SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

VIDYA VIKAS MANDAL'S SHREE DAMODAR COLLEGE OF COMMERCE AND ECONOMICS

SHREE DAMODAR EDUCATIONAL CAMPUS, G.R. KARE ROAD, TANSOR COMBA
403601
www.damodarcollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vidya Vikas Mandal's Shree Damodar College of Commerce & Economics was established in 1973, as the first of five institutions set up by Vidya Vikas Mandal, a charitable society that is currently in its Golden Jubilee year. All the institutions are located in a single large educational campus, which is a veritable educational hub, offering quality education from KG to PG and beyond.

The Vision of the College is to be a torch-bearer imparting total quality education and it is striving tirelessly towards achieving this vision. The College offers 5 Undergraduate and 2 Postgraduate programmes, has a research centre in Management Studies and is part of research clusters in Commerce and Economics. All programmes are affiliated to Goa University.

Shree Damodar College is one of the most sought after colleges in Goa. Academic excellence is our topmost priority and the College consciously strives towards ensuring that students reach their fullest potential in this area. All programmes and departments have well-qualified faculty members, and the College is fortunate to have a healthy mix of young teachers just starting their careers, and older, more experienced hands, all committed to their profession and to the advancement of students. Teachers are adopting student-centric pedagogies, using interactive and participative methods wherever and whenever possible and the emphasis is shifting from teaching by teachers to learning by students.

The College has a well-deserved reputation for excellence in Sports, and in 2017-18, the College won the **Goa University Award for Best Sports College (Men)**. NCC cadets and NSS volunteers participate in the prestigious Republic Day parade at New Delhi.

That Shree Damodar College provides abundant opportunity for academic advancement and development of leadership is evidenced by the fact that over the last three years, three teachers have moved to the University and three teachers have taken up positions of Principals of other affiliated Colleges in the State.

With the support of a visionary and proactive Board of Management currently headed by an alumnus, the College is heading towards its Golden Jubilee in 2023, focused upon its mission to create knowledgeable, skilled and upright citizens.

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 students and faculty, by imparting knowledge, values and skills, conducive to good citizenship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- An established, well-known and reputed College
- Approximately 50% students are girls
- Introduction of innovative academic programmes designed by the College, with inputs from industry experts
- Students complete Add-on Certificate Courses and Skill development courses
- Institute of Chartered Accountants of India -accredited coaching centre
- Unique Certificate Course in Life Skills offered to First Year students
- Regular Leadership workshops for students
- Financial assistance for students from economically weaker backgrounds
- Excellent results at Goa University examinations, with students on the merit list
- Success in bridging the industry-academia gap by means of regular lectures by guest faculty, field trips, industrial visits, study tours, industry internships, practical assignments
- Transparency in examination processes and grievance redressal
- Timely declaration of results
- Well-qualified faculty
- Use of ICT and ICT tools in teaching
- Academic audit conducted for all Undergraduate programmes
- National/International seminars/conferences/workshops held every year
- Research Centres affiliated to Goa University with 3 PhD degrees awarded
- Niti Samvaad – a unique National-level Research Colloquium for Undergraduate students
- Literature review and anti-plagiarism check compulsory for student projects
- Institution Innovation Council set up under an MHRD-AICTE initiative
- NCC cadets and NSS volunteersregularly participate in the Republic Day parade at New Delhi
- Impactful extension activities for women, senior citizens, orphans, cleanliness, financial literacy, digital literacy
- Outstanding reputation in Sports
- NCC Army and Navy Wings, with girls enrolled in both Wings
- Active Career & Placement Cell which arranges Annual Local Placement Fairs, and trains students in soft skills
- Active Entrepreneurship Cell, which makes efforts to promote entrepreneurship among students
- Students represented on all Committees and Councils
- Technology-enabled and Wi-Fi campus
- An automated and ICT-enabled Library
- Extensive use of IT for academic and administrative activities
- Women in positions of leadership
- Visionary, supportive Management, which has introduced several policies and Standard Operating Procedures

Institutional Weakness

- B.Com is the only aided programme, and regular staff is just 25% of the total staff
- Limited control over syllabus since the College is affiliated to Goa University
- Pattern of Question papers decided by Goa University, restricting scope to assess different learning

outcomes
- Any new programme can only be started on self-financed basis
- No sponsored research projects
- Not received any official awards for extension work
- Alumni association not vibrant

Institutional Opportunity

- Scope for MoUs with professional bodies, top-rated educational institutions, organizations and NGOs for exchange programmes, training, extension and outreach
- Push for entrepreneurship development
- Funded research projects, as the Government of Goa is creating a Research Fund as part of its preparation for implementation of NEP 2020
- MOOCs for faculty development
- Creation of virtual Labs as suggested in NEP 2020
- SC/ST, OBC and Minority Cells to ensure that eligible students from all programmes avail Government Scholarships
- Tapping CSR funds
- Assistive facilities for Divyangjan

Institutional Challenge

- Students' attention span has reduced and students face too many distractions
- Students'reluctance to enroll for add-on courses
- Reluctance of youth to enroll for new, career-oriented programmes, mainly because all programmes are self-financed and fees are much higher than grant-in-aid programmes
- The College designed the B.Voc.(Software Technologies) programme and introduced it in self-financed mode, but subsequently a Government College introduced the same programme as a grant-in-aid programme, which has adversely affected this College
- Research Centres cannot be continued on account of Statutes amended as per UGC regulations
- UGC no longer funding research projects
- Tracking Student progression difficult as students do not provide data
- Students' unwillingness to take up sales-related job offers
- Students do not inform the College if they are not taking up placement offers

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College offers B.Com, B.Com(Hons.), M.Com, BCA, BBA(Financial Services), and B.Voc.(Software Technologies), of which it has pioneered the last three. The B.Voc.(ST) programme recently designed by the College is relevant to local needs and in tune with national and global trends; it focuses on skill development, employability and entrepreneurship. The curriculum for BCA and B.Voc.(ST) includes Creative thinking, critical thinking and problem solving. The College has framed the Programme Outcomes, Programme Specific Outcomes and Course Outcomes for all programmes offered on the campus.

All programmes have implemented the Choice Based Credit System. In the B.Com programme, the College offers all Skill Enhancement Courses and Discipline Specific Electives, and almost all Generic Electives approved by Goa University. This is the only College in Goa to offer B.Com and B.Com(Hons.)

The College ensures effective curriculum delivery through a systematic and well-documented process. The College collects and analyzes stakeholders' feedback about the syllabus. Teachers have been members of Goa University Boards of Studies, Academic Council and Executive Council.

Of the total 194 courses across all programs, 61 include issues relevant to Gender, Environment and Sustainability, Human Values, Professional Ethics and Health. Students take up assignments and projects in crosscutting issues such as women entrepreneurs, green accounting practices, environmental impact of tourism, etc. Since 2015, 22.28% of the 196 B.Com projects were related to these topics. Approximately 75% of the students undertake field projects/internships every year. The College offers First Year students a Certificate Course in Life Skills, which includes soft skills, ability to use ICT etc.

Teaching-learning and Evaluation

Admission is by merit and the College adheres to Government and University norms regarding number of seats and reservation. The College also admits sportspersons and NCC cadets who may not have academic merit.

The Teaching-Learning Process includes:

- use of ICT through PowerPoint presentations, online quizzes, Google classroom,ETC.
- Interactive pedagogies such as flipped learning, case studies, role-plays, peer-to-peer learning, group discussions, digital storytelling, etc.
- regular guest lectures by industry experts, field trips, study tours, industrial visits and internships.
- Merit coaching, student seminars, additional Library books, guidance for competitive exams etc. for advanced learners.
- remedial classes and bridge courses for slow learners.
- Teachers' mentorship and professional counseling of students.

All the posts sanctioned by the DHE, Goa University and Management are filled by the College on merit. 27% teachers have the doctorate degree, and several others are at various stages of completion.

The examination and assessment process takes place within a set framework which is conducted in a clear-cut and timely manner to avoid any shortcomings. Innovative and practical assignments are also a part of the assessment process to encourage holistic development of students. The entire evaluation as well as verification process takes places in an absolutely transparent, fair and reliable manner.

 The college arranges seminars, study tours, field trips, various in-house competitions, annual functions, certificate courses to provide the students adequate exposure. The college has developed its PO's and CO's taking into consideration the objectives of the programmes and the same is available on the college website. Learning outcomes are in built in the syllabi. The staff and students are well aware about the same and are informed about it before the commencement of the course.

Research, Innovations and Extension

16 teachers have doctorates and 12 teachers are at various stages of completion. Teachers publish articles in journals and have authored textbooks. The College has implemented an Anti-Plagiarism Policy. The College organizes Seminars/conferences/workshops on Research Methodology, Intellectual Property Rights and Entrepreneurship. 3 scholars registered at the College Research Centres have been awarded their PhD. The Research Cell regularly organizes presentations by research scholars and faculty members

An Institution Innovation Council is set up under MHRD, and in 2019 the College IIC was awarded 3 stars. BCA students regularly win prizes at National-level competitions for their live projects. A 3-D printer made by BCA students was purchased by VVM.

NSS volunteers, NCC cadets, and students regularly serve food sponsored by an NGO to poor people every Sunday, collect and distribute eatables and stationery items in nearby orphanages, visit old age homes, promote financial literacy among high school children and women, help women entrepreneurs make Udyog Aadhar cards and also understand how to maintain accounts, plant and distribute saplings during Vanamahotsav, organize and participate in blood donation camps, conduct cleanliness and plastic collection drives, participate in rallies and street plays to promote AIDS awareness, save the girl child, etc.

Students have also carried out surveys to study household waste disposal habits, distributed dustbins for waste segregation, helped senior citizens get Senior Citizen Cards, participated in the Rashtriya Vayoshri Yojana, participated in Swachha Bharat Summer Internship, collected items and funds for Kerala flood victims, made and distributed seedballs as an environmental initiative

Infrastructure and Learning Resources

The College campus measures 7457 sq. ms and the built-up area is 10,375.15 sq. ms

The College academic infrastructure includes 28 classrooms, equipped with LCD projectors, Speakers, Wi-Fi connectivity and CCTV cameras, 4 computer laboratories and a UGC Network Resource Centre with a total of 104 systems, a Smart Classroom, 4 staffrooms, 6 recording rooms and a Counsellor's room.

The Administrative infrastructure includes the Principal's Office, Vice Principal's Cabin, Office, IQAC Room, Examination Room, System Administrator's Cabin, Meeting rooms and a Research room.

The Sports Infrastructure includes a Multipurpose Hall for indoor sports, a gymnasium and 2 VVM playgrounds for outdoor sports.

There are ramps, an elevator and a toilet for the disabled.

The IT facilities include a 100 mbps leased line connection and LAN configuration speed of 100 Mbps/1000/Giga, a NAS server, NGL, NLIST & OPAC servers for the Library, Tally server, a surveillance system with IP cameras, an IPPBX intercom system, and software such as Campus Management Software, Tally ERP9, CorelDraw, SPSS, antivirus.

The Library is partially automated with NewGenLib Software, provides open access to its bar-coded Books, Journals, e-books, e-journals, Databases etc., has laptops for students' use and is a member of INFLIBNET N-List Consortium and National Digital Library of India

The College has a Canteen, Consumer Cooperative Society, Bank Branch, an auditorium and firefighting system.

During the last five years, the College has spent an average of Rs. 57.18 lakhs annually on infrastructure augmentation and Rs 70.66 Lakhs on an average for 05 years on maintenance of assets.

Student Support and Progression

The College helps students apply for Government scholarships and arranges financial assistance for students from economically weak backgrounds.

During 2015-20, 573 students have availed Government scholarships and financial assistance from the College.

The College invites nominations to the student bodies and members are selected based on their past performance in academics, extra-curricular and co-curricular activities.

The Student bodies organize several sports and cultural competitions at the College and Inter-collegiate level. Students participate enthusiastically in events organised on the Campus as well as at the State and National Level, and win many prizes at such events.

The College organizes sessions in Soft skills, Communication skills, Life skills (including Yoga, physical fitness, health, hygiene and wellness, ICT/computing skills).

Experts are invited for career counselling and to offer students guidance for competitive examinations. 75-80% students have benefitted from these sessions during the last five years.

The Placement Cell has organized several skill development, career guidance sessions and Placement drives, and on an average, 45% of the students who appeared for placements were successfully placed.

