place for ‘Psygnus’ organized by St. Xaviers College, Mapusa.

At ‘Waves 2012’, a National level event organised by Bits Pilani, Vasco, Damodar College was the only college from Goa to qualify for the finals.

The College team won the 1st place in script writing on the subject of “De-addiction of drugs & alcohol” conducted by Students Islamic Organization at National level.

At ‘Meteora 2012’ Inter-collegiate Event organised by Don Bosco College, Panaji, the College won first prize in 3 events

The College won 1st place at the debate competition at Carmel College, Nuvem.

The College won 2nd place at ‘Panache for Geographize’ organized by Chowgule College, Margao.

The College secured 1st place at the ‘Presentation’ event organized by BBA Department of Rosary College, Navelim, and also secured the team Champions trophy.

2013-14

The College secured 2nd place at the All Goa Ghumat Aarti Competition organized by DM’s College, Assagao.

Miss Reema Fernandes secured 1st place in flower arrangement competition at DM’s College, Assagao

The College team participated in ‘Meteora, K-OSS, Tatva’ and won 1st in two events and 2nd place in four events.

The students secured 2nd place in two events in ‘D-Tour’ organized by Dempo College, Panaji.

At ‘Waves 2013’ a National level competition, held at BITS Pilani campus, the College won the 2nd place in Fashion Show.

NCC ARMY Unit

2009 - 2010

- 14 cadets passed “C” Certificate examination.
- 28 cadets passed “B” Certificate examination.

2010 – 2011

- 14 cadets passed “C” Certificate examination.
- 22 cadets passed “B” Certificate examination.

2011-2012

- Four NCC Army cadets namely Kutty Priya, Kalge Heena, Desai Zulfiya and Naik Rahul were felicitated by Margao Municipal Council on the occasion of Golden Jubilee celebration of Goa’s Liberation, held on 16th December, 2011.
The College unit won first place in the drill competition organized by South Goa District Collectorate on Republic Day.

The College unit won first place in the drill competition at Annual Training Camp held at Duler, Mapusa.

10 cadets passed “C” Certificate Examination.

15 cadets passed “B” Certificate examination.

2012-13

The College unit won first place in the drill competition held on the occasion of Goa Liberation Day celebration function organized by South Goa District Collectorate on 19th December 2012.

The College unit won first place in the drill competition organized by South Goa District Collectorate on the occasion of Republic Day celebration function on 26th January 2013.

The College unit won first place in Quarter Guard Drill competition at the Annual Training Camp held at Parye, Sattari, Goa.

The College unit won first place in dance competition and second place in singing competition at the Annual Training Camp.

12 cadets passed “C” Certificate Examination.

20 cadets passed “B” certificate examination.

2013-14

The unit won the first place in the drill competition organised by South Goa District Collectorate on the occasion of Goa Liberation Day Celebration Function on 19th December 2013.

CUO Arti Mali won first place in the Firing competition at Annual Training Camp held at Parye, Sattari, Goa.

The College unit won the first place in Cultural events at the Annual Training Camp.

12 cadets passed “C” Certificate Examination.

8 cadets passed “B” certificate examination.

NCC Naval Unit

2009-10

07 cadets passed “C” Certificate Examination

22 cadets passed “B” certificate examination.

2010-11

40 cadets along with A.N.O attended Annual Training Camp, Mapusa. The cadets won Gold and Silver medals for Cross-country run, Swimming and Firing.

4 cadets attended Pre-Republic Day Camp.

08 cadets passed “C” Certificate examination.

29 cadets passed “B” certificate examination.
2011-12
- 30 cadets along with A.N.O attended Annual Training Camp, Mapusa. Cadets won Gold and Silver medals for cross country, Swimming and Firing.
- Lt. S. Bhat was Dy. Camp Commandant for the Annual Training Camp.
- 4 cadets attended the Pre-Republic Day Camp.
- 12 cadets passed “C” Certificate Examination.
- 29 cadets passed “B” certificate examination.

2012-13
- The College team was the winner in Football and runners-up in Volleyball at the Annual Training Camp, Mapusa.
- Cadet Sushant Velip secured 1st place and P.O Cadet Damodar Karekar secured 2nd place in cross country at Annual Training Camp, Mapusa.
- P.O Cadet Jugal Lolienkar and Cadet Valana Rebello attended Sailing Expedition camp.
- 13 cadets passed “C” Certificate examination
- 13 cadets passed “B” certificate examination.

2013-14
- 10 Cadets attended Group Republic Day Camp-I.
- 2 Cadets attended Group RDC-II.
- 32 Cadets Attended Annual Training Camp at Mapusa and bagged prizes in swimming and other sports activities.
- The College team was adjudged as the Best team and awarded the Rolling Trophy at the Annual Training Camp.
- 3 cadets passed the “B” Certificate examination.

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

In the past the College was seeking feedback from its graduates through informal discussions. However, from the current academic year, the feedback is collected through an exit feedback form. The form seeks feedback on course contents, infrastructure, quality of teaching, administration and conduct of activities. Feedback is also received in the form of e-mails from ex-students. Feedback from employers is collected as and when they visit the College premises for campus recruitments. Employers speak favourably of their recruits who have been educated at Damodar College.

The feedback collected is analysed and discussed at staff meetings, and measures are planned to further enhance our productivity.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines and other material? List the publications / materials brought out by the students during the previous four academic sessions.

The College publishes its magazine ‘Damodar’. Students are involved as members of the editorial board. Teachers motivate and encourage students to contribute in the form of
poems, articles, jokes, essays, puzzles etc. It is a platform for creative expression of talents and skills.

Students are also encouraged to make posters on various social and environmental issues for participation in poster competitions organised in-house as well as by other organisations.

5.3.5 Does the college have a student’s council or any similar body? Give details on its selection, constitution, activities and funding.

The College does have a Students’ Council right from its inception. The Students’ Council is constituted according to the Goa University Rules with the following aims and objectives

- To promote the all-round development of the students of the College
- To organize co-curricular and extra-curricular activities of the College
- To discuss any suggestions, plans of action, resolutions, issues etc. pertaining to the general welfare of the student community of the College.

Selection: Elections are held by secret ballot in accordance with the system of simple majority of votes. The election process is free and fair.

Constitution: The Council consists of:

a) President- Principal of the College (Ex-officio President)
b) Teacher Advisors- Teachers of the College nominated by the Principal
c) General Secretary- Elected by all the students in the college.
d) Secretary Cultural Council- Elected by all the students in the college.
e) Class Representatives, Ladies Representatives and Divisional Representatives- Elected by the students of the respective divisions/classes i.e. First year, Second year and Third year students of all the streams.
f) Secretary and other members of the Gymkhana- Nominated by the Principal and the Sports Director based on their past sports performance.

In addition, University Representatives who function as the representatives of the students at University level are elected by all the students.

Activities

The Students’ Council and Cultural Council of the College jointly organize various in-house activities like debates, poetry recitation, essay writing, extempore, elocution, quiz and other Inter-collegiate events. The Councils encourages and facilitate participation in various inter-collegiate competitions. The members of these Councils assist the teaching faculty in organising all related activities.

Funding

The Institution promotes the activities of the Students Council by funding its various activities from fees collected from the students of all the academic programs of the college, as well as from the funds provided by the management.
Table 5J: Funds available for Students’ Council & Cultural Council activities

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
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<td>3,41,095</td>
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<td>4,07,687</td>
<td>3,13,205</td>
<td>3,55,661</td>
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<td>BCA</td>
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<td>26,092</td>
<td>24,110</td>
<td>67,365</td>
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<tr>
<td>BBS(FS)/BBA(FS)</td>
<td>4,747</td>
<td>12,325</td>
<td>20,020</td>
<td>16,746</td>
<td>38,513</td>
</tr>
<tr>
<td>M.Com</td>
<td>13,071</td>
<td>10,701</td>
<td>8,859</td>
<td>51,186</td>
<td>47,552</td>
</tr>
</tbody>
</table>

5.3.6 Give details of various academic and administrative bodies that have student representative on them.

1. Academic bodies that have student representatives:
   - Damodar College Centre for Research and Consultancy

2. Administrative bodies that have student representatives
   - Committee for Prevention of Sexual Harassment
   - NSS Advisory Committee
   - Executive Committee of Students’ Consumer Co-operative Society

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution?

The College networks and collaborates with its past students through the college Alumni Association - Damodar College Ex-Students Association (DESA). The association was formed in 1998 and has several thousands of members. Other channels used to network with the past students are through social networking sites like Facebook, Linked-In etc.

Our alumni have entered into diverse areas of business and industries: chartered accountants, cost accountants, ministers, MLAs, entrepreneurs, managers, bankers, teachers, journalists, fashion designers, BPO team leaders, singers, film artists and the like. Many ex-students maintain close contact with the Principal and faculty; several prominent ex-students are invited as guests and judges for various events organised by the College.

Retired faculty members are invited to attend the Founders’ Day programme, Annual Prize Distribution function, Students’ Seminar and other prominent occasions. This year, all our teachers who retired from the College were invited to participate in the Teachers’ Day programme. The institution also maintains contact with former faculty and Principals for their advice in institutional planning of academic and developmental activities. Two of our former Principals are expert members in the IQAC.

Our Alumni support the institution by offering internships and placements for students, visits as guest lecturers and resource persons, endowment of prizes, scholarships and sponsorships for College events. Some alumni are members of the College governing body and the IQAC, and make invaluable contributions to the overall progress of the institution.
SUMMARY

The College has a large student body the composition of which is representative of the local population in terms of gender, religion and socioeconomic status.

The College has an excellent success rate at all three years of the B.Com and BCA course. In the last few years, students of the College have figured in the Goa University merit list, and several students have passed with distinction. The failure rate is quite low and the dropout rate is negligible. Many students move on for further studies, taking up courses such as M.Com, MFS, MBA, MCA, PGDCA, etc. Some other students answer professional examinations such as CA, CS and ICWA. Thus student progression at Shree Damodar College of Commerce & Economics is very good.

The College offers its students a considerable range of support services. These include student information services, academic support services, career advice & placement services, academic and personal counselling services, scholarships, prizes and awards. The College has a Parent-Teacher Association, an Alumni Association, a Grievance Redressal Cell and a Women’s Cell as part of its student support structure.

Students participate in a variety of co-curricular and extra-curricular activities, such as NCC, NSS, Sports and Cultural activities. The College has introduced electoral reforms, which have brought about a qualitative improvement in the student bodies and their performance. Numerous other activities are carried out under the aegis of student bodies such as the Students’ Council, Cultural Council, Creativity Cell and Nature Club.
CRITERION VI: GOVERNANCE LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution’s traditions and value orientations, vision for the future, etc.?

Vision and Mission:

Vision:
The College sees itself as a torch-bearer imparting total quality education.

Mission:
The College stands committed to nurturing an environment for the holistic growth of our students and faculty, by imparting knowledge, values and skills, conducive to good citizenship.

The Institution’s distinctive characteristics as defined in the Mission statement: The Vision statement indicates the desire of the College to be at the forefront of new developments in Higher education. Quality is at the core of the Vision statement. The Mission statement defines the core areas that the College stresses upon in order to realize its vision of being a torch-bearer of quality education.

The Mission statement highlights the following salient features of the College:

1. The College aims at ensuring the growth of students as well as faculty, the two most prominent stakeholders directly involved in the education process.

2. The focus of the College is on holistic growth, the basic premise of which is that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace. Holistic education aims at helping students be the most that they can be, and is concerned with the development of every person’s intellectual, emotional, social, physical, artistic, creative and spiritual potentials.

3. The College is committed to providing quality education to meet the needs of the community, towards which the College has introduced new programmes of study to meet the changing Human Resource needs of the country and the State.

4. Academically, the College caters to the needs of students with different capabilities, offering remedial classes to the weaker students and special merit coaching classes to the advanced students.

5. Alongside their degree, the College also offers students some add-on certificate and skill enhancement courses, which enrich and enhance their academic experience in the College.

6. The College participates in all sports events organized by Goa University, irrespective of the chances of winning, thereby giving every sportsperson a chance to develop his/her talents in this area, and also promotes the physical well-being of students. The yoga classes at the beginning of the academic year are also an effort in spreading the message of the importance of physical and mental well-being.

7. With a sanctioned strength of 550 volunteers, the College has the largest NSS contingent in the State, and has used this strength effectively to reach out to the
community. By involving students in social service, environmental awareness, visits to old age homes, AIDS awareness campaigns, cleanliness drives and similar activities, the College tries to instil a sense of community values, social consciousness and responsible citizenship in the younger generation.

8. The College has set up research centers in Commerce and in Management Studies affiliated to Goa University, this has not only benefited those seeking to acquire a PhD in these two disciplines, but it has also helped in the academic development of the faculty of the College. The research skills of the recognized guides have improved and the overall research culture has also been strengthened.

The Management and faculty of the College strive towards imparting an all-round education that contributes to students’ knowledge and skills so as to set them on a strong career path, while at the same time ensuring that they develop strong civic sense and become good responsible citizens of the country, who will contribute to the task of nation-building.

The College has drawn up a set of objectives based upon the Vision & Mission statements, and set goals and targets to be achieved within a given timeframe. The objectives as well as the goals reflect the College’s dedication to quality. All these goals aim at enhancing the quality of students and teachers, and the quality of education being offered by the College. Refer to Criterion 1.1.1 for objectives and goals set by the College.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

These three primary stakeholders - the Board of Management, the Principal and Faculty, are the architects of the quality policy and plans of the College. The quality policy covers all areas of functioning of the College. Quality plans relate to the following areas.

1. Academic: It is normally the IQAC that plans for starting of new programmes, providing add-on courses, short certificate courses, etc. These plans are then placed before the Board of Management, which has always supported the institution in its endeavours to initiate new innovative programmes and certificate courses so as to meet societal demands. In the case of the BBS (FS)/BBA (FS) programme, some online certifications have been made mandatory for students, based on recommendations of the industry member on the Board of Studies, who is also an alumnus of this College. The College has also taken cognizance of suggestions from the guest faculty invited from Life Insurance Corporation, National Stock Exchange & Bombay Stock Exchange in respect of certifications.

2. Co-Curricular & Extra-Curricular Activities: Such activities are an integral part of College education. Regular activities are planned by the teachers in charge of the three student bodies – Students’ Council, Cultural Council and Sports Council – as well as NSS and NCC, along with the elected/nominated student members. The proposals are then taken to the Principal for approval. Where students or faculty wish to organize a new event, particularly at the inter-Collegiate level, the proposal is discussed with the Principal, who then places it before the Board of Management for approval. The Board reviews the proposal, discusses the event, its financial implications, sources of funding, etc. and grants approval.
3. **Infrastructure**: This area is the responsibility of the Management. However, the Management solicits inputs from the Principal and faculty so that infrastructural facilities are created and updated as per the needs of the College and student body.

In order to facilitate better interaction, decision-making, and implementation of policies and plans, the top management has formed various committees, each of which has been allotted a set of tasks aimed at improving facilities provided to students and faculty. Regular meetings and discussions are held to get feedback and monitor the progress, so that prompt decisions can be taken. One of the members of the Board of Management who is the Chairman of the VVM IT Committee has been appointed mentor for the BCA programme.

Some of the committees formed are:

a) IT Committee  
b) Building Committee  
c) Grants and Revenue Management Committee  
d) Programme / Organizing Committee  
e) Cultural and Creativity Committee  
f) Committee for additional land for parking  
g) Fund Management Committee

The Board of Management meets every month to discuss issues relating to individual institutions as well as to Vidya Vikas Mandal at large.

The Principal of the institution provides requisite leadership to the system, ensures that all compliances - State Government, Goa University, University Grants Commission, etc. are fulfilled in time. Periodic departmental meetings are an effective means of ensuring that departmental activities are carried out smoothly. At the staff meetings, the Principal gets a status report of all the College activities. Activities that have been completed are evaluated and teachers in charge are given suggestions for future improvement. Outstanding work is appreciated and commended. The Principal also gets an update on the state of preparedness for activities that are yet to be completed. At the staff meetings, suggestions for various quality policies and plans are shared by the faculty, which are conveyed by the Principal to the top management.

There are frequent informal meetings between the Principal, Vice-Principal, IQAC Coordinator and Programme Coordinators, with discussions covering all College-related issues. Similarly, the Principal also meets frequently with the Head Clerk and Accountant and administrative matters are discussed and resolved.

**6.1.3 What is the involvement of the leadership in ensuring**

- **The policy statements and action plans for fulfilment of the stated mission.**

  The policy statements and action plans for fulfilment of the stated mission is broadly framed by the management. However, suggestions are invited from the Principal and staff. Leadership is participatory and collaborative. The Principal, Vice-Principal, Heads of the departments and Programme Coordinators along with the IQAC, plan the activities and programs in tune with the stated policy of the College and the Management. Accordingly, action plans are formulated. The Principal constantly monitors the progress of the plans of action.
• Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan

The Board of Management of Vidya Vikas Mandal has a long-term, plan for the development of the College. At the monthly meetings between the Board and Heads of all Institutions, the plans of development are discussed; based on the suggestions and deliberations at these meetings, action plans are formulated by different departments. Accordingly, an academic calendar is prepared incorporating the plans. In addition, monthly plans of all activities are prepared and are displayed on the staff notice board for systematic execution. Recently Management of the institution has sanctioned a sum of Rs.1 lakh for sports activities.

• Interaction with stakeholders

The leadership is keen to have interaction with the stakeholders. PTA meetings are held once in a year. Suggestions are invited from parents and are considered during implementation of Institutional policies and plans. Some alumni who are closely associated with various activities of the College also provide valuable suggestions. Representatives of Industry and Society are included in the IQAC. Meetings are held and their suggestions are invited and implemented.

• Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders

Need analysis is conducted based on students feedback, feedback from Parents and Representatives from Industry who are associated with the College. The same is communicated to the Management for necessary support and implementation. Suggestions and support is sought from parents and alumni for various activities planned by the College. At the request of the Principal, the PTA has resolved to offer financial assistance of Rs. 3,00,000 to build the College boundary wall and Rs. 1,00,000 towards electrical fittings of the institution.

• Reinforcing the culture of excellence

The faculty is constantly encouraged to take up various research activities, attend seminars and conferences so as to keep themselves updated and promote research culture. The institution follows the practice of felicitating and recognising teachers and students who perform, thus motivating them to work harder. Some management members /alumni / prominent citizens have instituted prizes and scholarships. Commendation of senior teachers by the Board of Management on Founders’ Day is another way of boosting teachers’ morale. Students are also motivated and guided to participate in various inter-collegiate activities.

• Champion Organizational Change

Organisational Change is initiated by the top-level Management. Several changes have been initiated with the aim of providing better quality of services to stakeholders, especially students.

One important aspect of organizational change has been the framing of policies and preparation of manuals for various functional areas. The College has an IT Policy, Policy with regard to Awards and Prizes, Whistleblower Policy, HR Manual, Finance Manual and Procurement Manual.

- IT Policy: The institution has constituted an IT Committee headed by a Member of the Board of Management, who is from the IT sector. The Committee has made
concrete efforts to coordinate IT-related initiatives at all levels. Detailed time-schedules have been drawn for initiating Smart classrooms, IT integration, and Campus Management Software.

- HR Manual: The HR manual, prepared by a faculty member from the Department of Commerce, is a comprehensive document, which lays out the procedures and provisions in regard to all staff-related matters. It has detailed information about recruitment, qualifications, promotions, benefits, incentives and penalties, code of conduct and so on. It is a handy manual describing the standard operating procedure in all HR-related matters.

- Finance Manual: This manual describes the responsibilities of all staff with regard to financial operations (such as budgeting, payroll and taxes, petty cash, preparation of receipts and payment vouchers, preparation of cheques and deposit of cheques in the bank, purchase and disposal of capital assets, purchase of consumables, etc.) It indicates the controls over expenditure, audits and so on.

- Procurement Policy: The College has a well-defined procurement policy, which specifies the steps to be followed when buying assets as well as consumables. The Policy details all the checks and balances at every step of the procurement process.

One of the practices implemented from this year was introducing 5-S workplace organization method for Office. The 5S being Sort, Straighten/Streamline, Systematize, Shine and Sustain. The college is as yet in the first 4 stages. The introduction of this technique has helped remove unnecessary files, paper, etc. from the office. Office staff has more space to work and move around, and productivity has improved since it is easier to find things. Digitization of old documents is under way. The College has digitized most of the administrative tasks such as processing of admission forms, examination and results, automation in library.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The Principal, Vice-Principal and the IQAC constantly monitor and evaluate various policies and plans and give suggestions for improvement from time to time. Various committees and their convenors are appointed towards the end of the academic year. These committees then submit their proposed calendar of activities to the Vice-Principal, who collates all the information to create the overall calendar, which is included in the prospectus and displayed on the College website.

The broad objectives for the new academic year are communicated to the staff members in the general staff meeting on the first day of the academic year. Prior permission is taken from the Principal, if any committee plans to undertake an activity not included in the calendar. Upcoming activities and events are communicated to IQAC on a continuous basis. After the activity, a report is submitted to the Principal and the IQAC co-ordinator. A copy of the report is uploaded on college website under E-newsletters and press cuttings from the newspaper are maintained by the library. The same is communicated with the stakeholders including the management from time to time.

At the end of the academic year, the Principal prepares a summary of all the activities and achievements and presents the Annual Report on the Awards Day. Thus the plans and achievements of the College are communicated to students, parents, and invitees who represent society at large. The same is also presented to the Management and Local Managing Committee for review and suggestions.
6.1.5 Give details of the academic leadership provided to the faculty by the top management.

The College has a decentralized administrative set-up, with the Department Heads, Programme Co-ordinators, Vice-Principal and Asst. Principal authorized to take decisions in the areas of their responsibility. The Principal has complete freedom to plan and execute academic programmes and activities. The Management actively supports and facilitates all planned activities and helps by making funds available as and when necessary.

6.1.6 How does the college groom leadership at various levels?

Faculty:

The Faculty are appointed as convenors/co-convenors and members of various committees/clubs and cells. Committees formed have a judicious mix of Senior and junior faculty which helps the latter to gain requisite experience. The activities allotted are also rotated every 2 years, so that every faculty gets a chance to experience and work on a variety of tasks. These committees are given the freedom to plan their tasks and activities and take their own decisions, to ensure the smooth organisation of academic, extra-curricular and co-curricular activities. At the Committee meetings all the teacher members are given an equal opportunity to express their ideas, so as to improve the performance of the committee as compared to the previous year. At the Departmental and Staff meetings too, teachers are encouraged to share their views and give suggestions for improvement.

Coordinators of the self financed programme are given full freedom to design and implement the add-on courses for the benefit of staff and students and also encouraged to take decisions relating to the betterment of the programme.

In a unique move the former Principal created the post of Assistant Principal to train and groom teachers to take up leadership positions. The underlying idea was to create a succession plan, which is an accepted management practice. The practice worked and the teacher appointed as Asst. Principal went on to become the Principal of the College.

Students:

The institution has students as representatives in student bodies like Student Council, Sports Council and Cultural Council, Committee for Prevention of Sexual Harassment, and the Students’ Co-operative Credit Society. These councils organize various intra- and inter-collegiate events and also meetings to discuss various issues pertaining to student welfare.

The members of the Students’ Council and Cultural Council under the leadership of their respective Secretaries visit each class, discuss issues if any, and place them before the Principal and Vice-Principal for necessary action. Students who are not members of the above mentioned student bodies are involved in conduct of various activities and events as volunteers whereby they acquire skills, experience, expertise and self-confidence. The University Representatives are encouraged to take up positions in the Students’ Council of Goa University so that they develop their leadership abilities. The institution has vibrant NCC and NSS units which help in enhancing the students’ leadership qualities.

Administrative Staff:

The Administrative Staff are trained by the Head Clerk and Accountant to perform the tasks allotted to them accurately and efficiently. The Head Clerk is in charge of the office, and allots duties to the office staff, with the consent of Principal. Jobs are frequently rotated so that all staff members become conversant with all office tasks and work can be
carried out smoothly even when some office staff are on leave. Special motivational and training sessions are conducted for the non-teaching staff where their interest is continually renewed and their work proficiency enhanced.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments/units of the institution and work towards decentralized governance system?

The Institution runs four programmes viz. B.Com, BBA(FS), BCA and M.Com. The latter three are managed by Programme Coordinators who have complete autonomy in the running of the programmes. They submit their proposed plan of activities for the next academic year to the Vice-Principal; at the start of the new academic year this is finalized after discussion with the Principal. For the B.Com programme this task is performed by the Heads of Departments.

The Department heads and Programme coordinators have complete autonomy in operational matters such as allocation of subjects, framing of the time-table, designing and implementing add-on courses, deciding internal evaluation methods and schedules, organizing seminars, workshops, industry interaction and training programmes for students, etc.

The Vice-Principal deals with all routine student-related matters such as campus discipline, attendance, and examinations.

The College has delegated large amount of authority and provided operational autonomy to its various committees through its budgeting system. Convenors of the various committees plan the annual activities at the beginning of the academic year and prepare their budgets. Once the budgets and activities are approved by Local Managing Committee, the individual committees take responsibility and implement as per the plan.

The Librarian enjoys complete autonomy in the functioning of the Library. Whenever she has felt the need for any major change (e.g. introduction of OPAC, bar coding of books, etc.), she has placed the proposal before the Library Committee which has given the go-ahead. The Management has also been supportive and as a result the College Library is up-to-date and well-maintained.

Similarly, the Director of Physical Education and Sports takes all decisions relating to sports and games.

Notwithstanding the decentralised system of administration and autonomous functioning of departments and units, there is strong collaboration between the top management, Principal and various departments and committees to ensure smooth conduct of all the planned activities and improvement of educational and infrastructural processes.

6.1.8 Does the college promote a culture of participative management? If ‘yes’ indicate the levels of participative management.

The College has always encouraged a culture of participative management. In some areas, keeping in mind long-term goals, the management has initiated action particularly in terms of creating infrastructure and systems to promote excellence.

Principals have functioned in a democratic manner, involving teachers and administrative staff in the decision-making process. The faculty members are closely involved in several kinds of decision-making. The participation of the staff is ensured in the planning stage of all the activities by conducting periodic meetings. Any innovative ideas recommended by the staff members for the betterment of the institution are implemented as early as possible.
Where there could be financial implications, the ideas are communicated to the Board of Management and such activities are later implemented by the staff under the supervision of the Principal.

Some areas where participation of staff is encouraged are:

- Teachers are involved in all decisions relating to the teaching-learning process and courses/options offered by the College.
- The purchase of library books and subscription to journals is entirely based on recommendations made by faculty. Teaching staff select titles, which they believe should be purchased by the Library. The HoD and the Library Committee mandates the recommendation, and the necessary books are procured.
- There are Committees dealing with all aspects of the functioning of the College and faculty members are the members of these Committees. In their capacity as members, they take decisions relating to that particular aspect of the functioning of the College. For e.g. the Admissions Committee decides the criteria for allotment of subjects within the framework provided by Goa University; the Students’ Council and the Cultural Council decide details of the activities to be conducted during the year, etc.
- The NSS decides the extension activities and community outreach programmes to be carried out; the Staff Academy decides the faculty development programmes to be conducted; similarly all other committees take their own decisions.
- To the extent possible, teachers are assigned to Committees of their choice.
- Other important committees on which faculty are members are the Local Managing Committee, the Grievance Cell, the Purchase Committee, and the Examination & Results Committee. (Refer to Annexure 5A for the list of Committees appointed for the academic year 2014-15)
- Department heads and Programme Coordinators are given the freedom to invite guest faculty, resource persons for seminars and programmes.
- The Department of Computer Science is closely involved in the purchase of equipment such as computers, laptop, LCD projector, etc. The teachers from the department give their valuable inputs regarding the technical aspects of the equipment needed.
- In the matter of the modification of the staff room, all teachers gave their suggestions, which were put before the Board of Management and approved and implemented.
- The Students’ Council, Cultural Council & Sports Council submit their proposal of activities along with the budget to the Principal at the commencement of the year. For instance for Cultural Council the budget expenditure for academic year 2014-15 is Rs.73,000 and for Students’ Council it is Rs.1,22,000.

Shree Damodar College of Commerce & Economics has always had a tradition of democracy and participative functioning. Principals have constantly encouraged faculty to look for opportunities to grow academically, and have extended full institutional support. The College is seriously concerned with the achievement of quality and has adopted a series of measures to enhance the performance of academic and administrative sub-units. Teachers participate in decision-making on several fronts, and have a free hand in areas that have been assigned to them.
6.2. Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

In addition to its quality policy (Refer Annexure 5B), the Vision and Mission statements and the objectives framed express the quality concerns of the College. The College accords great importance to the quality of education imparted; consequently, our policy on quality is continuously monitored and periodically reviewed.

Various committees have been formed and assigned tasks of preparing manuals describing operating procedures in areas of Human resources, Academics, and IT. The top management has constituted an Academic Council consisting of experienced academicians of all the Institutions run by the Vidya Vikas Mandal to look into the decisions pertaining to improvements in academic programmes, to plan Faculty and student development programmes for each academic year and look into any other academic related matters of all the Institutions. The Academic Council has also formulated guidelines for the conduct of training programmes, as well as a list of training programmes which could be conducted for Students as well as teachers.

The institution has set time-bound goals and objectives relating to every functional area, e.g. teaching-learning, research, extra-curricular activities and so on. Achievement of these goals ensures compliance with quality parameters developed under the quality policy.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The perspective plan of the College is comprehensive and is student-centric. In order to ensure that students get a well-rounded education with excellent teaching, strong extra-curricular activities, development of a strong value system, etc. the plan includes areas such as infrastructure, new programmes, teaching-learning, research, student support, extension and outreach, and so on. Some of the aspects are detailed below. The College has also prepared and submitted an institutional development proposal under the Rashtriya Uchhatar Shiksha Abhiyan (RUSA), which covers all the areas relevant to qualitative improvement of education.

- In response to the expanding infrastructural needs of the institution, a new block housing classrooms, staff rooms and computer labs is nearing completion. Once this block is ready, the College will be in a position to launch new programmes at the undergraduate and postgraduate levels.

- Recognizing the criticality of ICT in education, the institution had made some proposals to the management. The top management responded positively and by 2014 the entire campus was Wi-Fi enabled. However, the internet speed was very low, which was again put before the IT Committee. The existing broadband Internet connection has now been upgraded from a 2 Mbps line to a 10 Mbps fibre optic line. This has markedly improved the download speed and work can be done much faster. The next item on the anvil is the development of at least one ‘smart’ ICT enabled classroom. The IT Committee takes active interest in the development of the institution and has been proactive in the initiation of technology-enabled services.

- In order to step up research and consultancy activities, the College has created the Damodar College Centre for Economic Research and Consultancy (DCERC), with the specific objective of creating a database of the Goan economy. The Centre hopes to tie up with other institutions to carry out sector-specific research and ultimately become
the most reliable research institution in matters relating to the Goan economy. This will also then generate opportunities for consultancy.

6.2.3 Describe the internal organizational structure and decision making processes.

Internal Organisation of Vidya Vikas Mandal and Damodar College

* Executive standing committee existed till 2013-14.

* Executive standing committee existed till 2013-14.
Decision-making processes

Decision-making in the institution is a judicious combination of top-down and bottom-up approaches.

The overall strategy and plan for the entire Vidya Vikas Mandal is decided by the Board of Management. This is communicated to the Principal before the start of the academic year.

The Principal informs the teaching and non-teaching staff about the overall perspective plan and calls for individual plans from the departments, teachers-in-charge of student bodies, NSS, NCC, etc. These are discussed with the Principal and then finalized along with a tentative time schedule. The Principal informs these plans to the Accountant, who incorporates them into the respective budgets.

Local Managing Committee: The Local Managing Committee (LMC) has been constituted as per Goa University statutes. The Committee meets twice a year and reviews the College budget as well as the annual accounts of the College. At these meetings, the Management members of the Committee are brought up to date on the happenings in the College; any requirements in terms of resources, facilities etc. are also intimated to them. The Management members put up these issues to the Board of Management. The LMC thus acts as an effective link between the College and the Management of Vidya Vikas Mandal.

Individual activities having major financial implications such as collection of course fees from students for certificate courses, expenditure on capital assets, etc. are discussed at the monthly meetings of the Board of Management. All other activities are only informed by way of a monthly calendar of activities.

Vidya Vikas Mandal has a Principals’ Committee, comprising the heads of all the institutions, which meets every month. Any matters relating to the working of one of the institutions that might impact the others are taken up for discussion at these meetings. These regular meetings enable the five institutions to coordinate their functioning and work in harmony with each other.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

The College works towards providing quality education and improvement of its services to the student community. Some of the quality improvement strategies adopted by the College are:

- **Teaching and Learning**

Adoption of innovative practices is perhaps the most effective way of making the subject or topic interesting. Class discussions are made more interactive by involving the students in case studies, role plays and group discussions. Field trips, Industry visits are included into the academic plan to provide exposure to real world scenarios and practical knowledge. Teaching aids such as LCD projectors are made available to the teachers for effective teaching.

The campus is Wi-Fi-enabled and library facilities and services have been increased for the benefit of the students.

- **Research and Development**

The institution has a Research committee to facilitate researchers and foster research culture among new recruits. Teachers are encouraged to undertake minor and major research projects for which library, e-resources and equipments are made available.
Teachers and students are also encouraged to attend seminars, conferences. Teachers are given the benefit of study leave and UGC FIP leave.

The institution has Research Centres in Commerce and Management Studies, affiliated to Goa University.

- **Community engagement**

All the NSS and NCC activities of the College have a strong community orientation. Blood donation camps are an annual activity of the College. The activity of making paper bags and distributing the same in the nearby city market is carried out every year. Medical camps are almost always held during the special camps so as to benefit villagers who might not otherwise have access to these facilities. During camps, the College had adopted two villages viz. Fatorpa and Benaulim to carry out development and awareness activities for the villagers. Students are deputed to participate in Awareness Rallies (Anti-tobacco, anti-drug consumption, AIDS awareness). Visits to orphanages and old age homes are also regular NSS activities.

- **Human resource management**

The institution recruits qualified teachers and non-teaching staff purely on the basis of merit.

Subjects are allotted to teachers after considering their skills, abilities and interests; this ensures that teachers are able to give their best and students are the ultimate beneficiaries. Teachers who have taken up research are given a lighter workload in terms of number of subjects to be taught. Even in respect of co-curricular and extra-curricular activities, teachers normally volunteer for activities based on their inclinations and aptitudes. This promotes the development of that particular activity, thereby contributing to the overall development of students. Teachers are actively involved in admission, preparation of results, administration, etc. The College follows the practice of job rotation and subject change, thus giving the teachers a versatile experience in both academics and extra-curricular activities. The adjustment of lectures and monitoring of lectures is regularly done to ensure that lectures are engaged and the students don’t waste their time.

Teachers are encouraged to participate in self-improvement workshops and courses, research methodology programmes, and training for NET-SET in addition to attending sessions in respective subject areas. Due attention is paid to training and retraining of the teaching and non teaching staff. The top management, Principal and Vice-Principal are very responsive in solving any difficulties faced by staff.