During the last 5 years, approximately 30% of the students have opted for higher studies.

The College has a registered and a functional alumni association, which organizes Alumni meets. Alumni have contributed to the development of infrastructure on campus and towards endowment funds, scholarships and prizes for the students to the tune of INR 5.2 Lakhs during the report period.

The College invites alumni as guest faculty, resource persons, judges for events, etc

Governance, Leadership and Management

The Board of Management (BoM) and the Governing Council (GC) are the main governing bodies. The Principal attends BoM meetings and the Principal, Vice-Principal and IQAC Coordinator are ex-officio members of the GC. Decision-making is decentralized: teachers and students are members of all Committees, and draw up and implement their annual plan of action.

During 2015-20, 4 teachers were appointed Principals of Colleges, and 3 teachers joined Goa University. Women occupy important positions in the College, e.g. Principal, IQAC Coordinator, Librarian, Head Clerk.

E-governance has been adopted in administration, finance and accounts, examinations, recruitment, student admissions and support. The College organizes FDPs and workshops for teachers, and training sessions for non-teaching staff. Teachers attend Orientation/Refresher Courses, Workshops/Seminars/ Conferences/Training Programmes as per their requirement and interest. Staff of the self-financed programmes benefit from tenure contracts, additional leave, and health insurance.

The financial statements are audited annually. The Government of Goa and Vidya Vikas Mandal are the main sources of funds. The College makes efforts to raise funds from private businesses, individuals, alumni etc.

Students' and Parents' feedback are used for improving all aspects of the College performance. The IQAC has introduced and sustained some important quality initiatives over the past five years such as creating learning outcomes, inviting guest faculty, using participatory and interactive pedagogies, use of innovative evaluation techniques, Academic Audit, collaboration with other institutions, extension and outreach activities, incentives for Scopus publications, Pre-Placement Training followed by a Placement Fair, conduct of green audit, etc.

Institutional Values and Best Practices

The College green initiatives include use of email for all internal communication, proper E-waste disposal, conduct of green audit, reduced use of plastic on campus, composting of canteen waste, rainwater harvesting, tree plantation drives, etc. The NSS and Nature Club "Vasundhara" regularly conduct activities such as monsoon hike, distribution of saplings, etc.

The Women's Cell and Internal Complaints Committee conduct seminars, workshops and sessions aimed at gender sensitization, awareness about sexual harassment, menstrual health and hygiene, and women empowerment. Outreach activities are conducted to assist women entrepreneurs.

The College has introduced a Life Skills certificate course for First Year students, which has content relating to health, hygiene and safety, building self-esteem and confidence, ethics and values, waste management, etc.

Gandhi Jayanti, National Youth Day, Sadbhavna Diwas, Rashtriya Ekta Diwas, National Librarians Day, National Voters Day are celebrated.

Some of the more prominent best practices initiated by the College are Maintenance of comprehensive course files, Academic audit, Flipped classrooms and other interactive/participative pedagogies, Creation of an Assessment grid for transparency and uniformity in assessment, Verification of all assessed answer books for zero-defect results, Add-on certificate courses to provide practical knowledge and skills, Implementation of Anti-Plagiarism policy for students' projects, Niti Samvaad – a National Research Colloquium for Undergraduate students, Pre-placement training followed by an Annual Local Placement Fair, Young Leaders programme to promote financial literacy, Launch of the Readers' Club, Student Internship, Teacher Embedment in Industry and Student Recognition by all Departments .

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYA VIKAS MANDAL'S SHREE DAMODAR COLLEGE OF COMMERCE AND ECONOMICS
Address	SHREE DAMODAR EDUCATIONAL CAMPUS, G.R. KARE ROAD, TANSOR COMBA
City	MARGAO
State	Goa
Pin	403601
Website	www.damodarcollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Prita D. Mallya	0832-2722500	9822103611	0832-2722501	principal.sdcc@vvm.edu.in
IQAC / CIQA coordinator	Shami R. Pai	0832-2722515	9823515061	0832-2722511	shami.pai@vvm.edu.in

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	01-06-1973

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Goa	Goa University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	28-01-1988	View Document
12B of UGC	30-03-1990	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

09-10-2021 07:02:51

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SHREE DAMODAR EDUCATIONAL CAMPUS, G.R. KARE ROAD, TANSOR COMBA	Urban	7457	10375.15

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BVoc,Bca	36	XII	English	40	11
UG	BCA,Bca	36	XII	English	240	142
UG	BCom,Bcom	36	XII	English	20	19
UG	BCom,Bcom	36	XII	English	762	651
UG	BBA,Bba	36	XII	English	240	226
PG	MCom,Mcom	24	GRADUATE	English	80	68
PG Diploma recognised by statutory authority including university	PG Diploma, Pgdft	12	GRADUATE	English	40	0
Doctoral (Ph.D)	PhD or DPhil,Research Centre	60	POST GRADUATE	English	8	7
Doctoral (Ph.D)	PhD or DPhil,Research Centre	60	POST GRADUATE	English	8	5
Doctoral (Ph.D)	PhD or DPhil,Research Centre	60	POST GRADUATE	English	4	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3				9				18
Recruited	2	1	0	3	4	5	0	9	7	11	0	18
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				18
Recruited	0	0	0	0	0	0	0	0	3	15	0	18
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				22
Recruited	13	8	0	21
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	1	3	0	4
Yet to Recruit				1

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				3
Recruited	1	2	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	2	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	4	4	0	1	4	0	16
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	3	3	0	7

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	20	0	24

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	8	0	10

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	529	4	0	7	540
	Female	507	2	0	0	509
	Others	0	0	0	0	0
PG	Male	13	0	0	0	13
	Female	55	0	0	0	55
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	6	0	0	0	6
	Female	10	0	0	0	10
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	3	8	8	10
	Female	9	5	9	9
	Others	0	0	0	0
ST	Male	17	22	29	22
	Female	35	51	40	39
	Others	0	0	0	0
OBC	Male	35	30	40	55
	Female	54	74	68	68
	Others	0	0	0	0
General	Male	436	478	529	539
	Female	423	457	496	500
	Others	0	0	0	0
Others	Male	0	2	0	0
	Female	1	1	0	0
	Others	0	0	0	0
Total		1013	1128	1219	1242

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
190	174	184	187	188

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	7	7	6

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1133	1242	1219	1128	1013

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
812	679	650	624	593

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
337	418	385	276	310

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
23	24	22	22	22

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
48	45	44	43	38

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 29

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
142.51	322.84	232.13	181.12	205.90

4.3

Number of Computers

Response: 110

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Teachers appointed as members of Boards of Studies (BoS) / BoS Sub-Committees participate in syllabus revision. College deputes all teachers teaching the relevant courses to attend workshops organized by Goa University during the process of syllabus revision. Similarly, after any new course/syllabus is introduced, teachers are deputed to attend workshops to discuss implementation; the College also organizes workshops for some courses.

Teachers in the Departments of Commerce and Economics designed courses in the Generic Elective category for Semesters III & IV, which were approved by Goa University and subsequently introduced. The BBA(FS) teachers are regularly involved in the updation of syllabus. The BCA teachers participated in the revision of structure and syllabus of the BCA programme under CBCS, which came into force from 2019-20. They also designed the curriculum and syllabus of the B.Voc(Software Technologies) Programme. The Department of Commerce designed the curriculum and structure of the 1-year PG Diploma in Finance &Taxation, which was approved by Goa University.

At Departmental meetings held at the end of the academic year, courses are allotted to teachers for the following year. While allotting courses, Department Heads (HoDs) and Programme Coordinators (PCs) ensure that, (a) as far as possible, no teacher teaches a course for more than 3 years (b) where there are multiple divisions, the course is assigned to more than 1 teacher and (c) every teacher teaches preferably 3, but at least 2 courses.

Teachers prepare course outlines, having 2 parts: plan and implementation.

1. Plans are prepared for the entire semester on a weekly basis and include the course objectives, learning outcomes, proposed teaching and learning strategies. These plans are sent to the HoD/PC for approval.
2. Teachers record implementation of the Plan on a daily basis; this is checked by the HoD/PC on a monthly basis and by the Principal after the completion of the semester.

The introduction of this practice has ensured that teachers complete their syllabus on time. Furthermore, since the course outline records the number of sessions engaged, it is easy to confirm whether teachers have fulfilled the minimum requirements as per the Ordinance.

At the end of every semester, teachers submit course files containing:

1. Course outline
2. Timetable
3. Student attendance record

4. Question papers
5. Description of the non-test component of CIE
6. A few selected assignments and answerbooks
7. Student feedback
8. Mentoring Report

The Principal checks all files and discusses student feedback with individual teachers.

The BCA & BBA(FS) Ordinances specify constitution of an Academic Audit Committee (AAC) and lay down the procedure for conduct of the audit. The College has introduced Academic Audit for the B.Com programme to improve the quality of teaching-learning-evaluation.

The AAC peruses all course files, examines the quality of question papers and assignments, inspects answer books, checks assessment (to gauge leniency or over-strictness) and results. Some visible benefits of the audit have been - improvement in the quality of question papers, involvement of guest faculty, group work, use of Excel to teach Accounting-related subjects, etc.

This 4-tier structure and process (Teacher-HoD/PC-Principal-AAC) ensures effective curriculum delivery.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The institution has a well-planned academic calendar, which forms the base for all academic, co-curricular and extra-curricular activities undertaken in the College.

The College prepares the academic calendar based on the academic terms received from Goa University. The academic terms specify the commencement and end dates of both semesters, the dates of Semester-End examinations, the breaks (Ganesh Chaturthi and Christmas) and vacations (winter and summer).

All teachers are provided with the academic terms set by Goa University, the list of public holidays provided by the Directorate of Higher Education (DHE), the list of discretionary holidays approved by DHE and the assessment calendar prepared by the Examination Committee.

The assessment calendar is the most important component of the academic calendar. The Examination Committee prepares this calendarfor each semester and for each programme. Itis very detailed and covers both - Intra-Semester Assessment (i.e. Continuous Internal Evaluation) and Semester End Examinations.

The calendar specifies the following dates for each programme

1. informing students about the mode of non-test ISAand the date of its completion
2. test ISA (along with date of display of the timetable)
3. repeat test ISA
4. submission of ISA marks
5. submission of lists of students eligible for entitlement marks (on account of NSS/NCC/Sports/Cultural activities)
6. submission of question papers for the Semester-End examination
7. declaration of results
8. personal verification
9. commencement of Supplementary examinations

Once the calendar is finalized, it is mailed to all faculty members for execution, and to help them plan their lectures and other activities. An abridged version of the calendar, containing the dates relevant for students, is displayed on the College website and the Digital Display Boards, so that students are aware of all assessment-related dates well in advance.

Before the College prepares its budgets for the financial year, Convenors of the various Committees/Councils/Cells/Clubs submit their proposed plan of activities and budgets for the ensuing academic year. After receiving the academic terms, list of holidays and assessment calendar, Convenors put up their month-wise proposed activities on a calendar. This calendar used to be in the form of a physical calendar or a sheet on the Staff notice board. The College now usesa Google Calendar -all teachers have viewing rights of the Google calendar, while the Principal and Convenors of all Committees/Councils/Cells/Clubs have editing rights. The use of this calendar has enabled streamlining of activities and prevention of overlap.

The IQAC has prepared a template for reports, which includes details of the activity undertaken, names of the resource persons, objectives and the outcome of the activity, organizing body, number of attendees, etc.

Within 3 days of an activity, teachers submit reports to the Principal and IQAC Coordinator, which are forwarded to the Editor of the Newsletter. The final E-Newsletter is shared with members of the Board of Management (BoM), Governing Council (GC) and teachers, usually by the 10th of every month. It is uploaded on the College website and is an authentic record of all activities conducted by the College.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**

4.Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 85.71

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 6

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 46

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
10	12	11	9	4

File Description	Document
List of Add on /Certificate programs	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 64.99

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
925	1168	1194	483	86

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The College offers 204 courses across all its programmes. 61 courses i.e. 31.44% have a crosscutting issue as part of the curriculum. Of the 61 courses,

1. 49.18% have a component related to professional ethics,
2. 26.22% contain topics related to the environment and sustainability,
3. 21.31% have aspects related to health and wellness and
4. 3.27% include gender-related issues

All undergraduate programmes of Goa University offer one 4-credit course or two 2-credit courses in Environmental Studies as acompulsory course at First Year. The syllabus covers all issues related to the

environment and stresses upon sustainability. Furthermore, all programmes have courses that include topics related to Gender, Environment and Sustainability, Human Values, Professional Ethics, Health and Wellness.