- **Industry interaction**

Industry-college interface is a must in the increasingly privatising and globalising economy. The College is working towards strengthening this interface through adoption of various strategies. Strengthening of the Placement Cell is another way of strengthening the industry-College collaboration, which would finally be of benefit to students. The Alumni Association can play a vital role in this connection. The College has already initiated efforts to strengthen the Alumni association and involve them in various developmental plans of the management as well as the College. Industry experts are invited to interact with the students. The College invites various MNC’s and BPO’s to visit the campus for placements and willingly accepts requests for pooled recruitments in our campus.
6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The activities organised by the College and any important developments are communicated to the management during meetings and regular interactions between Principal and members of the management. A detailed list of activities and a brief report of the same are sent to the top management through e-mails and e-newsletters posted on College website. The College also follows the practice of sharing newspaper reports of all the activities organised by the College and achievements of students on the notice board for staff and students.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The management meets the staff of the institution once a year, shares their vision and plans for Institutional development. Various committees and sub-committees are formed to look into different aspects of improving Institutional processes. The management provides all the necessary support to work towards implementation of the plan. The Management and Principal constantly interact and get feedback on the status of implementation. At these meetings, issues if any, are discussed and resolved. The Principal engages periodic meetings with staff members to encourage the staff to take up responsibilities and are entrusted with different tasks. The progress of activities in various departments and units is monitored by the Principal and Vice-Principal and all the required guidance and support is provided for their effective and efficient implementation.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The latest three Resolutions adopted by the BOM are:

1. Resolution on 14/02/2013:

Resolved to recommend for sanction, Sabbatical Leave of Principal, Dr. I. Bhanu Murthy for the period from March 2013 to August 2013 within the provisions in the Statutes/Government instructions and subject to approval from Government.

2. The resolution on 08/07/2013:

The President and the Vice-President informed Principal about the following:

That from July 2013, the coaching for professional exams like that of the CA (Chartered Accountancy), CIMA (Chartered Institute of Management Accountants, UK) and CS would be conducted only under the auspices of VVM’s CPER (Centre for Professional Education and Research) and that the current CA exam coaching centre at VVM’s Shree Damodar College be done away with.

That the possession along with the keys of the Conference room at the Gymkhana hall to be handed over to VVM’s CPER for the use as its office, and the other set of keys to be retained with the VVM’s Executive Secretary.

That Dr. Manoj Kamat, Faculty at Shree Damodar College be permitted to take charge of the VVM’s CPER on the lines of the Coordinator/Asst. Coordinators appointed at the IGNOU Centre in VVM campus, without affecting his normal office duties.
To extend necessary assistance to the VVM’s CPER in conducting its activities in terms of availability of its infrastructure, and in promotion of its activities, as desired from time to time.

3. Resolution on 27/07/2013:

Resolved to open a separate Saving Bank Account in the name of “VIDYA VIKAS MANDAL – TAX PAYMENTS” in the Central Bank of India, Pedda, Margao - Goa for payment of TDS of VVM’s Shree Damodar College of Commerce and Economics and VidyaVikas Mandal and the said account will be operated by any ONE of the following:-

- CA. GANESH M. DAIVAJNA – Vice President, VidyaVikas Mandal
- DR. I. BHANU MURTHY – Principal, VVM’s Shree Damodar College of Commerce and Economics, Margao – Goa

The resolutions passed at the meeting were all implemented.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If ‘yes’, what are the efforts made by the institution in obtaining autonomy?

Goa University has recently made statutory provisions for according status of autonomy to affiliated institutions. The College is waiting for the reaccreditation process to be completed.

6.2.9 How does the Institution ensure that grievances/ complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

The Institution has constituted a Grievance Redressal Committee, Committee for Prevention of Sexual Harassment at the Work place and Anti-ragging committee with the objective of giving students a forum to voice any serious complaints that fall within the purview of these committees. The Grievance Redressal Committee has recently addressed grievances of students related to assessment at examinations.

Students have free access to teachers and can meet them at any time with their problems and difficulties. If the students wish, they are free to meet the Principal and Vice-Principal at any time during working hours. It is a tradition at this College that the Principal’s doors are always open for students as well as staff. Matters are therefore resolved before they become grievances.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

There have been no instances of court cases filed by or against the institution.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If ‘yes’, what was the outcome and response of the institution to such an effort?

There is a formal feedback mechanism in respect of student evaluation of teachers. Informal feedback is sought from students and from former students on institutional performance. The institution has recently introduced an exit feedback form to elicit feedback about all aspects of the institution from students who are passing out. This feedback has been taken very seriously and the College and management are working together to make improvements wherever shortfalls have been pointed out.
6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and nonteaching staff?

The Institution has always been keen about the professional development of its teaching and non-teaching staff. Following are the initiatives taken by the institution in this direction:

- **It has created a conducive environment for teachers to register for PhD programme:**
  The institution encourages research by its teachers. It has created a conducive environment to register for PhD programme. After the last accreditation 6 more teachers have completed their PhD and 10 teachers are at various stages of completion of PhD.

<table>
<thead>
<tr>
<th>Table 6A: PhD Completion details of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Prita D. Mallya</td>
</tr>
<tr>
<td>Dr.G. Shrinivas</td>
</tr>
<tr>
<td>Dr. Manoj Kamat</td>
</tr>
<tr>
<td>Dr. Manasvi M. Kamat</td>
</tr>
<tr>
<td>Dr. B. P. Sarath Chandran</td>
</tr>
<tr>
<td>Dr. Sanjay Sawant Dessai</td>
</tr>
<tr>
<td>Dr. Rodney D’Silva</td>
</tr>
</tbody>
</table>

- **The institution motivates its faculty to apply for major/minor research projects:**
  There is 1 ongoing UGC Major Research Project, 4 Minor Research Projects and 1 industry-sponsored research project have been completed.

- **Deputation of teachers for academic events:**
  The institution motivates its faculty to attend and present papers at state and national level seminars. A few have presented papers at International seminars as well.

<table>
<thead>
<tr>
<th>Table 6B: Faculty Participation in Seminar and Symposia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>2009-10</td>
</tr>
<tr>
<td>2010-11</td>
</tr>
<tr>
<td>2011-12</td>
</tr>
<tr>
<td>2012-13</td>
</tr>
<tr>
<td>2013-14</td>
</tr>
</tbody>
</table>

- **Publication of Research papers:**
  The College maintains an academic atmosphere on the campus. Teachers are encouraged to publish papers in reputed journals having ISBN and ISSN numbers.
• **Research Committee:**
The institution has a research committee to monitor and address the problems relating to research. The committee offers guidance and motivates its members to undertake research in their respective areas. Since the inception of the committee, faculty have attended and presented papers at various State, National and International seminars. They have published articles in numerous reputed journals having ISBN and ISSN numbers. The committee also encourages regular in-house paper presentations.

• **Conduct of Various academic events:**
The institution conducts at least one workshop every year for the teachers of the College. In addition, two State-level seminars have been held every year. 2 UGC-sponsored National Seminars have been organized since 2006. In 2008, the College organised a National Seminar on the theme “Retail Revolution in India” and in 2011, National Seminar on “Microfinance – Issues and Challenges” was organised. The College has organised seminars and conferences in the past on similar commerce and economics related issues, thus making the students as well as the teachers aware of recent developments and changes taking place in these areas.

• **Study leave and UGC FIP:**
The institution gives the benefit of Study leave and UGC FIP to its faculty members for the completion of their Ph.D degree.

<table>
<thead>
<tr>
<th>Table 6C: Study Leave and UGC FIP Facility Availed by Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Study Leave</strong></td>
</tr>
<tr>
<td>Dr. Prita D. Mallya</td>
</tr>
<tr>
<td>Dr. Manoj Kamat</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>CA. Subrahmanya Bhat K.M.</td>
</tr>
<tr>
<td>Ms. Lira Menezes Gama</td>
</tr>
<tr>
<td>Ms. Lina R. Sadekar</td>
</tr>
<tr>
<td>Ms. Shami R. Pai</td>
</tr>
</tbody>
</table>

• **Support offered to faculty in terms of technology and information needs:**
The faculty is provided with Wi-Fi Internet access in the staff room, Research room facility, access to computer labs, college library and access to SPSS package, Indiastat database, e-resource N-list and Interest free laptop loan scheme.

• **Special sessions conducted for the development of non teaching staff:**
Developmental programmes are also organised for nonteaching staff of the institution. For e.g. a workshop was conducted on office administration and training on the use of smart campus software. They are also deputed to attend seminars and workshops conducted outside the College.

• **5 S strategy:**
The 5S workplace organization method has been implemented in the College office. The 5S are Sort, Straighten/Streamline, Systematize, Shine and Sustain.
Sort
Under Sort, unnecessary items were removed and disposed of properly. Obstacles were eliminated, and work flow was made easier. Under this head, all computers in the office were linked to a high-end printer-cum copier and individual printers removed. These printers were then reassigned to other sections in the College.

Streamline/Straighten
All necessary items were arranged in order of importance so that they can be easily found. All cupboards have been labelled and contents displayed on the labels. The basic principle followed - a place for everything and everything in its place.

Shine
Shine refers to complete cleanliness, which became easier once the clutter was removed.

Standardize
Make the previous 3 S, viz. sort, straighten and shine a part of the regular work routine.

Sustain:
Sustain also translates to ‘Self-Discipline’ meaning to do without being told, and to take this practice to other parts of the organization. The College is as yet in the first 4 stages. The introduction of this technique has helped remove unnecessary files, paper, etc. from the office. Office staff has more space to work and move around, and productivity has improved since it is easier to find things.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

The institution encourages its faculty to attend orientation and refresher courses, UGC-faculty improvement programmes, HRD programmes, staff training conducted by university and other institutions, workshops etc. These courses are meant for enhancing the knowledge about the latest developments in their field.

It also motivates the faculty to register for PhD and to apply for major/minor research projects.

Table 6D: Participation in Faculty Development Programmes

<table>
<thead>
<tr>
<th>Programmes</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresher courses</td>
<td>7</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>UGC faculty improvement programme</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>HRD programme</td>
<td>-</td>
<td>47</td>
<td>58</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>Orientation programmes</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Staff training conducted by the university</td>
<td>3</td>
<td>11</td>
<td>9</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Staff training conducted by other institutions</td>
<td>53</td>
<td>54</td>
<td>44</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Summer / Winter schools, Workshops, etc.</td>
<td>12</td>
<td>1</td>
<td>-</td>
<td>26</td>
<td>-</td>
</tr>
</tbody>
</table>
6.3.3. Provide details on the performance appraisal system of staff to evaluate and ensure that information on the multiple activities is appropriately captured and considered for better appraisal.

Annually, the students assess the performance of the faculty. The inputs gained thereby are shared with the faculty. The B.Com faculty members submit a Self Appraisal Report wherein they document their academic and professional achievements, leadership roles held and community extension services rendered during the year, which is then analysed by the Principal for career advancement. Appraisal of BCA, BBA(FS) and M.Com faculty performance is a part of the discussion during the visit of the Affiliation Inquiry Committee and in case of the former two, the academic audit committee also reviews the faculty performance.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

On behalf of the management, the Principal analyses the “Self Appraisal Report” duly filled by faculty members, takes cognizance of their role played, achievements and shortcomings which are communicated to the respective faculty member. The feedback is also perused by the expert panel during Career Advancement screening.

6.3.5 What are the welfare schemes available for the teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The following welfare schemes are provided by the institution to its teaching and non teaching staff: Group insurance, Employee credit society, interest free loans for laptops to faculty, child care leave, reimbursement of medical expenses, reimbursement of children education allowance, canteen facility and providing photocopies at subsidised rates.

Table 6E: Percentage of Teaching & Non Teaching Staff who have availed benefit of welfare schemes

<table>
<thead>
<tr>
<th>Welfare schemes for staff</th>
<th>Teaching staff</th>
<th>Non-teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group insurance</td>
<td>78%</td>
<td>62%</td>
</tr>
<tr>
<td>Employee credit society</td>
<td>82%</td>
<td>67%</td>
</tr>
<tr>
<td>Interest-free loans for laptop</td>
<td>28%</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Child Care leave</td>
<td>14%</td>
<td>23%</td>
</tr>
<tr>
<td>Reimbursement of medical expenditure</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>Canteen Facility</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Photocopies at subsidised rates</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Reimbursement of Children Education Allowance</td>
<td>23%</td>
<td>12%</td>
</tr>
</tbody>
</table>

6.3.6 What are the measures taken by the institution for attracting and retaining eminent faculty?

The following measures have been taken by the institution to attract and retain competent faculty:
In order to attract competent faculty, the institution advertises for its vacancies in both national/local newspapers/University News.

To retain its experienced faculty, the institution offers 3 years contract to BCA and M.Com faculty who have been with the institution for more than 5 years.

Teachers in the BCA programme with NET/SET qualification are paid time scale, even though the programme is self-financing and the College is only expected to pay contract basis salaries.

The BCA and M.Com faculty who have been with the institution for more than 5 years are paid higher remuneration than that stipulated by the government.

Contract basis teachers in the self-financed programmes get more leave (8 days casual leave and 8 days discretionary leave) as compared to contract basis teachers in the aided programme (8 days casual leave).

6.4 Financial Management and Resource Mobilisation

6.4.1 What is the institutional mechanism to monitor effective utilization of available financial resources?

The grants received from the Government of Goa are utilized as per the existing pattern of assistance. All the major financial transactions and purchases are scrutinized by the Local Managing Committee. The Local managing committee, during their meeting reviews the College budget as well as the annual accounts of the College. Any new requirements are put up to the Board of Management for approval. Thus the utilisation of the financial resources is monitored at several levels. The budget for all programmes is prepared by the Accountant in consultation with the Principal. The same is presented before the Local Managing Committee for approval. The Committee ensures that the actual expenditures adhere to Government and Management norms. All due processes and procedures laid down by the Government at the time of purchase of assets and equipments as well as for spending on identified items are followed.

In order to ensure and monitor effective utilization of financial resources the Institution has taken measures like

- Appointment of Executive Secretary by the Management for cross checking the expenditures
- Appointment of a Purchase Committee
- Appointment of a special committee for UGC Eleventh Plan Expenditure.
- Appointment of a Planning Board for UGC Twelfth Plan Expenditure.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the detail of compliance

- The statutory audit is conducted by auditors appointed by the management. The last audit was completed on 23rd June 2014. Queries raised were clarified to the satisfaction of the auditors. The audited statement is approved by the Board of Management. The audit statement is submitted to the Directorate of Higher Education, Government of Goa and to the Management.
- The last Government audit was conducted in 2013 for the years 1991-2012.
6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statements of academic and administrative activities of the previous four years and the reserve fund/corpus available with the institution, if any.

Grant-in-aid is received from Directorate of Higher Education and Government of Goa for the B.Com programme. This consists of salary (100%) and Non-salary grant (10% of the salary bill). Tuition fee is collected from students and deposited into the Government treasury while the other fee is retained and used by the Institution. The University Grants Commission also grants separate funds for purchase of books, equipment and for other activities under five year plans.

**Institutional Receipts for Aided Program (BCom)**

1. Salary Grants: 100% by the Government
2. Non Salary Grants: Restricted to 10% of salary grants of preceding year.
   (Includes Telephone, travel, electricity, seminars, water, affiliation fee, advertisements, repairs of furniture, audit fee, TY B.Com project, Remedial coaching, cleaning, sweeping, garden expenses, visiting faculty, internet expenses, book binding, teaching aids, furniture fixtures, educational equipments, gymkhana expenditure (after deducting gymkhana fee collected from students), other activity expenses (after deducting other fee collected from students for Students’ Council, Cultural Council activities)
3. Notional Rent of building - Rs. 2,90,372/-
4. NSS grants are received from Directorate of Sports and Youth Affairs
5. NCC expenditure is met by State/Central Government
6. Examination-related Expenditure is met out of the examination fee collected from students
7. UGC Grants
   a. XI\textsuperscript{th} Plan Grant
   b. XII\textsuperscript{th} Plan Grant
   c. IQAC Grant
   d. Major Research Projects
   e. Minor Research Projects
   f. FIP Salary
8. Donations & Sponsorships

**Table 6F.1: Institutional Receipts for Aided Programme (in Rs)**

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>1,30,83,339</td>
<td>2,54,34,644</td>
<td>3,16,91,789</td>
<td>2,84,06,288</td>
<td>3,20,07,699</td>
<td>3,32,09,077</td>
</tr>
<tr>
<td>NSG</td>
<td>2,00,000</td>
<td>12,00,000</td>
<td>17,00,000</td>
<td>17,26,548</td>
<td>10,00,000</td>
<td>15,57,000</td>
</tr>
<tr>
<td>Student Fees</td>
<td>5,88,035</td>
<td>5,34,255</td>
<td>5,57,773</td>
<td>5,10,903</td>
<td>5,23,683</td>
<td>4,65,813</td>
</tr>
<tr>
<td>Exam</td>
<td>3,04,579</td>
<td>11,31,745</td>
<td>10,43,499</td>
<td>12,73,092</td>
<td>11,85,984</td>
<td>11,82,578</td>
</tr>
<tr>
<td>Notional Rent</td>
<td>2,90,372</td>
<td>2,90,372</td>
<td>2,90,372</td>
<td>2,90,372</td>
<td>2,90,372</td>
<td>2,90,372</td>
</tr>
<tr>
<td>NSS</td>
<td>42728</td>
<td>1,54,983</td>
<td>1,30,559</td>
<td>2,22,542</td>
<td>NIL</td>
<td>1,64,493</td>
</tr>
<tr>
<td>XI\textsuperscript{th} Plan</td>
<td>5,54,880</td>
<td>NIL</td>
<td>44,95,732</td>
<td>10,62,017</td>
<td>1,44,959</td>
<td>NA</td>
</tr>
</tbody>
</table>
Institutional Receipts for Self-financed Programmes (BCA, M.Com, BBA(FS))

Fees collected from the students are as laid down by the fee Committee appointed by Goa University. The fee collected is used for meeting the salaries of teaching and non-teaching staff, and non-salary expenditure.

Table 6F.2: Institutional Receipts For Self Financed Programme

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BCA</td>
<td>38,32,330</td>
<td>50,12,674</td>
<td>74,15,346</td>
<td>79,17,386</td>
<td>75,59,310</td>
<td>60,74,862</td>
</tr>
<tr>
<td>BBS(FS)/BBA(FS)</td>
<td>4,21,445</td>
<td>4,76,302</td>
<td>8,04,191</td>
<td>11,40,054</td>
<td>13,70,012</td>
<td>13,51,752</td>
</tr>
<tr>
<td>M.Com</td>
<td>12,93,592</td>
<td>14,35,244</td>
<td>16,62,086</td>
<td>16,76,184</td>
<td>23,54,360</td>
<td>26,74,166</td>
</tr>
</tbody>
</table>

(Refer Annexure 5C for Institutional Income and Expenditure Statements for the last four years).

6.4.4 Give details on the effort made by the institution in securing additional funding and the utilization of the same (if any).

- In 2004, the Institution received financial assistance from the Government of Goa for infrastructure upgradation, of which Rs. 25 lakhs was in the form of a soft loan and Rs. 25 lakhs in the form of grant.
- In 2011, the College has received an Infrastructure loan of Rs. 1 Crore at 6% interest for construction of new building.
- PGDCET classes were conducted on behalf of the Govt. of Goa, for which the Government provided the institution with several assets, viz. 2 LCD projectors, 4 Laptops, 4 Netbooks, 1 Camera and Sound System.
- The College received 4 LCD projectors under the Member of Parliament Local Area Development (MPLAD) scheme.
- The College has received funds to organise National/State-Level Seminars, Workshops and other events. (Please refer Table 6G).
- The College has an IGNOU study centre from which it receives a rent, payment is made for using the classrooms and computer lab facility.
The College has applied for grants under RUSA.

The College is a recognised centre for CA and ICWA examinations for which the college is paid a rent.

**Table 6G: Funding for Seminars and Workshops (in Rs)**

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Particulars</th>
<th>Funding Agency</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>National Seminar on Retail Revolution in India</td>
<td>UGC</td>
<td>40,500</td>
<td>2008-09</td>
</tr>
<tr>
<td>3</td>
<td>National Seminar on Emerging Issues and Challenges in Micro Finance</td>
<td>UGC</td>
<td>61,500</td>
<td>2010-11</td>
</tr>
<tr>
<td>4</td>
<td>Seminar on Retrospective &amp; Prospective Goa</td>
<td>Golden Jubilee Grant, Dept. Art &amp; Culture, Govt. of Goa</td>
<td>2,00,000</td>
<td>2011-12</td>
</tr>
<tr>
<td>5</td>
<td>IT Event Spectra 1.1</td>
<td>Department of Information Technology</td>
<td>50,000</td>
<td>2011-12</td>
</tr>
<tr>
<td>6</td>
<td>Emerging Challenges and Prospects of Indian Economy</td>
<td>ICSSR</td>
<td>1,35,000</td>
<td>2013-14</td>
</tr>
</tbody>
</table>

6.5. Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If ‘yes’, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

The College has a functional Internal Quality Assurance Cell (IQAC). The IQAC has been reconstituted twice since the last reaccreditation in 2006.

The IQAC was recently reconstituted in June 2014, keeping in mind the minimum requirements as stipulated by NAAC and Goa University. The IQAC now has three representatives from the Board of Management, six teacher members, four quality experts – two from the field of education and two from Industry, and the Coordinator, who is a faculty member of the College.

The constitution of the IQAC since 2007-08 is specified in *Annexure 5 D*.

The Institution has always aimed at quality enhancement and sustenance. Total Quality Management is assured with the College taking numerous measures to step up and internalize quality in all aspects of its functioning. The College is continuously innovating, and trying out new measures that will enhance College and student performance in every possible area. The Institution welcomes innovation in fulfilling and taking forward the vision and mission. There are checks at every stage of the functioning of the College, so as to ensure adherence to standards and sustenance of quality.

The institutional policy with regard to quality assurance includes a continuous improvement in the teaching learning process, efforts for ensuring quality education...
and making our students competitive with focus on development of overall personality of the students.

The IQAC plays a key role in the quality assurance efforts within the existing academic and administrative system. The IQAC receives the perspective academic and administrative plans from every department for the academic year. The Annual College Calendar is prepared that spells out time bound targets which are set on the basis of its perspective plan. This College Calendar acts as one of the tools that are used for monitoring actual performance at the institutional level. Rectification measures are deployed in case there is a variance in the actual plan.

The College uses internal reports and periodic meetings as monitoring mechanisms. The IQAC is also an important arrangement for internal co-ordination and monitoring. The Principal holds monthly meetings with faculty, more frequent meetings with the heads of the departments and the administrative sub-heads in order to ensure smooth implementation of the College plan/calendar. Any new policies suggested and to be implemented are discussed with the Local Managing Committee and the Board of Management. These bodies also evolve processes to bring the ideas into practice. These mechanisms ensure the sustenance and enhancement of quality.

b. How many decisions of the IQAC have been approved by the management/authorities for implementation and how many of them were actually implemented?

The IQAC members, especially the external members have given valuable suggestions for enhancement in quality in most aspects of functioning of the College. The IQAC has also made efforts to act on suggestions given by the previous peer team and take certain corrective actions. The following decisions of the IQAC have been approved by the management and implemented:

- The College has appointed a nodal officer for industry interaction who is responsible for inviting entrepreneurs, industry professionals, experts etc. for addressing and interacting with students.
- The Career Cell has invited experts in the field of communication skills i.e. for oral and written and presentation skills.
- A structured questionnaire has been designed and administered to outgoing students for their feedback and suggestions.
- Improvements of infrastructure viz. girl’s common room, wash rooms for girls and boys, drinking water facility and canteen have been taken care of.
- A dynamic website has been created and maintained with the help of professionals.
- The Library subscribes to e-journals for the benefit of the research scholars and teachers.
- Earn and learn scheme is provided for economically weak students. The scheme is implemented through Economics assignment, hobby club and by deputing students in the offices of sister institutions.
- An orientation session is held annually at the beginning of the academic year to inform the students about the use of library, benefits of NSS, NCC and other extension facilities in the College.
• The institution is well aligned with the industry and the government offices by conducting industry visits, guest lectures and industry interaction providing practical and in-depth knowledge on subject-related areas.

• An analysis is made of students who fail in the examinations with a focus on their background, feedback from their mentors, teachers etc. by analyzing the results and conducting remedial classes for such student in order to improve their academic performance.

• The College has established an English language laboratory to help students improve their communication skills.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

The following are the external members on the IQAC:

- Dr. H. T. Nagvenkar Former Principal, Educationist (till 2010)
- Mr. D.V. Borkar Former Registrar, Goa University
- Mr. Arjun P. Rebelo Alumnus and Quality Expert, Industry
- Dr. I. Bhanu Murthy Former Principal, Quality Expert, Education
- Mr. Ajit Dalvi Alumnus and Quality Expert, Industry

The external members make valuable suggestions, as mentioned above, and these have contributed substantially to quality enhancement in various aspects of functioning of the College.

d. How do students and alumni contribute to the effective functioning of the IQAC?

Alumni of the College are represented on the College IQAC. These members make valuable suggestions towards fulfilling the vision and mission of the College.

The goals and objectives as well as proposed plans for quality enhancement and improvement are discussed with the student bodies and it is their cooperation that ensures effective implementation of the plans.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

Principal heads the IQAC and ensures that the decisions of the IQAC are in tune with the vision and mission and puts forth the decisions of IQAC to the members of faculty through notices, staff meetings and circulars. Various committees are formed to plan and implement different activities and take forward the vision and mission statement. The Librarian and Head Clerk are also members of the IQAC, which ensures that all viewpoints are considered while drawing up plans and deciding any course of action.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If ‘yes’, give details on its operationalisation.

The College has set up various committees (admission, timetable, examination, attendance, sports, discipline etc.) comprising of members of the faculty and of the non-teaching staff to ensure that the administrative and academic work is performed within the stipulated time.
Affiliation visits and academic audits are mandatory for the BCA and BBA (FS) programmes and are conducted annually. The 5S practice for streamlining administrative activities has also been recently introduced.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact.

Newly appointed faculty members are apprised about the institutional ethos and various compliances such as maintenance of work diaries, preparation of plans of action for extra-curricular and co-curricular activities, routine procedures to be followed, expected code of conduct, etc.

Experts are invited to the Institution to provide inputs to the faculty and non-teaching staff on various topics. Also various workshops and faculty development programmes are organised by the College. Faculty members are encouraged to attend training programmes by other institutions or by other universities within and outside the state.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

Two self-financed programmes, viz. BCA and BBS (FS)/BBA (FS) have an annual academic audit, conducted by committees appointed by Goa University. The Academic Audit Committee reviews all files and documents related to the academic conduct of the programme including the number of faculty employed, qualifications of faculty, workload, time-table, course outline, lecture plan and implementation, all In-Semester Assessment components, question papers and answer books of the End-Semester Examinations, faculty feedback forms and summaries, guest faculty involved in the programme, add-on courses and certificate courses offered to students, faculty improvement programmes attended by teachers, and so on.

Suggestions in the Audit report are discussed with the staff members and the suggestions in improvements regarding assignments, teaching methodologies, course conduct, etc. are implemented in the following academic year. A compliance report is submitted at the next visit of the Academic Audit Committee.

Occasionally, the Committee makes recommendations about course content. The reports are placed before the relevant Boards of Studies, which take cognizance of these recommendations and curriculum and syllabi are revised to incorporate these experts’ suggestions.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

Internal quality assurance mechanisms of the College are at par with mechanisms of external agencies such as:

- UGC:
  - **Planning Board** - Frames long term plan and reviews implementation.
  - **Purchase Committee** - Responsible for transparency in purchase.
  - **Disposal Committee** - Identifies assets to be disposed by following proper protocols.
- Library Committee- approves library budget, suggests purchases and suggest improvements in library functioning.

- D.H.E: Deciding the workload and making appointments accordingly.
- NAAC: All the activities are routed through the IQAC and all the information and documents are made available through the same.
- Goa University: Ensuring that the recommendations and suggestions of the Affiliation Inquiry Committee are complied with before the start of the academic year, syllabus compliance, declaring results on time, annual academic audits for BCA, BBA (FS) and entrance test for BCA are conducted within the stipulated time frame.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

- Each teacher prepares his/her teaching plan, which is reviewed and approved by the Departmental Head and endorsed by the Principal.
- Syllabus completion report is monitored by Heads of Departments and the Principal
- Suggestions and recommendations are invited from students for the purpose of improvement.
- Conduct of Internal assessments is monitored by the Examination Committee
- Student evaluation of teachers is carried out at the end of the semester/academic year and the feedback is communicated to the teachers for further improvement.
- The Monitoring Committee monitors and records every lecture conducted on a daily basis.
- A monthly planner specifying activities of each month is displayed on the staff notice board and a tentative academic-cum-activity calendar is included in the prospectus.
- Annual performance based self appraisal report is submitted to the Principal which is analysed for the purpose of career advancement.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The activities and achievements of the College are conveyed in the reports presented at the Annual Day. The policies and other details are contained in the College Prospectus and on the College website. The same are also disseminated and discussed at the meetings of the Local Managing Committee, Parent-Teacher Association, Alumni Association and Students’ Council. They are also documented in the College magazine ‘Damodar’ and in the monthly e-newsletter mailed to every management member and displayed on college website. Reports of all activities are submitted to audit and affiliation committees visiting the College.
SUMMARY

Shree Damodar College of Commerce & Economics has always had a tradition of democracy and participative functioning. The Principal has constantly encouraged faculty to look for opportunities to grow academically, and has extended full institutional support. The College is seriously concerned with the achievement of quality and has adopted a series of measures to enhance the performance of academic and administrative sub-units. Teachers participate in decision-making on several fronts, and have a free hand in areas that have been assigned to them.

The Management of the College takes several decisions relating to finance, infrastructure, faculty etc., all of which are implemented.

The College follows all Goa University and State Government procedures in recruiting staff for both, teaching as well as non-teaching posts. Merit is the only criterion by which appointments are made.

The College conducts several activities for the development of the faculty and the staff. There is at least one workshop for teachers every year, while office staff have received training in the use of computers.

Being an affiliated college, Shree Damodar College of Commerce & Economics depends upon the Government of Goa and the UGC for the bulk of its finance. However, the Management of Vidya Vikas Mandal has been ready to provide stopgap arrangements in case of delay in the receipt of funds and has always supplemented these funds. The College is making efforts to raise resources for the growth of the Institution; the College has raised resources by way of UGC grants and sponsorship of events to supplement the regular funds received from the Government of Goa and the UGC. The College Management makes independent efforts to raise funds that are then used for the development of all the five institutions under its umbrella.

The College has a functional Internal Quality Assurance Cell (IQAC). The IQAC has been reconstituted twice since the last reaccreditation in 2006. The IQAC plays a key role in the quality assurance efforts within the existing academic and administrative system. The institutional policy with regard to quality assurance includes a continuous improvement in the teaching learning process, efforts for ensuring quality education and making our students competitive with focus on development of overall personality of the students.
CRITERION VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the institute conduct a Green audit of its campus and facilities?

The College is yet to initiate a Green audit of its campus

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

- Energy conservation:
  - In an effort to make students conscious of their responsibility towards the environment and energy conservation, they are advised to switch off lights and fans while leaving the classrooms and computer laboratories.
  - Some of the roof tiles over the College Quadrangle have been replaced by skylights, so that we use natural light to the maximum extent possible.
  - Tetrapak containers are collected separately and supplied to a local recycling agency.

- Water harvesting: The College is yet to introduce water harvesting. However in an effort to conserve treated water supplied by the Government, the water used for gardening and washing in the canteen is drawn from the well in the College garden.

- Efforts for carbon neutrality: The carbon emissions of the College are not significant. However, the College is working towards reducing or making up for its carbon footprint by the following measures
  - The College conducts a tree plantation drive in the campus every year and plants saplings with the help of NSS and NCC volunteers. The local MLA, who is the former Chief Minister, visits the campus every year for a tree plantation programme. The Forest Department usually supplies surplus saplings – students and teachers who have gardens at home are encouraged to take the extra saplings and plant them.
  - This year there have been frequent meetings between office-bearers of the Board of Management and Principals of the VVM institutions. Video conferencing and teleconferencing facilities have been installed and several meetings have been held using these facilities. This has contributed towards lower emissions by the institution because of the reduced physical travel.

- Plantation: The College conducts a tree plantation drive “Vanamahotsava” in the campus every year and plants saplings with the help of NSS and NCC volunteers.

- E-waste management: In its efforts towards creating awareness on e-Waste management among the staff and students, a talk on ‘E-waste Management’ was organized in the College, which was attended by 220 students and teachers. The resource person who is the only authorized e-waste collection agent from Goa, enlightened the audience about the meaning of e-waste, its hazards and its proper disposal. Students collected e-waste from their homes and neighbourhood in an e-waste collection drive organized by the College. In May 2014, the College disposed of a total of 660 kg of e-waste comprising computer monitors, UPS, CPUs, keyboards, printers, mobile phones, telephones, electric wires, a photocopying machine and so on.
7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

Vidya Vikas Mandal’s Shree Damodar College of Commerce & Economics has always aimed at quality enhancement and sustenance. Total Quality Management is assured with the College taking numerous measures to step up and internalize quality in all aspects of its functioning. The College is continuously innovating, and trying out new measures that will enhance College and student performance in every possible area.

Over the years, we have introduced several innovations in areas such as curriculum development, teaching-learning and evaluation process, research and extension, governance and student support and enrichment.

A. Curriculum Development: Design and Development of Innovative Courses

The institution has developed curriculum for two programmes i.e. Bachelor of Financial Services (BFS) and Post Graduate Diploma in Business Journalism (PGDBJ) both sanctioned under the UGC Innovative and Inter-Disciplinary Courses Scheme.

- Bachelor of Financial Services (BFS): In 2006, the College received UGC permission and grants to start an innovative programme – Bachelor of Financial Services under the UGC Scheme of Teaching and Research in Interdisciplinary and Emerging Areas in the Tenth Plan. This was designed as an inter-disciplinary programme between the departments of Commerce and Economics, and teachers from the Departments of Commerce, Economics, Mathematics & Statistics, Information Technology, English & Communication and Business Law drew up the unitized syllabi of the programme. The College made every effort to design a programme that was extremely current and in keeping with national and global developments. This programme had just been introduced at the time of the previous reaccreditation.

In 2010, the nomenclature of the programme was changed to Bachelor of Business Studies (Financial Services) (BBS(FS)) so as to comply with the UGC list of accepted degrees. In 2013, the programme was renamed as the Bachelor of Business Administration (Financial Services) (BBA(FS)), on the lines of the BBA programmes offered by other affiliated colleges. Programme structure and syllabi have been recently revised (2013) considering the needs of Industry.