In addition to these issues being covered in the classroom, one component of the Intra-Semester Assessment is an assignment. Students have taken up assignments in the mentioned areas, e.g. a survey on stress management among employees at the work place, safety measures at the work place, survey of local entrepreneurs, green business practices etc., thus gaining practical exposure and knowledge of the topic.

All students complete a project paper. While selecting research topics, they are encouraged to choose topics in these crosscutting areas. Accordingly, students have completed projects on topics such as Women Entrepreneurs, Green Accounting Practices, Impact of Tourism on the Environment, Effect of Fast Food on Health, and so on. During the last five years, 22.28% of the 196 B.Com projects were related to the above topics. Thus, all the programs offered by the College incorporate these issues in their curriculum and in addition, the faculty members encourage students to take up assignments and research projects in these areas.Guest faculty are also invited to deliver sessions in these areas, e.g. ergonomics, safety at the workplace.

Recognizing the importance of sensitizing students to these issues, in 2017-18 the College designed and introduced a free certificate course in Life Skills for all First Year students. This is a unique initiative of the College and was envisaged with a view to promote the development of students' personalities and character. Students who attend at least 80% of the sessions are given course completion certificates. The course covers areas such as communication skills, etiquette - workplace and general, building self-esteem & confidence, gender sensitivity, sexual harassment, values and ethics, nature and environment, health and wellness, exercise and diet, and road safety

Besides the above, the College Committees/Cells carry out numerous activities in these areas. The ICC and Women's Cell sensitize students on gender issues. NSS volunteers and NCC cadets observe International Day of Yoga, World AIDS Day, Swachhata Pakhwada, Poshan Maah. The NSS organizes rallies, street plays and outreach programmes on Road Safety, Waste Management and Women's issues. The Value Education Cell invites resource persons from the Brahmakumaris and Ramakrishna Mission to speak on human values and ethics. On Independence Day, all NCC cadets, NSS volunteers, staff and students take an Anti-Dowry Oath.

Thus, all students in the College are sensitized on all the important crosscutting issues.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field

work/internship during last five years

Response: 5.1

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
10	10	9	9	9

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Any additional information	[View Document](#)

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

Response: 71.14

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 806

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 88.9

2.1.1.1 **Number of students admitted year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1115	1242	1219	1128	1013

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1358	1356	1305	1234	1178

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 28.43

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
228	203	189	189	147

File Description	Document
Average percentage of seats filled against seats reserved	[View Document]
Any additional information	[View Document]

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

At the time of admission, B.Com students are assigned Electives considering their preference, Admission Committee criteria, performance at the Qualifying examination and the Admission Committee's assessment of their ability to cope with advanced courses. For other programmes, the performance at the entrance test is an additional consideration. The College makes special efforts for both categories of students.

Advanced Learners

Based on students' performance at the ISA, teachers identify advanced learners, who are asked to help weaker students through peer/buddy teaching under the guidance of teachers. This practice helps advanced learners as they get an opportunity to understand, revise and teach. Merit classes are held for such students in Final Year – teachers guide students in preparing for the Semester-End Examination, answering most effectively, time management, marks allocation, etc. These students can borrow ten additional books from the Library. B.Com students who are advanced learners participate in the Students' Seminar organized by the Commerce Club; in 2019-20, the winning team was selected to participate in NitiSamvaad –National-level UG Student research based colloquium. Advanced learners, particularly at the PG level, are deputed to attend and present papers at seminars and conferences. Students appearing for competitive examinations are given special guidance. Faculty members from the Department of Computer Science have trained students to appear for the MCA entrance examination. Top-ranked students are recognized at the Annual Awards Day function. To mark its Golden Jubilee year, Vidya Vikas Mandal approved the Principal's proposal to offer scholarships of Rs. 5000/- per year to students who join the College with 90% or more at Std. XII. Eight students have benefited from this scholarship.

Slow Learners

The College has had one identified slow learner – an autistic boy joined the BCA programme and passed in the minimum duration of the programme. He received full support from the teachers, including special classes, special practical sessions, a special question paper and extra time for answering examinations.

Academically weak students are identified after mentoring sessions and the written ISA, and a timetable is prepared for remedial classes for these students before the Semester End Examinations. Students who need special guidance also meet teachers on one-to-one basis beyond the lecture hours. The peer/buddy teaching mentioned above also benefits these students. For the non-test ISA some teachers form groups that have both advanced and weak learners, so that the weaker students learn from the advanced learners. At the commencement of the academic year, bridge courses are conducted for interested First Year students in

1. Mathematics for B.Com students who do not have a background in the subject
2. English and Accountancy for ICCR students.
3. Accountancy, Mathematics and Reasoning Ability for BCA students

In 2019-20, CBCS batch of B.Com students reached Final Year. A few students who were actively involved in sports or were academically weak, working to support their families, were counseled to opt for B.Com rather than B.Com (Hons.). **This is the only College in Goa to offer both - B.Com and B.Com(Hons.).**

File Description	Document
Upload any additional information	[View Document](#)
Past link for additional Information	[View Document](#)

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 24:1

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The College has implemented multiple student-centric pedagogies and the focus of the classroom has shifted from teaching to learning.

Teachers adopt a variety of **Experiential learning** techniques. BBA(FS), B.Voc(ST) and M.Com students complete **internships** as part of their programme requirement. The College has been encouraging and incentivizing B.Com and BCA students to take up internships. Starting with 10 students in 2015-16, in 2019-20 226 B.Com students opted to take up internship. 4 BCA students were selected for summer internship in the same year after a campus interview. As part of their ISAs, B.Com, BBA(FS) and M.Com students sell articles and fast food made by them, and submit a detailed report containing the financial aspects of the venture, carry out mock trading, etc. and BCA students design mini websites and theme-based videos, and test codes.

Students have participated in **study tours** to Mumbai, Bangalore, Pune, Hyderabad, Mahabaleshwar and Mangalore, where they have visited financial institutions, corporate offices, factories and organizations, learned practical aspects of their subjects, and experienced the work culture and working environment in these places. Teachers regularly organize **industrial visits**, where students visit industrial organizations and observe the practical applications of concepts, principles and practices. During a 3-day visit to the Department of Fire and Emergency Services, Government of Goa, Panjim, B.Voc(ST) students received hands-on training in safety procedures to be followed in case of a fire, such as evacuation, first aid, CPR, etc. Students go on **field trips** as part of the Environmental Studies course, and visit sites of

agro/environment-based start-ups as a teaching methodology in Entrepreneurship Development. For some of their projects and assignments, students develop questionnaires, collect primary data and carry out basic data analysis.

All teachers invite at least one **non-academic guest faculty** for each course they teach; these practitioners supplement what students have learned in the classroom with practical examples and applications.

BCA students' projects are mostly live projects where they write programmes; one group created a 3-D printer, which won the First prize at a National competition and was subsequently purchased by the College. BCA students have **participated in workshops** organized on the campus in the areas of Android App development, Internet of Things (IOT), Web designing, Advanced 3D Printing, etc.

Participative & Collaborative Learning– teachers use Flipped learning techniques such as Four Corner Strategy, 3-step interview, Round Robin, Team Pair & Solo Strategy, One-Stray Strategy and Jigsaw method. In these techniques, every student is involved in the learning activity. All these techniques are participative, some are both participative and collaborative and almost all of them require prior preparation. Collaborative learning also takes place through group projects and group assignments.

Examples of **Problem-Solving Methodologies** used include the following - students file Income Tax returns, perform Financial Statement Analysis using Annual Reports of Companies, carry out Technical Analysis of stocks, develop a business idea and plan, and write article reviews. The case study method is used as a teaching technique as well as a method of evaluation.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Recognizing that digital literacy is a critical literacy of the 21st century, teachers have begun to integrate technology into their traditional teaching and also to engage students in emerging technological literacies.

All classrooms are ICT-enabled and College has provided teachers with laptops for teaching, research and other College work. These facilities help faculty members supplement their lecture sessions with PowerPoint presentations and play related short films, videos, and documentary videos in the classroom. Live streaming of Union and State Budget sessions and webinars is also arranged for students.

Teachers have created digital content for all courses, which is stored on the Network Attached Storage (NAS) server, to which all students and faculty members have access. This content serves as the minimum study material for students, which they are expected to supplement with resources from the Library. Question banks and question papers of past examinations are also available on the NAS server. Teachers of Accounting and related subjects use MS Excel and Tally to teach Accounting. Teachers use graphic tablets

for online teaching of Mathematics, Financial Accounting, Cost Accounting and Taxation.

Teachers use several platforms for various teaching, learning and evaluation activities:

1. Google Classroom to share content, announce and assess ISAs submitted by students.
2. Fedena and Moodle to conduct online tests.
3. Fedena to accept students' assignments.
4. Microsoft Teams to conduct lectures, upload content, accept submission of assignments, conduct online Quizzes and internal assessments.
5. Google Meet to conduct lectures, mentoring and counseling sessions, project guidance and orientation sessions.
6. Google Meet/Zoom to organize webinars, panel discussions, online conferences and workshops.
7. Online Quiz Apps to conduct quizzes as part of internal assessment.

Some specific instances of how teachers use ICT for effective teaching-learning are:

1. First Year B.Com students are trained to create blogs and digital storyboards.
2. BBA(FS) students answer the online NCFM and IRDA examinations as blended learning.
3. In 2019-20, all First Year BCA and M.Com-I students completed a MOOC.
4. B.Com, BBA(FS) and M.Com students learn online trading and participate in a mock trading activity.
5. After collecting data through surveys, students use MS Excel to carry out some basic data analysis.
6. Final Year students who take up field-based projects, collect primary data, analyze the data using MS Excel
7. The PG Department trains M.Com students to use statistical software packages such as SPSS, Gretl, Mendeley and E-views.
8. Students are encouraged to use e-journals, e-books and e-databases available in the Library.
9. When Goa University cancelled summer internships in 2020 because of the pandemic, the College proposed online certificate courses offered by NISM and NCFM that BBA(FS) students could complete in lieu of these internships; the proposal was accepted by the University.
10. B.Com, BBA(FS) and M.Com students complete add-on courses in Tally ERP, MS Excel, Digital Marketing, while BCA students complete add-on courses in Android App development, Internet of Things (IoT), etc.

Teachers of the BCA and B.Voc.(ST) programmes use ICT tools and several specialized software packages extensively in the classrooms and the labs.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed

academic year)

Response: 49:1

2.3.3.1 Number of mentors

Response: 23

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100.45

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 50.99

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
17	14	12	9	6

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 14.7

2.4.3.1 **Total experience of full-time teachers**

Response: 338

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The College has taken several measures to ensure **transparency** in Internal Assessment:

The Examination Committee announces and displays the Assessment Calendar within 2 weeks of the commencement of the Semester, so that students are aware of all assessment-related dates. Teachers inform students about the mode of the non-test ISA and the date of its completion within the timeline laid down by the Committee. The Committee has also prepared an Assessment Grid for assignments and presentations, in the interest of uniformity and transparency in assessment.

Answerbooks are shown to students within one week of completion of the ISA; students can approach the teacher for any clarification, or if they believe they deserve higher marks. Students and parents can verify ISA marks by logging into Fedena. The list of students who have not completed the minimum number of ISAs is displayed and final ISA completion deadlines announced.

In case of examinations conducted by the College, all assessed answerbooks are checked and verified before declaring the results. After declaration of the results, students can apply for Personal Verification, and if they are not satisfied, they can make a complaint to the Examination Grievance Redressal Committee, which decides whether the paper should be reassessed. Before sending the Semester I-IV result

details to Goa University, all students verify their marks and number of attempts.

The examination process is very robust in terms of **frequency, mode** and **reliability** of assessment:

In addition to the ISAs required by the Ordinances, an additional ISA is arranged for students who may have missed the regular ISA and for those who wish to improve their performance. Another, last ISA is arranged after defaulter lists are displayed; any student who still does not complete ISAs, is debarred from appearing for the Semester-End Examination. Where specified by the Ordinances, a Special Supplementary examination is conducted for students having backlog papers.

As per the Ordinances, one ISA has to be a written test. Teachers are free to select the mode of assessment for the remaining ISAs. Modes adopted by teachers include report and presentation on Internship, field-based assignments such as surveys and interviews, practical assignments such as setting up of stalls and selling products, analysis of annual reports, filing of tax returns, mock trading, etc.

The Examination Committee provides teachers with the question paper template, and instructions for paper-setting, supervision and assessment. The Committee appoints a panel of examiners comprising a Chairperson and two paper setters. The panel sets 3 question papers of which one is selected. Paper-setters also prepare and submit answer keys with the marking scheme. Chairpersons submit a checklist along with the question paper sets. The Chairperson moderates 10% of the assessed answer books. In case of a new teacher, the Chairperson checks the first 10 answer books, after which the teacher continues with the assessment. The skill component of the B.Voc (ST) programme is assessed by SSC (Sector Skill Council) NASSCOM.

The Examination Committee has prepared a detailed Examination Manual containing all the procedures and processes.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

Transparency in dealing with examination-related grievances is evident from the following practices.

The College has constituted an Examination Committee, Unfair Means Committee and Examination Grievance Redressal Committee as required by the Ordinances.

In case of **Internal examinations**, the B.Com and BCA Ordinances provide for personal verification– students can pay a fee and verify their answerbooks. During personal verification, students check for any unassessed answers and totaling errors. This verification is done in the presence of the Examiner and the

Vice-Principal/Principal. Normally, no discrepancies are found during personal verification, as all answerbooks are checked before the results are declared - this is a best practice in force for almost 20 years. Although not required by the Ordinance, the examiner usually explains to the student the marking scheme and the rationale for the marks assigned.

After the Personal Verification, the student has to state whether he/she is satisfied/not satisfied. If he/she writes Not Satisfied, the matter is referred to the Examination Grievance Redressal Committee, which examines the case and decides whether the answerbook should be reassessed. If it is to be reassessed, a photocopy of the answerbook (with previous marks hidden), is assigned to another teacher who has taught the course. After revaluation, if the marks are higher by less than 20% of the marks assigned to the paper, the student is awarded the higher marks and the result is accordingly revised. If the marks of the two examiners differ by more than 20% of the marks assigned to the paper, the answerbook is assigned to a third examiner, and the average of all three assessments is considered as the final marks. At every stage, the fee charged is as prescribed by Goa University.

In case of External Examinations, the Notice regarding the last date for applying for revaluation (with and without late fee) is displayed on the Notice Boards and website as soon as the circular is received from Goa University. If any student misses these deadlines, his/her form is accepted and sent to Goa University after getting permission from the Examination Section.

The process of settling **internal examination**-related grievances is **time-bound and efficient**, with redressal taking less than 20 days. The Notice for Personal Verification is displayed on the day results are declared. Personal verification takes place one week after declaration of results. The Examination Grievance Redressal Committee is notified within two days of any student stating that he/she is not satisfied after Personal Verification. The Committee meets within a day and decides whether reassessment is needed. If not needed, the student is notified immediately. If the Committee recommends reassessment, the paper is assigned to another teacher, who is asked to reassess and submit at the earliest. The reassessment is normally completed within 2-3 days. The student is notified immediately and result revised if necessary.

In case of **external examinations,** forms are forwarded to Goa University within the prescribed period and fresh marks statements issued to students immediately upon receipt from Goa University.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Since this is an affiliated College, the **Programme Outcomes** defined in the Goa University Ordinances are relevant for the College. The College has added some more, based on the conviction that students should acquire academic abilities, personal qualities and transferable skills during their years with the College. In the Orientation address to students on the first day, the Principal makes students aware of these outcomes, which are also displayed on the website. Teachers joining the College for the first time are asked to study the Programme Objectives of the programme under which they are recruited, and see how they can ensure attainment of these objectives through their classroom sessions, assignments, projects, etc. Add-on courses are planned and introduced based on these objectives and faculty members prepare their course plans against the background of these Programme Outcomes.

As regards **Course Outcomes,** being an affiliated college, the syllabus for all programmes is received from Goa University. While all courses have defined objectives, and these are mainly in terms of knowledge that a student will acquire upon completion of the course. Faculty members of all departments include additional, more specific higher-order learning outcomes based on Bloom's Taxonomy, such as understanding, application of knowledge, analysis of situations and policies etc. for which they underwent training at a workshop organized by the College in 2018.

It is relevant to note that in case of the two programmes designed by the College during the period under consideration, viz. B.Voc.(Software Technologies) and Post Graduate Diploma in Finance & Taxation, every course has defined objectives and very clear Course Outcomes that address all levels of learning.

The Course/Learning Outcomes are included in the Course Outlines prepared and maintained by teachers and are made known to students during the first session of the semester, when teachers introduce students to the course and discuss the syllabus. Students are informed that the syllabus is displayed on the College website. Teachers plan and design their classroom sessions around the outcomes that they have formulated and included in their Course Outlines. These course outcomes mainly relate to conceptual understanding and application of knowledge gained. For example, for the Income Tax course at B.Com Semester IV, teachers engaging the course have specified "will be able to file Income tax returns online" as a course outcome in their Course Outlines.

In their Course Outlines, teachers specify and use appropriate pedagogies, particularly those that involve participatory learning, collaborative learning, problem-solving, practical sessions, etc. which will help in the attainment of these stated outcomes.

Teachers use videos and documentaries to supplement their content. The flipped learning techniques, case study method, student seminars, peer learning, article reviews, are all techniques aimed at improving students' understanding of concepts and principles and more importantly, being able to apply them to real-life situations. For some courses, teachers engage students in group discussions, arrange debates and quizzes, and make students perform role plays/skits. Besides improving domain knowledge, these techniques help develop students' self-confidence and analytical abilities.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Past link for Additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Teachers frame **course outcomes** relating to acquiring knowledge, understanding concepts, principles and practices, application of knowledge to real-world situations, analysis of situations, etc.The College assesses attainment of these outcomes through **formative and summative assessments.**

1. Non-test ISAs take several forms. For e.g. teachers assign group / practical assignments, where students conduct surveys and interviews, or carry out a practical exercise, analyze the findings and draw conclusions. Teachers also adopt innovative assessment techniques such as asking students to file Income Tax returns, carry out literature reviews, analyze financial statements of companies, set up stalls and sell items, design and market products, develop games, memes, etc. Thus, students are evaluated for knowledge, understanding, application of concepts and analysis of situations.
2. Some Test-ISAs are in the form of Multiple Choice Questions, which test knowledge and understanding.
3. End-Semester examinations have questions that test knowledge, understanding, application and analytical ability.

The internal control system to ensure the achievement of learning outcomes includes:

1. Periodic checking of course outlines by the HoD/ Programme Coordinator to ensure adherence to the lecture plan. Any variations in implementation are adjusted by engaging extra lectures.
2. The mentoring system where mentors meet their mentees and identify academic and other issues.
3. Remedial classes for weaker students identified after the written ISA and/or mentoring sessions.

Programme Specific Outcomes are expressed in terms of academic abilities, personal qualities and transferable skills that students are expected to possess when they graduate. The College ensures attainment of these outcomes through the curriculum and by supplementing the curriculum with co-curricular and extra-curricular activities.

While completing their assignments, students learn team work, conflict management, tolerance, leadership and many other personal qualities that are needed at the workplace. They are tested for understanding and application of principles and practices, analysis and evaluation and also for critical personal qualities. With part of the marks for assignments being allocated for presentations, students are tested for their communication and presentation skills, self-confidence, etc.

On completion of their project, SY & TY BBA(FS) students and Final Year B.Com, BCA and M.Com students are tested for their academic abilities, written and oral communication skills, application of

classroom learning, personal qualities such as regularity and punctuality, etc.

The syllabus is supplemented by add-on courses, which provide students with professional knowledge and relevant skills. At the end of every course, a test is administered to determine the level of learning. Course completion certificates are issued to students who attend 80% of the sessions and pass the test.

The Commerce Club, Economics Club, Investor Hub (BBA(FS) Club), PG Club and TechTrendz (BCA) organize discipline-related activities and competitions during the year, which test knowledge, ability to research, communication skills, confidence, ability to defend ideas and opinions, team work, leadership all of which are part of the Programme Specific Outcomes formulated by the College. Since 2019-20, the student with the highest points is declared Commerce Wizard of the Year, Economist of the Year, Finance Student of the Year and Tech Wizard of the Year respectively.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 86.52

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

2019-20	2018-19	2017-18	2016-17	2015-16
324	307	341	226	283

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

2019-20	2018-19	2017-18	2016-17	2015-16
335	414	385	276	310

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.49

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	[View Document]

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 8.7

3.1.2.1 **Number of teachers recognized as research guides**

Response: 2

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

09-10-2021 07:03:11

3.1.3.2 **Number of departments offering academic programes**

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	4	4	4

File Description	Document
List of research projects and funding details	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The College makes sustained efforts to promote entrepreneurship among students and has taken steps towards creating an environment for innovations and knowledge creation, as they are the seeds of entrepreneurship.

In 2015-16,College set up an E-Cell in association with **Centre for Incubation & Business Acceleration (CIBA)**, Goa. The E-Cell invites entrepreneurs from varied backgrounds to share their stories with students. The Cell consciously invites entrepreneurs from non-science and non-engineering areas, so that students can relate more easily to the entrepreneur. It has organized sessions and workshops on Intellectual Property Rights to help students understand the various aspects of creation of knowledge, its protection and transfer.

Certificate courses in Entrepreneurship and **Change the Mindset** programme in collaboration with GCCI, I-Create and Goa Commerce Association, have focused on training students in understanding all aspects of setting up a business venture.

Departmental Clubs – Commerce Club, Economics Club, PG Club, Investor Hub and TechTrendz – conduct at least one activity that involves innovation and/or a business idea/plan. In 2017-18, Prof. Suhas Mulay Smriti Pratishthan donated Rs. 75,000/- to create an endowment, the proceeds of which could be used for any student activity. The College decided to conduct an internal competition in the area of social entrepreneurship and distribute the amount as prizes. The Commerce Club conducts the competition and winners are awarded these prizes.

Incubation Centre was set up under RUSA and a group of BCA students who built a 3-D printer used the Centre for discussions, meetings with their project guide, brainstorming sessions and troubleshooting sessions. Their project won the First prize at a National-level competition, and in recognition of their efforts and to motivate them, the College purchased the printer from them for Rs. 25000/-

College set up an **Institution's Innovation Council** in 2018-19 under the MHRD's Innovation Council (MIC). Almost all MIC activities are targeted at students from Science and Engineering streams, yet the College IIC encourages its student members and other students to attend MIC sessions such as those on leadership, innovations, IPRs, etc. The IIC independently conducts such sessions in partnership with the Career Cell/E-Cell/CIBA

Career Cell exposes students of all programmes to the careers that they could pursue after they graduate, increasing their awareness about emerging areas. The Department of Computer Science makes special efforts for the BCA/B.Voc(ST) students through the Programme Mentoring Council.

Industrial visits, field trips and **study tours** are also an attempt to expose students to business ideas. Examples include visits to a bee-keeper's farm, a hydroponics venture, a handicrafts fair (Lokotsav), and the BCA students' visit to a STEAM Lab and to an organization in Bangalore where they received hands-on training in programming IoT (Internet of Things) devices and robotics.

Recognizing that **hobbies** and **talents** offer significant opportunities for entrepreneurship, the various Clubs and Councils have organized workshops for students in photography, flower-making, candle-making, decoupage (bottle art), cake-making, etc. Competitions during Fun Week and Anantara - rangoli, mehendi, T-Shirt painting, also have the same objective.

File Description	Document
Upload any additional information	[View Document]
Paste link for additional information	[View Document]

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

Response: 88

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

2019-20	2018-19	2017-18	2016-17	2015-16
43	18	16	6	5

File Description	Document
Report of the event	[View Document]
List of workshops/seminars during last 5 years	[View Document]
Any additional information	[View Document]

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 3.2

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 16

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 5

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI website	[View Document](#)

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 2.15

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
19	27	19	17	12

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.75

3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
15	10	2	5	1

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)
Any additional information	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The College conducts several extension activities.