- Post Graduate Diploma in Business Journalism (PGDBJ): This Programme was introduced in 2010. The goal was to create a class of trained journalists well versed in the concepts, principles and practices of economics, business and finance, to enable them to function as specialized business journalists with any form of media. The programme was given a strong practical slant, with each paper having a practical component and students having to complete a live project as part of their coursework. Almost all teachers of the College were involved in framing the syllabi for the individual papers before the proposal was placed before the UGC panel.

The College used the non-recurring grant of the UGC to set up a language lab and a studio equipped with state-of-the-art audio and video equipment and multiple software. In addition to the curriculum, the College conducted courses in Photography, video-editing and DTP for the benefit of the students.
The process of curriculum development and design for both these programmes has been elaborated in Criterion 1.1.7.

B. Innovations in Teaching, Learning and Evaluation

- **Tracking absenteeism at lectures**: Attendance records are meticulously maintained and a monthly report is displayed on the notice board. Defaulters get their first warning when the first list is put up. Corrective action is taken in the form of a) Constant reminders and counselling the students by Vice-Principal and Subject teachers b) Principal calling for a meeting with the parents to ensure better compliance c) by making these students undertake campus cleaning so as to inculcate values and as a positive deterrent. The outcome has been that the students’ attendance has improved substantially during the rest of the year.

- **Wi-Fi enabled campus**: The entire campus is Wi-Fi enabled with Internet access made available to students and teachers. This has helped all teachers and students use their laptops in any part of the campus. It facilitates instant connectivity for academic references and is useful for various educational and extra-curricular activities. It prevents students from going to cyber cafes by missing classes and helps teachers to pursue their research activity during their free time.

- **Student feedback**: The College invites student feedback of teachers through a closed-ended survey instrument. The feedback form has recently been revised and seeks the student’s opinion about the course, the teaching-learning process and evaluation. A formal exit feedback form has also been designed and feedback has been obtained on all aspects of the functioning of the College. For the BCA programme it is mandatory to invite student feedback twice in a semester. One feedback is taken mid-semester to enable the teachers to improve the conduct of the course and the other is taken at the end of the semester. The Programme Coordinator discusses the summary of the feedback with the Principal and necessary decisions and actions are taken in cases where improvement is required. In case of BCA and BBA(FS) the Academic Audit Committees also review the feedback.

- **Remedial classes**: Remedial classes are being conducted for the students on a need basis, in subjects such as Mathematics, Statistics, Accounts & Auditing, Costing, Economics, etc. These are normally conducted by experienced teachers, but occasionally the College has involved M.Com students or peer students who are excellent in the subject. These classes are mostly conducted towards the end of the semester to prepare the students for the examination. It helps to give individual attention, solve doubts and difficulties, clarify concepts, solve problems, etc. This has resulted in a better understanding of the subject by the students and improvement in results, and has also prevented student dropout.

- **Internships**: Industry internship is built into the BBS(FS) / BBA(FS) and M.Com programmes. Students are placed in various financial institutions and local industries. This exposure to the world of work helps them relate their theoretical knowledge to the real world, and gives students the competitive edge needed when applying for jobs.

- **Live Projects**: In the final year of graduation every student is engaged in a research project. Some students have taken this opportunity to work on live projects. For instance, the Third Year BCA students undertook a live project titled “Online Voter Registration” which provides immense help for online registration of a voter. The students had conducted a study on Voter Registration Process in the State of Goa with the help and assistance of the Chief Electoral Officer.
Other live projects undertaken by the students were development of a website for this College as well as a sister institution, viz. VVM’s R. M. Salgaocar Higher Secondary School. The BBA (FS) students have also been guided by their teachers in undertaking live projects as a part of Internal assessment such as PAN card enrolment, Aadhar card enrolment and a study on the Implementation of the Mid-day Meal scheme in the State.

- **Innovative assignments:** The students are encouraged and guided to carry out group and individual assignments on subject related topics as well as emerging trends in various areas. Some of the innovative assignments worth mentioning are:
  
  - **Making of items for sale:** Creating hand made products and selling the same to develop and inculcate entrepreneurial and marketing skills. This was an Economics assignment given to BBA(FS) students.
  
  - **Designing an innovative product or business concept and business plan presentation:** The students of TY B.Com were asked to present an innovative product or a business concept and present it as a business plan. This helped the students to get an insight on the various procedures and tasks involved in identifying new business opportunities and start a business venture.
  
  - **Making advertisements:** To bring out and develop creativity and IT skills, the BCA students were given an assignment wherein they had to make and present a 2-minute advertisement video on a product of their choice.
  
  - **Understanding how markets work:** To give an understanding of how markets work and putting simple economics theory into practice, the first year B.Com students were given different assignments over the last four years. For instance making products from waste material and creating items such as friendship bands, cards, gifts, mementos etc. to be sold during Friendship Day. The main objective was to produce attractive items at low cost using their own talent and skills, price them to make some profit, and to sell all the items by applying various marketing strategies.

- **Student exchange programme:** With the objective of exposing students to a multicultural environment, develop networking and interpersonal skills, the College organized a Student Exchange Programme with Symbiosis College of Arts & Commerce, Pune in September 2010. A total of 14 students and 3 teachers visited Symbiosis College and benefited from the experience.

- **Sharing of study material and Lecture slides using social media:** Study material and PowerPoint Presentations are shared by teachers on social networking sites such as Facebook and Slide share in the subjects of Costing, Income Tax, Accounts etc. The BCA teachers share their lecture slides using ‘MOODLE’- a learner management system, and the same is made available to the students on the College intranet. This helps students catch up with topics missed and learn the topics that they have not understood in the classroom at their own pace and time.

C. **Innovations in Research and Extension**

- **Research Committee:** At the end of the academic year, the Principal appoints a Research Committee, whose main objective is to promote research among the faculty and students, encourage teachers to take up research projects and in general, to create a vibrant research culture in the College. This has been in practice since the year 2004. Over the years, the Committee has made a few recommendations aimed at improving the quality of research and research output of the College. These recommendations
have had a positive impact in fostering a research culture among the staff and students. Following are some of the changes brought about by the research committee:

- Barring one or two, practically all teachers have written and presented papers at seminars. Since paper presentation requires some amount of research, research interest and capability has also been created.
- As all teachers guide Final Year students for their projects, the quality of student projects and project reports has also improved.
- The College has applied for an ISSN No. for a peer-reviewed biannual journal to be introduced in this academic year.
- At the time of the second cycle of reaccreditation, the College had to its credit only 1 UGC Minor Research Project. Since the second cycle, the College has added 4 UGC Minor Research Projects, 1 NSE-sponsored project and 1 UGC Major Research Project is in the final stages of completion. 1 application for a Minor Research Proposal is pending with the UGC.
- The College has
  - 2 recognized Ph.D. guides in Commerce (of whom 1 retired in December 2013)
  - 1 recognized Ph.D. guide in Management Studies (also recognized as Ph.D. guide in Management Studies at Symbiosis International University)
  - 2 recognized Ph.D. guide in Economics
- The College has 2 research centres affiliated to Goa University: Research Centre in Commerce with 8 students and Research Centre in Management Studies with 6 students registered for PhD.
- More teachers are publishing in peer-reviewed journals, indexed journals, or at least journals having ISSN No. Teachers have also published articles in books carrying ISBN No.
- Teachers are now regularly deputed to attend workshops on different aspects of research.
- The College has organized a 20-hour Research Methodology certificate course for M.Com students in the first half of 2014-15.

- **Setting up of a Research Centre – Damodar College Centre for Economic Research and Consultancy (DCERC):** In May 2014, at the instance of the First Vice-President, the College constituted a Research Centre – Damodar College Centre for Economic Research and Consultancy (DCERC), aimed at building an economic database of the Goan economy and taking up projects related to the Goan as well as the Indian economy.

- **Red Ribbon Club:** The Red Ribbon Club (RRC) is a voluntary on-campus intervention program for students in educational institutions. RRCs in Goa are supported by the Goa State AIDS Control Society and implemented through multi-sectoral collaboration, particularly in the services of the National Service Scheme in colleges.

Damodar College was the first college in Goa to form and inaugurate the Red Ribbon Club on July 14, 2008, with the aim of promoting AIDS awareness and encouraging voluntary blood donation among our youth. Since then, the College RRC has organized lectures and interactive sessions with experts, AIDS Awareness Rallies and Voluntary Blood Donation Camps. On 9th January 2010, the RRC of the College organized “Wake-up” an Inter-Collegiate Fusion Dance Competition. This was the College
RRC’s effort at infotainment - spreading the message of AIDS Awareness through the medium of dance.

D. Innovative Strategies in Governance

- **Formation of sub-committees**: To facilitate better interaction, decision-making, and implementation of policies and plans, the top management has formed various sub-committees, in which teachers are actively involved. Each sub-committee has been allotted a set of tasks which aim at improving various facilities provided to students and faculty. Regular meetings and discussions are held to get feedback and monitor the progress, so that prompt decisions can be taken. Some such committees are: IT Committee, Building Committee, Grants and Revenue Committee, Programme / Organising Committee of V.V.M., Cultural and Creativity Committee, Fund Management Committee, etc.

- **Development of Policies and Procedures**: The Board of Management is seriously concerned with the achievement of quality and has adopted a series of measures to enhance the performance of all its Institutions. One such initiative is the involvement of all the Principals and the staff in developing various policies and manuals such as HR Manual, Finance Policy Manual, Procurement Policy Manual etc.

- **Nomination of teachers on Committees**: The normal practice in the College was to assign teachers to various committees based on three principles – seniority, teachers’ abilities and the need to rotate teachers across various activities. This year, every teacher was asked to indicate at least two committees on which he/she would like to be nominated as a member, with the assurance that he/she would be accommodated to the maximum extent possible. As a result, all teachers are now on Committees of their choice and it is possible to get more productive work done.

- **New formats for meeting agendas**: The Board of Management has created a format wherein all items that need to be discussed at the meeting are to be presented. Each institution prepares a report which is divided in 3 parts: Action Taken Report, Information and Agenda. Under agenda, the items for discussion are categorized into areas such as HR, Student related, Academic and Infrastructure. Topics for discussion in each area are presented under the following heads: Issue, Financial Impact, Criticality, Options and Recommendations. This has ensured uniformity and clarity in presentation of matters to be discussed at each meeting.

E. Student Enrichment and Support

- **‘Change the Mindset’ program**: To inculcate entrepreneurial skills among the students, the College has been organizing a 4-day ‘Change The Mindset’ program for students of TYB.Com/BCA/BBA(FS), since the year 2012-13. The program is followed by a college level Business plan competition. The best business plan is then sent to the State level Business Plan competition conducted by the Goa Chamber of Commerce & Industry, the Goa Commerce Association and I-CREATE, Goa Chapter.

- **Skill-oriented Certificate programmes**: The College has offered the following Certificate programmes to provide and enhance students’ skills relevant to regional and global employment markets
  - Certificate programme in PHP
  - Certificate Course in Photoshop and CorelDraw
  - Certificate programme in Photography

-200-
Certificate Course in Android Programming

The Hobby Club: The Hobby Club initiative was started to provide additional skills to students who have the talent and interest for arts and crafts. It also aimed at training for self-employment. Sessions were conducted by resource persons in various skills, during October and April after the end of the Semester Examinations and some during the semester, after class hours. The duration of the training was between 7 to 15 days. Students were given hands-on training in making candles, flowers, chocolates and other craft with wool, thread, etc. The College encouraged the students by purchasing from them candles and flowers, to be offered to guests at various functions, thus providing an “earn while you learn” opportunity to the students. The training expenses were sourced from the money earned by the students during the sale of friendship day items as a part of their First Year Business Economics Assignment.

Creativity Cell: In July 2014, the College formed a Creativity Cell, aimed at nurturing creativity and entrepreneurship skills among students, by conducting various skill-based courses. The Cell aims to foster a creative climate in which the students can succeed on his or her terms as an entrepreneur. The Cell has organized workshops in areas like Photography, Candle-making and Bengal crafts such as Pattachitra and Kantha work which saw active participation from students.

Investor Hub: On 2nd August, 2012 the BBS (FS) department launched an investors’ club named Investor Hub for students. Mr. Arjun Rebelo, partner at Milestone Financial Consultants inaugurated the club. The objective of the club is to improve students’ understanding of investment management, help students develop practical investment skills and test them in the markets and to create superior access to career opportunities in the investment industry. The club organizes extracurricular activities that are contribute significantly to the overall development of the student in the field of financial services. Some activities organized by the club are mentioned below:

- Mock Trading: The students are asked to track the market for 3-4 months, and based on the information available, the students perform mock buying and selling of shares of various companies on paper.
- War of Nations: Students are assigned an economically backward country: they are required to do a detailed study of the economy and identify potential investment opportunities.
- Newspaper Reading: The activity aims at inculcating the habit of Newspaper reading amongst the students. A group of students on rotation basis act as journalists and present the weekly news to the other students of the Investor Hub. The activity also acts as medium of interaction on recent issues keeping the students updated.
- Film/Video/Documentary Screening: Students are shown documentary films related to finance, management, marketing, etc. to make the theoretical concepts more interesting to the students. Screenings done so far include Bhopal Gas Tragedy (management case study), Wall Street (to understand the stock market crisis), Guru (to understand the open outcry system in India), Rocket Singh (to understand marketing strategy), Live Union Budget screening 2014.
• **Value-Based Education:** The College believes that the best method to inculcate values in students is by personal example, daily life and work. Accordingly, we try to impart values to students on a continuing basis, through the words and actions of the Principal and the teachers. But some special programmes are also held. The Value Education Cell organizes talks on various issues in association with Vivekananda Society, Chinmaya Mission, MARG, etc.

The large size of the NSS unit (an average of 500 students every year is approximately one-half of the total student strength) and the presence of both NCC wings point to the desire of the College to inculcate in students values such as equality, concern for the underprivileged, willingness to work for and with the poor, patriotism and social responsibility.

On Independence Day, all NCC cadets take a solemn Anti-Dowry oath. They are joined by NSS volunteers and other students as well.

The College observes *Sadbhavana Divas* every year by holding an all-faith prayer meeting, which almost all students attend. At this meeting, there are readings from the Bhagavad Gita, the Bible and the Quran followed by a prayer session.

7.3 **Best Practices**

7.3.1 Elaborate on any two best practices as per the annexed format (see page) which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Given below are two best practices introduced by the Institution each year for the last 5 years. These practices have significantly contributed to the achievement of the Institutional Objectives and Quality improvement of the core activities of the college.

**Best Practices 2009-10**

I. **Yoga Training for students**

1. **Title:**
   Yoga Training for students

2. **Context:**
   Yoga training sessions are conducted by the Director of Physical Education, to improve physical and mental strength of the students and to inculcate a spirit of team building and networking among the sportspersons and other students.

3. **Objectives:**
   i) To ensure physical and mental health of the students.
   ii) To increase the memory power, patience and concentration level of the students.
   iii) To motivate students to improve their sports as well as academic performance.
   iv) To develop students’ sports talents.
   v) To inculcate discipline in students.

4. **The Practice:**
   The Director of Physical Education underwent intensive yoga training and then made yoga training an essential part of the preparation and practice sessions of all sports. A one-day seminar-cum-workshop on Pranayama was organized on 26<sup>th</sup> Feb 2010 from 9:00 am to 5:30 pm. 269 faculty members and students of the College and Higher secondary school attended the seminar. Teachers and students from other colleges also attended.
The Pranayam and Asanas demonstrated at the workshop are listed below.

<table>
<thead>
<tr>
<th>Pranayam exercises</th>
<th>Asanas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bhastrika Pranayam</td>
<td>Padmasan</td>
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<tr>
<td>Kapaal Bhati Pranayam</td>
<td>Bhujangasan</td>
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<td>Bhaiya Pranayam</td>
<td>Chakrasan</td>
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<td>Anulom Vilom Pranayam</td>
<td>Dhanurasan</td>
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<td>Ujjai Pranayam</td>
<td>Sarvangasan</td>
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<td>Brahmari Pranayam</td>
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<td>Udgit Pranayam</td>
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<td>Mandukasan</td>
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<td></td>
<td>Vajrasan</td>
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</tbody>
</table>

5. **Obstacles faced:**
A lot of time and effort was needed to convince the students to take part in the yoga training, as students had to attend these sessions before class hours from 7 a.m. to 8 a.m.

6. **Impact of the practice:**
   - It has ensured that the sportspersons and other student participants maintain their physical and mental health.
   - Yoga training has been made an essential part of the preparation and practice sessions of all sports.
   - It has motivated students to improve their sports talents.
   - It has built team spirit among the sportspersons who have now become a close-knit group.

7. **Resources:**
No additional resources were required to conduct this workshop.

II. NSS initiative for the environment

1. **Title:**
NSS initiative for the environment

2. **Context:**
The state of Goa has been facing a plethora of environment-related problems in recent years. One major problem is the use and improper disposal of plastic and other waste. In an institutional attempt to mitigate the problem, the NSS Unit took up this‘**Initiative for the Environment**’.

3. **Objectives:**
   i) To ensure reduction in the use of plastic carry bags.
   ii) To enable students to learn the art of making paper bags.
iii) To make students and the public more environment-conscious, through the adoption of eco-friendly practices.

4. The Practice:-
A workshop was held to teach NSS volunteers how to make bags out of newspaper. All volunteers were asked to make such bags, which were then distributed among shopkeepers in the Margao Municipal market and other areas. Similarly, such bags were also distributed in the area where the NSS unit of the College conducted its annual camp that year.

5. Obstacles faced:-
   i) Storing the paper bags was a major obstacle.
   ii) Many bags were not of good quality and could not be used.

6. Impact of the practice:
   • It contributed to the development of environmental and social concern among the students.
   • It helped create of awareness in the local community about solutions to environmental issues especially with regard to the use of plastic.
   • The practice contributed toward fulfillment of our Institutional Social Responsibility and fitted into our mission statement.
   • It created a sense of satisfaction among students for contributing towards environment and society.

7. Resources:
No additional financial resources were required. Students used newspaper from their homes to make the bags – there was no material cost to the institution.

III. Soft Skill Development: Spoken English Course

1. Title:-
Soft Skill Development: Spoken English Course

2. Context:-
A large number of students have problems with the English language (grammar, syntax and pronunciation). They need to be fluent in spoken and written English, as it is the means of universal communication and is an essential requirement of employment and careers in today's globalised job environment.

3. Objectives:-
   i) To enable students to develop language skills.
   ii) To help students speak fluently, have a better vocabulary and improve their pronunciation.
   ii) To develop the all round personality and self confidence of the students.
   iii) To enable students from the vernacular medium schools to develop their language skills.
   iv) To enhance the placement opportunities for students since the IT/BPO industries recruit only those students who have correct language, diction, grammar and syntax skills.

4. The practice:-
An expert trainer was invited to conduct 12 to 15 sessions over a period of two months, (two sessions per week) of 1 to 1.5 hour duration. The training included speaking, reading,
recording, role playing, exercises with printed matter for grammar and syntax, for all the participants.

5. Obstacles faced:
Some students with poor language skills found it difficult to cope with the course; also some lost interest and did not attend all the classes.

6. Impact of the practice:
At the end of the course, there was a tremendous improvement in the command over language, pronunciation and self-confidence of the students. It helped them appear for interviews during campus recruitments with greater confidence.

7. Resources:
A nominal fee was collected from the students. The major part of the expenditure was met out of UGC grants provided for careers and counseling.

Best Practices 2010-11
I. Recommending NSS Volunteers for Indira Gandhi National Award

1. Title:
Recommending NSS Volunteers for Indira Gandhi National Award

2. Context:
The Ministry of Sports and Youth Affairs has instituted Indira Gandhi National Awards for Best NSS Volunteers, Best NSS Units and Best NSS Programme Officers. There are 16 Best NSS Volunteers awards.

3. Objectives:
   i. To provide NSS Volunteers with an opportunity to gain recognition at the National level.
   ii. To encourage NSS Volunteers to display their abilities and build self confidence.
   iii. To motivate NSS volunteers to actively participate in social work and outreach activities.

4. The Practice:
One of the criteria for consideration of volunteers for this award is that they should have participated in the Republic Day Parade. In 2009-10, Ms. Girisha Raikar, an NSS volunteer from the College represented Goa at the RD Parade at New Delhi. In April/May of that year, the College asked the volunteer to apply for the award and all the necessary institutional formalities were quickly completed. Her application was forwarded and she won national recognition with this prestigious award, which was conferred on her in New Delhi at the NSS Day celebration. She is the first NSS volunteer from Goa to achieve this distinction.

5. Obstacles faced:
   i) The selection for representing Goa at the RD parade involves a variety of tests and trials. The NSS Programme Officers had to spend a lot of time convincing volunteers to attend the selection trials at the Department of Sports and Youth Affairs, Panaji.
   ii) Since this was the first time the College was recommending a student for the award, there was complete lack of knowledge even on the part of the Programme officer and the Office staff as to procedures, documents required, etc. It involved additional efforts and time on the part of the College to forward and pursue the application.
6. Impact of the practice:
i) It provided the volunteer a unique opportunity and platform to participate and display her talents and abilities at the National level.

ii) Ms. Girisha Raikar became the first NSS Volunteer from Goa to win the award. She subsequently went to South Korea on an International Youth Exchange Programme.

iii) The demonstration effect of the practice was tremendous. In subsequent years we have had 1 more award-winner, Ms. Jayasree Sasikumar; 3 volunteers participated in the RD parade and 1 visited China as part of the International Youth Exchange Programme. It is now much easier to convince volunteers to attend the pre-RD selections in Panaji.

7. Resources:
No additional financial or infrastructural resources were required for the practice.

II. Students and staff visit to Symbiosis College of Arts & Commerce, Pune

1. Title:
Students and staff visit to Symbiosis College of Arts & Commerce, Pune

2. Context:
The College has fostered a number of linkages with business enterprises, organizations and institutions. The institution promotes interaction of teachers and students of this College with those of other institutions. In view of this the College organized a visit to Symbiosis College of Arts & Commerce, Pune.

3. Objectives:
i) To provide an exposure to faculty members and students on the functioning of colleges outside Goa.

ii) To allow our students to interact with teachers and students of well-known colleges outside Goa.

iii) To enable students to attend lectures and add-on courses offered by the host college.

4. The Practice:-
In a first for the College, 20 students and 3 teachers visited Symbiosis College of Arts & Commerce, Pune, for one week in September. The students attended lectures and participated in the activities of the ‘Economics & Banking Week’ which was being organized by the host college during those days. They also attended some sessions on ‘Life Skills’, which is an add-on course offered by the College.

5. Obstacles faced:
Although the practice was conceived as a student exchange programme, the Symbiosis College students were not able to visit our College. A return visit by their faculty and students would have made it an exchange programme in the true sense.

6. Impact of the practice:
i) Students were able to get an exposure with regard to functioning of Colleges outside Goa.

ii) It allowed students to participate in the activities of the Economics & Banking Week which was organized by the host college.

iii) It enabled their faculty to visit our College as resource person for one of our college events.

iv) One faculty member from Symbiosis College has been appointed on the Panel of external examiners for the BBS(FS) Semester VI project viva.
7. **Resources:**
Students and faculty members were paid TA/DA as per the rules, and they bore the remainder of the expenditure. The College was able to get highly subsidized excellent accommodation very close to Symbiosis College, thus reducing the financial burden on the students.

**Best Practices 2011-12**

I. **Memorandum of Understanding to promote Entrepreneurship**

1. **Title:**
Memorandum of Understanding (MoU) to promote Entrepreneurship

2. **Context:**
A large number of graduates come out of our educational institution every year and there are not enough industrial and government jobs to absorb them. One solution is to promote entrepreneurship, which will generate industrial growth and employment opportunities.

3. **Objectives:**
   i) To change the mindset of the students from job seeker to that of the job provider.
   
   ii) To familiarize students with preparation of a business plan which is the main document required to be produced to financial institutions and banks in order to avail of loans.

4. **The Practice:**
In its attempt to build linkages with industry and other institutions, the College has fostered a number of linkages with business enterprises, organizations and institutions. The College is a member of Goa Chamber of Commerce and Industry. In 2011-12, the College decided to promote the spirit of entrepreneurship among students. Accordingly, it signed a MoU with Goa Chamber of Commerce & Industry, I-Create and Goa Commerce Association.

Under the MoU, the College organized a 4-day ‘Change The Mindset’ program for students of TY B.Com/BCA/BBA(FS) from the following academic year. The program covered Entrepreneurial Motivation, Power of Networking, Qualities of an Entrepreneur, Biz Plan - How and Why, Types of businesses, Financing your Business, Ideas to Execution, Idea Generation, Income Statement, Market Research, 7 P's of Marketing, Cash Book, Break-Even Analysis, Interaction with Entrepreneurs, Quality Control, Trade Game and Case Studies. At the end of the 4-day course, the students prepared a business plan in groups of 5 and a Best Business Plan Competition was conducted. The prize winner of the Best Business Plan Competition participated in the All-Goa Business Plan Competition conducted by GCCI.

5. **Obstacles faced:**
   i. It was a challenge to convince students to attend the programme, since they were not able to attend their regular lectures for those 4 days.

   ii. Students were not used to such intensive sessions and found it difficult to sit through the 4 days.

   iii. Sufficient resource persons were not available locally for conducting the sessions.

6. **Impact of the practice:**
   a. Students became more positive towards taking up entrepreneurial challenges.
   
   b. It gave them an understanding of the creation of a business plan and its importance in obtaining institutional finance.
c. Students became aware of subsidies, avenues for obtaining finance and other assistance through government and non-government agencies.

7. **Resources:**
The program is financed by the College.

**II. Innovative assignment: Making value added products -‘Wealth out of Waste’**

1. **Title:**
Innovative assignment: Making value added products -‘Wealth out of Waste’

2. **Context:**
The B.Com course has an internal assessment component – a 10 mark assignment as a part of continuous evaluation. An innovative task was assigned to create wealth out of waste to encourage students to use their skills and to learn to reuse and recycle waste material.

3. **Objectives:**
   i) To link economic theories such as demand-supply, production–cost etc. to the real market situation.
   ii) To tap the students’ creativity and make them use their talents and skills to make innovative products.
   iii) To encourage team work and coordination.

4. **The Practice:**
The students were asked to make value added products out of waste material of any kind and use minimum amount of cash for making the product. They were required to give a one page write-up of the work done. An exhibition-cum-sale was held to display and sell the products. The students produced a multitude of products which included bags, key chains, doormats, vases, slippers, table mats and other decorative items.

5. **Obstacles faced:**
About 10% of the students did not make a serious effort to make a good product.

6. **Impact of the practice:**
The assignment was immensely successful.
   i) A large number of value added products were made, exhibited and sold by the students from seemingly useless raw material.
   ii) It prevented the students from submitting sub-standard theoretical assignments.
   iii) It brought about environmental awareness of ‘Reduce, Recycle, and Reuse’.
   iv) It improved interpersonal relations among students and between students and teachers.

7. **Resources:**
Every student used waste material found at home and made products using minimum resources. No financial resources were needed for this practice.

**Best Practices 2012-13**

**I. Proper disposal of e-waste**

1. **Title:**
   Proper disposal of e-waste

2. **Context:**
The Govt. of India had recently passed the E-Waste Rules relating to management and disposal of e-waste, which is a rapidly growing category of waste generated by modern society. The College invited a green entrepreneur who had introduced the e-waste collection facility in Goa, to address the students and staff about e-waste and the need for its proper disposal.

3. Objectives:
   i. To create awareness among staff and students about e-waste and its proper disposal.
   ii. To collect and dispose of e-waste as per Govt. of India Rules.

4. The practice:
The College invited a green entrepreneur who had introduced the e-waste collection facility in Goa, to address the students and staff about e-waste and the need for its proper disposal. The College also launched an e-waste collection drive in the community. A total of 660 Kilograms of e-waste of the College was accordingly disposed in April 2014 for a sum of Rs. 6,120/.

5. Obstacles faced:
   a. The College had to face several bureaucratic hurdles with respect to disposal; there was prolonged correspondence with the Govt. of Goa and the collection agent in Goa until the matter could be finally resolved.
   b. There was difficulty in collecting and storing the e-waste in the college premises.
   c. Community members, who were approached as part of the collection drive, were unwilling to dispose of waste without receiving any payment, as normally scrap merchants pay some amount for such waste.

6. Impact of the practice:
   i. The College was able to launch an e-waste collection drive very successfully in the community.
   ii. A total of 660 Kg of e-waste of the College was disposed of for a reasonable sum.
   iii. Damodar College is the first College in the State to have disposed of e-waste as per Govt. of India E-waste Rules 2012.

7. Resources:
No additional financial resources were required to undertake the practice.

II. Farewell Function for Final Year Students

1. Title:
   Farewell function for Final Year students

2. Context:
   It is a traditional function organized by the College since its inception. It is a gesture to make the students feel special and permanent members of their Alma mater - Shree Damodar College of Commerce & Economics.

3. Objectives:
   i. To say goodbye and to leave happy memories in the minds and hearts of students
   ii. To create and nurture a sense of lifelong belonging to the Alma mater
   iii. To encourage students to keep in touch and share their life experiences with the students in the future
4. The practice:-
The function has three parts
i. A candle light procession and prayers for the welfare of the outgoing students.
ii. Speeches and reminiscences by a few students.
iii. Reminiscences and a few words of advice from teachers.
iv. An entertainment program followed by refreshments.

In 2012-13, this function was made innovative in all three aspects.
1) The junior students under the guidance of the convener of the Students’ Council prepared a farewell card putting in a lot of effort to make it special.
2) An ex-student, who has become successful in life and yet continued to retain a strong value system, was invited to address the students. The purpose is that his success story acts as a motivating factor for students, and they also get to see the simplicity and down to earth attitude of these achievers. In 2012-13, the first year, the invitee was CMA Deepak Rao (M.Com, MBA All-India 11th rank at ICWAI, holding a good job at CapVenture – a Multinational Corporation).

5. Obstacles faced:-
The speaker was reluctant to speak about his achievements and the odds he overcame to achieve his spectacular success.

6. Impact of the practice:
a. Students were impressed by the achievements and capabilities of the speaker.
b. They were touched by his simple demeanor and attitude to life.
c. The teachers were glad to see a successful student come back to the College to speak to the current passing out batch of students.

7. Resources:
There was no additional expenditure beyond that which is normally set aside for this activity.

III. Teachers’ Day celebration

1. Title:
Teachers’ Day celebration

2. Context:
Teachers’ day is celebrated by the students of the College every year as a routine event, with entertainment, gifts, games and snacks.

3. Objectives:
i) To honour and felicitate teachers on 5th September.
ii) To help students bond with teachers and express their love and affection, by celebrating the day in a variety of ways
iii) To help students and teachers remember the Guru-shishya tradition where teachers are also recognized as mentors, counselors and value educators.

4. The Practice:
This year the students had a unique celebration. Students of each class got together and made a personal handmade card for each teacher listing all the qualities of mind and heart of the teacher which endeared him/her to them. The cards were remarkable, as they expressed genuine and deep feelings of students about each teacher (One card per teacher). This was followed by a meaningful entertainment programme and a tea party.
5. Obstacles faced:
No obstacles were faced.

6. Impact of the practice:
i) This had a profound impact on all the teachers and this gesture touched them deeply.
ii) It also improved the student teacher relationship and their interactions during the year.
iii) Both teachers and students continued to maintain the improved relationship and carry it forth to higher level of understanding and communication, regarding classroom teaching and personal issues.

7. Resources:
Small contribution was collected from the student community.

Best Practices 2013-14

I Wi-Fi Campus

1. Title:
Wi-Fi Campus

2. Context:
One of the goals of the institution to be achieved by 2015 was to have a completely Wi-Fi enabled campus. Under the Govt. of Goa Cyberage Scheme, all students are given laptops at a highly subsidized price – thus if the campus is Wi-Fi enabled, the majority of students and teachers would benefit. The last phase of Wi-Fi installation was completed in May 2014 and the College campus is now completely Wi-Fi enabled.

3. Objectives:
a. To enable teachers and students to have access to internet from anywhere and anytime in the campus.
b. To promote wireless connectivity to all the PCs
c. To allow students to access software’s on the intranet through Wi-Fi.
d. To reduce the demand for lab time and ease pressure on the lab instructors.

4. The practice:
The last phase of Wi-Fi installation was completed in May 2014 and the College campus is now completely Wi-Fi enabled. There are two Linux Firewall servers installed in the lab for internet connectivity. These servers maintain and monitor users’ bandwidth and provide internet usage reports. There are two internet Leased lines in order to provide better connectivity for internet.

5. Obstacles faced:
i) Controlling internet bandwidth of the users is a difficult task.
ii) Allocating dynamic IP addresses to laptops for Wi-Fi connectivity.
iii) Routing two networks to connect the intranet software.

6. Impact of the practice:
a. It has enabled teachers and students to have anytime anywhere access to internet
b. It has provided wireless connectivity to all the PCs in the LAN.
c. It is easier for students to access MOODLE software from their laptops.
d. The practice has reduced the demand for lab time and eased pressure on the lab instructors.
II. Plastic free environment- Collection of empty milk packets

1. Title:
Plastic-free environment - Collection of empty milk packets

2. Context:
Among many of the environmental related problems, one of the major problems the State of Goa in recent years has been facing is of garbage which is caused due to the use and improper disposal of plastic and other waste.

In order to bring about awareness among the students and the general public, the College NSS Unit took the initiative for a plastic-free environment through collection of empty milk packets.

3. Objectives:
   i) To make students and the public more environment-conscious.
   ii) To ensure reduction of garbage caused due to plastic.
   iii) To avail the benefit of the exchange offer from Goa Dairy for empty milk packets with filled milk packets.

4. The Practice:
The college encourages the students through the NSS unit to collect empty plastic milk packets from local areas. These empty plastic milk packets were collected and given to Goa Dairy, for which Goa Dairy provides fresh milk packets. 100 empty milk packets were exchanged with one full milk packet. The NSS volunteers collected around 17,000 empty milk packets which were exchanged for 168 full milk packets. These milk packets were then distributed to a charitable association i.e. Missionaries of Charity at Cotto, Fatorpa in Cuncolim during the NSS camp.

5. Obstacles faced:
   i. It takes time and effort to convince the students to take part in this activity of collecting empty milk plastic bags.
   ii. The teachers’ responsibility of preserving and keeping record of the summaries increased their work.
   iii. Storing the empty milk packets was a difficult task.

6. Impact of the practice:
   i. The NSS Unit could create awareness about environmental issues especially with regard to use of plastic among local community.
   ii. There was a development of environmental and social concern among the students.
   iii. It created a sense of satisfaction among students for contributing towards environment and society.
   iv. Institution fulfilled its social mission and objectives.