NSS volunteers visit **Old Age** Homes and spend time with inmates. They have helped senior citizens get their Senior Citizen Cards and participated in the execution of Rashtriya Vayoshri Yojana, a scheme for providing Physical Aids for BPL category Senior citizens. NSS volunteers typed a few books in Word, after which they would be converted into Braille. NSS volunteers participate in **rallies** to promote AIDS awareness, saving the girl child, voter awareness, etc.

The Women's Cell conducts awareness programmes on topical **women's issues**.

The College contributes towards **relief of victims of disasters** – in 2018, students collected items of daily use, clothes, etc. for Kerala flood victims and in 2020, staff members contributed one day's salary towards the Chief Minister's COVID-19 Relief Fund. The staff and alumni raised a substantial sum to help migrants stranded in Goa after the lockdown in March 2020.

Students help an NGO serve food to **poor people** on Sundays and under **"Anukampa"** initiative**.** They collect and distribute eatables and stationery items in nearby **orphanages** and spend time teaching children looked after by an NGO.

NSS volunteers and NCC cadets carry out regular **cleanliness** and **plastic collection** drives as part of the Swachh Bharat Abhiyan and Swachhta Pakhwada. Students create awareness in the community through rallies, street plays, etc. Under the Swachha Bharat Summer Internship, students took up cleanliness awareness drives in rural areas. NSS volunteers conducted a survey in a nearby village to determine whether waste disposal practices. The survey generated awareness about waste segregation and disposal.

Plantation of saplings in and around the campus during Vanamahotsav, **sapling distribution**, **seedball initiative**, **e-waste collection and disposal** are other activities organized by the College.

During the annual NSS Camp, students carry out a **socioeconomic survey** of the surrounding village. A **medical/Ayurveda camp** is usually conducted for villagers during this 7-day camp. The NSS Unit and the Red Ribbon Club regularly conduct **blood donation** camps.

Activities like **career guidance** for school and higher secondary school students, the "Young Leaders Programme" aimed at promoting **financial literacy** among students of higher secondary schools, and "e-Madhyam" for promoting **digital awareness**, are a regular feature of the College calendar.

The College has a tie-up with Mahila Mandal, Margao. Students help **women entrepreneurs** to apply for their Udyog Aadhar cards, Chartered Accountants are invited to help them understand how to maintain accounts and file returns, and Government officials explain Government schemes for women entrepreneurs.

After the **demonetization** in 2016, under the 'Sahayak' initiative, students helped Central Bank of India, located in the campus - they assisted customers in filling forms, deposit and withdrawal slips, and helped the bank open 1000 savings bank accounts of employees from the Verna Industrial Estate.

The Government of Goa has a Goa Online portal, which provides access to a number of e-services of the Government. BBA(FS) students created videos which demonstrated the usage of these services. Goa Electronics Ltd. (GEL), which has created the portal has appreciated the students' initiative.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.4.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 147

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
42	40	24	19	22

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 55.52

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
604	614	609	663	670

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 9

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
4	2	1	1	1

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 16

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	5	3	4	1

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

College has all the requisite infrastructural and physical facilities required to transact the teaching-learning process. These may be categorized as

- **Direct Learning Facilities** viz. classrooms, computer laboratories, etc.
- **Learning Support facilities** viz. Library, Research Room, etc.

A. DIRECT LEARNING FACILITIES

College has 28 furnished **classrooms**, all of which are ICT-enabled, with mounted LCD projectors, audio systems, Wi-Fi connectivity and CCTV cameras. In every classroom, the projector and audio systems are connected to an individual UPS. There is an 80-seater **Smart Classroom**, which has, in addition to a mounted LCD projector, audio system and Wi-Fi connectivity, a smart podium, having an interactive screen, sound system and support to connect a laptop. After the COVID-19 outbreak, 7 **recording rooms** were set up with LAN connectivity for conducting online classes, webinars, etc.

There are 4 ICT-enabled air-conditioned **computer laboratories,** all having LAN connectivity. Students also have access to the **UGC Network Resource Centre**, set up under the XIIth Plan, for their projects and assignments. The computer laboratories and the UGC Network Resource Centre have 104 systems, loaded with the software needed for the curriculum. A central UPS powers the 3 Computer labs and the UGC Centre is powered by another such UPS.

College has provided teachers with 25 laptops and 9 graphic tabs to use for teaching, research and College work; 12 of these have been issued to senior teachers for their sole use. The BCA staffroom has 4 desktops for teachers' individual use.

Students and teachers have access to a NAS server that has been set up for storing learning resources and Library data.

B. LEARNING SUPPORT FACILITIES

College has a **Library** and a **Reading Room**. The Library houses over thirty four thousand books, periodicals, references, journals, CD-ROMs. Users have access to e-resources such as online databases, journals, case studies, etc. Some popular online resources that users can access are INFLIBNET-NList, Indiastat database and National Digital Library Portal. E-resources can be accessed using the laptops provided in the Reading Room and some through remote access 24x7. Students also use the PC-cum-TV Vigyankosh mounted in the Reading Room for collaborative work.

The **IT support setup** includes the System Administrator's Cabin, UPS Room and Server Rooms.

College has a **Research Room** used by research scholars enrolled in the College Research Centre. The College **Counsellor** has a **cabin**, where students can meet her individually.

A 250-seater air-conditioned **Auditorium**, with generator backup facility, is used for seminars/conferences and major activities. The **Smart Classroom** mentioned above is used for several activities including as a **Seminar Room** for workshops and student seminars. The College utilized RUSA funds to create an **Incubation Centre,** a **Centre for Skill Development** and a **Meeting room**.

Teachers of different programmes occupy 4 **staffrooms**. The **administrative setup** comprises the Principal's Office, Vice-Principal's Office, College Office, Examination Room, IQAC Room and Office of the College Director of Physical Education and Sports.

A surveillance system covers the entire premises and a 250 KVA Diesel Generator provides power backup to all the College facilities.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The College has built up adequate infrastructure for sports, cultural and other student activities. The College is well-known for Sports and won the Goa University **Best College for Sports (Men)**award for its performance in 2017-18

1) Sports:

The College has a **Multipurpose Hall,**which is optimally utilized for all indoor sports and games. It houses a wooden badminton court, which is one of the few wooden courts in the State of Goa. The Hall also has table-tennis tables, taekwondo mats, carrom boards and facilities for chess. Students use the Multipurpose Hall to practice badminton, table tennis, chess, kabaddi, taekwondo and judo, weightlifting and power lifting, Tennikoit and yoga.The Sports Council conducts intra-mural competitions in badminton, table tennis and chess in the Multipurpose Hall. It is also the venue for the Inter-Collegiate Badminton and Helios events organized by the College Sports Council. Teachers, non-teaching staff, students and NSS volunteers gather in the Multipurpose Hall on June 21st every year to participate in the **International Day of Yoga** activities.

There are 2 playgrounds for outdoor sports, used for practices, intra-mural competitions and inter-college events organized by the College. The larger playground is used for football and cricket. The smaller playground is used for games like handball, kabaddi, kho-kho and 5-a-side football. It is also used for penalty shootouts, tug-of-war and a modified relay race, which are part of an Inter-College Sports Festival

- Helios – organized by the College. Volleyball practice and competitions take place by the side of the Multipurpose Hall.

The College makes arrangements for the lawn tennis, cricket and basketball teams to utilize the facilities and grounds at neighbouring clubs and a school.

All equipment needed for sports that are in the form of consumables, such as footballs, cricket balls, shuttlecocks, etc. are purchased on an annual basis.

2) Gymnasium

In 2018-19, the College utilized the RUSA infrastructure grant to establish a gymnasium. Under the Head 'Upgradation of facilities', the College purchased a 4-station Multi-gym and a motorized Treadmill. Subsequently, the College added a weighing scale, dumb bells (2, 3, 5, 10 and 12.5 kg), dumb bell stand, bar weight plates (5, 10, 15 and 20 kg), 25 mm thick bar, medicine balls (2 and 3 kg), step board, kettle bell, Leg curl & leg extension and an exercise bike.

3) Cultural Activities:

Intra- and Inter-College activities such as singing, dance, fashion shows, skits, painting, poster-making, mehendi, wealth out of waste, etc. are organized in the Auditorium and Multipurpose Hall. The Smart Classroom is used to organize activities such as debates, elocution, quizzes, etc.

The Cultural Council and its component clubs – Fine Arts Club and Performing Arts Club - organize workshops for students in a variety of areas such as decoupage, flower-making, Mandala art, folk dance, theatre; these are held in the Smart Classroom and the Auditorium.

The Students' Council organizes the Farewell and Graduation Day for the Final Year students in the Multipurpose Hall.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 29

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 27.67

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
29.33	117.80	86.32	44.69	39.97

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

College has adopted NewGenLib as its Integrated Library Management System. The ILMS is regularly updated and the version currently in use is the most recent one, viz. **NGL Core Engine Version 3.2 Helium** released on **22/01/2020**. NewGenLib is a free open source software, which is very popular among educational institutions. It has several functional modules such as Technical Processing, Circulation, Acquisition, Serial Management, OPAC, Administration, Queries, and Utilities.

Library uses the following modules of NewGenLib, with their attendant features

- **Technical processing**: Primary cataloguing, search catalogue and import catalogue records
- **Circulation:** Check-out (Issue), Check-in (Return), Renew items on loan, weed out process and report of lost items, auto reminder for renewal and auto overdue notices, email facility

- **Serials Management:** Register serial issues, process subscription list, subscription renewal, etc.
- **OPAC:** to browse the Library collection and locate the desired book easily and efficiently
- **Administration** has system settings; used for creating patrons, search for existing patrons
- **Queries**: all issues related to acquisition, circulation, and serial Management; it also offers search loan status of books, verify readers' details and list patron circulation history

Another significant aspect of the Library automation is the barcode online circulation system. All books being bar-coded, the check-in and check-out process is quick and error-free, and there are no queues at the circulation counter. This is more noteworthy, since the borrowing limit for all students is 10 books and for advanced learners it is 20. All students' and staff ID cards are printed in-house and carry an imprinted barcode, which serves as their Library user ID.

Library is a member of INFLIBNET N-List Consortium project and provides web access to books, periodicals, theses, dissertations, etc. The Library is also a member of National Digital Library of India (NDLI) and all staff and students are registered as members. Since its establishment, the NDLI Club and Readers Club have organized several activities.

Staff and students make optimal use of the Library resources, and the automation of the Library has a major role to play in this. Many visits to the Library are online rather than in the form of actual footfalls.

Library has e-resources such as INFLIBNET-NList and a database - Indiastat.com. Library webpage on the College website provides a knowledge portal, subject gateways, current awareness services i.e. books to read, and CareerZone – a compilation of links to all entrance examinations – educational, such as CAT, GRE, etc. and job-related, such as UPSC, Common Defence Services, etc.

Library has implemented QR Codes for 10 Library applications viz. Books to Read @ SDCCE Library, New Arrival of Books @ SDCCE Library, Question Papers @ SDCCE Library, NDLI Club @ Damodar, Digital Library @ SDCCE Library, Subject Gateways @ SDCCE Library, Knowledge Portal @ SDCCE Library, Media Coverage @ SDCCE Library, Syllabus @ SDCCE Library and Published papers @ SDCCE Library

Library and Reading Room are Wi-Fi enabled and the Reading Room has a Wi-Fi enabled wall-mounted PC-cum-TV Vigyankosh for collaborative learning. Reading room is equipped with 5 laptops for students' use.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership

4. **e-books**
5. **Databases**
6. **Remote access to e-resources**

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	[View Document]
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document]

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 5.81

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
4.80	4.69	5.70	5.36	8.51

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document]
Audited statements of accounts	[View Document]
Any additional information	[View Document]

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 12.53

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 148

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The College has a robust IT infrastructure setup, which is regularly updated.

The College has installed 35 new **desktops** in the Computer laboratories, in 2016-17 and 2019-20, replacing machines that had become slow.

The College has purchased **laptops:**

- For the computer laboratories - 22 in 2016-17 and 24 in 2017-18
- 20 in 2017-18, of which 14 were for teachers to use in the classrooms and 6 were for use in the Library and Reading Room
- 15 between 2018 and 2020, of which 12 were issued to senior teachers for their sole use, 1 was issued to the Principal and 2 were placed in the server room

The **NAS server machine** was upgraded in 2020.

Since 2015, the College has purchased 31 **LCD projectors**, which have been mounted in all the classrooms, computer laboratories, the smart classroom, Incubation centre, Skill development centre and 1 is kept for use in other locations.

College has purchased a **smart podium** with an interactive screen, sound system and support to connect a laptop. To improve online teaching necessitated by the pandemic, the College purchased 9 **pen tablets**, 3 wide angle **HD webcams** and 10 **noise cancellation microphones**.

College has a **leased line internet connection** with 1:1 condition and LAN configuration speed of 100 Mbps/1000/Giga; the bandwidth has increased from 10 mbps in 2015-16 to 70 mbps in 2019-20

In 2015-16, the College began the process of making the campus **Wi-Fi-**enabled. In 2017-18, the Wi-Fi system was upgraded and expanded to cover the entire campus with Wi-Fi and/or wired connectivity, with the installation of 44 access points and 03 switches. 190 patch cords were purchased in 2016-17 and used in the labs and elsewhere to connect devices for routing of internet signals.

The College first set up a CCTV system in 2017-18, and expanded and upgraded it in 2018-19, by adding IP cameras, IP Night vision cameras, etc.

The College has upgraded its printing facilities by purchasing a colour **printer** and **Identity Card Printer**.

The ID card printer assigns a unique barcode to the holder, which is scanned with the **barcode scanner** at the Circulation counter in the Library.

In 2018-19, the College replaced traditional Notice Boards with 9 **Digital Display Boards (DDBs)**. All Notices, event announcements, student and staff achievements, etc. are displayed on these DDBs, which are strategically positioned at various vantage points in the campus.

The College set up an **Internet Protocol Private Branch Exchange (IPPBX) system** in 2018-19, with a mix of IP Phones and analog phones. The system is PRI based, that facilitates call transfer, conference calls and call recording.

With expansion in the use of IT-based equipment, the College has purchased 8 **server and network racks**, to place the servers and keep the network equipment organized and accessible. 26 **UPS** have been purchased to support the IT setup.

In addition to the software that is essential to use the IT equipment (e.g. for the CCTV/IPPBX setup), additional software purchased include antivirus software, Tally ERP, campus management software and CorelDraw

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 10:1

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 33.07

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

2019-20	2018-19	2017-18	2016-17	2015-16
63.09	111.2	67.49	50.98	60.55

File Description	Document
Upload any additional information	[View Document](#)
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The College facilities are **fully and optimally utilized**. Classrooms and computer laboratories are assigned to specific classes; any need-based request is scheduled upon prior intimation. For e.g. the BBA(FS) students answer their NCFM/IRDA certifications in the laboratories. The Head, Department of Computer Science is informed well in advance, so that appropriate time slots can be arranged.

The Smart Classroom is used for student seminars and activities, certificate courses, guest lectures, placement training, etc. Teachers send a mail to the concerned Office staff member, who books the classroom on a Google Calendar. All teachers can view this Calendar, but only the Principal and the concerned Office staff member have editing rights.

A similar Google calendar has been created for the use of the Auditorium. The Auditorium is booked in advance for specific days during the academic year as per the plan of activities. In case of any additional requirement, a mail is sent to the Executive Secretary, requesting the booking.

The Library and Reading Room are open from 8:00 a.m. to 4:45 p.m. every day. Open access to the Library collection and a borrowing limit of 10 books per student has ensured optimal utilization of this invaluable resource

With regards to the **maintenance of infrastructure and facilities**, the Maintenance Policy lays down the procedures for various categories of movable and immovable assets. In keeping with the **general guidelines mentioned in the policy document:**

- The College has assigned the responsibility of maintenance of all assets to a staff member from the Office. The Office staff carries out regular inspections of all facilities and ensures timely maintenance and repair of assets.
- The College purchases a fire insurance policy every year, insuring the buildings and all durable assets. 45 days before the expiry of the policy, the designated Office staff begins processing the list of assets to be insured, removing assets that have been disposed, and adding assets that have been acquired, along with all the relevant details. The final list is handed over to the Office, for further action, as far as possible, at least 10 days before the due date.
- The College has created two dedicated email ids: *support.sdcce@vvm.edu.in, itsupport.sdcce@vvm.edu.in.*

Staff members report non-functioning of any facility, or need for repair, such as need for replacement of bulbs, non-functioning of fans, plug points, ACs, water coolers, etc. by sending a mail to *support.sdcce@vvm.edu.in*, with a cc to *office.sdcc@vvm.edu.in* and *principal.sdcc@vvm.edu.in*. The designated staff immediately takes up and completes the task.

Similarly, staff members report non-functioning of any IT facility or electronic equipment such as projectors, laptops, desktops, UPS, etc. by sending a mail to *itsupport.sdcce@vvm.edu.in*, with a cc to *office.sdcc@vvm.edu.in* and *principal.sdcc@vvm.edu.in*. The designated staff immediately takes up and completes the task.

- The College follows the General Financial Rules for all purchases, award of Asset Maintenance Contracts (AMCs), etc.

Vidya Vikas Mandal (VVM) looks after the maintenance and upkeep of the building, boundary walls, and other immovable assets. The VVM Building Committee carries out annual inspection and identifies any need for minor and major civil works. The site engineer oversees the ongoing construction and civil maintenance works. Pre-monsoon maintenance is undertaken annually during April-May – roof tiles are removed and cleaned, broken tiles are replaced, and gutters cleaned. The building is painted every 5-7 years. The College carries out Pest control regularly - as far as possible this is done during vacations.

Maintenance and upkeep of the sports equipment and facilities are the responsibility of the VVM Sports Governing Council. Here too, pre-monsoon maintenance of the College Multipurpose Hall is carried out in April-May. The playgrounds are watered regularly by the MTS.

Campus security is ensured by CCTV surveillance and by way of outsourced security services. Cleanliness of the building, garden, surroundings, etc. is taken care of through outsourced housekeeping services.

Cleaning of the sump and overhead tanks is undertaken once a year during the summer vacation. Water storage tanks, filters, water purifiers and coolers are inspected, cleaned and serviced regularly. The College canteen is maintained by the contractor and is periodically inspected by the Canteen Committee to ensure cleanliness and hygiene.

Fire extinguishers are regularly refilled and the campus firefighting equipment is checked/ maintained

periodically.

The maintenance of equipment such as elevators, generators, photocopiers, ACs etc. is ensured by entering into an AMC after expiry of the warranty. The designated Office staff ensures the servicing/maintenance works are done on a timely basis as per the AMC. Minor electrical repairs are carried out by a College Multi-Tasking Staff (MTS) who is ITI-trained. The Office calls an electrician to look after repairs that the MTS cannot handle.

Furniture and fixtures of the classrooms, laboratories and facilities are inspected by the designated Office staff before examinations and during vacations. Repairs are attended to immediately and unserviceable furniture items are written off and disposed, after following proper procedure.

The System Administrator and lab instructors inspect all IT equipment during the vacations. Repairs are attended immediately and unserviceable equipment is disposed, after following proper procedure. Minor repairs are carried out in-house and vendors/service-providers are called for major issues. The IT Committee takes decisions with regards to upkeep, purchase and disposal matters as per the IT Policy.

Licenses of all software are renewed regularly and in a timely manner. Maintenance of the Internet leased line is the responsibility of the Internet Service Provider.

Library Physical Stock Verification Process and weeding out of old, unused and damaged books/journals/magazines is carried out annually. Disposal of stock is done after following proper procedure. The Library MTS look after regular cleanliness and maintenance of bookshelves.

AMCs are awarded by calling for quotations. The diesel generator, photocopiers, air conditioners, etc. are under AMC. Maintenance services of Software *(NewGenLib, Tally, Fedena, Website, Antivirus, Firewall, etc.)*, CCTVs, Printers, UPS, etc. are provided by the vendor and/or service providers.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 7.75

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
147	69	93	81	55

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 2.16

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
44	63	4	16	1

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 26.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
276	302	333	259	355

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: B. 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 18.37

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
42	97	114	36	42

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years (Data Template)	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 69.73

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 235

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 43.85

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

2019-20	2018-19	2017-18	2016-17	2015-16
40	15	5	5	15

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
47	30	28	24	33

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be

counted as one) during the last five years.

Response: 326

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

2019-20	2018-19	2017-18	2016-17	2015-16
124	62	60	61	19

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The College involves students in decision-making by nominating them to various councils/committees/cells/clubs. Students are nominated to these bodies based on their proven interest and talent in the specific areas.

Administrative Bodies

The **Internal Complaints Committee** has the Ladies Representatives of Students' Council and Cultural Council, and the General Secretary as ex-officio student-members. The Gender Champions of the College assist the ICC in conducting events aimed at sensitizing students and creating awareness about sexual harassment and related issues.

The **Anti-Ragging Committee,** constituted to ensure a ragging-free campus, has 2 student-members (1 girl and 1 boy).

The student-members on the Executive Committee of the **Students' Consumer Cooperative Society** maintain minutes of the meetings, help in managing tasks and spread awareness about items and textbooks available in the Society.

Academic Bodies

The student-members of **IQAC** regularly attend meetings and give suggestions and feedback to improve various aspects of the functioning of the College.

The Library Committee has at least one student-member from each academic programme. During Library Committee meetings they make suggestions for the improvement of facilities for students; they help in arranging book exhibitions, observing National Librarians' Day, etc.

Co-Curricular and Extra-Curricular Activities

The **NSS Advisory Committee** plans various outreach, extension and campus level activities. Student-members offer their suggestions and assist the Programme Officers by informing students about all the planned activities.

The responsibility of student-members of the **Placement Cell** is to inform Final Year students about various activities organised by the Cell and encourage participation. The members are actively involved in organizing the Annual Local Placement Fair.

Students are abundantly represented on the Students' Council (33), Cultural Council (33) and Sports Council (23). They organize Inter- and Intra-College activities, select students to form teams to represent the College in events organised by other Colleges, help in getting sponsorships for the conduct of events, etc.

The student-members of the **Students' Council** organize Friendship Day, Teachers' Day, Fun Week and the annual Farewell function

The **Cultural Council** student-members organize the U N Bene Inter-College Quiz competition, Inter-College essay-cum-presentation on Gandhiji The Mahatma, and in-house events such as the Singing competition, Debate & Elocution competitions, Rangoli, T-shirt painting competitions, Wealth out of Waste, to name a few.

The students on the **Sports Council** help the College Director of Physical Education & Sports organize Inter-College Badminton tournament and "Helios" an Inter-College sports event, as well as Intra-mural football, cricket, chess, badminton, volleyball, table tennis, chess, cross country running, etc. The College participates in almost every Inter-Collegiate Sport organized by Goa University

Members of all three Councils **jointly** organize the annual Inter-College event Anantara

Student-members of the **Activity Clubs** i.e. Literary Club, Readers' Club, Performing Arts Club, Nature Club, Commerce Club, Economics Club, Investors' Hub, PG Club, TechTrendz – help the teachers conduct a host of activities throughout the year.

Women's Cell student-members and the Gender Champions help in conducting awareness programmes regarding women's hygiene and health issues.

The **Institution's Innovation Council** has 15 student-members who participate and assist in the conduct of the Council's activities.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 73.4

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
106	77	67	71	46

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

5.4 Alumni Engagement

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

Response:

Shree Damodar College Ex-Students Association was registered on July 1, 2016, with a seven-member Executive Committee (EC). After a three year term, a new EC was elected on January 5, 2019. In addition to 7 elected members, the EC has 3 co-opted members; the teacher members of the College Alumni Engagement Cell are also a part of the EC.