7. Resources:
No additional financial resources are required for this practice.

7. Resources:
The project was financed out of BCA funds
SUMMARY
Innovation is the hallmark of excellence in any educational institution. It is also an indicator of quality assurance. Vidya Vikas Mandal’s Shree Damodar College of Commerce & Economics is continuously innovating, and trying out new measures that will enhance College and student performance in every possible area.
Evaluative Report of the Departments
DEPARTMENT OF COMMERCE & MANAGEMENT

1. Name of the department: COMMERCE & MANAGEMENT

2. Year of Establishment: 1973

3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG - B.Com

4. Names of Interdisciplinary courses and the departments/units involved
   English, Economics, Maths, Statistics, IT, English, Law, Geography and Environmental Sciences

5. Annual/semester/choice based credit system (programmewise) - B.Com – 6 Semesters

6. Participation of the department in the courses offered by other departments
   BBA(FS) Inter-Disciplinary Programme sanctioned by UGC to Dept. of Economics in 2006; now running as independent programme

7. Courses in collaboration with other universities, industries, foreign institutions, etc. NIL

8. Details of courses/programmes discontinued (if any) with reasons
   Post-Graduate Diploma in Business Journalism – poor response

9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
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<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Professors</td>
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<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc. /D.Litt. /Ph.D. / M.Phil.etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D Students guided for the last 4 year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Nirmala Gopinathan</td>
<td>M.Com, M.Phil</td>
<td>Assistant Professor</td>
<td>Cost Accounting</td>
<td>26</td>
<td>-</td>
</tr>
<tr>
<td>CA Subrahmanya Bhat KM</td>
<td>M.Com, CA, B.Ed</td>
<td>Assistant Professor</td>
<td>Accounting</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>Ms. Lina R. Sadekar</td>
<td>M.Com</td>
<td>Assistant Professor</td>
<td>Business Studies</td>
<td>18</td>
<td>-</td>
</tr>
<tr>
<td>Ms. Shami R. Pai</td>
<td>M.Com</td>
<td>Assistant Professor</td>
<td>Business Studies</td>
<td>18</td>
<td>-</td>
</tr>
<tr>
<td>Name</td>
<td>Qualification</td>
<td>Designation</td>
<td>Department</td>
<td>List of senior visiting faculty</td>
<td>Percentage of lectures delivered and practical classes handled (programmewise) by temporary faculty</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------</td>
<td>----------------------</td>
<td>-----------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ms. Anjali Sajilal</td>
<td>M.Com, P.G.D.F.M</td>
<td>Assistant Professor</td>
<td>Cost Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Sanjay P SawantDessai</td>
<td>M.Com, Ph.D</td>
<td>Assistant Professor</td>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Shilpa Mense</td>
<td>M.Com, M.Phil</td>
<td>Associate professor</td>
<td>Business Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Manoj S. Kamat</td>
<td>M.Com, Ph.D, PGDBA, PDF</td>
<td>Assistant Professor</td>
<td>Accounting and Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Edwin B. Barreto</td>
<td>M.Com, M.Phil</td>
<td>Associate Professor</td>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Rodney D’Silva</td>
<td>MMS, Ph.D</td>
<td>Assistant Professor</td>
<td>Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Preksha P. Chopdekar</td>
<td>M.Com, B.Ed</td>
<td>Assistant Professor</td>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Prachi P. Kolambkar</td>
<td>M.Com</td>
<td>Assistant Professor</td>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Namrata Haldankar</td>
<td>M.Com</td>
<td>Assistant Professor</td>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Sonal Sharma</td>
<td>M.Com</td>
<td>Assistant Professor</td>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Shameem Memon</td>
<td>M.Com</td>
<td>Assistant Professor</td>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Lizia Veronica Gomes</td>
<td>M.Com</td>
<td>Assistant Professor</td>
<td>Business Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. **List of senior visiting faculty**  --

12. **Percentage of lectures delivered and practical classes handled (programmewise) by temporary faculty**  - 9.6%

13. **Student-Teacher Ratio (programme wise)**  – B.Com – 38 : 1

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled** –

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Clerk</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Accountant</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Librarian</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Jr. Stenographer</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>U.D.C</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>L.D.C</td>
<td>04</td>
<td>03</td>
</tr>
</tbody>
</table>
Library attendant | 02 | 02
Peon | 05 | 04
Watchman | 03 | 03
Gardener | 01 | 01

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.
   Ph.D. – 03
   M.Phil - 03
   PG – 12

16. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received - NIL

17. Departmental projects funded by DST-FIST;UGC, DBT, ICSSR, etc. and total grants received - NIL

18. Research Centre/facility recognized by the University:
   Research Centre in Commerce affiliated to Goa University
   Dr. Manoj Kamat guiding 7 scholars for Ph.D.

19. Publications:
   a) Publication per faculty
   b) Number of papers published by faculty and students in peer reviewed journals (b 1: national / b 2: international)
   c) Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
   d) Monographs
   e) Chapter in Books:
   f) Books Edited
   g) Books with ISBN/ISSN numbers with details of publishers
   h) Citation Index: Citation Range
   i) SNIP Range
   j) SJR Range
   k) Impact factor Range
   l) h-index
   
   (Refer to ANNEXURE for publication details)

20. Areas of consultancy and income generated --NIL

21. Faculty as members in
   a) National committees b) International Committees c) Editorial Boards…. -NIL-
22. **Student projects**
   a) Percentage of students who have done in-house projects including interdepartmental /programme -NIL-
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies -NIL-

23. **Awards/Recognitions received by faculty and students:**

   Faculty:
   - Dr. Manoj Kamat – His research paper was awarded the best research paper award, the First Prof. Mannubhai Shah Research Gold Medal & Citation in the area of Empirical research in Finance, at the 63rd All India Commerce Conference organized by Indian Commerce Association.

   Students:
   - Ms. Kirti Pawse secured the 1st rank at the Goa University T.Y.B.Com April 2009 examination.
   - Mr. H. M. Manjunath secured 2nd rank at Goa University T.Y.B.Com April 2009 examination.
   - MS. Rodrigues Samantha Secured 2nd rank at Goa University T.Y.B.Com April 2010 examination.
   - MS. Bepari Zinat was awarded Gold medal for Accountancy at Goa University T.Y.B.Com April 2010 examination.
   - Mr. Xete Verenkar Udhesh Uday secured 3rd rank at Goa University T.Y.B.Com April 2011 examination.

24. **List of eminent academicians and scientists/visitors to the department**

   - Shri. Manoj Pednekar, Former HOD Commerce, MES College to deliver talk on FAAT Major I – Taxation for TYB.Com students in September 2014
   - Ms. Fatima D’Souza , HOD Commerce, Govt College Khandola, to deliver talk on Cost and Management Accounting to students of TYB.Com in September 2014
   - Ms. Meenakshi Bawa ,HOD , Economics, MES College, Zuarinagar to deliver talk on International Trade and Finance to TYB.Com students in September 2014
   - CA Sandeep Bhandare delivered a talk on ‘Recent Issues in Direct and Indirect Taxes’ on 18th February 2010
   - Dr. O.P.Mall, Director, Monetary Policy Department, Reserve Bank of India, Mumbai to deliver a talk on ‘Mechanics of Inflation – How it works’ on 19th February 2010
   - Dr. Dilip Kare, Director, Adarsh Institute of Management, Margao to deliver a talk on ‘Global Recession and its Impact on World and Indian Economy’ on 23rd February 2010

25. **Seminars/Conferences/Workshops organized & the source funding**

   a) **National** : 02
      - 2008-09 - UGC sponsored National Seminar on “Retail Revolution in India”
      - 2010-11 - UGC Sponsored National Seminar on “Emerging Issues and Challenges in Micro Finance.”
b) International --NIL

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Com</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>775</td>
<td>763</td>
<td>285</td>
<td>478</td>
</tr>
<tr>
<td>2010-11</td>
<td>852</td>
<td>767</td>
<td>295</td>
<td>472</td>
</tr>
<tr>
<td>2011-12</td>
<td>747</td>
<td>747</td>
<td>287</td>
<td>460</td>
</tr>
<tr>
<td>2012-13</td>
<td>754</td>
<td>754</td>
<td>306</td>
<td>448</td>
</tr>
<tr>
<td>2013-14</td>
<td>699</td>
<td>687</td>
<td>299</td>
<td>388</td>
</tr>
</tbody>
</table>

*M=Male *F=Female

27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Com</td>
<td>100%</td>
<td>NIL</td>
<td>NIL</td>
</tr>
</tbody>
</table>

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.?

Not Applicable

29. Student progression: in last 5 years

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>25 %</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>-</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>-</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>-</td>
</tr>
<tr>
<td>Employed</td>
<td>12%</td>
</tr>
<tr>
<td>-Campus selection</td>
<td></td>
</tr>
<tr>
<td>-Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td>-</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities

a) Library: No. of books available

24,849 books in addition to journals and e-resources

b) Internet facilities for Staff & Students: Internet facility is available in the entire campus for staff as well as for students.
c) **Class rooms with ICT facility** – 04 classrooms fitted with LCD Projectors

d) **Laboratories** – 1 Lab with 23 computers exclusively for B.Com programme; 1 Lab with 21 computers shared with BCA

31. **Number of students receiving financial assistance from college, university, government or other agencies**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Number of Students who received scholarships</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>24 (State Govt)</td>
</tr>
<tr>
<td>2010-11</td>
<td>33 (State Govt Rs 3,11,099) 48 (UGC XI Plan Rs 2,40,000) Total 89</td>
</tr>
<tr>
<td>2011-12</td>
<td>31 (State Govt Rs 4,36,233) 46 (UGC XI Plan Rs 2,30,000) Total 87</td>
</tr>
<tr>
<td>2012-13</td>
<td>34 (State Govt)</td>
</tr>
<tr>
<td>2013-14</td>
<td>45 (State Govt)</td>
</tr>
</tbody>
</table>

32. **Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts**

The Department organized the following programmes

- Intercollegiate workshop on Business Management on 25th July 2009
- Seminar in collaboration with ICAI, Goa Branch on ‘Recent Issues in Direct and Indirect Taxes’ on 18th February 2010 Resource Persons CA Sandeep Bhandare and others
- One Day State level Seminar on ‘Mechanics of Inflation – How it works’ Resource Person – Dr. O.P.Mall, Director, Monetary Policy Department, Reserve Bank of India, Mumbai on 19th February 2010
- Talk on ‘Global Recession and its Impact on World and Indian Economy’ by Dr. Dilip Kare, Director, Adarsh Institute of Management, Margao on 23rd February 2010
- Workshop on ‘Personality Development and Self Esteem’ Resource Person Mr. Pravin Sabnis on 19th August 2010
- Two Days National Seminar on ‘Emerging Issues and Challenges in Micro Finance’ on 4th and 5th March 2011
- State level Seminar on ‘New Vistas in Commerce Education’ in collaboration with Goa Commerce Association on 30th March 2012
- One day Seminar on ‘An Overview of the Indian Capital Market’ on 29th September 2012
- State level Seminar on ‘Recent Trends in Financial Markets’ on 4th March 2014
33. Teaching methods adopted to improve student learning
   - Discussion on Current topics like the new Companies Act, New formats of Balance Sheet & Income Statement.
   - Bringing out creative talents in students e.g. In Advertising, students are made to create Innovative Advertising Copy, Illustration and layout.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

The following members of the Department were NSS Programme Officers

Mr. Edwin Barreto               2008 - 2010
Ms. Anjali Sajilal              2010 - 2012
Ms. Maithili Naik               2010 - 2013
Ms. Maria Rodrigues             2010 – 2013
Mr. Rodney D’Silva              2012 – 2013
Dr. Manoj Kamat                 2013 – 2015
Ms. Sonal Sharma                2013 – 2014
Ms. Preksha Chopdekar           2014 – 2015
Ms. Shameem Memon               2014 - 2015

35. SWOC analysis of the department and Future plans

STRENGTHS

- Fully Qualified Staff
- All the members of the staff have completed /are pursuing M.Phil./ Ph. D.
- Minor research projects – Dr. Manoj Kamat has three projects to his credit – 2 UGC sponsored and 1 Industry sponsored.
- Large number of papers presented at State, National and International seminars and conferences
- Teachers are invited by various institutions as guest, contributory and expert faculty to engage lectures.
  Dr. Manoj Kamat was Resource person for Refresher course. He is also a Research Guide for 7 Ph.D. scholars of which 1 is a full time Research Scholar.
- Representation on Academic Council and Board of Studies in Commerce
  Dr. Sanjay Sawant Desai – Member Academic Council (2012-2014)
  Dr. I. Bhanumurthy - Chairman, Board of Studies in Commerce (2010-11)
  Ms. Nirmala Gopinathan – Member, B.O.S. (2008- 2011)
  Dr. Sanjay Sawant Desai – Member, B.O.S. (2011-2014)
- The College offers all the elective subjects for F.Y., S.Y. and T.Y.B.Com. as provided by Goa University.

WEAKNESSES

- Not sufficiently contributed to practical application of knowledge in Industry.
- Staff do not have enough Industry exposure.
OPPORTUNITIES
The Department has a large number of young staff members well versed in Information Technology and current developments in Commerce.

CHALLENGES
As students are more syllabus/examination oriented, motivating them to take interest in current affairs and Library reading is a challenge.
DEPARTMENT OF ECONOMICS & BANKING

1. Name of the department : ECONOMICS & BANKING
2. Year of Establishment : 1973
3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) (names of papers)

Offering papers to the B.Com, BBA(FS) courses

4. Names of Interdisciplinary courses and the departments/units involved - Nil-

5. Annual/semester/choice based credit system (programme wise)

   Semester System

6. Participation of the department in the courses offered by other departments

   B.Com, BBA(FS), BCA, M.Com

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

   -Nil-

8. Details of courses/programmes discontinued (if any) with reasons -Nil-

9. Number of Teaching posts

<table>
<thead>
<tr>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>Nil</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>4</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>2</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil.etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students Guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Prita D. Mallya</td>
<td>M.A; M.Phil; Ph.D.</td>
<td>Principal &amp; Associate Professor</td>
<td>Banking &amp; Finance</td>
<td>22 years</td>
<td>6</td>
</tr>
<tr>
<td>Ms. Lydia Menon</td>
<td>M.A; PG Diploma in English Studies</td>
<td>Associate Professor</td>
<td>Gender Studies</td>
<td>28 years</td>
<td>N.A.</td>
</tr>
<tr>
<td>Dr. B.P. SarathChandran</td>
<td>M.A; M.Phil; Ph.D.</td>
<td>Associate Professor</td>
<td>International Trade</td>
<td>15 years</td>
<td>N.A.</td>
</tr>
<tr>
<td>Ms. Lira M Gama</td>
<td>M.A.</td>
<td>Associate Professor</td>
<td>Migration and Labour</td>
<td>17 years</td>
<td>N.A.</td>
</tr>
<tr>
<td>Dr. Manasvi M Kamat</td>
<td>M.A; Ph.D.</td>
<td>Assistant Professor</td>
<td>International Trade</td>
<td>14 years</td>
<td>N.A.</td>
</tr>
</tbody>
</table>
11. **List of senior visiting faculty**  
   Not Applicable.

12. **Percentage of lectures delivered and practical classes handled (programme wise)**
   
   By temporary faculty  
   17.8 percent

13. **Student-Teacher Ratio (programme wise)**  
   : 98:1

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled**
   -Nil-

15. **Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.**
   
   Ph.D.  - 3
   M.Phil  - 3
   M.A.    - 6

16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received**
   
   National Project (UGC)  
   - 01  
   7.2 lakhs

17. **Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received**
   
   UGC (Major)  
   - 1,  
   7.2 Lakhs
   
   Minor  
   - 1

18. **Research Centre/facility recognized by the University**
   
   Dr. Prita D Mallya is a recognized Research Guide in the Department of Management Studies

19. **Publications:**
   
   Refer Annexure

20. **Areas of consultancy and income generated**
   -Nil-

21. **Faculty as members in**
   
   a) National committees  
   b) International Committees  
   c) Editorial Boards....
   -Nil-

22. **Student projects**
   
   a) **Percentage of students who have done in-house projects including inter departmental/ programme**
   
   29.16 percent

   b) **Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies**
   
   -NIL
23. **Awards/Recognitions received by faculty and students**

Dr. Manasvi Kamat received the First Prof. Mannubhai Shah Research Gold Medal & Citation in the area of Empirical research in Finance, at the 63rd All India Commerce Conference organized by Indian Commerce Association in October 2010. She also received the Bharat Shiksha Ratna for Excellence in Education & National Development from Global Society for Economic Growth in April 2013.

Dr. B. P. Sarath Chandran elected as General Secretary of Goa Economic Association and EC member of Indian Economic Association.

24. **List of eminent academicians and scientists/visitors to the department**

-Nil-

25. **Seminars/Conferences/Workshops organized & the source of funding**

a) **National**

b) **International**

| Source of funding | One | ICSSR |

26. **Student profile programme/course wise:**

<table>
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<th>Name of the Course/programme (refer question no. 4)</th>
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<td>93.36</td>
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</tr>
</tbody>
</table>

| BBA(FS)                                           |     |     |         |                |
| 2009-10                                           | 118 | 112 | 40      | 72             |
| 2010-11                                           | 122 | 102 | 34      | 68             |
| 2011-12                                           | 98  | 93  | 36      | 57             |
| 2012-13                                           | 69  | 69  | 28      | 41             |
| 2013-14                                           | 68  | 66  | 29      | 37             |

*M=Male  *F=Female

27. **Diversity of Students**

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Com</td>
<td>100%</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>BBA(FS)</td>
<td>100%</td>
<td>NIL</td>
<td>NIL</td>
</tr>
</tbody>
</table>
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
   Not Applicable

29. Student progression
   -

30. Details of Infrastructural facilities
   a) Library: No. of books available
      24,849 books in addition to journals and e-resources
   b) Internet facilities for Staff & Students: Internet facility is available in the entire campus for staff as well as for students.
   c) Class rooms with ICT facility – 04 classrooms fitted with LCD Projectors available for use.
   d) Laboratories – Not Applicable

31. Number of students receiving financial assistance from college, university, government or other agencies
   Not Applicable.

32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts
   • Merit Coaching for TY Students
   • ICICI foundations of Banking – Learning Modules for banking students
   • Application of economic principles to market situation

33. Teaching methods adopted to improve student learning
   • Case Study
   • Discussion on Current topics
   • Monetary Policy and Budget

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
   NSS Chief Program Officer
      Ms. Lira M Gama 2008 - 2010
      Dr. Prita D Mallya 2008- 2010
      Dr. Manasvi Kamat 2010-2013

35. SWOC analysis of the department and Future plans

STRENGTHS
   • Fully Qualified Staff
   • All the members of the staff (except one) completed or pursuing Ph. D.
   • Staff Members carried out Major and Minor research projects
   • Large number of papers presented at State, National and International seminars and conferences
   • Teachers are invited by various institutions as guest, contributory and expert faculty to engage lectures. Resource persons for refresher course, teachers are members of BOS and Academic Council.
   • Department has Ph.D. research guides
- Developed an Interdisciplinary course called BBS (Financial Services) now BBA (Financial Services)
- Blend of Youth and experienced faculty

WEAKNESSES
- The College has no B.A. or M.A. Program in Economics
- Choice of subjects is limited to few courses.

OPPORTUNITIES
- The College has established Economics Research and Consultancy Centre to carryout research in the emerging areas of economics affecting the State of Goa. This gives an opportunity to take up application orientated research to the faculty members.
- College is awaiting for the Ph.D. research centre of Goa University and this gives opportunity to the faculty members to engage in research guidance.

CHALLENGES
- Motivating the Commerce Students to study the intricacies of economics
- Teaching economics concepts in a practical way so that the students can relate the contemporary economics problems with class room learning.
Departments/units involved in all UG Programmes

DEPARTMENT OF MATHEMATICS & STATISTICS

1. **Name of the department**: MATHEMATICS & STATISTICS
2. **Year of Establishment**: 1973
3. **Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)**: Offering papers to the B.Com course
4. **Names of Interdisciplinary courses and the departments/units involved**
   - Not Applicable
5. **Annual/semester/choice based credit system (programmewise)**
   - Not Applicable
6. **Participation of the department in the courses offered by other departments**
   - Not Applicable
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.**
   - Not Applicable
8. **Details of courses/programmes discontinued (if any) with reasons**
   - Not Applicable
9. **Number of Teaching posts**

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
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</thead>
<tbody>
<tr>
<td>Professors</td>
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<tr>
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<td>01 (FT)</td>
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<td></td>
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<td>01 (LB)</td>
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</table>

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil., etc.,)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No.of Years of Experience</th>
<th>No.of Ph.D. Students Guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Mamta Kumari</td>
<td>M.Sc</td>
<td>Assistant Professor</td>
<td>Mathematics</td>
<td>Nil</td>
<td>-</td>
</tr>
<tr>
<td>Ms. Ulpa U. Waingankar</td>
<td>M.Sc M.Phil</td>
<td>Assistant Professor</td>
<td>Mathematics</td>
<td>3yrs 5 mtnths</td>
<td>-</td>
</tr>
<tr>
<td>Ms. Komal Karekar</td>
<td>M.Sc</td>
<td>Assistant Professor</td>
<td>Statistics</td>
<td>8 months</td>
<td>-</td>
</tr>
</tbody>
</table>

11. **List of senior visiting faculty**
   --
12. **Percentage of lectures delivered and practical classes handled (programmewise) temporary faculty**: 100%
13. **Student-Teacher Ratio (programmewise)**: B.Com – 225: 1
14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled** – Not Applicable

15. **Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.**
   - MPhil -01
   - PG -02

16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received** – Not Applicable

17. **Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received** - NIL

18. **Research Centre/facility recognized by the University** : Not Applicable

19. **Publications:**
   * Publication per faculty
   * Number of papers published in peer reviewed journals (national / international) by faculty and students
   * Number of publications listed in International Database (For eg: Web of Science, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc.)
   * Monographs
   * Chapter in Books
   * Books Edited 01 - Ms. Maria Ester Abranches (retired in 2010): Published a book for F.Y.B.Com titled “Mathematical Techniques”
   * Books with ISBN/ISSN numbers with details of publishers
   * Citation Index
   * SNIP
   * SJR
   * Impact factor
   * h-index

20. **Areas of consultancy and income generated** --NIL

21. **Faculty as members in**
   a) National committees
   b) International Committees
   c) Editorial Boards….
   -NIL-

22. **Student projects**
   a) Percentage of students who have done in-house projects including interdepartmental / programme -NIL-
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies -NIL-

23. **Awards/Recognitions received by faculty and students**
Ms. Maria Ester Abranches was awarded State Award for meritorious service for the year 2009 by the honourable Chief Minister of Goa on Goa Liberation Day.

She was also awarded Dr. D. B.Wagh Memorial Shikshak Bhushan Award 2009 for outstanding achievements and contribution in educational, social and literary fields.

24. **List of eminent academicians and scientists/visitors to the department**
   
   Not Applicable

25. **Seminars/Conferences/Workshops organized & the source of funding**

   a) **National**  - Not Applicable
   
   b) **International**  - Not Applicable

26. **Student profile programme/course wise:**

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
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<td>687</td>
<td>299</td>
<td>388</td>
</tr>
</tbody>
</table>

*M=Male  *F=Female

27. **Diversity of Students:**  Not Applicable

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services,etc.**?
   
   Not Applicable

29. **Student progression:**  Not Applicable

30. **Details of Infrastructural facilities**

   a) **Library** : No. of books available

   24,849 books in addition to journals and e-resources

   b) **Internet facilities for Staff & Students**: Internet facility is available in the entire campus for staff as well as for students.

   c) **Class rooms with ICT facility** – 04 classrooms fitted with LCD Projects available for use.

   d) **Laboratories** – Not Applicable
31. Number of students receiving financial assistance from college, university, government or other agencies
   Not Applicable

32. Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts -NIL-

33. Teaching methods adopted to improve student learning
   Assignments & Quiz

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
   -NIL-

35. SWOC analysis of the department and Future plans
DEPARTMENT OF LAW

1. Name of the department : LAW
2. Year of Establishment : 1973
3. Names of Programmes/Courses offered(UG,PG,M.Phil.,Ph.D., Integrated Masters; Integrated Ph.D., etc.)
   : Offering following papers to the B.Com, BBA(FS) courses
     - Business Laws for SYBCom
     - Business & Financial Sector Legislation for TYBBA(FS)
4. Names of Interdisciplinary courses and the departments/units involved
5. Annual/semester/choice based credit system (programme wise)
   : Not Applicable
6. Participation of the department in the courses offered by other departments
   : Not Applicable
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
   : Not Applicable
8. Details of courses/programmes discontinued (if any) with reasons
   : Not Applicable
9. Number of Teaching posts

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<td>Asst. Professors</td>
<td>01 (Part Time)</td>
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10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./ Ph.D./ M.Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
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<th>No. of Years of Experience</th>
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<tbody>
<tr>
<td>Mr. Prem Pal Singh</td>
<td>LLM</td>
<td>Assistant Professor</td>
<td>Business Law</td>
<td>27 years</td>
<td>-</td>
</tr>
<tr>
<td>Ms. Siddhi Parodkar</td>
<td>LLM</td>
<td>Assistant Professor</td>
<td>Business Law</td>
<td>6 years</td>
<td>-</td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty
   : --
12. Percentage of lectures delivered and practical classes handled (programme wise) temporary faculty: 100%
13. **Student-Teacher Ratio (programme wise):** 123:1

14. **Number of academic support staff (technical) and administrative staff;**
   sanctioned and filled – Not Applicable

15. **Qualifications of teaching faculty with DSc/D.Litt /Ph.D/MPhil/PG.**
   PG-02

16. **Number of faculty with ongoing projects from a) National b) International**
   funding agencies and grants received - Not Applicable

17. **Departmental projects funded by DST-FIST;UGC, DBT, ICSSR ,etc. and**
   total grants received - NIL

18. **Research Centre/facility recognized by the University :** - Not Applicable

19. **Publications:** NIL

20. **Areas of consultancy and income generated** --NIL

21. **Faculty as members in**
   a) National committees b) International Committees c) Editorial Boards....
   -NIL

22. **Student projects**
   a) **Percentage of students who have done in-house projects including**
      interdepartmental /programme -NIL
   b) **Percentage of students placed for projects in organizations outside the**
      institution i.e.in Research laboratories/Industry/ other agencies NIL

23. **Awards/Recognitions received by faculty and students**

24. **List of eminent academicians and scientists/visitors to the department**
   Not Applicable

25. **Seminars/Conferences/Workshops organized & the source of funding**
   a) **National** - Not Applicable
   b) **International** - Not Applicable

26. **Student profile programme/coursewise:**

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<th>Name of the Course/programme (refer question no. 4)</th>
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27. **Diversity of Students** - Not Applicable
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
   Not Applicable
29. Student progression: Not Applicable
30. Details of Infrastructural facilities:
31. Number of students receiving financial assistance from college, university, government or other agencies Not Applicable
32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts -NIL
33. Teaching methods adopted to improve student learning
   Case studies, Assignments
34. Participation in Institutional Social Responsibility (ISR) and Extension activities -NIL
35. SWOC analysis of the department and Future plans
DEPARTMENT OF INFORMATION TECHNOLOGY

1. **Name of the department**: INFORMATION TECHNOLOGY

2. **Year of Establishment**: 2000

3. **Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)**:

   Offering the following papers to the B.Com and BBA(FS) programmes
   - Information Technology for FYB.Com
   - Computer Applications for Business for SYB.Com
   - IT for FYBBA(FS)

4. **Names of Interdisciplinary courses and the departments/units involved**
   Not Applicable

5. **Annual/semester/choice based credit system (programme wise)**
   Not Applicable

6. **Participation of the department in the courses offered by other departments**
   Not Applicable

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.**
   Not Applicable

8. **Details of courses/programmes discontinued (if any) with reasons**
   Not Applicable

9. **Number of Teaching posts**

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<tr>
<td>Asst. Professors</td>
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<td>01 (FT)</td>
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</tbody>
</table>

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil., etc.,)**

    | Name                        | Qualification         | Designation       | Specialization    | No.of Years of Experience | No. of Ph.D. Students Guided for the last 4 years |
    |------------------------------|-----------------------|-------------------|-------------------|--------------------------|-----------------------------------------------|
    | Ms. Sharmila S. Kunde       | B.E (Comp. Sci.); MSc(I.T) | Assistant Professor | Computer Science | 15 years                 | -                                             |
    | Ms. Leona Tavares Dias      | MCA                   | Assistant Professor | Computer Application | 3 years 6 months         | -                                             |
11. List of senior visiting faculty --

12. Percentage of lectures delivered and practical classes handled (programme wise) temporary faculty:
   B.Com
   Lectures - 22%
   Practicals – 50%
   BBA – 100%


14. Number of academic support staff(technical) and administrative staff; sanctioned and filled : 01 (Lab. Instructor)

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.
   PG- 02

16. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received -NIL

17. Departmental projects funded by DST-FIST;UGC, DBT, ICSSR,etc. and total grants received- Not Applicable

18. Research Centre/facility recognized by the University : Not Applicable

19. Publications:
   a) Publication per faculty
   b) Number of papers published in peer reviewed journals (national / international) by faculty and students
      01 – Peer Reviewed International Journal
      01 – Abstract in International Journal (IJCA)

20. Areas of consultancy and income generated --NIL

21. Faculty as members in
   a) National committees b) International Committees c)Editorial Boards….
      -NIL-

22. Student projects
   a) Percentage of students who have done in-house projects including interdepartmental /programme
      -NIL-
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
      To carry out a Mini project 20 students were deputed to attend training on ‘ERP implementation at Marpol Pvt. Ltd. Margao’. The students submitted a report at the end of the training in 2013.

23. Awards/Recognitions received by faculty and students : -NIL
24. **List of eminent academicians and scientists/visitors to the department**  
   Not Applicable

25. **Seminars/Conferences/Workshops organized & the source of funding**  
   a) **National** - Not Applicable  
   b) **International** - Not Applicable

26. **Student profile programme/coursewise:**

<table>
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<th>Course/programme (refer question no. 4)</th>
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</table>

*M=Male  *F=Female

27. **Diversity of Students**  
   Not Applicable

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?**  
   Not Applicable

29. **Student progression:**  
   Not Applicable

30. **Details of Infrastructural facilities**

   a) **Library**: No. of books available as of 2013-14

<table>
<thead>
<tr>
<th>Course</th>
<th>Books</th>
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<tr>
<td>B. Com</td>
<td>21110</td>
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<tr>
<td>B. B.A(FS)</td>
<td>906</td>
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</tbody>
</table>

   b) **Internet facilities for Staff & Students**: Internet facility is available in the entire campus for staff as well as for students.

c) **Class rooms with ICT facility** – 04 classrooms fitted with LCD Projectors available for use.

d) **Laboratories** – 1 Lab with 23 computers exclusively for B.Com programme; 1 Lab with 21 computers shared with BCA
31. **Number of students receiving financial assistance from college, university, government or other agencies**
   Not Applicable

32. **Details on student enrichment programmes (special lectures/ workshops/seminar) with external experts**
   -NIL-

33. **Teaching methods adopted to improve student learning**
   Audio visual presentations, Assignments

34. **Participation in Institutional Social Responsibility (ISR) and Extension activities**
   -NIL-

35. **SWOC analysis of the department and Future plans**
   Future Plans – Inviting guest lecturers to cover topics on emerging trends in IT
   Conduct short Add-on Certificate courses to improve employability skills of students
DEPARTMENT OF ENGLISH

1. Name of the department: ENGLISH
2. Year of Establishment: 1973
3. Names of Programmes/Courses Offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :
   Offering papers to BCom, BCA and BBA(FS) courses
4. Names of Interdisciplinary courses and the departments/units involved
   Not Applicable
5. Annual/semester/choice based credit system(programmewise)
   Not Applicable
6. Participation of the department in the courses offered by other departments
   Not Applicable
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
   Not Applicable
8. Details of courses/programmes discontinued(if any) with reasons
   Not Applicable
9. Number of Teaching posts

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<tr>
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10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil,etc.)