Alumni are an integral part of the College and its functioning, as can be seen below

- 3 members of the Board of Management (2014-17 and 2017-20)
- members of the College Governing Council (3 during 2014-17 and 2 during 2017-20)

- 4 members of the IQAC (2018-20)

15 teachers (9 in the B.Com, 2 in the BCA and 6 in the BBA(FS) programmes) and 10 non-teaching staff members (9 administrative and 1 technical) are also College alumni

Alumni contribute to the College in many ways:

- They deliver guest lectures in their area of expertise such as Accounting, Insurance, Financial Management, Investment Planning, etc.
- They officiate as judges for various Intra- and Inter-College events organized by the College.
- They participate as resource persons for career counselling sessions and industry interaction programmes
- They offer internships and placements to current students
- Endowment of prizes, scholarships
- Many alumni sponsor College events
- Some ex-students have provided valuable inputs for the curriculum and course content for the B.Voc.(Software Technologies) and Post Graduate Diploma in Finance & Taxation
- An ex-student who is a Chartered Accountant, designed a 30-hour Certificate course 'MS-Excel: An Accounting, Audit and Analytical tool' for the College. He has been conducting the course for Second Year B.Com and BBA(FS) students since 2017-18.
- Ex-students occasionally contribute towards the payment of fees of needy students
- The Ex-Students' Association organized 2 Alumni reunions during the past 5 years - on 27th December 2015 and 29th December 2019. The retired teaching and non-teaching staff of the College were invited to these reunions. At the 2019 reunion attended by 346 ex-students, the Association felicitated 47 retired teaching and non-teaching staff of the College in recognition of their service towards the institution. At the reunion, the ex-students association handed over a cheque of Rs. 70000/- towards part payment of fees of 15 needy BCA and BBA students.
- Subsequent to the reunion, the batch of 1985 contributed Rs. 32000/- towards the fees of 3 BCA students

Alumni played a major role in building the image of the College during the lockdown after the outbreak of the COVID-19 pandemic. The President of the Ex-Students Association activated the alumni network and along with teachers of the College, provided breakfast for stranded migrant workers during the lockdown in 2 phases:

- April 16 to May 4, 2020 for approximately 400 migrants housed at the Manohar Parrikar Indoor Sports Stadium, Navelim. The amount raised was approximately Rs. 2.6 lakhs
- May 11 to June 19, 2020 for approximately 4000 migrants per day, which gradually came down to 1500 per day and then to about 500 per day. The total amount raised was more than Rs. 10 lakhs.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: C. 3 Lakhs - 4 Lakhs

File Description	Document
Upload any additional information	[View Document](#)
Link for any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

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 the students and faculty, by imparting knowledge, skills and values conducive to good citizenship

The overall approach to governance is one of decentralization and trust. The Board of Management (BoM) and the Governing Council (GC) provide direction for the functioning of the College. The BoM has set up specialized Committees/Councils to take decisions in various areas. Within this broad framework, the College adopts a bottom-up approach to decision-making. In 2015-16, the BoM increased the financial powers of the Governing Council from Rs. 50,000 to Rs. 200,000. The BoM has delegated financial powers to the Principal and Accountant; previously all cheques were signed by two BoM members and the Principal. Since 2015-16, the Principal is authorized to approve and sign all cheques/vouchers for amounts upto Rs. 25000/- and since 2019-20, the Accountant is authorized to approve all vouchers upto Rs. 5000/-

The BoM prepares plans for augmentation/upgradation of infrastructure, and has introduced numerous policies and SOPs such as the IT Policy, Sports Policy, Code of Conduct for Students, Leave Policy, etc.

In 2015-16, the IQAC prepared Vision 2020 - a 5-year plan relating to various aspects of the functioning of the College. The College has created a vision document **Damodar@50,** reflecting the vision for the Golden Jubilee year of the College in 2022-23

Teachers are members of various VVM Committees. They are represented on every Committee/Council/Cell of the College and play a significant role in decision-making.

The Principal is an invitee to all BoM meetings. The Governing Council (GC) takes decisions on all matters relating to the College, except those having policy implications or where the financial implications exceed Rs. 2 lakhs. Teacher members of the GC include the Vice-Principal, IQAC Coordinator and a senior teacher. The Principal is the Member-Secretary. The IQAC has nine teacher members, who meet frequently and take decisions on various aspects of the functioning of the College. Some of these are put up to the GC for approval; others are informed to teachers during staff meetings.

Teachers are members of the Purchase and Disposal Committee, which decides all matters relating to purchase and disposal of durable assets, purchase of software, etc.The Vice-Principal, IQAC Coordinator,

Programme Coordinators and Department Heads are members of the Library Committee, which decides the utilization of Library fees and purchase and disposal of fixed assets for the Library. It also frames rules regarding usage of the Library and Reading Room. The Admissions Committee decides the criteria for allocation of elective courses and finalizes the merit lists. All Committees/Councils/Cells/Departments decide and implement their plan of activities as well as their budgets for the year. A Digital Teaching-Learning-Evaluation Committee was constituted after the COVID-19 outbreak. It comprises the Vice-Principal, Programme Coordinators, IQAC Coordinator and a faculty member from Department of IT. The Committee decides upon the modalities of online teaching and evaluation.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Financial Transaction Analysis: Evidence of Participative Management and Decentralization

At a meeting between the First Vice-President of VVM, the Principal and the BBA(FS) Programme Coordinator on August 8, 2015, it was decided to identify common heads of expenditure of all institutions so as to reduce transaction costs and improve efficiency.

The BBA(FS) Department was asked to undertake a study of the pattern of expenses in 2014-15 by examining all vouchers, and to make a transactional assessment. The teachers collected and analyzed data from all the VVM institutions and presented their report at the January 2016 BoM meeting. The presentation covered:

- Analysis of vouchers of VVM institutions for 2014-15, and
- Consequent recommendations regarding Consolidation of Items for Procurement, Payment System and Petty Cash spending

- The Voucher Analysis showed that

- 49% (2350) of all VVM institutions' transactions were of value less than Rs. 3000/-, and constituted just 1.3% (Rs. 19,99,648/-) of annual spending.
- Most of these transactions were routine in nature and common across institutions, such as advertisements, printing and stationery, utility bills, TA/DA payments, etc.
- Only 1.55% (73) vouchers were non-routine and required BoM decisions e.g. purchase of furniture, equipment, etc.

- ▪ **Recommendations**

- **Consolidation of purchases of common items would ensure better prices**

The BoM decided that the Executive Secretary would identify the recurring common items, sign an annual rate contract and inform the Principals about the rates for the year.

- **Payment System:**

The BoM decided that

- ▪ All time-bound payments and routine transactions up to Rs. 25000/- would be approved and cheques signed by the Principal alone.
- ▪ The existing payment procedure would continue for amounts exceeding Rs.25000/-.
- ▪ Reimbursements to teaching and non-teaching staff could be consolidated and paid on a monthly basis
- ▪ The Coordinators, Convenors of Committees and Event in-charges would be entitled to Rs. 25000/- as advance for any activity, which would have to be settled within 10 days of the event
- ▪ To the extent possible, all payments and advances should be made by electronic transfer

C. Petty Cash

All institutions would maintain Rs 10000/- as petty cash at all times.

These reforms aimed at bringing about delegation of authority, responsibility and accountability in the system. The voucher analysis was repeated in 2017-18 and it was seen that the objectives of the transaction analysis were achieved.

All parties gained from the reforms. There has been a substantial reduction in the number of payment vouchers to be checked and signed by BoM members. Teachers are reimbursed promptly. Bills for small amounts, routine expenditures and TA/DA claims are settled quickly. As far as possible, vendors' bills are paid directly, without teachers/students spending first and then seeking reimbursement. Except for major Inter-College events, all accounts are closed within 10 days of the activity. The annual rate contracts for stationery were a contributory factor in the noticeable drop in expenditure on stationery. Almost all payments are made online, and there has been a marked reduction in cash payments.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Vision 2020, the strategic plan of the Institution laid out criterion-wise targets to be achieved by 2020. The implementation of the component **Infrastructure and Learning Resources** is discussed here.

- **IT Infrastructure**

- All classrooms are ICT-enabled, with LCD projectors, UPS, speakers, Wi-Fi access and LAN points.
- The leased line internet bandwidth has been increased from 10 Mbps to 70 Mbps over the five-year period, which has significantly improved the download/upload speed. All teachers have their laptops configured and can access the Internet from anywhere within the campus. This facility is extended to all BCA and B.Voc.(ST) students and to other students as and when requested by teachers.
- All systems on the campus have Internet access through Wired and/or Wi-Fi network.
- The College has a centralized storage device (**NAS** server), on which Classroom content, Office data, past question papers, system backup, etc. are stored. Staff and students are granted selective, need-based access
- Teachers are provided with laptops/desktops
- A firewall has been installed to protect and manage the network

2. Surveillance

147 IP Surveillance Cameras have been installed at locations across the campus, such as corridors, classrooms, library, reading room, canteen, Multipurpose Hall, office, outdoors, outside washrooms, etc. The system provides footage backup for 15 days.

3. Paging/ Public Address system

The College has installed a Public Address System, which is used for important announcements.

4. Library

- The Library has a collection of e-resources, such as e-books, CD-ROMs, e-journals and e-databases
- The Reading Room is equipped with laptops for students' use.
- All books being barcoded, the Library now has 'one-click check-in and check-out'; the College does not issue separate Library cards, since all I-cards (staff and students) carry an identification bar code; the issue and return process is also speeded up.
- A PC-cum-TV in the Reading Room - Vigyankosh - promotes collaborative learning among students, facilitates the use of e-resources like N-List and provides ease of access to statistical data.

5. Fedena - the Campus Management Software (accessible via the V-Connect tab on the College website) – takes care of student-related functionalities such as admission, attendance, results, notices and staff-related functionalities such as leave, payroll, etc.

6. Sports facilities

- A gymnasium has been set up with a treadmill, 4-station multi-gym, spine bike, weightlifting

equipment, etc.

- The Sports Authority of Goa (SAG) allows the College use of its grounds, swimming pool, etc. and provides coaches for training students.

7. RUSA Grant

The College received Rs. 2 crore RUSA Infrastructure grant which was utilized as follows:

- Rs. 70 lakh – construction of the central block
- Rs. 70 lakh – maintenance and upgradation of infrastructure, under which the College installed a lift, an IP surveillance system, Wi-Fi setup and a diesel generator and created a Skill Development Centre, an Incubation Centre, a Meeting room and a gymnasium

Rs. 60 lakh – purchased Laptops, LCD projectors, PA system, IPPBX system, classroom and Library furniture, Podium with Interactive monitor, lecterns, Digital Display Boards, etc.

File Description	Document
Upload any additional information	[View Document](#)
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

The Board of Management (BoM) comprises the President, First Vice-President, Second Vice-President, Secretary, Treasurer and Members. It is the highest decision-making body of VVM and meets once in two months. It takes decisions relating to purchase and maintenance of immovable assets, institutional expenses exceeding Rs. 2 lakhs and introduction of academic programmes

The BoM has approved several policies and SOPs for the smooth functioning of its institutions. It has constituted specialized committees such as the IT Hardware Committee, IT Applications Group, and Sports Governing Council.

The Core Committee comprising the Office-bearers of the BoM meets as and when necessary. It deliberates on matters relating to staff, purchases and expenditure, development of infrastructure, resource mobilization, etc.

The Governing Council (GC) comprising 2 BoM members, an educationist, an alumnus, an industry representative, 3 teachers and the Principal, meets every month at the College premises and takes all non-

routine decisions, other than policy matters and matters having financial implications exceeding Rs. 200,000/-. The Executive Secretary and Administration Manager coordinate the functioning of all VVM institutions and ensures that institutions adhere to all Government rules and VVM policies.

The administrative set-up and reporting within the College is as indicated in the organogram

The College follows all statutory procedures in matters of appointment and service rules

The GC Chairman heads the Selection Committee for all staff – teaching as well as non-teaching. All appointments in the aided programme are made only after receiving a No Objection Certificate (NOC) from the Directorate of Higher Education. Appointments to teaching posts are made as per the provisions of Goa University Statutes.

The College obtains Goa University approval for appointments of all teachers. After receiving academic approval, the College obtains approval from the DHE for appointment of teachers in the aided programme. Appointments to non-teaching posts in the aided programme are strictly as per the Recruitment Rules (RRs) of the Government of Goa. The College maintains and follows the post-based roster for all Regular and Contract basis posts in the aided programme. The roster is periodically verified by the Directorate of Social Welfare and the Directorate of Tribal Welfare.

In case of the self-financed programmes too, the College follows Goa University Statutes for appointment of teachers, and Government of Goa RRs in case of non-teaching staff appointments. The College follows all service rules as laid down in the Statutes and as mandated by the Government of Goa from time to time. In the case of self-financed programmes, the College provides higher salary and more leave than mandated by the Government of Goa and Goa University Statutes.

The College adheres to General Financial Rules in respect of purchase of goods and services and disposal of assets, viz. constitution of a Purchase and Disposal Committee, calling for quotations/Limited tender Enquiry/open tenders as the case may be, preparing a comparative statement, selecting the lowest bidder who fulfils all requirements, issuing purchase/work orders, entering details of goods purchased in the appropriate stock register and finally making the payment.