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<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
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<th>Specialization</th>
<th>No.of Years of Experience</th>
<th>No.of Ph.D. Students guided for the last 4 years</th>
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<tbody>
<tr>
<td>Ms. Allison Almeida</td>
<td>M.A</td>
<td>Assistant Professor</td>
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<td>7 yrs</td>
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<td>Ms. Jyoti Lewis</td>
<td>M.A, M.Phil</td>
<td>Assistant Professor</td>
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11. List of senior visiting faculty
   Not Applicable
12. Percentage of lectures delivered and practical classes handled (programme wise) temporary faculty: 100%
13. Student-Teacher Ratio(programme wise):
   BCom 143:1   BBA(FS):48: 1 , BCA- 32:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled – Not Applicable

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.
   M.Phil-01
   PG-01

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received - Not Applicable

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received - NIL

18. Research Centre/facility recognized by the University: - N.A -

19. Publications: NIL

20. Areas of consultancy and income generated: NIL

21. Faculty as members in
   a) National committees
   b) International Committees
   c) Editorial Boards... NIL

22. Student projects
   a) Percentage of students who have done in-house projects including interdepartmental/programme - NIL
   b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies - NIL

23. Awards/Recognition received by faculty and students - NIL

24. List of eminent academicians and scientists/visitors to the department
   Not Applicable

25. Seminars/Conferences/Workshops organized & the source of funding
   a) National - Not Applicable
   b) International - Not Applicable

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
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<td>687</td>
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<td>388</td>
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</table>
27. **Diversity of Students**  Not Applicable

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?**  
   Not Applicable

29. **Student progression**

30. **Details of infrastructural facilities**
   a) **Library**: No. of books available for all departments as of 2013-14
   
<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
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</tbody>
</table>

   b) **Internet facilities for Staff & Students**: Internet facility is available in the entire campus for staff as well as for students.

   c) **Class rooms with ICT facility** – 04 classrooms fitted with LCD Projectors available for use.

   d) **Laboratories** – Not Applicable

31. **Number of students receiving financial assistance from college, university, government or other agencies**  Not Applicable

32. **Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts**  -NIL-

33. **Teaching methods adopted to improve student learning**: Student presentations, debates

34. **Participation in Institutional Social Responsibility (ISR) and Extension activities**  -NIL-

35. **SWOC analysis of the department and Future plans**
DEPARTMENT OF GEOGRAPHY

1. Name of the department: GEOGRAPHY
2. Year of Establishment: 1973
3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
   - Offering the following papers to BCom, BCA and BBA(FS) courses
     - Geography and Environmental Studies at FYBCom
     - Environmental Studies at FYBCA and FYBBA(FS)
4. Names of Interdisciplinary courses and the departments/units involved
   - NIL -
5. Annual/semester/choice based credit system (programme wise)
   - Not Applicable
6. Participation of the department in the courses offered by other departments
   - Not Applicable
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
   - Not Applicable
8. Details of courses/programmes discontinued (if any) with reasons
   - Not Applicable
9. Number of Teaching posts

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<tr>
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<tr>
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</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil. etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
<th>No. of Ph.D. Students guided for the last 4 years</th>
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<tbody>
<tr>
<td>Mr. Mandar M. Fatarpekar</td>
<td>M.A, M.Phil</td>
<td>Assistant Professor</td>
<td>Geography</td>
<td>10 yrs</td>
<td>-</td>
</tr>
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</table>

11. List of senior visiting faculty
- NIL -
12. Percentage of lectures delivered and practical classes handled (programmewise) temporary faculty: 100%
13. **Student-Teacher Ratio (programmewise):**
   - B.Com – 222:1  BCA – 32:1  BBA(FS) – 29:1

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled**
   - Not Applicable

15. **Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.**
   - MPhil -01

16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received**
   - Not Applicable

17. **Departmental projects funded by DST-FIST;UGC, DBT, ICSSR, etc. and total grants received**
   - NIL

18. **Research Centre/facility recognized by the University**
   - Not Applicable

19. **Publications:**
   - NIL

20. **Areas of consultancy and income generated**
   - NIL

21. **Faculty as members in**
   - a) National committees  b) International Committees  c) Editorial Boards….
   - NIL

22. **Student projects**
   - a) Percentage of students who have done in-house projects including interdepartmental /programme
   - NIL
   - b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies
   - NIL

23. **Awards/Recognitions received by faculty and students**
   - NIL

24. **List of eminent academicians and scientists/visitors to the department**
   - Not Applicable

25. **Seminars/Conferences/Workshops organized & the source of funding**
   - a) National
     - Not Applicable
   - b) International
     - Not Applicable

26. **Student profile programme/course wise:**

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
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<td>388</td>
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</table>

| BCA                                               |                       |          |          |                 |

-242-
2009-10 | 242  | 238  | 129  | 109  | 90.54 \\
2010-11 | 283  | 240  | 139  | 101  | 96.05 \\
2011-12 | 263  | 224  | 142  |  82  |  97.5 \\
2012-13 | 192  | 192  | 126  |  66  |  98.78 \\
2013-14 | 172  | 167  | 114  |  53  |   100 \\

**BBA(FS)**

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<td>2013-14</td>
<td>68</td>
<td>66</td>
<td>29</td>
<td>37</td>
<td>100</td>
</tr>
</tbody>
</table>

*M=Male  *F=Female

27. **Diversity of Students**  Not Applicable

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?**  Not Applicable

29. **Student progression**  Not Applicable

30. **Details of Infrastructural facilities**
   a) **Library**: No. of books available for all departments as of 2013-14

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<th>Department</th>
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<td>B. B.A(FS)</td>
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   b) **Internet facilities for Staff & Students**: Internet facility is available in the entire campus for staff as well as for students.

c) **Class rooms with ICT facility** – 04 classrooms fitted with LCD Projectors available for use.

d) **Laboratories** – Not Applicable

31. **Number of students receiving financial assistance from college, university, government or other agencies**  Not Applicable

32. **Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts** -NIL-

33. **Teaching methods adopted to improve student learning**

   Audio visual presentations, field visits

34. **Participation in Institutional Social Responsibility (ISR) and Extension activities** -NIL-

35. **SWOC analysis of the department and Future plans**
DEPARTMENT OF COMPUTER SCIENCE

1. Name of the department: COMPUTER SCIENCE

2. Year of Establishment: 1997

3. Names of Programmes / Courses offered (UG/ PG/ M.Phil./ Ph.D./ Integrated Masters; Integrated Ph.D./ etc.)
   UG- Bachelor of Computer Applications (BCA)

4. Names of Interdisciplinary courses and the departments/units involved
   Nil

5. Annual/ semester/choice based credit system (Programme wise)
   Semester system with Course Credits

6. Participation of the department in the courses offered by other departments
   Nil

7. Courses in collaboration with other universities/ industries/ foreign institutions/ etc.
   Nil

8. Details of courses/programmes discontinued (if any) with reasons
   Nil

9. Number of Teaching posts

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10. Faculty profile with name/ qualification/ designation/ specialization, (D.Sc./ D.Litt./ Ph.D./ M. Phil. etc./)

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<th>Name</th>
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<td>Mr. Sunil T. Naik</td>
<td>M.Sc., MCA,</td>
<td>Asst. Professor, Programme</td>
<td>Electronics; Computer</td>
<td>15</td>
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<td></td>
<td>PGDCA</td>
<td>Coordinator</td>
<td>Science</td>
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<tr>
<td>Ms. Ekta</td>
<td>B.E., MCA</td>
<td>Asst. Professor</td>
<td>Computer Science</td>
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<tr>
<td>Ms. Annette</td>
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<td>Mr. Sumit Kumar</td>
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<td>Ms. Maria Rodrigues</td>
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<td>Ms. Supriya Almeida</td>
<td>M.Sc. (Maths), B.Ed. Asst. Professor (Lecture Basis)</td>
<td>Mathematics</td>
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<td>Ms. Allison Almeida</td>
<td>M.A. (Eng.) Asst. Professor (Lecture Basis)</td>
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11. List of senior visiting faculty Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty 100%
13. Student -Teacher Ratio (programme wise) 17:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled - 4 technical staff (3 lab instructors and 1 System Administrator) and 1 administrative staff
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. PG - 07
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received Nil
17. Departmental projects funded by DST-FIST; UGC/ DBT/ ICSSR/ etc. and total grants received Nil
18. Research Centre/facility recognized by the University Nil
19. Publications: Nil
20. Areas of consultancy and income generated Nil
21. Faculty as members in
   a) National committees b) International Committees c) Editorial Boards.... Nil Nil Nil
22. Student projects
   a) Percentage of students who have done in-house projects including inter-departmental / programme 15%
b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/industry/other agencies  
Nil

23. Awards/ Recognitions received by faculty and students

Student Achievements at Inter-Collegiate IT Events
- Mr. Amit Gehlot - awarded the NOESIS Geek of 2013
- Mr. Shailendra Naik - awarded the ‘COLOSSUS AVENGER’ of 2014 (at Colossus 3.0 - 2-day State level IT Fest organised by Don Bosco College, Panjim)

24. List of eminent academicians and scientists/ visitors to the department
- Prof. V. V. Kamat, Goa University
- Mr. Ramrao Wagh, Goa University
- Dr. Animesh Adhikari, Chowgule College
- Dr. (Ms.) Jyoti Pawar, Goa University

25. Seminars/ Conferences/Workshops organized & the source of funding
a) National  
NA
b) International  
NA

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
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*M=Male  F=Female

27. Diversity of Students

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<thead>
<tr>
<th>BCA</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>100%</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
28. How many students have cleared national and state competitive examinations such as NET/ SLET/ GATE/ Civil services/ Defense services/ etc.?

29. Student progression: In last 5 years

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>35.4%</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td></td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>21.23%</td>
</tr>
<tr>
<td>- Campus selection</td>
<td>--</td>
</tr>
<tr>
<td>- Other than campus recruit</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td></td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities-

   a) Library
      
      3558 books as of academic year 2013-14
      
      - Book bank facility for BCA students so as to enable them to make maximum use of the library resources.
      
      - The library also provides E-resources to the students & faculty

   b) Internet facilities for Staff & Students
      
      Staff and Students have access to the Wi-Fi facility since 2011 – the entire wing housing the BCA classrooms, labs and staffroom was Wi-Fi enabled that year.

   c) Class rooms with ICT facility
      
      4 classrooms with mounted LCD Projectors are used by the Computer Science Department. Learning material is uploaded on MOODLE server. Students are given unique registration ids through which they can get access to the resource materials.

   d) Laboratories
      
      Lab 1 - 24 computers and 1 mounted LCD projector
      
      Lab 2 - 22 computers and 1 mounted LCD projector
      
      Lab 3 - 21 computers and 1 mounted LCD projector
31. **Number of students receiving financial assistance from college/ university/ government or other agencies**

<table>
<thead>
<tr>
<th>Year</th>
<th>Govt/UGC XI plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>02</td>
</tr>
<tr>
<td>2010-11</td>
<td>02</td>
</tr>
<tr>
<td>2011-12</td>
<td>02</td>
</tr>
<tr>
<td>2012-13</td>
<td>13</td>
</tr>
<tr>
<td>2013-14</td>
<td>22</td>
</tr>
</tbody>
</table>

32. **Details on student enrichment programmes (special lectures / workshops / seminar) with external experts**

<table>
<thead>
<tr>
<th>No.</th>
<th>Event</th>
<th>Details of Resource Person</th>
<th>Theme</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seminar</td>
<td>Ms. Arundhati Kamat, Sapna Group, Panaji</td>
<td>Web Technologies</td>
<td>December 5, 2008</td>
</tr>
<tr>
<td>2</td>
<td>Workshop</td>
<td>Mr. Arvind Laad, Relish Infosoft</td>
<td>Introduction to Animation</td>
<td>December 5, 2009</td>
</tr>
<tr>
<td>3</td>
<td>Talk</td>
<td>Shri. Mahesh Matha, Software Engineer, NE Technologies Pvt. Ltd. Mr. Ramrao Wagh, Goa University.</td>
<td>Java Open Source</td>
<td>December 12, 2009</td>
</tr>
<tr>
<td>4</td>
<td>Seminar</td>
<td>Mr. Dattesh Pai, Deputy Manager IT, DIGI Link, Panaji</td>
<td>ERP Demystified</td>
<td>January 19, 2010</td>
</tr>
<tr>
<td>5</td>
<td>Seminar</td>
<td>Mr. Sabit Kumar, InfoCloud Technology</td>
<td>Cloud Computing</td>
<td>August 01, 2011</td>
</tr>
<tr>
<td>6</td>
<td>Workshop</td>
<td>Shri. Mahesh Matha, Software Engineer, NE Technologies Pvt. Ltd. Mr. Ramrao Wagh, Goa University.</td>
<td>Advanced JAVA and UML</td>
<td>January 14, 2012</td>
</tr>
<tr>
<td>7</td>
<td>Training</td>
<td>Mr. Amit Keny, Sandbox Technologies</td>
<td>Web Technology- PHP Course</td>
<td>May 17, 2012 To June 6, 2012</td>
</tr>
<tr>
<td>8</td>
<td>Workshop</td>
<td>Prof. Ramprasad Joshi, Mr. Dhananjay Sathe, Linux User Group BITS, Pilani</td>
<td>Exploring Linux</td>
<td>August 30, 2012</td>
</tr>
<tr>
<td>9</td>
<td>Workshop</td>
<td>Mr. Prajot Mainkar, SPM Software’s and Designers</td>
<td>Unleashing The Power Of Android</td>
<td>September 14, 2012</td>
</tr>
<tr>
<td>No.</td>
<td>Type</td>
<td>Speaker Details</td>
<td>Topic</td>
<td>Date</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>10</td>
<td>Workshop</td>
<td>Mr. Prajyot Mainkar, Director of Androcid Media Pvt Ltd.</td>
<td>Android Application Development</td>
<td>August 7, 2013.</td>
</tr>
<tr>
<td>11</td>
<td>Talk</td>
<td>Mr. Amit Keny, Sandbox Technologies</td>
<td>Emerging Trends in Web Technology</td>
<td>September 16, 2013</td>
</tr>
<tr>
<td>12</td>
<td>Workshop</td>
<td>Mr. Prajyot Mainkar, Director of Androcid Media Pvt Ltd.</td>
<td>Android In Action</td>
<td>August 18-20, 2014</td>
</tr>
<tr>
<td>13</td>
<td>Workshop</td>
<td>Mr. Prasad Pankar, CMYK Academy of Photography , Mapusa</td>
<td>Capturing Moments (photography )</td>
<td>September 4 – 10, 2014</td>
</tr>
<tr>
<td>15</td>
<td>Interactive Session</td>
<td>Mr. Nitin Gupta, Senior Managing Consultant, IBM India Pvt. Ltd and Mr. Vijay Mangalgi, Senior Software Development Project Manager, Oracle India Pvt. Ltd</td>
<td>Industry Expectations from IT Professionals</td>
<td>October 4, 2014</td>
</tr>
</tbody>
</table>

33. Teaching methods adopted to improve student learning

1. ICT-based teaching
2. Case study approach
3. Hands-on sessions
4. Team work – assignments to develop utilities
5. Open book tests; logic thinking ability is tested in labs
6. Group assignments where group comprises of a mix of good and average students and group has to make presentations, and face queries from the audience
7. Given live projects as assignments
8. Given real world object behavior simulations as assignment (OOC Lab)
9. Online resources for reasoning & aptitude skills like indiabix.com; e-books on advanced topics
10. Group discussions & presentations
11. Demonstrations of s/w (for ERP, open ERP)
12. Demonstrations of latest tools & technology
34. **Participation in Institutional Social Responsibility (ISR) and Extension activities**

- The department is organizing an interactive session on cyber security to create awareness among the student community on the use of social networking.
- NSS Programme Officers: Ms. Annette Santimano (2008-2010) and Mr. Sumit Kumar (2010-2012)

35. **SWOC analysis of the department and Future plans**

**Strengths:**

- Supportive management – one member of the Board of Management, who is an IT professional, has been appointed Chief Mentor of the BCA programme
- Good infrastructure
- Experienced faculty
- Well equipped labs
- Wi-Fi connectivity
- Atmosphere conducive to teaching-learning

**Weaknesses**

- Faculty members have not pursued research
- There has not been sufficient contribution to practical application of knowledge in Industry
- Faculty members do not have enough Industry exposure

**Opportunities**

- There is a strong industry demand for IT professionals

**Challenges**

- There is constant need to update according to the changing technologies
- Students come from different streams, and do not have the same level of base knowledge.
- The enrolment for the BCA programme in all colleges has been falling due to the setting up of many engineering colleges in the State
DEPARTMENT OF COMMERCE (PG)

1. Name of the department : Commerce (P.G)
2. Year of Establishment : 2006
3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : Post Graduate - M.Com
4. Names of Interdisciplinary courses and the departments/units involved - Nil
5. Annual/semester/choice based credit system (programme wise):
   Choice based credit system
6. Participation of the department in the courses offered by other departments
   Not Applicable
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
   Not Applicable
8. Details of courses/programmes discontinued (if any) with reasons
   Not Applicable
9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>04 (Contract Basis)</td>
<td>04 (Contract Basis)</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. / Ph.D. / M.Phil., etc.,)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No.of Years of Experience</th>
<th>No.of Ph.D. Students guided for the last 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Shekar Sawant</td>
<td>M.Com, MBA, M.Phil, PGDHE</td>
<td>Assistant Professor</td>
<td>Accounting &amp; Finance</td>
<td>13</td>
<td>Nil</td>
</tr>
<tr>
<td>Ms. Sheryl da Silva</td>
<td>M.Com, B.Ed</td>
<td>Assistant Professor</td>
<td>Accounting</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>Ms. Rashi Bhise</td>
<td>M.Com</td>
<td>Assistant Professor</td>
<td>Management</td>
<td>02</td>
<td>Nil</td>
</tr>
<tr>
<td>Ms. Savina Rebello</td>
<td>M.Com</td>
<td>Assistant Professor</td>
<td>Accounting</td>
<td>01</td>
<td>Nil</td>
</tr>
</tbody>
</table>
11. List of senior visiting faculty --
12. Percentage of lectures delivered and practical classes handled (programmewise)
temporary faculty: 100%
13. Student-Teacher Ratio(programmewise): 22:1
14. Number of academic support staff(technical) and administrative staff;
sanctioned and filled – 01
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil /PG.
   MPhil - 01
   PG - 03
16. Number of faculty with ongoing projects from a)National b)International
    funding agencies and grants received- Not Applicable
17. Departmental projects funded by DST-FIST;UGC, DBT, ICSSR,etc. and total
    grants received- NIL
18. Research Centre/facility recognized by the University : -N.A-
19. Publications: Refer Annexure for publication details
20. Areas of consultancy and income generated NIL
21. Faculty as members in
   a) National committees b) International Committees c)Editorial Boards….
   NIL
22. Student projects
   a) Percentage of students who have done in-house projects including
      interdepartmental /programme NIL
   b) Percentage of students placed for projects in organizations outside the
      institution i.e.in Research laboratories/Industry/ other agencies NIL
23. Awards/Recognitions received by faculty and students :
    Students:
    • Ms. Kalpana Narayan Madkaiker secured 2nd rank at the Goa university M.Com, April 2011 examination.
    • Miss Cheryl Anne Cota secured 3rd rank at the Goa university M.Com, April 2011 examination.
24. List of eminent academicians and scientists/visitors to the department
    • Dr B. Ramesh, Dean and HOD , Department of Commerce Goa University
    • Mr. Roy Arahna, Deputy Manager, BSE as Resource person for Seminar
    • Mr Gimini Patel, Chartered Accountant, as Resource person for Seminar
    • Mr Rajas Parchure from Reserve Bank of India, Professor of Finance and Officiating
      Director of Gokhale Institute of Politics and Economics as Keynote speaker for
      Seminar.
    • Dr. O. P. Mall, Director, Monetary Policy Department, R.B.I as resource Person for
      seminar.
    • Mr. Tensing Rodrigues an Academician and Financial Consultant
- Shri Manguirish Pai Raiker (Entrepreneur, President GCCI Goa).
- Mr George Ninan (Head of human resource department Zuari)
- Mr Santosh Dave from HDFC Mutual Fund
- Dr Navin Punjabi from NSE Mumbai

25. Seminars/Conferences/Workshops organized & the source of funding
   a) National - NIL
   b) International - NIL

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course/programme (refer question no. 4)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
<td></td>
</tr>
<tr>
<td>M.COM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>58</td>
<td>58</td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>2010-11</td>
<td>90</td>
<td>59</td>
<td>16</td>
<td>43</td>
</tr>
<tr>
<td>2011-12</td>
<td>85</td>
<td>58</td>
<td>14</td>
<td>44</td>
</tr>
<tr>
<td>2012-13</td>
<td>70</td>
<td>70</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>2013-14</td>
<td>103</td>
<td>79</td>
<td>14</td>
<td>65</td>
</tr>
</tbody>
</table>

*M=Male *F=Female

27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Com</td>
<td>100%</td>
<td>NIL</td>
<td>NIL</td>
</tr>
</tbody>
</table>

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.?

   NET / SLET - 07

29. Student progression: -

30. Details of infrastructural facilities
   a) Library: 1402 books. Books available, in addition to e-journals and e-resources such as N-List and IndiaStat.com
   b) Internet facilities for Staff & Students: Internet facility is available in the department for staff as well as for students.
   c) Class rooms with ICT facility – 04 classrooms with LCD projectors available
   d) Laboratories – 1 Lab with 21 computers
31. **Number of students receiving financial assistance from college, university, government or other agencies**

2009-10 = 04  
2010-11 = 05  
2011-12 = 07  
2012-13 = 05  
2013-14 = 07

32. **Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts**

2010-11

- Investor Awareness Program organized in association with BSE Training Institute, Mumbai, in Dec. 2010 for all M.Com students of Goa University & affiliated Colleges
- Special Lectures on
  - Taxation – Mr. Anoop Borkar, C. A.
  - Talk on Entrepreneurial Management – Mr. Maruti Iyer, Retired SBI Chief Manager
  - Talk on Insurance Management – Mr. Ronaldo Fernandes, Bajaj Allianz
  - E-Commerce – Ms. Aisha Fernandes, Goa Engineering College

2011-12

- One day Program on Personality development for students in month of August 2011 was conducted by Mr. Avinash Tavares of Youth Empowerment Solutions.
- One day Training session on presentation skills in the month of September 2011 was conducted by Mr. Avinash Tavares of Youth Empowerment Solutions

2012-13

- One Day Seminar for students on “An Overview of Indian Capital Market” on 29th September 2012 in association with BBS Department

2013-14

- Organized By National Research and Training Centre of the Institute of Company Secretaries of India in association with M.Com Dept. of V.V.M.’s Shree Damodar College of Commerce and Economics Margao ; Sponsored by the National Stock Exchange (NSE) Mumbai
- State Level Seminar on Recent Trends in Financial Markets

33. **Teaching methods adopted to improve student learning**

Case Study Methodology, Group Discussion
34. Participation in Institutional Social Responsibility (ISR) and Extension activities - Nil

35. SWOC analysis of the department and Future plans

STRENGTHS:
- Experienced and Dedicated Faculty
- Well Equipped Computer lab with Internet
- Course Running with Full Capacity of 40 seats allotted by Goa University since inception.

WEAKNESS:
- Being self financing Course all teachers are on Contract Basis.
- Need for better infrastructure

OPPORTUNITIES:
- Interdisciplinary subject and scope in job market

CHALLENGES:
- To prepare the students for Higher studies and also for the job market in Banking, Corporate, financial service sector and Institutes of Higher Education.
NAME OF THE DEPARTMENT: Finance

NAME OF PROGRAMMES/COURSES OFFERED (UG, PG, M.PHI., PH.D., INTEGRATED MASTERS; AND INTEGRATED PH.D., ETC.)
Bachelor of Business Studies (Fin. Services) / Bachelor of Business Administration (Fin. Services)

NAMES OF INTERDISCIPLINARY COURSES AND THE DEPARTMENTS/UNITS INVOLVED

The programme offered by the Department is an Inter-disciplinary programme, which was started in June 2006, under the UGC Tenth Plan Innovative & Inter-Disciplinary Courses Scheme. The departments involved in the Programme are the Departments of Commerce & Economics

ANNUAL/SEMESTER/CHOICE BASED CREDIT SYSTEM (PROGRAMME WISE)
An integrated 3-year, 6-semester credit-based programme

PARTICIPATION OF THE DEPARTMENT IN THE COURSES OFFERED BY OTHER DEPARTMENTS
Nil

COURSES IN COLLABORATION WITH OTHER UNIVERSITIES, INDUSTRIES, FOREIGN INSTITUTIONS, ETC.

- The College has a MoU with ICICI Bank to conduct the ICICI Foundations of Banking course, which is incorporated into the BBA (FS) curriculum as two 2-credit papers called Practical Banking-I & II.
- The College is also a centre for answering National Certification in Financial Markets online examinations offered by National Stock Exchange.
- Students are also encouraged to answer online certificate examinations of IRDA, NSE (NCFM & NISM), BSE (BCFM) along with the regular BBA (FS) programme.

DETAILS OF COURSES/PROGRAMMES DISCONTINUED (IF ANY) WITH REASONS
Nil

NUMBER OF TEACHING POSTS

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>03</td>
<td>03</td>
</tr>
</tbody>
</table>

FACULTY PROFILE WITH NAME, QUALIFICATION, DESIGNATION, SPECIALIZATION, (D.SC. / D.LITT. / PH.D./M.PHI. ETC.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Qualification</th>
<th>Specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Snehal Jadhav</td>
<td>Assistant Professor</td>
<td>MFS</td>
<td>Financial Services</td>
</tr>
<tr>
<td>Ms. Sneha Lotlikar</td>
<td>Assistant Professor</td>
<td>MBA(FS)</td>
<td>Financial Services</td>
</tr>
<tr>
<td>Ms. Cinola Tanisha Vaz</td>
<td>Assistant Professor</td>
<td>M.Com</td>
<td>Accounting &amp; Finance</td>
</tr>
</tbody>
</table>
11. List of senior visiting faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Qualification</th>
<th>Specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Sonia Kalekar</td>
<td>Assistant Professor</td>
<td>MA, M.Phil, B.Ed.</td>
<td>Economics</td>
</tr>
<tr>
<td>CA Anup Borkar</td>
<td>Assistant Professor</td>
<td>B.Com CA</td>
<td>Accountancy &amp; Taxation</td>
</tr>
<tr>
<td>Ms. Swati Bhat</td>
<td>Assistant Professor</td>
<td>MBA(FS)</td>
<td>Financial Services</td>
</tr>
<tr>
<td>Ms Leona M. Tavares E Dias</td>
<td>Assistant Professor</td>
<td>MCA</td>
<td>IT</td>
</tr>
<tr>
<td>Ms. Jyoti Lewis</td>
<td>Assistant Professor</td>
<td>MA, M.Phil</td>
<td>English</td>
</tr>
<tr>
<td>Mr. Mandar M. Faterpekar</td>
<td>Assistant Professor</td>
<td>MA, M.Phil</td>
<td>Geography</td>
</tr>
<tr>
<td>Ms. Supriya Almeida</td>
<td>Assistant Professor</td>
<td>M.Sc, B.Ed</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%

13. Student-Teacher Ratio (programme wise): 7:1

14. Number of academic support staff (technical) and administrative staff sanctioned and filled: Nil

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Qualification</th>
<th>Specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Sonia Kalekar</td>
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<td>MA, M.Phil, B.Ed.</td>
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</tr>
<tr>
<td>Ms. Jyoti Lewis</td>
<td>Assistant Professor</td>
<td>MA, M.Phil</td>
<td>English</td>
</tr>
<tr>
<td>Mr. Mandar M. Faterpekar</td>
<td>Assistant Professor</td>
<td>MA, M.Phil</td>
<td>Geography</td>
</tr>
</tbody>
</table>

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre/facility recognized by the University

The Department does not have a research centre recognised by Goa University.

19. Publications: NIL

20. Areas of consultancy and income generated: Nil

21. Faculty as members in

a) National committees: Nil

b) International Committees: Nil
c) Editorial Boards.... Nil

22. Student projects

A) Percentage of students who have done in-house projects including interdepartmental/programme:

The BBS(FS) curriculum has a mandatory internship in the final semester, culminating in the writing of a project report. The students opt for internship and project in an area of their choice (e.g. insurance, banking, taxation, mutual funds...) and are guided by the teachers. Thus 100% of the students who have graduated from this programme have completed such projects.

The curriculum of the BBA(FS) programme has two internships i.e. between Semesters II & III and between Semesters IV & V, on completion of which the students prepare and submit a project report in the area of work carried out during the internship and also present open seminars.

B) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies

100% of the students complete industry internships during the course of the programme (once in case of BBS(FS) students and twice in the case of BBA(FS) students)

23. Awards/Recognitions received by faculty and students

- Every year the students participate at a national-level intercollegiate financial event Moneta organised by Podar college of Commerce and Economics, Mumbai. In 2013-14 they won the runners-up position in almost all events.
- Students participated in Fynalyst organised by BBA Department of KLE College Belgaum, where again they won second place.

24. List of eminent academicians and scientists/visitors to the department

Nil

25. Seminars/Conferences/Workshops organized & the source of funding

a) National
b) International - Nil

26. Student profile programme/course-wise:

<table>
<thead>
<tr>
<th>BBS(FS)/ BBA(FS)</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
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<tr>
<td></td>
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<td>*M</td>
<td>*F</td>
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<tr>
<td>2009-10</td>
<td>118</td>
<td>112</td>
<td>40</td>
<td>72</td>
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<td>2010-11</td>
<td>122</td>
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<td>2013-14</td>
<td>68</td>
<td>66</td>
<td>29</td>
<td>37</td>
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</table>

* M=Male  * F=Female

27. Diversity of Students

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
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<tbody>
<tr>
<td>BBA(FS)</td>
<td>100%</td>
<td>NIL</td>
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</table>
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Nil

29. Student progression: (In last 5 years)

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
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<tbody>
<tr>
<td>UG to PG</td>
<td>23 %</td>
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<td>PG to M.Phil.</td>
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<td>PG to Ph.D.</td>
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<td>Ph.D. to Post-Doctoral</td>
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<tr>
<td>Employed</td>
<td>56%</td>
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<tr>
<td>• Campus selection</td>
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<tr>
<td>• Other than campus recruitment</td>
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<tr>
<td>Entrepreneurship/Self-employment</td>
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</tbody>
</table>

30. Details of Infrastructural facilities

a) Library: 906 books as of 31st March 2014

b) Internet facilities for Staff & Students:
   Internet facility is available in the department for staff as well as for students.

c) Class rooms with ICT facility
   04 classrooms fitted with LCD projectors

d) Laboratories –
   1 Lab with 21 computers

31. Number of students receiving financial assistance from college, university, government or other agencies

<table>
<thead>
<tr>
<th>Year</th>
<th>Govt scholarships</th>
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<tbody>
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<td>2012-13</td>
<td>04</td>
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<tr>
<td>2013-14</td>
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</table>
32. Details on student enrichment programmes (special lectures/ workshops/seminar) with external experts

2009-10

- Annual BFS Seminar; Theme - “India and the Global Economic Crisis”. Chief Guest & Keynote Speaker - Mr. Chandrashekhar, M. Tilak, Executive Vice-President, National Securities Depository Ltd. (NSDL), Mumbai.

2010-2011

- First Student Exchange Programme of the College was organized with Symbiosis College of Arts & Commerce, Pune., Dr. (Ms.) Prita D. Mallya, Ms. Shami Pai and Ms. Layla Mascarenhas, accompanied 14 students to Symbiosis College from 31st Aug – 4th Sept. 2010

2011-2012

- Money Matters 2011 – Annual State-level event was organized as a workshop on ‘Practical finance’

2012-2013

- The Dept. launched an investors’ club for students - Investor Hub - on 2nd August, 2012. Mr. Arjun Rebelo, partner at Milestone Financial Consultants inaugurated the club.
- The BBS students attended an Investor Camp organized by CNBC TV-18 at Kala Academy, Panjim on 4th August, 2012.
- In collaboration with the PG Department of Commerce, this Department organized a one-day seminar for students on 29th September 2012 on An Overview of the Indian Capital Market. The resource persons were from BSE (Bombay Stock Exchange) viz. Mr. Roy Aranha (Deputy Manager BSE) and Mr. Gemini Patel (Chartered Accountant).
- Study tour to Mumbai from 28th October to 31st October 2012
  The Dept. organized a Study tour to Mumbai. The students visited some of the important financial institutions SEBI, BSE, NSE, CCIL, FTKMC and RBI Monetary Museum. The students also got an excellent opportunity to visit St. Xavier’s College, Mumbai.

2013-2014

- Workshops / Talks Attended by Students
  - “IRDA CERTIFICATION” by Ms. Roshni Sagar, Development Officer, LIC of India, Vasco, Goa.
  - “MUTUAL FUNDS” by Mr. Pritesh Sangodkar, Branch Manager, HDFC Margao, Goa.
  - Lecture on Capital Markets by Mr Aditya Srinivasan, BSE, Mumbai
  - Lecture on Government securities by Mrs Priyanka Shiraly, CCIL, Mumbai
  - Lecture on need for investment and investment strategy, Allan Dsouza, NSE, Mumbai.
- Study tour to Bangalore - visited financial institutions like Bangalore Stock Exchange and EXIM Bank.
33. Teaching methods adopted to improve student learning
   - The teaching methodology is less lecture-based and more student-centric, with the use of case studies, group discussions and other similar methods, which improve students’ understanding and ability to apply knowledge.
   - Continuous evaluation takes the form of quizzes, student seminars, presentations, article reviews, newspaper reading and discussions, and other innovative methods of assessment that help develop the students’ confidence, presentation skills, communication skills and independent thinking, which would help students face corporate world challenges.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
   The students have undertaken live projects such as AADHAR card registration, PAN card registration, insurance awareness programme etc. as a part of their curriculum.

35. SWOC analysis of the department and Future plans
   STRENGTHS
   - Shree Damodar College of Commerce and Economics is the only college offering the programme and does not therefore have any competitors.
   - The programme is open to students from all disciplines.
   - Goa University offers an MBA (Financial Services), entry to which is through a Common Entrance Test. Although there is no direct vertical mobility for graduates of the College UG programme, many of our students get admission into this Master’s programme.
   - Additional Certification courses are offered (NCFM, ICICI, IRDA)
   - Regular Participation in national events
   - Regular study visits to reputed financial institutions outside Goa, such as NSE, BSE, CCIL, CDSL, NSDL etc.
   - Organises Annual state level event/ seminar Money Matters
   - Job and career opportunities in the Financial Services sector - Almost all graduates of the programme are employed
   - Affordability is a big advantage since the fees of the programme are low in comparison with other self-financed programmes

   WEAKNESSES
   - Awareness of the programme is very low
   - The programme has gone through two changes of nomenclature
   - The programme does not attract the best students
   - Lack of senior, experienced faculty

   OPPORTUNITIES
   - The programme has good potential as it is still in its early stages.
   - Since the programme is now known by a well-recognized and widely accepted name, it will be easier to promote the programme.
   - The Govt. of Goa has plans to make the State an educational hub; if this happens, the programme could attract students from outside the State as well.
THREATS

- In the last 5 years, 5 new Colleges have been set up, all of which are affiliated to Goa University
- The Gross Enrolment Ratio is already quite high in comparison to the rest of the country
- The population of the State has stabilized many years ago, with the result that the number of students seeking admission to Higher Education Institutions is not growing.
- Many families in Goa are now willing to send their children to cities like Pune and Bangalore after they complete Std. XII
ANNEXURE: Publication Details of all Departments

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<th>Faculty</th>
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Post Accreditation Initiatives

The College Vision, Mission, objectives and goals are all in perfect alignment with one another, and by ensuring that it achieves its goals, the College is on the right path towards the realization of its Vision. There are innovations in every area, some small, some major, but all contributing towards the assurance of quality in the education process. Since the last accreditation in 2006, the College has not only taken action in the light of the suggestions made by the last Peer Team but has taken a number of initiatives for its holistic growth.

Action taken by the College based on suggestions made by last Peer Team

1. **Vision Document:** The College has drawn up a set of objectives based upon the Vision & Mission statements, and set goals and targets to be achieved within a given timeframe. The objectives as well as the goals reflect the College’s dedication to quality. All these goals aim at enhancing the quality of students and teachers, and the quality of education being offered by the College. Refer 1.1.1 for objectives and goals set by the College.

2. **Entrepreneurship Development:** In 2011-12, the Hobby Club initiative was started to provide additional skills to students who have the talent and interest in arts and crafts. It also aimed at training for self employment. Since 2012-13, the College has been organizing a 4-day ‘Change The Mindset’ program for students of TY B.Com/BCA/BBA(FS). Through this programme the students are informed about various government schemes available for entrepreneurs and trained in the preparation of business plans. This year, M.Com students visited CIBA (Centre for Incubation and Business Acceleration) at Verna.

3. **Setting up of Language Lab to enhance communication skills:** The College has set up a Language lab to train students in spoken English. English teachers have used the Lab to conduct sessions for First year students. In addition, the Placement Cell has organized classes in Spoken English and soft skills in an attempt to improve students’ communication and presentation skills and prepare them to face interviews confidently. In the academic year 2013-14, the Placement Cell introduced ‘The Global Skill Enhancement (GSE) programme’, designed by Infosys. The purpose of this programme is to increase the employability of graduates from tier 2 and tier 3 towns. The curriculum includes 2 modules: Language Enhancement – covering Spoken and Written English, Listening and reading comprehension, and Analytical Skills – covering Creative Thinking and Introduction to management tools.

4. **Orientation sessions for use of Library and benefits of NSS and NCC:** On the opening day, there is a general orientation session conducted for First year students of all the programmes by the Principal. It includes Prayer, introduction of the campus, faculty and services, outline of vision and mission statements, rules and regulations to be followed, code of conduct for students, behavior and study atmosphere at the campus. The teachers in charge of every Committee inform the students about the activities carried out. The Library conducts an orientation session at the beginning of the academic year. NSS programme officers and NCC A.N.O’s also conduct orientation sessions for the enrolled students informing them about the activities that would carried out and benefits for the students.

5. **Alignment of Institution with Industry:** The College organizes industry visits, study tours and familiarity trips to various Industries, Financial and Research Institutions.
Internships are a part of BBA(FS) and M.Com programmes. Guest faculty from industry are invited to interact with the students, providing practical and in-depth knowledge on subject-related areas.

6. Failure analysis: The College collects data and information on the academic performance class tests, Intra-semester evaluation and semester-end examinations. Such students are also identified by their mentors through their continual interaction with them. These students are then counseled and mentored and encouraged to attend remedial classes to improve their performance.

7. Infrastructure facilities:

   Audio-visual facilities: There are LCD projectors mounted in BCA classrooms and Labs, and the same are available for use for other programmes as well. In addition, there are adequate number of laptops and LCD projectors which the teachers can carry to the classrooms. Every class is also equipped with an OHP to improve the teaching learning process.

   Girls’ common room and toilets for boys: Additional facilities are provided in the girls’ common room and new wash room block has been added on the ground floor. Boys wash room facilities have been upgraded.

   Canteen facility: The Institution has a canteen facility for students and staff near the Multipurpose Hall. A local deli has been allotted space for selling nutritious snacks and refreshments.

   Drinking water facility: The College has installed water purifiers with water coolers on both floors of the building. There is a water purifier made available in in the staff room.

8. Training of students for competitive/professional examinations: The College prepares students for ICAI qualifying examinations such as CPT - Common Proficiency Test and the IPCC –Intermediate Professional Competency Course. The Career and Placement Cell of the College organizes MBA entrance exam Coaching, English Higher Level Training, Training for MCA Entrance Exam, Training for recruitment in Banking Services, and Global Skill enhancement Programme designed by Infosys for interested students.

9. Subscription to e-journals: The College has subscribed to N-List from INFLIBNET that provides online access to more than 6000 journals and 97333 e-books for the benefit of research scholars. The Library has also subscribed to INDIASTAT.COM, a database of Indian Statistics collected from the best sources of information and statistics of India. It provides access to 56 associate sites (19 sector specific sites, 6 region specific sites, 31 India/State/UT specific sites).

10. Earn and Learn scheme: Hobby Club initiative was started to provide additional skills to students who have the talent and interest in arts and crafts. It also aimed at training for self employment. The College encouraged these students by purchasing from them candles and flowers, to be offered to guests at various functions, thus providing an opportunity to “earn while you learn”. A group of students were asked to provide refreshments for guests during a seminar. A few needy students were given the opportunity to work in the offices of sister institutions after College hours and during holidays.

11. Major/Minor research projects: At the time of the second cycle of reaccreditation, the College had to its credit only 1 UGC Minor Research Project. Since the second
cycle, the College has added 4 UGC Minor Research Projects, 1 NSE-sponsored project and 1 UGC Major Research Project is in the final stages of completion. 1 application for a Minor Research Proposal is pending with the UGC.

12. Exit feedback: An exit questionnaire seeking feedback on the College infrastructure and various aspects of its functioning was administered to some B.Com graduates of the 2013-14 batch.

13. Post graduate diploma/certificate courses: The College introduced an innovative programme viz. Post Graduate Diploma in Business Journalism. This programme was offered for 2 years, but had to be discontinued on account of poor response. A sister institution on the campus offers a Post Graduate Diploma in Business Administration and the IGNOU study centre offers a range of Post graduate courses.

14. Involvement of IQAC, Placement Cell and Grievance Redressal Cell:

The IQAC and the Placement Cell have been very active since the last accreditation. The IQAC has taken a number of initiatives to improve the teaching learning and overall quality of various programmes. The Career and Placement Cell has introduced a variety of training programmes/ certificate courses to provide additional skills to the students and organizes campus recruitments regularly. The Grievance Redressal Cell has resolved all grievances to the satisfaction of the concerned students

Involvement of Alumni and parents: Suggestions and support is sought from parents and alumni for various activities planned by the College. PTA has offered financial assistance of Rs. 3 lakhs to construct the boundary wall and Rs. 1 lakh for electrical fittings of the institution.

Our Alumni support the institution by offering internships and placements for students, visit as guest lecturers and resource persons, endowment of prizes, scholarships and sponsorships for College events. Some alumni are members of the College governing body and the IQAC, they make invaluable contributions to overall progress of the institution.

15. Playground facilities: The 7000 sq. m. of land acquired by the Society for playground is developed and is used by all member institutions. In addition, Vidya Vikas Mandal has acquired land admeasuring 14092 sq. meters for the sports activities of all its institutions.

Other Post Accreditation Initiatives:

1. Creation of additional Infrastructure: After the last accreditation, additional infrastructure has been created and the physical facilities have grown in tandem with the growth of the institution over the years, with addition of classrooms, laboratories, acquisition of computers, improved IT infrastructure, and better facilities.

Following are the additional facilities created, details of which are provided in Criterion IV- 4.1.2

- 6 classrooms of seating capacity 60, 1 computer lab, 1 language lab, 1 staff room, 1 reading room and 1 studio.
- 1 unused classroom of seating capacity 30 has been designated as the Examination Room
A very large room on the First Floor, which was used as the Vice-Principal’s Cabin, was reorganized to create the Vice-Principal’s Cabin as well as a Research Room.

A 4-storey Annexe is currently under construction near the Multipurpose Hall. This building will have the Canteen on the Ground Floor and the three floors above will accommodate computer labs, classrooms, and staff rooms.

2. New Programmes and Add-on Courses: At the time of last accreditation, the College was offering the following programmes: B.Com, B.Com (Vocational-Computer Applications) and BCA. Since 2006, the College has introduced new programmes namely BBA(Financial Services), Post Graduate Diploma in Business Journalism (offered from 2010-12), M.Com, and has two recognised research centres affiliated to Goa University – Research Centre in Management Studies and Research Centre in Commerce, both of which were set up in 2013. In addition, the College is offering the students a number of add-on and certificate courses to enhance their employability skills which are detailed in Criterion II.

3. Value education: The Institution promotes holistic development that goes beyond the prescribed syllabi. The College has a Value Education Cell that aims to internalize and strengthen discipline and values. This is done by organizing talks on physical, psychological and spiritual needs. Resource persons are generally drawn from Brahmakumaris, Pilar Seminary, Chinmaya Mission, MARG, Ramakrishna Mission, etc.

4. Hobby club: Hobby club was formed in college which conducted various activities and workshops for students after the April examinations. Some of the workshops organized were Candle making, creating hand made products such as cards, paper and cloth flowers, wealth from waste etc. Money earned through student activities was used to finance hobby club activities.

5. Eco-friendly practices: Plastic free campus, reuse and recycling of paper in the office and by staff, gifting handmade flowers and bouquets to guest speakers instead of fresh flowers, gifting potted plants, tree plantation drives, milk packet collection, campus cleaning on a regular basis, making and distributing paper bags to neighbouring shops, proper disposal of e-waste - these are some of the eco-friendly initiatives of the College. Nature Club also conducts activities like Trekking, environment and ecology sensitization, Adventure activities: Mountain climbing, walking through forests, wildlife sanctuaries, following course of the river etc. Some of these activities are carried out in association with WWF.

6. 5-S practice for Office: The 5S workplace organization method was introduced in the College Office. The 5 S are Sort, Straighten/Streamline, Systematize, Shine and Sustain. The College is as yet in the first 4 stages. The introduction of this technique has helped remove unnecessary files, paper, etc. from the office. Office staff has more space to work and move around, and productivity has improved since it is easier to find things.

7. Proper disposal of e-waste: In 2012, the College had invited a green entrepreneur who had introduced the e-waste collection facility in Goa, to address the students and staff about e-waste and the need for its proper disposal. The College launched an e-waste collection drive in the community, and itself had a lot of e-waste to be disposed. However, problems arose because of a conflict between the Govt. of India E-waste
Rules, which clearly state that e-waste is not to be sold, and the Govt. of Goa General Financial Rules, which state that all scrap must to be sold to the highest bidder.

The College wrote to the Directorate of Higher Education and even the Chief Minister of Goa, to provide guidance in the matter, but there was no reply. After long correspondence and negotiations with the ecopreneur, the Board of Management was consulted and based on their approval and advice, it was finally agreed that some token amount could be paid to the College. A total of 660 Kg of e-waste of the College was accordingly disposed of in April 2014 for a reasonable sum. Damodar College is the first college in the State to have disposed of e-waste as per Govt. of India E-waste Rules 2012.
DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Self – Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal

Place: Margao - Goa
Date: 03/11/2014
CERTIFICATE OF COMPLIANCE

Ref: 130/17/14-15

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and recognized Institution)

This is to certify that VVM’s Shree Damodar College of Commerce and Economics fulfills all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, AICTE, AIUE, AIEE, MCI, DGE, BCI, etc] and
3. The affiliation and recognition [if applicable] is valid as on date.

In case the affiliation/ recognition is conditional, then a detailed enclosure with regards to compliance of conditions by the institution will be sent.

It is noted that NAAC’s accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 27/05/2014

Place: Margao - Goa

Dr. (Mrs) Priya L. Maliya
Principal
Vidyamandal’s Shree Damodar College of Commerce & Economics
Margao-Goa
TO WHOMSOEVER IT MAY CONCERN

This is to certify that Shree Damodar College of Commerce & Economics, Margao-Goa, is affiliated to the Goa University, since 1986 and recognized by the University Grants Commission. The following Programmes/Courses are taught in the said College, as per approval:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Courses</th>
<th>Duration</th>
<th>Affiliation</th>
<th>Validity period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>B.Com.</td>
<td>3 years</td>
<td>Permanent</td>
<td>w.e.f. 1986-87</td>
</tr>
<tr>
<td></td>
<td>B.C.A.</td>
<td>3 years</td>
<td>Temporary</td>
<td>2014-15</td>
</tr>
<tr>
<td></td>
<td>B.B.A.(P's)</td>
<td>3 years</td>
<td>Temporary</td>
<td>2014-15</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>M.Com.</td>
<td>2 Years</td>
<td>Temporary</td>
<td>2013-14 to 2015-16</td>
</tr>
<tr>
<td></td>
<td>Commerce</td>
<td>2 Years</td>
<td>Temporary</td>
<td>2013-14 to 2015-16</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td>2 Years</td>
<td>Temporary</td>
<td>2013-14 to 2015-16</td>
</tr>
<tr>
<td>Ph.D. Research Centre</td>
<td>Commerce</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
No. F. 8-67/67 (CPP-II)  

To

The Registrar,
Gana University
Panjab
P.O. Santa Cruz
P.O. Box 403-005.

Subj.: List of Colleges prepared under Section 2(f) of the
UGC Act, 1956—Inclusion of New Colleges.

Dated—

Sir,

I am directed to refer to your letter No. GU/UGC/96/  
n0/696 dated 17-4-89 on the above subject and to say that
the name of the following college has been included in
the above list under Non-Govt. colleges teaching unto
Bachelor's degree:

Name of the College | Year of Estt. | Remarks
-------------------|-------------|---------
Shree Dhamodar College of Commerce & Economics | 1973 | The college is fit to receive central assistance under
Margao, Goa |  | Sec. 12B of the
Permanently affiliated to: |  | UGC Act, 1956.
Principal: Dadasaheb V. Bordekar

The Indemnity Bond(s) and other documents in respect
of the above college(s) have been accepted by the Commission.

Yours faithfully,

(KISHAN CHAND)
UNDER SECRETARY

Copy forwarded to:
1. The Principal, Shree Dhamodar College of Commerce & Economics, Margao, Goa.
2. The Secretary, Govt. of India, M/HRD (Department of Education) 2-14 Section New Delhi.
3. Accounts "H" Section.
5. All Officers/Sections in the UGC Office.
6. Guard File

(KISHAN CHAND)
UNDER SECRETARY
No.78-67/67(277-I)

To

The Registrar,

Goa University,

Panaji - 403005.

Sub: List of colleges prepared under Section 2(f) of the

University Grants Commission Act, 1956.

Dated:

Sir,

I am directed to refer to your letter No.78/67/67/4403 dated 15.9.1987 on the above subject and to say that

the name of the following colleges have been deleted from the list of colleges maintained under Section 2(f) of the

University Grants Commission Act, 1956 under Bombay University and included under Goa University:

1. Shree Sri Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

2. Don Bosco College of Commerce and Economics, Panaji, Goa.

3. Jaya Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

4. Sri Vinayaka Chandra College of Arts and Commerce, Ponda, Goa.

5. Shree Sri Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

6. Don Bosco College of Commerce and Economics, Panaji, Goa.

7. Jaya Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

8. Sri Vinayaka Chandra College of Arts and Commerce, Ponda, Goa.


I am directed to refer to your letter No.78/67/67/4403 dated 15.9.1987 on the above subject and to say that

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1. Shree Sri Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

2. Don Bosco College of Commerce and Economics, Panaji, Goa.

3. Jaya Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

4. Sri Vinayaka Chandra College of Arts and Commerce, Ponda, Goa.

5. Shree Sri Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

6. Don Bosco College of Commerce and Economics, Panaji, Goa.

7. Jaya Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

8. Sri Vinayaka Chandra College of Arts and Commerce, Ponda, Goa.


Sri Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

Sri Vinayaka Chandra College of Arts and Commerce, Ponda, Goa.

Shree Sri Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

Don Bosco College of Commerce and Economics, Panaji, Goa.

Jaya Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

Sri Vinayaka Chandra College of Arts and Commerce, Ponda, Goa.

Shree Sri Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

Don Bosco College of Commerce and Economics, Panaji, Goa.

Jaya Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

Sri Vinayaka Chandra College of Arts and Commerce, Ponda, Goa.

Shree Sri Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

Don Bosco College of Commerce and Economics, Panaji, Goa.

Jaya Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

Sri Vinayaka Chandra College of Arts and Commerce, Ponda, Goa.

Shree Sri Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.

Don Bosco College of Commerce and Economics, Panaji, Goa.

Jaya Vidya Mandal's Dr. D.N. Mandal College of Commerce and Economics, Panaji, Goa.


11. Goa College of Pharmacy, Panaji, Goa.

12. Goa Medical College, Panaji, Goa.

Temporary affiliation up to June, 1983 - not yet fit to receive central assistance under Sec. 12(a) of the UGC act.

Temporary affiliation up to June, 1985

Temporary affiliation up to June, 1984.

Temporary affiliation up to June, 1984.

You are faithfully,

\[\text{(S.G. Bawa)}\]

Under Secretary

Copy forwarded to:-

1. The Principal, Smt. Parvatibai Chowgule Cultural Foundation's College of Arts and Science, Margao, Goa - 403501.


3. The Principal, St. Xavier's College, Mapusa, Goa - 403507.

4. The Principal, Carmel College of Arts and Science for Women, Mapusa, Goa.

5. The Principal, Margao Education Society's College of Arts & Commerce, Dabolim Hill, Post Guarimagar, Goa - 403726.

6. The Principal, Shri Srinivasa Srinivas Dempo College of Commerce and Economics, Panaji, Goa.

7. The Principal, Vidya Vikas Kendra's Shri Damodar College of Commerce and Economics, Dr. Arthur C. Gomes Building, St. Joaquim Road, Panaji, Goa - 403501.

Contd......3/-
6. The Principal, Shriromant Mandal's Vidyakar Myrammy Smriti Burishkar College of Commerce, Thorli, Bagruna, Goa - 403529.


10. The Principal, College of Engineering, Panajal, Goa - 403405.

11. The Principal, Goa College of Pharmacy, Panaji, Goa.

12. The Principal, Goa Medical College, Panaji, Goa.

13. Accounts 'C' Section.


15. All Officers/Sections in the UGC Office.


( G.S. BAVA )
UNDER SECRETARY.
The Principal,
V.V.M.'s Shree Damodar College of Commerce & Economics,
P.O. Box No. 347, G.R. Kare Road, Tunar, Comba,
Margao-Goa-403 601.

Sub: Inclusion of the College under Section 2(f)/12 (B) of the U.G.C. Act, 1956.

Sir,

With reference to your letter No. U/49/150/02 dated 20-5-2002 on the above subject mentioned above, I am directed to inform you that the name of the College "Shree Damodar College of Commerce & Economics, Goa" has been deleted from the list of Colleges under Section 2(f) & 12 (B) of UGC Act, 1956 and retain the name of the College as "Vidyabhabhava Mandal's Shree Damodar College of Commerce & Economics VVV Shree Damodar College of Commerce & Economics, P.O. Bag No. 347, G.R. Kare Road, Tunar, Comba, Margao-Goa-403 601." in the list of Colleges maintained under Section 2 (f) & 12 (B) of UGC Act, 1956.

Yours faithfully,

[Signature]

(Dr. K.P. Singh)
Deputy Secretary
CERTIFICATE OF ACCREDITATION – 1st CYCLE

National Assessment and Accreditation Council
An Autonomous Institution of the University Grants Commission
Bangalore

CERTIFICATE OF ACCREDITATION

The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team, is pleased to declare the
Vidya Vikas Mandal’s Shree Damodar College of Commerce &
Economics, Margao
an affiliated college of the Goa University, Goa, as

Accredited
at the three star level.

Date: October 99, 1999

Chairman

1. This certification is valid for a period of 5 years with effect from the assessment academic year 1999-2000.
2. An institutional score (%) in the range of 53-56 denotes one star, 56-65 two stars, 66-70 three stars,
70-75 four stars, and 75 and above five stars (upper limit exclusive).
CERTIFICATE OF ACCREDITATION – 2nd CYCLE

Certificate of Accreditation

The Executive Committee of the National Assessment and Accreditation Council on the recommendation of the duly appointed Peer Team is pleased to declare the Vidya Vikas Mandal’s Shree Damodar College of Commerce and Economics Tansor, Comba, Margao affiliated to Goa University, Goa as Accredited at the B** level

Date: October 17, 2006

This certification is valid for a period of five years with effect from October 17, 2006.

An institutional score (%) in the range of 56-60 denotes C grade, 61-65 C+ grade, 66-70 C grade, 71-75 B grade, 76-80 B+ grade, 81-85 B grade, 86-90 A grade, 91-95 A+ grade, 96-100 A* grade (upper limits exclusive)

EC/40/RA/16
## ANNEXURE 1

1A. Seminars/Workshops/Talks/Training conducted to supplement curriculum:

<table>
<thead>
<tr>
<th>No.</th>
<th>Event</th>
<th>Details of Resource Person</th>
<th>Theme</th>
<th>Date(s)</th>
<th>Organized by</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seminar</td>
<td>Ms. Arundhati Kamat, Sapna Group, Panaji</td>
<td>Web Technologies</td>
<td>December 5, 2008</td>
<td>Dept. of Computer Science</td>
</tr>
<tr>
<td>2</td>
<td>Workshop</td>
<td>Mr. Arvind Laad, Relish Infosoft</td>
<td>Introduction to Animation</td>
<td>December 5, 2009</td>
<td>Dept. of Computer Science</td>
</tr>
<tr>
<td>3</td>
<td>Talk</td>
<td>Shri. Mahesh Matha, Software Engineer, NE Technologies Pvt. Ltd. Mr. Ramrao Wagh, Goa University.</td>
<td>Java Open Source</td>
<td>December 12, 2009</td>
<td>Dept. of Computer Science</td>
</tr>
<tr>
<td>4</td>
<td>Seminar</td>
<td>Mr. Dattesh Pai Deputy Manager IT, DIGI Link, Panaji</td>
<td>ERP Demystified</td>
<td>January 19, 2010</td>
<td>Dept. of Computer Science</td>
</tr>
<tr>
<td>5</td>
<td>Seminar</td>
<td>CA. Giridhar Kamath Mangalore</td>
<td>Recent Issues in Direct and Indirect Taxes</td>
<td>February 18, 2010</td>
<td>Dept. of Commerce</td>
</tr>
<tr>
<td>6</td>
<td>Seminar</td>
<td>Dr. O.P. Mall Director, Monetary Policy Department, RBI, Mumbai</td>
<td>Mechanics of Inflation – How it works</td>
<td>February 19, 2010</td>
<td>Post Graduate Dept. of Commerce</td>
</tr>
<tr>
<td>7</td>
<td>Lecture</td>
<td>Dr. Dilip Kare Director, Adarsh Institute Of Management, Margao</td>
<td>Global Recession &amp; its Impact on World and Indian Economy</td>
<td>February 23, 2010</td>
<td>Dept. of Economics</td>
</tr>
<tr>
<td>8</td>
<td>Talk</td>
<td>Mr. Avertina Miranda Editor HCN</td>
<td>The field of Business Journalism</td>
<td>July 30, 2011</td>
<td>Dept. of Commerce (PGDBJ)</td>
</tr>
<tr>
<td>9</td>
<td>Seminar</td>
<td>Mr. Sabit Kumar InfoCloud Technology</td>
<td>Cloud Computing</td>
<td>August 01, 2011</td>
<td>Dept. of Computer Science</td>
</tr>
<tr>
<td>10</td>
<td>Workshop</td>
<td>Shri. Mahesh Matha, Software Engineer, NE Technologies Pvt. Ltd. Mr. Ramrao Wagh, Goa University.</td>
<td>Advanced JAVA and UML</td>
<td>January 14, 2012</td>
<td>Dept. of Computer Science</td>
</tr>
<tr>
<td>11</td>
<td>Training</td>
<td>Mr. Amit Keny Sandbox Technologies</td>
<td>Web Technology-PHP Course</td>
<td>May 17, 2012 to June 6, 2012</td>
<td>Dept. of Computer Science</td>
</tr>
<tr>
<td>12</td>
<td>Workshop</td>
<td>Prof. Ramprasad Joshi Mr. Dhananjay Sathe</td>
<td>Exploring Linux</td>
<td>August 30, 2012</td>
<td>Dept. of Computer Science</td>
</tr>
<tr>
<td>No.</td>
<td>Type</td>
<td>Topic</td>
<td>Speaker(s)</td>
<td>Date</td>
<td>Department</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>14</td>
<td>Workshop</td>
<td>Unleashing The Power Of Android</td>
<td>Mr. Prajyot Mainkar, SPM Software’s and Designers</td>
<td>September 14, 2012</td>
<td>Dept. of Computer Science</td>
</tr>
<tr>
<td>15</td>
<td>Seminar</td>
<td>An Overview of Indian Capital Market</td>
<td>Mr. Roy Aranha, Deputy Manager BSE and Mr. Gemini Patel, Chartered Accountant</td>
<td>September 29, 2012</td>
<td>Post Graduate Dept. of Commerce and Dept. of Finance</td>
</tr>
<tr>
<td>16</td>
<td>Workshop</td>
<td>Android Application Development</td>
<td>Mr. Prajyot Mainkar, Director of Androcid Media Pvt Ltd.</td>
<td>August 7, 2013</td>
<td>Dept. of Computer Science</td>
</tr>
<tr>
<td>17</td>
<td>Talk</td>
<td>Life Insurance</td>
<td>Ms. Roshini Sagar, LIC</td>
<td>August 13, 2013</td>
<td>Dept. of Finance</td>
</tr>
<tr>
<td>18</td>
<td>Talk</td>
<td>Emerging Trends in Web Technology</td>
<td>Mr. Amit Keny, Sandbox Technologies</td>
<td>September 16, 2013</td>
<td>Dept. of Computer Science</td>
</tr>
<tr>
<td>19</td>
<td>Live Interactive Session</td>
<td>Post Budget Panel Discussion On Union Budget</td>
<td>CA. Sandeep Bhandari, Vice President, GCCI and Mr. Mangirish Pai Raikar, Past President of GCCI, Dr. Renji George Amballoor, Principal, Govt. College of Commerce, Borda and Mr. Rayes Efthie, Associate Vice President, IIFL Wealth Management Pvt. Ltd., Mr. Gaurish Dhond, Past President Travel and Tourism Association of Goa (TTAG)</td>
<td>July 15, 2014</td>
<td>Dept. of Economics</td>
</tr>
<tr>
<td>20</td>
<td>Seminar</td>
<td>Career in Animation industry for Commerce students</td>
<td>Mr. Ram Kumar, Cineframe School of Animation</td>
<td>July 24, 2014</td>
<td>Post Graduate Dept. of Commerce</td>
</tr>
<tr>
<td>22</td>
<td>Talk</td>
<td>Overview of Government Securities market in India</td>
<td>Ms. Priyanka Shiraly, Senior Analyst in Research &amp; Surveillance Dept. CCIL, Mumbai</td>
<td>July 30, 2014</td>
<td>Dept. of Finance</td>
</tr>
<tr>
<td>23</td>
<td>Talk</td>
<td>Capital Market And Investment Avenues in India</td>
<td>Mr. Alan D’Souza</td>
<td>August 9, 2014</td>
<td>Dept. of Finance</td>
</tr>
<tr>
<td>No.</td>
<td>Type</td>
<td>Presenter</td>
<td>Topic</td>
<td>Date</td>
<td>Department</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>24</td>
<td>Workshop</td>
<td>Mr. Prajyot Mainkar, Director of Androcid Media Pvt Ltd.</td>
<td>Android In Action</td>
<td>August 18-20, 2014</td>
<td>Dept. of Computer Science</td>
</tr>
<tr>
<td>25</td>
<td>Workshop</td>
<td>Mr. Prasad Pankar, CMYK Academy of Photography, Mapusa</td>
<td>Capturing Moments (Photography)</td>
<td>September 4 – 10, 2014</td>
<td>Dept. of Computer Science</td>
</tr>
<tr>
<td>26</td>
<td>Lecture</td>
<td>Dr. V. Aditya Srinivasan</td>
<td>Capital Market In India</td>
<td>September 5, 2014</td>
<td>Dept. of Finance</td>
</tr>
<tr>
<td>28</td>
<td>Interactive Session</td>
<td>Mr. Nitin Gupta, Senior Managing Consultant, IBM India Pvt. Ltd and Mr. Vijay Mangalgi, Senior Software Development Project Manager, Oracle India Pvt. Ltd</td>
<td>Industry Expectations from IT Professionals</td>
<td>October 4, 2014</td>
<td>Dept. of Computer Science</td>
</tr>
</tbody>
</table>

1B. Talks /Seminars /Workshops/Training organized for students’ overall development:

- One day seminar on “YOU….TH ARE THE SOLUTION” was organized for NSS volunteers. Resource persons were Dr. Priti Bakre, Psychiatrist and Dr. Pralhad on 8th September 2009.
- Talk on “Rights to Property, Domestic Violence, Dowry Harassment” by Legal Service Authority on 24th September 2009.
- Seminar on “MBA as a Career option” by IMS Learning Center (IMS-Goa) on 27th September 2009.
- 6 day Personality Development program was organized for NSS students by Rotary Club from 2nd to 6th November 2009.
- Seminar on Animation and Career opportunities conducted by Mr. Roy Thomson, Relish Infosoft, Fatorda, Margao on 5th December 2009.
- 1 day workshop cum seminar on “Pranayog – Food for Mind and Body” conducted by President of Goa Patanjali Yog Samiti Dr. Suraj Kanekar, organized by Department of Physical Education and Sports on 26th February 2010.
- A Workshop titled “Personality Development and Self Esteem” by Resource person Mr. Pravin Sabnis on 19th August 2010.
Workshop on “Public Speaking” by Ms. Joan Rebello, Former Vice Principal and Head, Department of English, Damodar College conducted on 27th July 2012.

Talk on “E-Waste Management” by Mr. Ashley Delaney, Proprietor of Devine Computers organized on 1st September 2012.

Value Education Talk by Swami Yakteshanandji Maharaj from Ramkrishna Mission Belgaum on 13th September 2012.

Seminar on “Effects Of Social Media On Careers :Do’s And Don’ts” by Bhushan Datar, Head Promotion & Alliances, Lotus Group Of Institute, Pune on 4th and 5th December 2012.

3 day Workshop “Change the Mindset” for students from 26th to 28th August 2013.

Workshop “Love Thyself” by Mr. Venkatesh Hegde, Art of Living on 24th September 2013.

“Yes Plus Course” by Art Of Living, Bangalore from 6th to 11th December 2013.

Training Workshop on “Auditioning for Leadership” by Mr. Pravin Sabnis and Cheryl Patel on 11th July 2014.

Personality Empowerment Workshop by India Now Foundation, Bangalore on 23rd August 2014.

Training programme on “Interview Skills” by Ms. Nandini Kunde, HR Consultant on 6th, 8th, 11th and 15th September 2014.

Crafts workshop demonstrating different Craft forms such as Kaanta and Patachitra in collaboration with Banglanatak on 21st September 2014.

Candle making training by Ms. Julekha Shaikh from 24th to 29th September 2014.

Industry Interaction Programme highlighting on employment skills by Mr. Nitin Gupta, IBM India Pvt. Ltd. and Mr. Vijay Mangalgi Oracle India Pvt. Ltd. on 4th October 2014.

## 1C. Workshops Organized/Attended by our Faculty for Syllabus Revision:

**Syllabus Revision Workshops Organized by V.V.M’s Shree Damodar College of Commerce and Economics**

<p>| T.Y.BCom Major 3 Strategic Management - Resource persons Ms. Sumathi Satardekar, Mr. B.V. Kolekar, Mr. Allan Dias | 25th July 2009 |
| Banking and Financial Services Major I, II, III - Resource persons Ms. Lydia Menon, Dr. Prita D. Mallya, Dr. M. R. Patil | 1st September 2009 |
| Business Accounting for FYBCA - Resource person Ms. Purva Hegde, Dept. Of Management Studies, Goa University | 07th July 2011 |
| IT Tools Lab for FYBCA - Resource persons Mr. Sunil Naik, Mr. Kissan Dessai of V.V.M’s Shree Damodar College of Commerce and Economics | 15th July 2011 |
| Business Economics for all semesters - Resource persons Dr. (Ms.) Prita D. Mallya Shree Damodar College, Ms. Gulab Borkar GVM’s G.G.P.R. College and Mr. Nikhil Varerkar S.S. Dempo College | 22nd January 2013 |
| Business Environment Semester III and IV on 13th February 2013 |  |
| Auditing FAAT Major III of TYB.Com | 22nd February 2013 |</p>
<table>
<thead>
<tr>
<th>Syllabus Revision Workshops Attended by our Faculty in other colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting (Major-I) attended by Mr. Edwin Barreto and Ms. Sheetal Arondekar at GVM’S College of Commerce &amp; Economics, Ponda on 1\textsuperscript{st} August 2009.</td>
</tr>
<tr>
<td>Entrepreneurship Management attended by Ms. Shami Pai, Dr. Rodney D’Silva, Ms. Maithali Naik at MES College, Zuarinagar on 6\textsuperscript{th} August 2009.</td>
</tr>
<tr>
<td>Cost &amp; Management Accounting attended by Mr. S. Bhat, Dr. Sanjay Dessai, Mr. Edwin Barreto at CES College of Arts &amp; Commerce, Cuncolim, on 8\textsuperscript{th} August 2009.</td>
</tr>
<tr>
<td>Revised Syllabus for T.Y.BCA attended by Ms. Annette Santimano at Don Bosco College, Panjim on 25\textsuperscript{th} November 2009.</td>
</tr>
<tr>
<td>Revised Syllabus for T.Y.BCA attended by Mr. Sumit Kumar at Rosary College, on 27\textsuperscript{th} November 2009.</td>
</tr>
<tr>
<td>Applied component Computer Application for Business for S.Y.B.Com attended by Ms. Sharmila Kunde and Ms. Arya Prabhudesai at S.S.Dempo College of Commerce and Economics, Panjim on 27\textsuperscript{th} November 2009.</td>
</tr>
<tr>
<td>Revised BCA Syllabus for Computer Organization and Architecture attended by Mr. Sunil Naik at Don Bosco College, Panjim on 26\textsuperscript{th} July 2011.</td>
</tr>
<tr>
<td>Revised BCA Syllabus for Accounts attended by Ms. Shelley Fernandes at GVM’s College of Commerce &amp; Economics, Ponda on 6\textsuperscript{th} December 2011.</td>
</tr>
<tr>
<td>Revised IT syllabus attended by Ms. Sharmila Kunde and Ms. Ranjani Raposo at Dhempe College of Arts and Science, on 22\textsuperscript{nd} June 2012.</td>
</tr>
<tr>
<td>Revised IT syllabus attended by Ms. Sharmila Kunde and Ms. Ranjani Raposo at Dhempe College of Arts and Science on 9\textsuperscript{th} October 2012.</td>
</tr>
<tr>
<td>Graphical Interface Design Laboratory attended by Ms. Annette Santimano at Sarawat Vidyalaya Sridora Caculo College, Khorlim on 14\textsuperscript{th} January 2013.</td>
</tr>
<tr>
<td>Cost Accounting attended by Mr. Sanjay Dessai at Govt. College Khandola on 30\textsuperscript{th} January 2013.</td>
</tr>
<tr>
<td>Marketing of Services and Distribution and Retail Management attended by Ms. Shilpa Prabhudesai at Carmel College on 30\textsuperscript{th} January 2013.</td>
</tr>
<tr>
<td>Banking and Financial Services (all semesters) attended by Ms. Lydia Menon, Dr. Prita Mallya, Ms. Lira Gama at DM’s College of Arts, Science &amp; Commerce, Assagao on 5\textsuperscript{th} February 2013.</td>
</tr>
<tr>
<td>Business Management II attended by Ms. Anjali Sajilal at S.S. Dempo College of Commerce &amp; Economics, Panaji on 5\textsuperscript{th} February 2013.</td>
</tr>
<tr>
<td>Business Finance attended by Ms. Maria Rodrigues at S.S. Dempo College of Commerce &amp; Economics, Panaji on 5\textsuperscript{th} February 2013.</td>
</tr>
<tr>
<td>Accounting attended by Ms. Sheetal Arondekar, Dr. Sanjay Dessai, Mr. Edwin Barreto, Mr. Ulhas Bansode at MES College of Arts &amp; Commerce Vasco on 6\textsuperscript{th} February 2013.</td>
</tr>
<tr>
<td>Business Environment attended by Dr. Ms. Prita Mallya, at DM’s College of Arts, Science &amp; Commerce, Assagao on 13\textsuperscript{th} February 2013.</td>
</tr>
<tr>
<td>Course</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Problem Solving and Programming Concepts</td>
</tr>
<tr>
<td>Content Generation for Semester II IT Syllabus</td>
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<tr>
<td>Management Information System</td>
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<tr>
<td>Multimedia Technology</td>
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<tr>
<td>Accounting Major-I</td>
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</tbody>
</table>
ANNEXURE 2

ANNEXURE 2A: Details of students belonging to various categories
OBC/SC/ST/Female/Physically Disabled

<table>
<thead>
<tr>
<th>Year</th>
<th>Prog.</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
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<td>SC</td>
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<td>B.Com</td>
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<td></td>
<td>BCA</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>BFS</td>
<td>3</td>
<td>2</td>
<td>6</td>
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<td>M.Com</td>
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<td>21</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>2010-11</td>
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<td>24</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>BCA</td>
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<td>1</td>
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<td>24</td>
</tr>
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<td>M.Com</td>
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<td>23</td>
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<td>20</td>
</tr>
<tr>
<td>2011-12</td>
<td>B.Com</td>
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<td>7</td>
<td>8</td>
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<td></td>
<td>BCA</td>
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<td>12</td>
</tr>
<tr>
<td></td>
<td>BFS/BB S(FS)</td>
<td>1</td>
<td>16</td>
<td>2</td>
</tr>
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<td>M.Com</td>
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<td>4</td>
<td>22</td>
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<tr>
<td>2012-13</td>
<td>B.Com</td>
<td>24</td>
<td>5</td>
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<td>BCA</td>
<td>4</td>
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</tr>
<tr>
<td></td>
<td>BBS(FS )</td>
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<td>10</td>
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<td>22</td>
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<tr>
<td>2013-14</td>
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<td>11</td>
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<td>BCA</td>
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<td>2</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>BBA(FS )</td>
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<td>11</td>
<td>2</td>
</tr>
<tr>
<td>M.Com</td>
<td>5</td>
<td>31</td>
<td>1</td>
<td>34</td>
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</tbody>
</table>

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ANNEXURE 2B: Seminars/Workshops/Conferences attended by Faculty

2009-10

- Ms. Annette Santimano attended two and half day’s workshop on “Using Open Source Multimedia Tools” from 18th to 20th June 2009 at Goa University.
- Ms. Lira Gama attended workshop on “Monitoring Human Rights : Law and Practice “ on 26th, 27th June 2009 at VMS Salgaocar College of Law, Goa
- Mr. Sanjay Dessai attended National Seminar on “Corporate Reporting – Ethical Practices” on 30th June 2009 at Osmania University, Hyderabad.
- Mr. Subrahmanya K. M. Bhat, Mr. Sanjay Dessai, Mr. Edwin Barreto attended 1 day workshop in the subject of Cost and Management Accounting on 8th August 2009 at CES College of Arts and Commerce, Cuncolim.
- Ms. Nirmala Gopinathan was invited as Resource Person for the 1 day Workshop in “Cost and Management Accounting” on 8th August 2009 at CES College of Arts and Commerce, Cuncolim.
- Ms. Nirmala Gopinathan and Mr. Rodney D’Silva attended 1 day seminar on “Quality Management systems in an Organization” on 30th September 2009 at St. Xavier’s College, Mapusa.
- Dr. Prita D. Mallya attended 1 day workshop on “Use of Technology in Teaching and Learning Economics” on 10th October 2009 at S. S. Dempo College of Commerce and Economics, Panjim.
- Ms. Sharmila S. Kunde attended two days workshop on “MOODLE” on 23rd and 24th October 2009 at Dhempe College of Arts and Science, Panjim.
- Dr. I. Bhanu Murthy was invited as a Resource Person at a National seminar on Autonomy on the topic “Perception of Parents and Students on Autonomy” at M.P.E Society’s Shree Dharmasthala Manjunatheshwar Degree College of Arts, Science, Commerce and BBA, Honnavar on 3rd November.
- Ms. Manasi D.Rege attended Refresher Course in Library Science at the Gujarat University Academic Staff College, Ahmedabad, from 26th October to 15th November 2009.
- Dr. Manoj S. Kamat was invited as a Resource Person for public lecture series in Finance organized by K.L.E Society’s College of Business Administration, Lingaraj College, Belgaum, from 26th to 29th October 2009.
- Mr. Sumit Kumar attended two days Workshop on “Programming with Python” on 31st October and 1st November 2009 at BITS, Goa Campus.
- Dr. Prita D. Mallya attended Seminar on “Capital Markets” organized by Goa University on 11th December 2009.
- Mr. B. P. Sarath Chandran attended Annual Indian Economic Conference from 27th to 29th December 2009 at KIIT Institute of Management, Bhubaneshwar.
- Mr. Kissan G. Desai and Mr. Sunil Naik attended two days State level Seminar on “Research Methodology in Computer Science and Neuro – Linguistic Programming” on 5th, 6th January 2010 at Rosary College of Commerce and Arts, Navelim.
• Mr. B. P. Sarath Chandran presented paper titled “Role of RTA’s in the Growth and Sustenance of FDI in host Countries” at Bangalore from 7th to 8th January 2010.


• Mr. Subrahmanya K. M. Bhat was invited as a Resource Person for 1 day state level workshop on “Tax Panning and Investment Avenues for the salaried Class” at Government College of Arts, Science and Commerce, Khandola, Marcela,- Goa on 23rd January 2010.

• Ms. Unnati Nagvekar, Ms. Annette Santimano attended 1 day “Advocacy Workshop”, on HIV/AIDS for NSS Programme officers on 27th January 2010 at Secretariat, Porvorim.

• Ms. Kamiya G. Raikar and Ms. Pooja Pai Khot attended programme on “Food Adulteration and Consumer Protection Act” on 28th and 29th January 2010 at lecture hall, GIRDA.

• Mr. B. P. Sarath Chandran, Ms. Shami R. Pai, Ms. Lina R. Sadekar attended two day National Level Seminar on “Global Recession” on 29th and 30th January 2010 organised by Narayan Zantye College, Bicholim, Goa.


• Mr. B.P. Sarath Chandran, presented paper in IIFT-UNCTAD-CDS on 5th and 6th February 2010 at CDS, Trivandrum.

• Dr. Manasvi M. Kamat, Ms. Lira M. Gama and Mr. B.P. Sarath Chandran attended Refresher Course from 18th February to 10th March 2010 at Goa University, Goa

• Prof. Gopalkrishna G. Kondli attended National Seminar on “Growth, Inequality and Economic Reforms in India” at Goa University on 19th and 20th February 2010.

• Mr. Sumit Kumar was invited as a Resource Person for the workshop “Star UML” on 3rd March 2010 at Dhempe College of Arts and Science, Miramar.

• Ms. Florence Rebello and Ms. Monica Patil attended half day workshop on “Speech and Pronunciation Patterns” on 12th March 2010 at Fr. Agnel College of Arts and Commerce.

• Ms. Shilpa Prabhudesai, Ms. Lina Sadekar, Ms. Shami R. Pai, Mr. Edwin Barreto, Mr. Rodney D’Silva attended 1 day State level Seminar on “SME(Small and Medium Entrepreneurs) in Goa” on 18th March 2010 at MES College of Arts and Commerce, Vasco.

• Mr. Edwin B. Barreto attended National Conference on Financial Reporting Standards and Tax Reforms on 19th to 20th March 2010 at St. Aloysius College, Mangalore, Karnataka.

• Dr. Prita D. Mallya, Ms. Nirmala Gopinathan, Ms. Maithili Naik attended 1 day lecture series on “Strategic and Entrepreneurship Management” on 29th March 2010 at MES College, Zuarinagar, Vasco.
• Ms. Sheetal Arondekar attended Orientation Programme at Goa University from 29th March to 27th April 2010.
• Ms. Shilpa Prabhudesai attended a convention of Commerce teachers on 3rd April 2010 at Saraswat Vidyalaya’s Sridora Caculo College at Khorlim, Mapusa, Goa.
• Mr. Kissan G. Dessai attended 3 week refresher course in IT awareness from 1st to 21st April 2010 at Shimla.

2010-11

• Ms. Manasi D. Rege attended 13th National Convention on Knowledge at BITS – Goa Campus from 15th to 18th June 2010.
• Ms. Layla Mascarenhas attended three days workshop on Journalism titled “Enhancing Human Development Coverage: Skills for Reporting / Writing” from 24th – 26th July 2010 at International Centre, Dona Paula.
• Ms. Lydia Menon, Shri Gopalkrishna G Kondli, Dr. Prita D Mallya attended State Level Seminar on the Proposed Setting up of the “National Commission for Higher Education & Research - NCHER on 30th July 2010 at Govt College of Arts, Commerce & Science, Quepem.
• Mr. Mohan Undakoti attended State level workshop on “Work Vision: Developing Employability Skills” on 6th August 2010 at Govt. College, Khandola, Goa.
• Ms. Lina Sadekar and Ms. Shami Pai attended “HR Conclave – HR @ the heart of Business” organized by Sri Sri Institute of Management Studies, Margao on 30th October 2010.
• Ms. Manasi D. Rege attended short term course on Web based Library Services from 14th to 18th December 2010 at Goa University.
• Mr. Edwin Barreto, Ms. Nirmala Gopinathan, Mr. Subrahmanya K. M. Bhat, Ms. Sheetal Arondekar attended two days National Seminar on “Proposed changes in Indirect Taxes with Special Reference to Goods and Services Tax” at MES College on 17th, 18th December 2010.
• Dr. Prita Mallya presented paper at 52nd Annual Conference of the Indian Society of Labour Economics from 17th to 19th December 2010 at Karnatak University, Dharwad.
• Ms. Lira M. Gama attended 52nd Annual Conference of the Indian Society of Labour Economics from 17th to 19th December 2010 at Karnatak University, Dharwad.
Ms. Lydia Menon, Ms. Lira M. Gama presented paper at the 94th IEA Annual Conference on “Inclusive Growth Through Education and Skill Out” from 27-29th December 2011 at Bharati Vidyapeeth, Deemed University, Pune.

Dr. Ms. Manasvi Kamat attended Refresher Course in Social Science from 15th December 2010 to 4th January 2011 at Karnatak University, Dharwad.


Ms. Sharmila Kunde attended Refresher course in Computer Science and IT at University of Mumbai from 31st January to 19th February 2011.

Ms. Shami Pai, Ms. Lina Sadekar, Ms. Anjali Sajilal, Ms. Shilpa Prabhudesai, Ms. Sheetal Arondekar and Ms. Arya Prabhudesai attended two days National Workshop on “Writing Effective Proposals and Research papers in Social Sciences” on 4th – 5th February 2011 at DMC’s College, Assagao.

Mr. Rodney D'Silva and Dr. Manoj Kamat attended Refresher course in Commerce at Dharwad University from 17th February – 09th March 2011.

Ms. Nirmala Gopinathan and Ms. Maithili Naik attended 2 days National Seminar on “Impact of Tourism on Women” organized by MES College on 25th – 26th February 2011.

Ms. Manasi Rege attended 8th International CALIBER 2011 from 1st to 4th March 2011 at NIO, Dona Paula, Panaji.

Ms. Nirmala Gopinathan attended 2 days National Seminar on “Assessment of Indian Economy in post reform period” on 11-12th March 2011 at CES college of Arts and Commerce, Cuncolim.

Mrs Sheetal Arondekar and Ms. Resha Nadkarni attended State Level Seminar on “Implementation of the International Financial Reporting Standards” on 11-12th March 2011 at Modern College of Arts and Commerce, Pune.

Ms. Manasi D. Rege was invited as a Resource person for the Technical Session IV for 1 day Workshop for Library Professionals on the theme “Best Practices of Modern Libraries” organized by Directorate of Art & Culture on 16th March 2011 at District Library, Navelim.

Dr. Manoj S. Kamat, Dr. Manasvi M. Kamat presented paper at National Seminar on “Empowerment in the Context of Globalization” on 18-19th March 2011 at Mahasati Arts Commerce and Science College, Ulga, Karwar.

Dr. B.P. Sarath Chandran, Mrs Lira M Gama attended 3 day training workshop on “Data Management using the National Sample Survey Database” on 18-19th March 2011 at Goa University, Taleigao.

Ms. Nirmala Gopinathan, Mr. Edwin Barreto attended 2nd Annual Convention of Commerce on the topic “Recent Trends in Accounting Education” on 2nd April 2011 at Naranyan Zantye College of Commerce, Bicholim.

Mr. Sumit Kumar attended 1 day conference on “Agile Software Development approach” on 16th April 2010 at Goa University.
• Ms. Lydia Menon, Ms Shilpa Prabhudesai, Ms. Sharmila S. Kunde, Dr Shrinivas attended National Seminar on “Enhancement and Sustenance of Quality and Excellence in Institutions of Higher Education” on 27-28th April 2011 at GVM’s College of Commerce and Economics, Ponda

2011-12

• Mr. Kissan Dessai attended 3 week Refresher Course in Information Technology from 13th June 2011 to 2nd July 2011 at UGC- ASC, Sant Gadge Baba Amravati University, Maharashtra.

• Mr Sumit Kumar, Mrs Pooja Pai Khot attended 1 day ERP Seminar on 23rd July 2011 at Panaji.

• Mr. Sunil Naik attended Workshop in BCA Revised Structure in subject of Computer Organization and Architecture on 26th July 2011 at Don Bosco College, Panaji.

• Mr. Rodney D’Silva, Mr. Edwin Barreto attended National Seminar on “New Vistas: Exploring Issues of Women in Unorganized Sector” from 5-6th August 2011 at Nagercoil, Tamil Nadu.

• Mr. Sumit Kumar was invited as Resource person to conduct workshop on “Star UML” on 16th August 2011 at Dhempe College of Arts & Science, Miramar, Panaji.

• Mr. Rodney D’Silva, Mr Edwin Barreto attended 3 day workshop on “Research Method for Marketing and Human Resource Management” from 19-21st August 2011 at Hyderabad.

• Dr. Prita D Mallya presented a paper at National Conference on “Sustaining Growth in the era of Global Recovery” on 26-27th August 2011 at Chennai.

• Dr. B.P. Sarath Chandran presented a paper at National Level Seminar on “Inclusive Economic Growth in India: Issues, Challenges & Implications” on 16th September 2011 at Queen Mary’s College, Chennai.

• Ms. Sharmila S Kunde, Mr Kissan Gauns Dessai and Mr Sunil Naik attended Seminar on “Integration of ICT in Educational Institutions” on 17th September 2011 at GVM’s College of Education, Ponda.

• Ms. Lydia Menon, Ms. Lira M Gama attended 1 day National Seminar on “Contemporary Goa: Issues and Prospects” on 19th September 2011 at Carmel College of Arts, Science & Commerce, Nuvem.


• Dr. Prita D Mallya, Ms. Sharmila S. Kunde, Ms. Shilpa Prabhudesai presented papers at the 3rd Annual Global, IT and Management for Economic Development Conference at Bangalore on 22-24th September 2011.

• Mr. Mohan R Undakoti presented a paper at the 2 day National Seminar on “Microfinance: Emerging issues and Challenges” on 23-24th September 2011 at Shri Mallikarjun College of Arts & Commerce, Canacona.
• Ms. Lina R Sadekar, Ms. Shami R Pai presented a paper at the International Conference on Tourism, Culture & Travel Literature organized by Centre for Tourism and Heritage Research Dayanand College, Ajmer on 27-28th September 2011

• Ms. Maithili S Naik, Mr. Mohan R Undakoti, Ms. Resha Nadkarni attended 1 day State Level Seminar on Commodities Market titled “Commodities Made Simple” on 30th September 2011 at EDC Hall, Panaji.

• Dr. Prita D Mallya, Mrs Lydia Menon, Dr. B.P. Sarath Chandran, Ms. Sharmila S Kunde attended workshop on Quality Assurance on 1st October 2011 at Goa University, Taleigao.

• Dr. Prita D Mallya, Dr. B.P. Sarath Chandran, Dr. Manoj S Kamat, Dr. (Mrs) Manasvi M Kamat attended 2 day National Conference of Research Supervisors on “Enhancement of Quality of Research in Social Sciences” on 3-4th October 2011 at DM’s College of Arts, Science, Commerce, Management Studies and Technology, Assagao.

• Dr. Prita D Mallya was invited as a Resource Person for Research Methodology Workshop on 5th October 2011 at Narayan Zantye College of Commerce, Bicholim.

• Dr. Prita D. Mallya was invited as a Resource Person for Research Methodology Workshop on 7th October 2011 at Rosary College of Commerce & Arts, Navelim.

• Mr. Gopalkrishna Kondli, Dr.Prita D Mallya, Dr. B.P. Sarath Chandran, Dr. Sanjay P Sawant Dessai attended National Seminar on “Indian Economy: A Journey since Independence & Future Prospects” on 26th November 2011 at Shri Mallikarjun College of Arts & Commerce, Canacona. Dr. Prita D. Mallya presented the paper at the conference.

• Ms. Brenda Coutinho attended 1 day State Level Workshop on “Career in Media in Post Liberation Goa” on 1st December 2011 at Rosary College of Commerce & Arts, Navelim.

• Ms. Nirmala Gopinathan and Ms. Anjali Sajilal attended 1 day State level seminar on “Growth of Women Entrepreneurship in Goa since Liberation and its Future Prospects” at Rosary College, Navelim on 5th December 2011.

• Dr. Manoj S. Kamat and Dr. Manasvi M. Kamat presented paper at the 64th All India Commerce Conference at Pondicherry from 13th to 15th December 2011.

• Ms. Shweta Shirodkar attended Seminar on “Weather & Climate Change in Goa after Liberation” on 13th December 2011 at St. Xavier’s College of Arts, Science and Commerce, Mapusa.

• Dr. Manoj S. Kamat and Dr. Manasvi M. Kamat presented paper at the All India Accounting Conference and International Seminar on Accounting Education and Research at Jaipur on 17th and 18th December 2011.

• Mr. Gopalkrishna G. Kondli attended 94th IEA Annual Conference on “Inclusive Education Policy:Goa an Overview” at Bharati Vidyapeeth, Deemed University, Pune from 27th to 29th December 2011.

• Dr. Manoj S. Kamat and Dr. Manasvi M. Kamat presented paper at the International Conference at Pune University, Nasik from 6th to 8th January 2012.
Mr. Rodney D’Silva presented paper at the “IIM – A Doctoral Colloquium 2012” at IIM, Ahmadabad from 7\textsuperscript{th} to 8\textsuperscript{th} January 2012.

Mr. Rodney D’Silva and Mr. Edwin Barreto presented paper at the UGC sponsored National Conference on “Environmental Accounting, Sustainable Development and Environment Protection” at Dayanand College, Ajmer from 9\textsuperscript{th} to 11\textsuperscript{th} January 2012.

Ms. Nirmala Gopinathan attended Youth Convention on “Vivekananda and Youth” organized by Goa State Museum Auditorium, Panaji on 12\textsuperscript{th} January 2010.

Dr. Prita Mallya presented paper at the International Conference on “Emerging Economics – Prospects and Challenges – ICEE 2012” at Symbiosis Institute, Pune on 12\textsuperscript{th} and 13\textsuperscript{th} January 2012.

Dr. Manoj S. Kamat and Dr. (Ms.) Manasvi M. Kamat presented paper at the International Conference on “Management Arena, Innovations and Opportunities” at Pune University, Nasik on 27\textsuperscript{th} to 29\textsuperscript{th} January 2012.

Ms. Lydia Menon and Ms. Lira M. Gama attended workshop on “Adolescence Crisis” on 30\textsuperscript{th} to 31\textsuperscript{st} January 2012 at Ravindra Bhavan, Margao, Goa.

Ms. Nirmala Gopinathan attended 2 days seminar on “Corporate Social Responsibility” at MES College, Vasco on 17\textsuperscript{th} and 18\textsuperscript{th} February 2012.

Ms. Lydia Menon and Ms. Lira M. Gama attended Dr. G. V. Kamat Helekar Memorial lecture for 2011-12 at Goa University, Taleigao on 21\textsuperscript{st} February 2012.

Dr. Prita D. Mallya presented a paper on “Finance at the Bottom of the Urban Pyramid: Possible and Profitable” at Christ University, Bangalore on 21\textsuperscript{st} and 22\textsuperscript{nd} February 2012.

Ms. Lydia Menon attended 1 day Regional Conference on “Strengthening Industry-Academic Interface towards Skill Development” sponsored by Indian Council of Social Studies Research (ICSSR) Mumbai at DMC’s College, Assagao on 24\textsuperscript{th} February 2012.

Ms. Shelley Fernandes attended 1 day State level seminar on “Wealth Creation and Management through Equity” on 9\textsuperscript{th} March 2012 at St. Xavier’s College, Mapusa.

Ms. Lina Sadecar, Ms. Shami Pai, Ms. Lira Gama attended 2 days research PhD Scholar’s Workshop organized by Goa University on 9\textsuperscript{th} and 10\textsuperscript{th} March 2012.

Ms. Shelley Fernandes attended 1 day national seminar on “Wealth creation and Management through equity” on 9\textsuperscript{th} March 2012 at St. Xavier’s College of Arts, Science and Commerce, Mapusa.

Ms. Ekta Agarwal, Ms. Annette Santimano attended 1 day workshop on “Software Engineering Using UML and Agile Modelling” organized by Saraswat Vidyalaya’s, Sridora Caculo College of Commerce and Management Studies, Mapusa on 10\textsuperscript{th} March 2012.

Dr. Prita D. Mallya, attended the seminar on “Right to Information: Problems and Perspectives” organized by G.R. Kare Law College of Law, Margao on 10\textsuperscript{th} March 2012.
• Dr. Sanjay P.S. Dessai, attended training and Administration conference of ANO’s organized by 1 Goa Battalion NCC, Panjim, on 12th April 2012.

2012-13

• Dr. Ms. Prita D. Mallya, presented paper titled “Sustainable Banking in India: The Road Less Travelled” at National Conference on “Emerging Challenges for Sustainable Business” on 1 and 2nd June 2012 at IIT Roorkee.
• Dr. Sanjay Dessai attended seminar on “Social Media and its Role in Democracy” organized by International Centre Goa, Dona Paula on 2nd and 3rd July 2012.
• Dr. Sanjay P.S. Dessai attended conference of ANO’s organized by 1 Goa, Battalion NCC, Panjim on 5th July 2012.
• Ms. Sharmila Kunde attended 1 day Workshop on “AISHE” website on 11th July 2012 at Goa University.
• Ms. Maria Rodrigues, Ms. Reena Vaz attended Workshop on “Tobacco Control and the Role of Enforcement agencies in Goa” organized jointly by Collectorate South Goa, Members of District Task Farce Committee South Goa and Voluntary Health Association of Goa at Ravindra Bhavan, Margao on 17th July 2012
• Ms. Lina Sadekar, Mr. Edwin B. Barreto, Ms. Lira M. Gama, Ms. Sheetal Arondekar attended 3 days workshop on “Research Methodology and SPSS” at Carmel College of Arts, Science and Commerce, Nuvem from 30th July to 1st August 2012.
• Mr. Mohan Undakoti and Ms. Snehal Jadav attended conference organized by CNBC TV 18 on Investor Camp at Kala Academy on 4th August 2012.
• Mr. Edwin Barreto and Dr. Rodney D’Silva presented a paper at the International Conference at Indian Institute of Science, Bangalore from 4th to 6th September 2012.
• Ms. Nirmala Gopinathan attended 1 day workshop on “Realizing Self Potential” on 8th September 2012 at Ganga-Zuari Academy, Caranzalem.
• Dr. Manoj S. Kamat and Mr. Rodney D’Silva attended Refresher course at Goa Chambers of Commerce and Industries (I-Create – GCA) on 13th to 14th September 2012.
• Dr. Ms. Prita D. Mallya and Ms. Anjali Sajilal attended 3 days International Seminar on “Emerging Trends in Entrepreneurship” at MES College from 27th to 29th September 2012.
• Ms. Lira Gama, Ms. Lina Sadekar, Ms. Shami Pai, Mr. Edwin Barreto, Ms. Sheetal Arondekar and Ms. Maithili Naik attended 5 days workshop on “Data Analysis” organized by Goa University from 3rd to 7th October 2012.
• Dr. Sarath Chandran, Dr. Sanjay S. Dessai, Ms. Shilpa Prabhudesai, Ms. Anjali Sajilal, Ms. Sharmila Kunde, Mr. Mohan Undakoti, Mr. Ulhas Bansode attended 1 day state level seminar on “Duties, Rights and Privileges of Teachers in Higher Education under Sixth Pay Commission” on 6th October 2012 at Fr. Agnel College of Arts and Commerce, Pilar, Goa.
• Ms. Annette Santimano and Mr. Sumit Kumar attended 1 day State level seminar on “Strategies in Software Release” at Chowgule College on 1st December 2012.
• Mr. Rodney D’Silva and Dr. Sarath Chandran attended XXVIII AIFUCTO Annual Academic Conference on the theme “Higher Education in India in the perspective of 12th Five year Plan: Role of Teacher’s and AIFUCTO” at Mahatma Gandhi Kashi Vidyapith, Varanasi from 15th – 17th December 2012.

• Ms. Shilpa Prabhudesai, Mr. Rodney D’Silva, and Ms. Maithili Naik attended 1 day workshop on “Entrepreneurial Management” on 24th January 2013 at Carmel College.

• Dr. Prita D. Mallya attended 1 day workshop for the IQAC Co-ordinators, Goa University, Taleigao on 30th January 2013

• Ms. Nirmala Gopinathan, Mr. Ulhas Bansode attended 1 day seminar for NSS Programme Officers on “Bold Deeds and Bold Thoughts” at Menezes Braganza Hall on 1st Feb 2013

• Ms. Lira M. Gama attended 2 days International Interdisciplinary Conference on 22nd - 23rd February 2013 at Smt. Parvatibai Chowgule College, Margao.

• Mr. Kiran Sawant attended Student Convention of Computer Society of India, Goa on 23rd February 2013 at Institute Menezes Braganza Hall, Panjim

• Dr. Prita D. Mallya was invited as a Resource Person for Annual Budget 2013 – A post Budget Discussion at Saraswat Vidyalaya’s Caculo College of Commerce and Management Studies, Khorlim, Mapusa on 5th March 2013.

• Dr. Prita D. Mallya, Ms. Nirmala Gopinathan attended two days National Conference on “Global Financial Crisis: Vulnerability of Indian Economy” at Smt. Parvatibai Chowgule College on 15th and 16th March 2013. Dr. Prita D. Mallya presented a paper at the conference.

• Dr. Prita D. Mallya attended two day workshop for the IQAC Co-ordinators, Goa University, Taleigao on 22nd and 23rd March 2013

• Ms. Lydia Menon attended workshop on “Capacity Building” at Indian Council of Social Science Research, Mumbai from 18th – 30th March 2013.

• Ms. Lina Sadekar, Mr. Edwin Barreto, Ms. Shami Pai, Ms. Sheetal Arondekar attended State Level Workshop on “Introduction to Statistical Techniques” at Don Bosco College of Engineering, Margao from 22nd to 24th April 2013.

• Ms. Lina Sadekar, Mr. Edwin Barreto, Ms. Shilpa Prabhudesai, Dr. Manoj Kamat, Mr. Rodney D’Silva, Ms. Nirmala Gopinathan and Ms. Anjali Sajilal attended Annual State Level Convention of GCA on “Research Methodology in Commerce and Management” at MES College, Vasco on 3rd May 2013.

2013-14

• Ms. Shami Pai attended 2 days International Research Conference on “Innovative Strategies in Commerce, Management, Engineering, Technology and Social Sciences” at Kare College of Law, Margao on 10th and 11th June 2013.

• Ms. Ekta Agarwal attended 1 day workshop on “Web Technology” at DM’s College of Arts, Science, Commerce College, Assagao on 15th July 2013.

• Ms. Annette Santimano and Ms. Namita Neurenkar attended workshop on “Java Fundamentals” organized by Oracle Academy at Goa Engineering College, Ponda from 29th July to 2nd August 2013.
- Mr. Sumit Kumar and Ms. Ekta Agarwal attended workshop on “Database Design and Programming with SQL” organized by Oracle Academy at Goa Engineering College, Ponda from 29th July to 2nd August 2013.
- Dr. Prita Mallya and Ms. Nikita Mayekar attended the RTI workshop on “What is Right To Information Act?” at Institute Menezes Braganza Hall, Panaji on 13th August 2013.
- Mr. Sumit Kumar attended 10 days programme on “Train the Trainer” from 19th to 29th August 2013 at Infosys Campus, Pune.
- Ms. Sneha Lotlikar, Ms. Snehal Jadhav, Ms. Pallavi Parab, Ms. Pooja P. Nerurkar, Ms. Cinola Vaz, Ms. Utkarsha Teunkar, Ms. Lizia Gomes, Mr. Kunal Borkar, Mr. William D’Souza, Ms. Namrata Haldankar attended 1 day Orientation Programme at GGPRC College of Commerce and Economics, Ponda on 25th August 2013.
- Dr. Prita Mallya presented a paper at the 2 day UGC-Sponsored National Seminar on “Socioeconomic inequalities and the Health Sector” at Rosary College, Navelim, on 30th to 31st August 2013.
- Ms. Ekta Agarwal attended 1 day workshop on “Software Engineering Education and Training (WSEET 2013)” at Goa University on 20th September 2013.
- Ms. Sharmila Kunde attended 5 days Short Term course and Training Programme on “Cyber Security” organized by ASC at Goa University from 7th to 11th October 2013.
- Dr. Prita Mallya presented a paper at the 1 day International Seminar on “Bhurti” at Sri Sri Institute of Management Studies, Margao on 29th November 2013.
- Dr. B. P. Sarath Chandran and Dr. Sanjay Dessai attended “AIFUCTO XXVII Statutory Conference of AIFUCTO” at St. Aloysius College Campus, Karnataka from 30th November to 2nd December 2013.
- Mr. Sumit Kumar attended 1 day Workshop on “Multimedia Technology” at St. Xavier’s College, Mapusa on 10th December 2013.
- Dr. B. P. Sarath Chandran attended TBTI-CESS International Conference on “Small-scale Fisheries Governance: Development for Wellbeing and Sustainability” at Centre for Economic and Social Science Hyderabad from 10th to 13th December 2013.
- Mr. Dhaneesh Kumar T. K. attended “Fiscal Federalism: Theory and Practice” at Smt. Parvatibai Chowgule College on 17th December 2013.
- Ms. Manasi D. Rege attended National Conference on “Redefining Libraries in Electronic Age” at Vivesvarya Technological University, Belgaum on 20th to 21st December 2013.
• Mr. Vishal R. Chari attended Golden Jubilee Annual Conference of the TIES and Indira Gandhi Institute of Development Research at Mumbai from 22nd to 24th December 2013.

• Mr. Edwin Barreto attended a 2 days workshop on “Data Analysis using SPSS” organized by Department of Management Studies, Goa University on 3rd – 4th January 2014.

• Dr. B. P. Sarath Chandran attended 1 day state level “Workshop on Academic Performance Indicator (API) organized by IQAC cell of S.S. Dempo College of Commerce and Economics at Sanskriti Bhavan, Directorate of Art and Culture, Patto, Panaji.

• Mr. William D’Souza and Ms. Maria Cheryl Serrao attended a National Seminar on “Teaching of English in the Institute of Higher Education” on 13th January 2014 at GVM’s Ponda.

• Ms. Ulpa U. Waingankar attended a National Seminar on Emerging Trends and Applications in Mathematics and Statistics in Commerce on 7th – 8th February 2014 organized by Department of Mathematics & Statistics at Gopal Govind Pai Raiturcar College, Ponda.

• Mr. William D’Souza and Ms. Maria Cheryl Serrao attended “A Preliminary workshop to introduce Digital Story Telling (DST)” at S. S. Dempo College, Panaji on 18th February 2014.

• Ms. Pooja Nerurkar attended a programme on “Consumer Awareness” from 18th – 19th February 2014, organized by GIRDA (Goa Institute of Rural Development and Administration), Old Goa

• Ms. Nirmala Gopinathan attended a 1 day workshop on “The role of Women’s Cell in College and workplaces” at Carmel College on 8th March 2014.

• Dr. Sanjay P.S. Dessai attended “ANO Refresher Training Course at NCC OTA Kampte, Nagpur from 31st March to 26th April 2014.

2014–15

• Ms. Snehal Jadav and Ms. Anjali Sajilal attended the 2nd Capacity Building workshop by Directorate of Higher Education in association with Indian Council of Social Science Research, Western Regional Centre from 1st – 14th June at Panjim.

• Ms. Nirmala Gopinathan along with 5 students attended 1 day workshop on the theme “Swami Vivekananda of Human Excellence” on 5th July 2014 at Dempo House, Panjim.

• Ms. Manasi Rege attended 3 days training programme on “Bibliometrics and research output analysis” organized by INFLIBNET from 30th July to 1st August 2014 at Information and Library Network centre, Gujarat.

• Ms. Ekta Agarwal and Ms. Annette Santimano attended All India Celebration of Women in Computing (AICWIC’14) organized by ACM-W and ACM India in association with Goa University at Goa University on 26th September 2014.

• Ms. Maithili Naik attended 4 weeks Orientation Course at Academic Staff College, Goa University from 24th September to 20th October 2014.
## ANNEXURE 3

### Annexure 3A: INTERDISCIPLINARY PAPERS

<table>
<thead>
<tr>
<th>Year</th>
<th>Name of the Presenter</th>
<th>Title of the paper</th>
<th>Discipline</th>
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<tr>
<td>2011</td>
<td>Dr. Manoj S Kamat &amp; Dr. (Ms.) Manasvi M Kamat</td>
<td>“Which Firms Pay dividends in India”</td>
<td>Commerce/ Economics</td>
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<td>2011</td>
<td>Dr. Manoj S Kamat &amp; Dr. (Ms.) Manasvi M Kamat</td>
<td>‘Economic reforms, Stability &amp; Determinants of Finance Policy’</td>
<td>Commerce/ Economics</td>
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<tr>
<td>2012</td>
<td>Dr. Manoj S Kamat &amp; Dr. (Ms.) Manasvi M Kamat</td>
<td>“Perceived ethical crisis in Accounting Practices: Multivariate Analysis based on Primary Data”</td>
<td>Commerce/ Economics</td>
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<td>2012</td>
<td>Dr. Manoj S Kamat &amp; Dr. (Ms.) Manasvi M Kamat</td>
<td>“Carbon Credit Accounting in India”</td>
<td>Commerce/ Economics</td>
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<tr>
<td>2012</td>
<td>Dr. Manoj S Kamat &amp; Dr. (Ms.) Manasvi M Kamat</td>
<td>“A LOGIT Model to Define Good Jobs and the Bad Jobs”</td>
<td>Commerce/ Economics</td>
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<td>2012</td>
<td>Dr. Manoj S Kamat &amp; Dr. (Ms.) Manasvi M Kamat</td>
<td>“Ethical Governance in Accounting and Reporting”</td>
<td>Commerce/ Economics</td>
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<td>2012</td>
<td>Dr. Manoj Kamat and Mr. Kissan Gauns Dessai</td>
<td>“Improving Learning Outcomes through Iterative Teaching? Learning Methodologies”</td>
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<td>2012</td>
<td>Dr. Manoj S Kamat &amp; Dr. (Ms.) Manasvi M Kamat</td>
<td>“A Study of Job Satisfaction in an IT Unit”</td>
<td>Commerce/ Economics</td>
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<td>2012</td>
<td>Dr. Manoj S Kamat &amp; Dr. (Ms.) Manasvi M Kamat</td>
<td>“Application of Partial Adjustment behaviour in Determining Payout Policies”</td>
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<td>2012</td>
<td>Dr. Manoj S Kamat &amp; Dr. (Ms.) Manasvi M Kamat</td>
<td>“Panel Data Analysis of Export Market Dynamics”</td>
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# Annexure 3B: NUMBER OF PAPERS PRESENTED BY TEACHERS

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<td>Mrs Maithili S. Naik</td>
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## Papers Presented/Published by Teaching Faculty

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<th>Year</th>
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<td>2009-2010</td>
<td>Ms. Lina R. Sadekar &amp; Ms. Shami R. Pai</td>
<td>Global Recession And HR</td>
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<td></td>
<td>Ms. Lina R. Sadekar &amp; Ms. Shami R. Pai</td>
<td>Role Of Commercial Banks In SME Credit: A Case Study Of Selected Banks</td>
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<td>Ms. Lina R. Sadekar</td>
<td>A Study of National Rural Employment Guarantee Scheme in Goa – An analysis</td>
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<td>Dr. Manoj S. Kamat</td>
<td>An Empirical Study Of Trends And Determinants Of Indian Agricultural Production For Pre And Post Reform Periods</td>
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<tr>
<td>B.P. Sarath Chandran</td>
<td>Revealed Comparative Advantage and Trade Complementarity between India-ASEAN trade: A study with reference to fisheries sector</td>
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<td>B.P. Sarath Chandran</td>
<td>Comparison Of Trade Complementarity And Similarity Between India And Asean Countries</td>
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<td>B.P. Sarath Chandran</td>
<td>Role of Regional Trade Agreements in the Growth and sustenance of Foreign Direct Investment in the Host Countries: A case of ASEAN-5 countries</td>
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<tr>
<td>Dr.(Mrs) Manasvi Kamat</td>
<td>Trade And Growth : Goa’s Experience</td>
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<td>Mr. Vishal Chari</td>
<td>“Tourism Industry In Singapore And Goa : A Comparative Analysis”</td>
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<td>Mr. Shekar V. Sawant</td>
<td>Bancassurance</td>
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<td>Mr. Shekar V. Sawant</td>
<td>Best practices in Micro Finance Programmes in Konkan coastal fishing communities</td>
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<tr>
<td>Dr. Sanjay P. Sawant Dessai</td>
<td>‘Corporate Governance In India, Clause 49 Of Listing Agreement’,</td>
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<td>Dr. Sanjay P. Sawant Dessai</td>
<td>‘Corporate Governance And Disclosure Practices – A Case Study Of Sensex (Index) Companies’</td>
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<tr>
<td>Dr. Manoj S. Kamat &amp; Dr. Manasvi M. Kamat</td>
<td>Economic Reforms Determinants And Stability Of Dividends In India</td>
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<td>Dr. Manoj S. Kamat &amp; Dr. Manasvi M. Kamat</td>
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<td>Dr. Manoj S. Kamat &amp; Dr. Manasvi M. Kamat</td>
<td>What Kind of Indian Reforms Omit Dividends? An Equity Into Firm Characteristics And Propensity To Pay.</td>
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<tr>
<td>Dr.(Mrs) Prita D Mallya</td>
<td>Migration And Population Stability In India- An Exploratory Study</td>
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<td>Talent Management : Challenges faced by SMEs</td>
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<td>Trade Complementarity and Similarity between India and Asean Countries in the Context of the RTA</td>
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<td>India- Japan Economic Cooperation and Trade Potential</td>
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<td>Shri. B. P. Sarath Chandran</td>
<td>India-ASEAN Free Trade Agreement: Rationale and Impact</td>
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<td>Mr. Vishal Chari</td>
<td>“Sarfaesi &amp; DRTs: NPA Management In UCB &amp; Commercial Banks”</td>
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<td>Mr. Vishal Chari</td>
<td>“Conditions of Female Migrant Labour In Goa”</td>
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<td>Mr. Shekar V. Sawant</td>
<td>Recent Trends In Buying of Four Wheelers: A Market Review</td>
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<td>Entrepreneurship and Direct Tax Code</td>
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<td>Goods And Services Tax-A Road Map Ahead. Paper published in Portfolio Organizer, Vol – XI/issue 2, Feb 2010</td>
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<td>Ms. Nioshka Madre Deus &amp; Ms. Sheryl da Silva</td>
<td>Green Marketing as a strategy of Emotional Marketing</td>
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<td>Ms. Lina R. Sadekar &amp; Ms. Shami R. Pai</td>
<td>A study of Workplace Stress among Working Women : The cause and effect analysis</td>
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<td>Ms. Shami R. Pai</td>
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<td><strong>2011-2012</strong></td>
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<td>Human Resource Development Practices in Selected Pharmaceutical Companies in Goa</td>
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<td>Ms. Shami R. Pai</td>
<td>Impact Of Tourism On Goan Economy</td>
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**ANNEXURE 3C: CONSULTANCY POLICY**

**Consultancy Policy of Shree Damodar College**

VVM’s Shree Damodar College encourages members of the academic staff to engage in external consultancy in order to expand and maintain their professional competence, keep abreast of developments and innovations in business and the professions, to support both the Indian and Goan economy, and to enhance the reputation of the College by sharing the scientific and academic knowledge available to the College with the business community and professionals. In order to provide transparency and accountability, it is important that the faculty members should take formal permission from the Principal before taking up external consultancy.

**General guidelines:**

1. The activities should be related to the academic and professional interests of staff.
2. External activities must not take up more than 20 percent of working time.
3. External activities should not interfere with the performance of normal academic duties and are to be recommended by the Principal.
4. External activities must not give rise to any conflict of interest for the individual member of staff or for the College.
5. In the event of any dispute the College accepts no vicarious liability.
Permission to engage in external work covered by this policy should be sought in advance, from the Principal. Full-time faculty members are required to submit an annual return to the Principal stating whether or not they have engaged in (or continue to engage in) external remunerated activities covered by this policy. Members of staff should note that they are not permitted to carry out consultancy activities from the College premises without the permission of the Principal. Permission to undertake private consultancies will be given by the Principal on the basis that:

The staff member has made it clear to the client that he/she is operating as a private individual and not as an agent or employee of the College.

The private address of the member of staff is used for all correspondence. The use of College letterheads or other printed stationery must be avoided.

Where College facilities are used, the full value must be paid to the College on a basis agreed between College and the faculty.

The College will have no responsibility for the work and this has been made clear to the client by the staff member.

The staff member undertakes to make his/her own declarations of private consultancy income for tax on a self-employed basis
### ANNEXURE 4

#### Annexure 4A: IT Infrastructure Specifications

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<th>Sr. No.</th>
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<td>Pentium D 3.0 GHz, 512 MB RAM</td>
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### PROJECTOR

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<td>Lab II &amp; LAB III</td>
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<tr>
<td>Hitachi</td>
<td>2</td>
<td>HITACHI CP RX-79</td>
<td>2009</td>
<td>Room no 111 &amp; 113</td>
</tr>
<tr>
<td>Hitachi</td>
<td>1</td>
<td>CP-RX-79</td>
<td>2009</td>
<td>Conference room</td>
</tr>
<tr>
<td>INFOCUS IN</td>
<td>1</td>
<td>INFOCUS IN105</td>
<td>2011</td>
<td>Room No. 115</td>
</tr>
<tr>
<td>Hitachi</td>
<td>1</td>
<td>CP-N3011</td>
<td>2011</td>
<td>Journalism Snodo</td>
</tr>
<tr>
<td>Hitachi</td>
<td>1</td>
<td>CP-RX-79</td>
<td>2011</td>
<td>Journalism Lab</td>
</tr>
<tr>
<td>Hitachi</td>
<td>9</td>
<td>CPEX-250</td>
<td>2014</td>
<td>class room usage</td>
</tr>
</tbody>
</table>
### PRINTERS

<table>
<thead>
<tr>
<th>PRINTER</th>
<th>QTY</th>
<th>Make / Model</th>
<th>PURCHASE DATE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hp Inkjet printer</td>
<td>1</td>
<td>HP Deskjet advantage Print, Scan, Copy</td>
<td>2007</td>
<td>Office</td>
</tr>
<tr>
<td>HP Deskjet</td>
<td>2</td>
<td>P2105</td>
<td>2007</td>
<td>Office</td>
</tr>
<tr>
<td>HP Laser Printer</td>
<td>1</td>
<td>HP Laser Printer 1005</td>
<td>2007</td>
<td>Office</td>
</tr>
<tr>
<td>Barcode Printer</td>
<td>1</td>
<td>TLP 2844</td>
<td>2009</td>
<td>Library</td>
</tr>
<tr>
<td>HP Laser Printer</td>
<td>1</td>
<td>HP Officejet 4500 Desktop</td>
<td>2010</td>
<td>Principal Cabin</td>
</tr>
<tr>
<td>HP Laser Printer</td>
<td>1</td>
<td>HP Laserjet advantage Print, Scan, Copy</td>
<td>2010</td>
<td>Library, Vice Principal</td>
</tr>
<tr>
<td>HP Laser Printer</td>
<td>5</td>
<td>HP Laserjet advantage Print, Scan, Copy</td>
<td>2011</td>
<td>Mcom Staff Room, LAB</td>
</tr>
<tr>
<td>HP Laser Printer</td>
<td>3</td>
<td>HP Laserjet advantage Print, Scan, Copy</td>
<td>2011</td>
<td>Examination, LAB I,</td>
</tr>
<tr>
<td>HP Laser Printer</td>
<td>1</td>
<td>HP Laserjet advantage Print, Scan, Copy</td>
<td>2011</td>
<td>Office</td>
</tr>
<tr>
<td>HP Laser Printer</td>
<td>2</td>
<td>HP Laserjet advantage Print, Scan, Copy</td>
<td>2011</td>
<td>Office, LAB II Cabin</td>
</tr>
<tr>
<td>HP Laser Printer</td>
<td>1</td>
<td>HP Laserjet advantage Print, Scan, Copy</td>
<td>2012</td>
<td>Mcom Staff</td>
</tr>
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</table>


### OTHER HARDWARE

<table>
<thead>
<tr>
<th>OTHER HARDWARE</th>
<th>QTY</th>
<th>MAKE</th>
<th>LOCATION OF INSTALLATION</th>
<th>PURCHASE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scanner</td>
<td>1</td>
<td>$ZW 3300U</td>
<td>LAB II</td>
<td>2002</td>
</tr>
<tr>
<td>Window AC</td>
<td>5</td>
<td>General</td>
<td>LAB II CABIN, Server Cabin, LAB III, LAB II</td>
<td>2004</td>
</tr>
<tr>
<td>Scanner</td>
<td>1</td>
<td>Cannon</td>
<td>Library</td>
<td>2005</td>
</tr>
<tr>
<td>Split AC</td>
<td>4</td>
<td>LG</td>
<td>LAB III, Mcom Staff, Board Room, Principal Room</td>
<td>2006</td>
</tr>
<tr>
<td>500 GB HDD (Portable)</td>
<td>1</td>
<td>Segate</td>
<td>LAB III</td>
<td>2008</td>
</tr>
<tr>
<td>Wifi Amplifier</td>
<td>1</td>
<td>Focus WPA 775U</td>
<td>LAB II</td>
<td>2009</td>
</tr>
<tr>
<td>Barcode Scanner</td>
<td>2</td>
<td>Data Logic Scanner</td>
<td>Library</td>
<td>2009</td>
</tr>
<tr>
<td>Sony Handycam</td>
<td>1</td>
<td>DCR-SR68E</td>
<td>LAB II</td>
<td>2009</td>
</tr>
<tr>
<td>Generator</td>
<td>1</td>
<td>Kirloskar</td>
<td>Near Garden</td>
<td>2011</td>
</tr>
<tr>
<td>Inverter</td>
<td>1</td>
<td>SUKAM UPS 1400</td>
<td>LAB II Server</td>
<td>2011</td>
</tr>
<tr>
<td>UPS</td>
<td>4</td>
<td>Backup UPS RS 110</td>
<td>Room No. 111,113,115,117</td>
<td>2011</td>
</tr>
<tr>
<td>Split AC</td>
<td>2</td>
<td>ONIDA</td>
<td>Journalism Lab and Journalism Studio</td>
<td>2011</td>
</tr>
<tr>
<td>Split AC</td>
<td>2</td>
<td>LLOYD</td>
<td>Boom Staff</td>
<td>2011</td>
</tr>
<tr>
<td>Split AC</td>
<td>2</td>
<td>Voltas</td>
<td>Mcom Lab, BCA Staff</td>
<td>2011</td>
</tr>
<tr>
<td>Split AC</td>
<td>2</td>
<td>Electrolux</td>
<td>LAB III</td>
<td>2011</td>
</tr>
<tr>
<td>Xerox machine</td>
<td>2</td>
<td>Cannon Image runner 2525</td>
<td>Research Room</td>
<td>2011</td>
</tr>
<tr>
<td>Wifi Amplifier</td>
<td>1</td>
<td>Focus WPA 1120D-HH</td>
<td>LAB II</td>
<td>2012</td>
</tr>
<tr>
<td>Extension Board</td>
<td>5</td>
<td>Anchor</td>
<td>Computer labs</td>
<td>2012</td>
</tr>
<tr>
<td>SPIKE GUARDS</td>
<td>8</td>
<td>different make</td>
<td>Computer labs</td>
<td>2012</td>
</tr>
<tr>
<td>500 GB HDD (Portable)</td>
<td>1</td>
<td>Segate</td>
<td>Library</td>
<td>2012</td>
</tr>
<tr>
<td>1 TB HDD (Portable)</td>
<td>1</td>
<td>Segate</td>
<td>LAB III</td>
<td>2012</td>
</tr>
<tr>
<td>External CD ROM</td>
<td>1</td>
<td>Buffalo</td>
<td>LAB II</td>
<td>2013</td>
</tr>
<tr>
<td>APC UPS</td>
<td>10</td>
<td>3 KVA UPS - APC</td>
<td>Computer Labs</td>
<td>2013</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>1</td>
<td>BSNL Wired</td>
<td>Office</td>
<td>2013</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>1</td>
<td>BSNL Wired</td>
<td>Office</td>
<td>2013</td>
</tr>
<tr>
<td>Xerox machine</td>
<td>1</td>
<td>Cannon</td>
<td>Old vice principal room</td>
<td>2013</td>
</tr>
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</table>
# Annexure 4B: PGDBJ Equipment and Software Details

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Equipments</th>
<th>Quantity</th>
<th>Other Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Studio Rack</td>
<td>01</td>
<td>Integrator</td>
</tr>
<tr>
<td>2</td>
<td>UPS</td>
<td>02</td>
<td>Numeric</td>
</tr>
<tr>
<td>3</td>
<td>LCD Projector</td>
<td>02</td>
<td>Hitachi</td>
</tr>
<tr>
<td>4</td>
<td>LCD Screen</td>
<td>02</td>
<td>01 motorized, 01 pull-down</td>
</tr>
<tr>
<td>5</td>
<td>Camera Stand</td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Microphone Stand</td>
<td>01</td>
<td>Integrator</td>
</tr>
<tr>
<td>7</td>
<td>Cam-coder Camera</td>
<td>01</td>
<td>Sony</td>
</tr>
<tr>
<td>8</td>
<td>Compact Digital Camera</td>
<td>02</td>
<td>Nikon</td>
</tr>
<tr>
<td>9</td>
<td>DSLR Camera</td>
<td>01</td>
<td>Nikon</td>
</tr>
<tr>
<td>10</td>
<td>DVD Player</td>
<td>01</td>
<td>Onida</td>
</tr>
<tr>
<td>11</td>
<td>Home Theatre</td>
<td>01</td>
<td>Yamaha Polk Audio</td>
</tr>
<tr>
<td>12</td>
<td>A V Receiver for Theatre</td>
<td>01</td>
<td>Denon</td>
</tr>
<tr>
<td>13</td>
<td>Audio Distribution Amplifier</td>
<td>01</td>
<td>Milestone</td>
</tr>
<tr>
<td>14</td>
<td>Cross Platform Pro-Tools WorkStation for digital audio recording</td>
<td>01</td>
<td>With pro-tools software for audio editing</td>
</tr>
<tr>
<td>15</td>
<td>Microphone</td>
<td>01</td>
<td>Shine</td>
</tr>
<tr>
<td>16</td>
<td>Near Field Monitor (Yamaha)</td>
<td>02</td>
<td>Yamaha</td>
</tr>
<tr>
<td>17</td>
<td>Specialized Stereo Phones</td>
<td>03</td>
<td>Senetiezer</td>
</tr>
<tr>
<td>18</td>
<td>Air-Conditioner</td>
<td>03</td>
<td>Onida</td>
</tr>
<tr>
<td>19</td>
<td>Video Scalar</td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Cone cool light lamps</td>
<td>05</td>
<td>Integrator</td>
</tr>
<tr>
<td>21</td>
<td>HCL Computer Systems</td>
<td>21</td>
<td>With headphones and Language Lab Software; Core i3</td>
</tr>
<tr>
<td>22</td>
<td>Mac Computer System</td>
<td>01</td>
<td>With Final Cut-pro software for video editing; Core i3</td>
</tr>
<tr>
<td>23</td>
<td>LCD TV 42”</td>
<td>01</td>
<td>Philips</td>
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Annexure 4C: Master and Approved Expansion Plan
### ANNEXURE 5

**Annexure 5A: College Committees 2014-15**

<table>
<thead>
<tr>
<th>No.</th>
<th>Committee</th>
<th>Coordinator/Convenor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IQAC</td>
<td>Ms. Sharmila S. Kunde</td>
</tr>
<tr>
<td>2</td>
<td>Purchase &amp; Disposal Committee</td>
<td>Dr. Rodney D'Silva</td>
</tr>
<tr>
<td>3</td>
<td>Students’ Grievance Committee</td>
<td>Ms. Lydia Menon</td>
</tr>
<tr>
<td>4</td>
<td>Committee for Prevention of Sexual Harassment at the Workplace</td>
<td>Ms. Anjali Sajilal</td>
</tr>
<tr>
<td>5</td>
<td>Anti-Ragging Committee</td>
<td>Dr. Manoj Kamat</td>
</tr>
<tr>
<td>6</td>
<td>Admissions Committee</td>
<td>Ms. Nirmala Gopinathan</td>
</tr>
<tr>
<td>7</td>
<td>Time-Table Committee</td>
<td>Dr. Rodney D'Silva</td>
</tr>
<tr>
<td>8</td>
<td>Examination &amp; Results Committee</td>
<td>Dr. Sanjay P.S. Dessai</td>
</tr>
<tr>
<td>9</td>
<td>Lecture Basis Registers</td>
<td>CA Subrahmanya Bhat K.M</td>
</tr>
<tr>
<td>10</td>
<td>Monitoring</td>
<td>Ms. Sheetal Arondekar</td>
</tr>
<tr>
<td>11</td>
<td>Housekeeping</td>
<td>All NSS Programme Officers</td>
</tr>
<tr>
<td>12</td>
<td>Book Bank</td>
<td>Ms. Anjali Sajilal</td>
</tr>
<tr>
<td>13</td>
<td>Students’ Seminar</td>
<td>CA Subrahmanya Bhat K.M</td>
</tr>
<tr>
<td>14</td>
<td>Magazine</td>
<td>CA Subrahmanya Bhat K.M</td>
</tr>
<tr>
<td>15</td>
<td>Attendance Committee</td>
<td>Ms. Maithili Naik</td>
</tr>
<tr>
<td>16</td>
<td>Students’ Council</td>
<td>Dr. Sanjay P.S. Dessai</td>
</tr>
<tr>
<td>17</td>
<td>Cultural Council</td>
<td>Mr. Edwin Barreto</td>
</tr>
<tr>
<td>18</td>
<td>Sports Council</td>
<td>Mr. Sudhakar T. Naik</td>
</tr>
<tr>
<td>19</td>
<td>Library Committee</td>
<td>Ms. Nirmala Gopinathan</td>
</tr>
<tr>
<td>20</td>
<td>Career &amp; Placement Cell</td>
<td>Ms. Lydia Menon</td>
</tr>
<tr>
<td>21</td>
<td>Research Cell</td>
<td>Dr. B. P. Sarath Chandran</td>
</tr>
<tr>
<td>22</td>
<td>Discipline Committee</td>
<td>Ms. Lydia Menon</td>
</tr>
<tr>
<td>23</td>
<td>Staff Academy</td>
<td>Dr. B. P. Sarath Chandran</td>
</tr>
<tr>
<td>24</td>
<td>Remedial and Merit Coaching</td>
<td>Ms. Nirmala Gopinathan</td>
</tr>
<tr>
<td>25</td>
<td>Staff Secretary</td>
<td>Ms. Sonal Sharma</td>
</tr>
<tr>
<td>26</td>
<td>Elections</td>
<td>Ms. Nirmala Gopinathan</td>
</tr>
<tr>
<td>27</td>
<td>Value Education</td>
<td>Ms. Sheetal Arondekar</td>
</tr>
<tr>
<td>28</td>
<td>Consumer Cell</td>
<td>Ms. Sneha Lotliker</td>
</tr>
<tr>
<td>No.</td>
<td>Department</td>
<td>Officer Name</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>29</td>
<td>Student Welfare Officer</td>
<td>Dr. Rodney D’Silva</td>
</tr>
<tr>
<td>30</td>
<td>Counselling and Mentoring</td>
<td>Mr. Vishal Chari</td>
</tr>
<tr>
<td>31</td>
<td>Nature Club</td>
<td>Ms. Mamta Kumari</td>
</tr>
<tr>
<td>32</td>
<td>Facilities and Maintenance</td>
<td>Dr. Sanjay P.S.Dessai</td>
</tr>
<tr>
<td>33</td>
<td>NSS</td>
<td>Dr. Manoj Kamat</td>
</tr>
<tr>
<td>34</td>
<td>NCC(Army)</td>
<td>Capt. Sanjay P.S.Dessai</td>
</tr>
<tr>
<td>35</td>
<td>NCC(Navy)</td>
<td>Lt. Subrahmanya Bhat K.M</td>
</tr>
<tr>
<td>36</td>
<td>Women’s Cell</td>
<td>Ms. Sonal Sharma</td>
</tr>
<tr>
<td>37</td>
<td>Diary of events and E-news</td>
<td>Ms. Namita Neurenkar</td>
</tr>
<tr>
<td>38</td>
<td>Press and Publicity</td>
<td>Ms. Ekta Agarwal</td>
</tr>
<tr>
<td>39</td>
<td>RUSA Coordinator</td>
<td>Dr. B.P.Sarath Chandran</td>
</tr>
<tr>
<td>40</td>
<td>Planning Board</td>
<td>Dr. Prita D. Mallya</td>
</tr>
<tr>
<td>41</td>
<td>Teachers’ Recreation Club</td>
<td>Ms. Sheetal Arondekar</td>
</tr>
<tr>
<td>42</td>
<td>Refreshments Committee</td>
<td>Ms. Sharmila Kunde</td>
</tr>
<tr>
<td>43</td>
<td>Stage and Hall Arrangement</td>
<td>Ms. Maithili Naik</td>
</tr>
<tr>
<td>45</td>
<td>RTI</td>
<td>Dr. Sanjay P.S. Dessai  (PIO)</td>
</tr>
</tbody>
</table>
ANNEXURE 5B: Quality Policy Statement
Vidya Vikas Mandal’s
Shree Damodar College of Commerce & Economics
QUALITY POLICY STATEMENT
Vidya Vikas Mandal’s Shree Damodar College of Commerce & Economics was established in 1973 to provide top-quality higher education to the people of South Goa. We are based in Margao and employ 80 people.

Quality is important to us because we value our students and all our stakeholders. We strive to provide our students with curricular, co-curricular and extra-curricular activities which meet and even exceed their expectations. We are committed to continuous improvement and have established a Quality Management System which provides a framework for measuring and improving our performance.

We have the following systems and procedures in place to support us in our aim of total stakeholder satisfaction and continuous improvement:-

1. regular gathering and monitoring of student feedback
2. a grievance redressal cell
3. training and development for teaching and non-teaching staff
4. regular audit of our internal processes
5. measurable quality objectives which reflect our aims
6. management reviews of College activities, results and audit reports

It is the responsibility of the Internal Quality Assurance Cell to constantly review all systems, procedures and processes and make suggestions for improvement.

Though the Principal has ultimate responsibility for Quality, all employees have a responsibility within their own areas of work, so helping to ensure that Quality is embedded within the whole institution.
Annexure 5C: Institutional Income and Expenditure Statements for 2010-2014

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>Current yr. 31-03-2014</th>
<th>Previous yr. 31-03-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INCOME:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEES:</td>
<td>J</td>
<td>465,813.00</td>
</tr>
<tr>
<td>GRANTS FROM GOVT:</td>
<td>K</td>
<td>34,901,513.00</td>
</tr>
<tr>
<td>MISCELLANEOUS RECEIPTS:</td>
<td>L</td>
<td>170,378.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>35,537,794.00</td>
</tr>
<tr>
<td>II. EXPENDITURE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESTABLISHMENT EXPENSES:</td>
<td>M</td>
<td>33,247,095.00</td>
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<tr>
<td>SALARIES &amp; ALLOWANCES</td>
<td>N</td>
<td>1,137,402.00</td>
</tr>
<tr>
<td>OTHER ESTABLISHMENT EXPENSES</td>
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<td></td>
</tr>
<tr>
<td>SALARY GRANT RECOVERIES:</td>
<td>O</td>
<td>537,361.50</td>
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<tr>
<td>EXTRA - CURRICULAR ACTIVITIES:</td>
<td>E</td>
<td>355,661.00</td>
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<tr>
<td>DEPRECIATION:</td>
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<td>458,136.00</td>
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<tr>
<td>Total</td>
<td></td>
<td>35,735,655.50</td>
</tr>
<tr>
<td>Surplus/(Deficit) Carried to Balance Sheet</td>
<td>(197,951.50)</td>
<td>(1,170,159.13)</td>
</tr>
</tbody>
</table>

NOTES ON ACCOUNTS

EXAMINED AND FOUND CORRECT

CA. ULHAS D. DHUMASKER
Chartered Accountant
Memb. No. 037197

Place: Margao - Goa
Date: 03rd July, 2014.
## Vidyavikas Mandal's
SHREE DAMODAR COLLEGE OF COMMERCE AND ECONOMICS, MARGAO - GOA

### INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2013

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>Current yr. 31-03-2013</th>
<th>Previous yr. 31-03-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. INCOME:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEES</td>
<td>“J” 523,681.00</td>
<td>1,373,688.00</td>
</tr>
<tr>
<td>GRANTS FROM GOVT.</td>
<td>“K” 31,001,916.00</td>
<td>27,193,241.00</td>
</tr>
<tr>
<td>MISCELLANEOUS RECEIPTS:</td>
<td>“L” 132,756.20</td>
<td>238,463.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32,558,355.20</td>
<td>28,865,192.00</td>
</tr>
</tbody>
</table>

| **II. EXPENDITURE:**             |                        |                        |
| ESTABLISHMENT EXPENSES:         |                        |                        |
| SALARIES & ALLOWANCES:          | “M” 31,001,916.00      | 28,056,026.00          |
| OTHER ESTABLISHMENT EXPENSES:   | “N” 1,010,631.32       | 845,358.00             |
| EXTRA - CURRICULAR ACTIVITIES:  | “O” 313,205.00         | 467,687.00             |
| DEPRECIATION:                    | “E” 502,556.00         | 518,843.00             |
| **Total**                        | 33,736,514.37          | 29,827,014.00          |

Surplus/(Deficit) Carried to Balance Sheet
(1,178,159.13) (1,022,522.00)

### NOTES ON ACCOUNTS
EXAMINED AND FOUND CORRECT

CA. UDHAS D. DHUMASKER  
Chartered Accountant  
MSS. No. 021937

R.G. KARU  
President  
Vidyavikas Mandal

DR. I. BHANU MURTHY  
Principal  
Shree Damodar College of Commerce & Economics

Place: Margao - Goa
Date: 21st May, 2013.
VIDYA VIKAS MANDAL'S
SHREE DAMODAR COLLEGE OF COMMERCE AND ECONOMICS, MARGAO - GOA

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2012

<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>Current yr. 31-03-2012</th>
<th>Previous yr. 31-03-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. INCOME:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEES:</td>
<td>₹ 1,372,086.00</td>
<td>₹ 1,444,813.00</td>
</tr>
<tr>
<td>GRANTS FROM GOVT.:</td>
<td>₹ 27,353,241.00</td>
<td>₹ 32,941,213.00</td>
</tr>
<tr>
<td>MISCELLANEOUS RECEIPTS:</td>
<td>₹ 210,463.00</td>
<td>₹ 127,090.00</td>
</tr>
<tr>
<td>Total ₹</td>
<td>₹ 28,885,890.00</td>
<td>₹ 34,513,116.00</td>
</tr>
<tr>
<td>II. EXPENDITURE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESTABLISHMENT EXPENSES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SALARIES &amp; ALLOWANCES:</td>
<td>₹ 26,056,026.00</td>
<td>₹ 32,395,089.00</td>
</tr>
<tr>
<td>OTHER ESTABLISHMENT EXPENSES:</td>
<td>₹ 845,356.00</td>
<td>₹ 929,036.25</td>
</tr>
<tr>
<td>EXTRA - CURRICULAR ACTIVITIES:</td>
<td>₹ 407,587.00</td>
<td>₹ 409,210.50</td>
</tr>
<tr>
<td>DEPRECIATION:</td>
<td>₹ 518,843.00</td>
<td>₹ 484,114.00</td>
</tr>
<tr>
<td>Total ₹</td>
<td>₹ 29,817,914.00</td>
<td>₹ 34,118,839.25</td>
</tr>
</tbody>
</table>

Surplus/(Deficit) Carried to Balance Sheet
(1,022,922.00) 391,176.25

NOTES ON ACCOUNTS

EXAMINED AND FOUND CORRECT

CA. U. D. DHUMASKIR
Chartered Accountant
Membr. No. 137/197

HR. MADHUKAR NALLYA
Hon. Secretary
Vidya Vikan Mandal

DR. T. BHARU MURTHY
Principal

Place: Margao - Goa
Date: 15th May, 2012.
<table>
<thead>
<tr>
<th>PARTICULARS</th>
<th>Current yr. 31-03-2011</th>
<th>Previous yr. 31-03-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEES</td>
<td>1,444,813.00</td>
<td>1,381,040.00</td>
</tr>
<tr>
<td>GRANTS FROM GOVT.</td>
<td>32,984,200.00</td>
<td>29,034,640.00</td>
</tr>
<tr>
<td>MISCELLANEOUS RECEIPTS</td>
<td>327,096.00</td>
<td>115,612.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34,513,316.00</td>
<td>20,531,566.00</td>
</tr>
<tr>
<td><strong>EXPENDITURE:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESTABLISHMENT EXPENSES: SALARIES &amp; ALLOWANCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;M&quot;</td>
<td>22,703,689.00</td>
<td>26,583,624.00</td>
</tr>
<tr>
<td>&quot;N&quot;</td>
<td>829,506.25</td>
<td>764,034.45</td>
</tr>
<tr>
<td>OTHER ESTABLISHMENT EXPENSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;O&quot;</td>
<td>420,238.50</td>
<td>341,050.00</td>
</tr>
<tr>
<td>&quot;O&quot;</td>
<td>484,134.00</td>
<td>430,810.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26,110,239.75</td>
<td>27,818,603.45</td>
</tr>
<tr>
<td>Surplus/(Deficit) Carried to Balance Sheet</td>
<td>394,736.25</td>
<td>312,942.55</td>
</tr>
</tbody>
</table>

**NOTES ON ACCOUNTS**

**EXAMINED AND FOUND CORRECT**

CA. UDHAS D. DHUMAISKER
Chartered Accountant
Memb. No. 031197
Poon: Margao - Goa
Date: 21st August, 2011.

MADHUKAR MALLYA
Deputy Secretary
Vidya Vikas Mandal

DR. I. BHAKUR MURTHY
Munipal
## Income & Expenditure Account for the Year Ended 31st March, 2019

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>₹</th>
<th>Income</th>
<th>₹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>11,610.00</td>
<td>Computer Hire Receipts</td>
<td>215,089.50</td>
</tr>
<tr>
<td>Audit Fees</td>
<td>300.00</td>
<td>Bank Interest</td>
<td>1,419.00</td>
</tr>
<tr>
<td>Depreciation</td>
<td>270.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Excess of Income over Expenditure transferred to V.V.M.S W.C.</strong></td>
<td>224,779.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>226,429.50</td>
<td><strong>Total</strong></td>
<td>236,609.50</td>
</tr>
</tbody>
</table>

Examined and found correct

[Signatures]

Chartered Accountant

Mr. Radhakar Malia

Vidya Vika Mandal

Date: 2nd August, 2019.
Annexure 5D: IQAC Constitution

IQAC (2007-10)

- Dr. I. Bhanumurthy Chairman
- CA Ganesh M. Daivajna Vice-President VVM; Management member
- CA U. N. Bene Chairman College LMC; Management Member
- Dr. (Ms.) Prita D. Mallya Coordinator
- Mr. D. V. Borkar Expert
- Dr. H. T. Nagvenkar Expert
- Ms. Lydia Menon Teacher-member
- Mr. Gopalkrishna Kondli Teacher-member
- Ms. Shami R. Pai Teacher-member
- Mr. Kissan Dessai Teacher-member
- Ms. Manasi Rege Librarian; Non-teaching Staff-member
- Mr. Prakash Tendulkar Non-teaching Staff-member
- Ms. Shruti Nayak Non-teaching Staff-member

IQAC (2010-2014)

- Dr. I. Bhanumurthy Chairman
- CA Ganesh M. Daivajna Vice-President VVM; Management member
- CA U. N. Bene Chairman College LMC; Management Member
- Dr. (Ms.) Prita D. Mallya Coordinator
- Mr. D. V. Borkar Local Community Member
- Mr. Arjun Rebelo Alumnus and Local Community Member
- Ms. Lydia Menon Teacher-member
- Ms. Shilpa G. Prabhudesai Teacher-member
- Dr. B. P. Sarath Chandran Teacher-member
- Ms. Sharmila S. Kunde Teacher-member
- Dr. G. Srinivas Teacher member
- Ms. Manasi Rege Librarian; Non-teaching Staff-member
- Ms. Shruti Nayak Non-teaching Staff-member
IQAC (2014-16)

- Dr. (Ms.) Prita D. Mallya Chairperson
- CA Ganesh M. Daivajna President VVM; Management member
- Mr. Madhukar R. Mallya Hon. Secretary, VVM; Management Member
- CA U. N. Bene Chairman College LMC; Management Member
- Ms. Sharmila S. Kunde Coordinator
- Mr. D. V. Borkar Quality Expert, Education & Local Community Member
- Mr. Arjun P. Rebelo Alumnus, Quality expert - Industry and Local Community Member
- Dr. I. Bhanumurthy Quality Expert, Education
- Mr. Ajit Dalvi Alumnus and Quality expert - Industry
- Ms. Lydia Menon Teacher-member
- Ms. Nirmala Gopinathan Teacher-member
- Dr. B. P. Sarath Chandran Teacher-member
- CA. Subrahmany Bhat K.M. Teacher-member
- Dr. Manoj Kamat Teacher-member
- Dr. Manasvi Kamat Teacher-member
- Ms. Manasi Rege Librarian- member
- Ms. Shruti Nayak Head Clerk-member
- Mr. Prakash Tendulkar Accountant-member