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

4.Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The College has the following welfare measures for staff

Regular/Permanent employees can avail of:

1. Children Education Allowance, Leave Travel Concession, and Medical Reimbursement
2. Childcare Leave (730 days), Study Leave / FIP leave (2 years), Sabbatical Leave (2 years) Earned Leave (8 days per year for teaching staff and 30 days per year for non-teaching staff), Half-Pay Leave (20 days per year, commutable to full-pay leave on medical grounds)
3. Medical assistance for major treatment

VVM has extended the following benefits for staff of **Self-Financed Programmes:-**

Teaching Staff - Teachers of the self-financed programmes who complete 3, 5 or7 years of service with the College are granted 2, 3 or 5-year tenure contracts respectively. Teachers have benefited greatly – they do not have to appear for interviews every year, there is security of tenure and they draw full salary during the summer vacation. The College pays experienced teachers higher salaries than those notified by the Directorate of Higher Education. As per the rules, Contract basis teachers are eligible for eight days Casual Leave and eight days Duty Leave. The College has extended the facility of 8 days Earned Leave for all teaching staff who complete 3 years with the College.

Non-teaching Staff - All non-teaching staff members are reappointed with an annual performance-based increment of 8-12%. Their salaries have also been revised twice in these five years - in 2016 and 2020. After one year of service, they are eligible for 8 days Earned Leave per year and subsequently they are eligible for 15 days Earned Leave per year.

Some additional welfare measures include

- VVM has extended family health insurance cover of Rs. 1 lakh for all teaching and non-teaching staff of Self-financed programmes who have been with the College for at least one year.
- The College sanctions duty leave and reimburses registration fees, TA/DA as per entitlement for attending state, national and international conferences, seminars, workshops and short-term courses.
- The BoM has sanctioned reimbursement of upto Rs 50,000 per annum towards expenses for publication in Scopus journals.
- Health Checkup Camps have been organized for the entire staff. A Bone Density Camp was organized for female staff on International Women's Day 2019, during which participants were given reports indicating the health status of their bones, need for further action, etc.
- Staff members who are members of the VVM Employees' Cooperative Credit Society can avail loans at a concessional rate of 10.5%. Members also earn interest at the rate of 8.5% on deposits with the Society.
- On Founders' Day, VVM felicitates faculty members who acquire the PhD degree.
- VVM felicitates retiring employees on their last day at work and again on Founders' Day.
- The Recreation Cell celebrates national festivals like Ganesh Chaturthi, Diwali, Christmas, etc. and organizes staff gatherings, picnics and field trips.
- Drinking water dispensers are installed at different working locations.
- All staffrooms are Air-Conditioned.
- VVM runs a reputed CBSE school. Children of all employees who seek admission to the school are admitted.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 27.66

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	11	13	10	10

File Description	Document
Upload any additional information	
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.2

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	1	1	2

File Description	Document
Upload any additional information	
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	
Reports of Academic Staff College or similar centers	
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 19.92

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
18	6	5	6	9

File Description	Document
Upload any additional information	[View Document](#)
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Teaching Staff

1. The College follows the appraisal scheme laid down in Goa University Statutes, viz. Performance Based Appraisal System (PBAS). Faculty members submit their PBAS forms at the end of the Academic year. These are checked and authenticated by the IQAC, after which they are signed by the Principal.
   At the time of promotion of any faculty member under the Career Advancement Scheme (CAS), the PBAS forms are scrutinized and again verified by the IQAC as per the checklist drafted for the same, and a report submitted to the Principal, after which the Screening/Selection Committee is invited to the College.
2. Further, at the end of each semester, the IQAC obtains student feedback about the teachers who have taught them during the semester. Students rate their teachers on various parameters like communication skills, knowledge base, teaching abilities, assessment, effectiveness, punctuality, commitment, approachability, etc. Very importantly, this feedback is collected online for a variety of reasons:
   - to reassure students about the anonymity of their responses
   - to save paper
   - summaries of responses and graphical representation are readily obtained
     The summary of the feedback is provided to the faculty members for them to study and find ways to improve their performance. The Principal also scrutinizes the feedback and suggests measures for improvement where necessary.
3. Final year students fill an online Exit feedback form where they rate the College on parameters such as teaching-learning-evaluation, infrastructure, Library facilities, activities, etc.
4. Data collected via the TY students' Exit feedback and Parents feedback is also used for evaluating the overall teaching performance in the College.

Non-Teaching Staff

1. The performance of non-teaching staff is recorded in the Confidential Reports prepared by the Head Clerk and reviewed by the Principal. Confidential reports contain parameters like general intelligence, keenness to work, knowledge of office procedures, punctuality, discipline, relationship with fellow employees, completion of duties assigned, training, fitness for promotion, etc. The

Confidential reports are prepared at the end of March for every year. The time period considered is 1st April – 31st March. After every 10 years of service, MACP (Modified Assured Career Progression) is granted to an employee (upto a maximum of 3 times in the service period).

2. In the case of non-teaching staff in the self-financed programmes, an appraisal committee comprising the Principal, Vice Principal and Executive Secretary of VVM review the performance of these staff members and recommend the quantum of increment (between 8 and 12%)

3. The Exit feedback also has a section on the administration, where students rate the Office staff on helpfulness, courtesy, support, etc.

Principal

The Principal has twice sought feedback from teachers about her performance on various parameters.

Based on the feedback received in 2016-17, the placement process was further streamlined and pre-placement training was initiated, 2 new programmes (B.Voc(ST) and PGDFT) were designed.

Based on the feedback received in 2018-19, a Coordinator was appointed for the B.Com program (creating leadership), security personnel were instructed to prevent students without I-cards from entering the campus.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College has an established mechanism for conducting Internal and External Financial audit every year to ensure Financial Compliance.

External Audit

An external auditor appointed by the Board of Management, conducts the statutory financial audit of the College after the close of the financial year. The College finalizes the Accounts of all programmes by the end of June, and submits these to the auditor for auditing.

The broad areas of External Audit are as follows:

1. Checking adherence to regulations, procedures and policies
2. Vouching the receipts by Journal Voucher, payments, Purchase Order, etc.
3. Verifying the salary payment, TDS, Income Tax, GPF, NPS, Gratuity, etc.

4. Verification of assets purchased and stock approvals
5. Fee payments to regulatory bodies
6. Evaluating fee receipts
7. Certify the audit report
8. Regular filing of Income Tax returns /Audit Report

Audit is carried out in accordance with all rules & regulations.

There have been no major findings/objections to date. Minor errors of omissions and commissions pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future. After all queries are answered to the satisfaction of the auditor, the audited statement is prepared and duly signed by the Principal, Hon. Secretary, Hon. Treasurer, President, and Chartered Accountant.

The Audited statements of Accounts of all programmes are approved in the AGM of VVM. The audited statement of accounts of the B.Com programme is sent to the Directorate of Higher Education by October every year.

The Directorate of Higher Education is charge with the responsibility of carrying out Government Audit to check the admissibility of expenditure as per the pattern of assistance. However, this audit is not carried out regularly - the last Government audit took place in 2013 and covered the period 1992-2012.

The major audit objections raised during the last audit related to service matters of two teachers and purchase of books for the Library through the Students Consumer Cooperative Society.

The College authorities took up the audit objections with the Directorate of Higher Education and all were resolved.

Internal Audit

Internal audit is an ongoing continuous process in addition to the external audit. VVM has created an internal audit team of teachers of the B.Com programme of the College. The team has completed the audit of one institution, and will soon start with the others. The internal audit team verifies bills, vouchers, receipts, cashbooks, asset registers, etc. The internal audit is a preparatory exercise for the external audit. Its main purpose is to check whether the institution is adhering to all policies and procedures. It is an internal control mechanism to ensure compliance with all relevant laws and regulations.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 34.8

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
5.34	7.27	3.71	9.50	8.98

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The Resource mobilization policy encompasses:

A. Planning Infrastructural requirements:

The BoM plans the building and basic infrastructural requirements to operate the academic programmes effectively, meet affiliation requirements and provide administrative support.

B. Funds Mobilization: On the basis of student intake, faculty requirements, Lab/Library/material need and infrastructural need, the details of funds requirement are examined and a Resource Mobilization Plan is prepared based on estimated Receipts, Expenses and Deficits

To bridge the deficit, the College makes full utilization of the non-salary grants receivable from the Directorate of Higher Education, within the stipulated pattern of assistance. It also raises sponsorships for seminars, conferences, etc. and approaches philanthropists to assist students in the payment of fees.

C. Monitoring Utilisation of funds:

When items are delivered and the bill presented for payment, the concerned LDC, UDC and the Accountant scrutinize the purchase orders and bills/invoices/vouchers. Once the verification/evaluation of items is completed, the UDC marks the Goods Received Note (GRN) on the bill, enters all details in the Dead Stock/Consumables Register and writes the stock number on the Invoice.

The Principal approves the payment, and the bill is forwarded to the Office of VVM to be settled through Net Banking.

The Principal is authorized to approve expenditures up to Rs. 25000/-, the GC approves expenditures up to Rs. 2,00,000/- and any expenditure or proposal above Rs. 2,00,000/- is to be approved by the BoM.

Listed below are the major sources of funds during 2015-20:

1. The College receives the salary grant for staff of the aided programme from the Directorate of Higher Education. Staff members appointed under the self-financed programmes are paid salaries from students' fees.
2. For non-salary expenses, the College is entitled to an annual grant of Rs. 35 lakhs from the DHE. An additional Rs. 15 lakhs may be spent annually on Housekeeping and security services in addition to the fees collected from students.
3. The College received Rs. 2 crore RUSA Infrastructure grant between 2016 and 2018, which was spent as per the stipulated pattern.
4. Other major sources of funds have been:
   - Rs. 75000/- from NAAC for National Workshop, 2019
   - Rs. 40,000/- from the Directorate of Extra-Mural Studies, Goa University for Women's Day 2020
   - Rs. 1.75 lakhs annually for 4 years (2015-16 to 2018-19) for Anantara under the Srujan scheme of the DHE
   - Rs 1 lakh under the DHE Special Financial Assistance Scheme for organizing National UG Student Research Colloquium – Niti Samvaad – in 2019-20
   - The College has raised Rs. 6,75,720 by approaching organizations, alumni and well-wishers to support needy students.
   - Students have mobilized sponsorships for Inter-College events

D. Optimal Utilization

- All non-routine financial transactions and purchases are made after approval by the GC/BoM.
- The College floats Open Tenders, calls for Limited Tender Enquiries or Quotations, prepares a comparative statement of the quotations and selects the lowest quotation (L1).
- The IT Committee monitors purchases of hardware, ensuring that there is no duplication.
- The BoM monitors the overall utilization of funds.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

2 practices institutionalized as a result of IQAC initiatives are

1. **Improving the Industry-Academia Connect:**

   The College has taken feedback from employers and alumni, and these stakeholders had indicated that graduates have limited practical knowledge and skills, because the syllabus has no provision for practical applications.

   The College has adopted several measures to increase students' exposure to industry and enhance their practical knowledge. Guest faculty from industry are invited to deliver lectures on a topic within the syllabus. Teachers arrange at least one such guest lecture per course per semester. Students are taken on industrial visits to manufacturing units, to familiarize them with the stages involved in the production process, the various departments, work environment, etc. Annual study tours are arranged to institutions and organizations in Mumbai, Bangalore, Hyderabad and Pune.

   The PG Department has initiated the Industry Interaction Programme series, where industry experts share their experiences and career paths with students. An Industry to Classroom Lecture Series was started during 2019-20 to bridge the gap between Academia & Industry. B.Com and BCA students are incentivized to take up internship by linking the internship report with their Intra-Semester Assessment.

   BCA students' projects are mentored by industry professionals. A Programme Mentoring Council guides the BCA and B.Voc.(ST) programme to attain higher standards and meet industry requirements.

   In 2019, the College introduced Industry Embedment for teachers to give them exposure to industry and enhance their practical knowledge. The College has involved industry members in the design of the curriculum and syllabus of the B.Voc(ST) and PGDFT programmes

2. **Use of ICT: -**

   The IT infrastructure is optimally utilized to support academic and administration functions.

   Academic Activities:

   E-content created by teachers, comprising PowerPoint Presentations and subject-related videos, and scanned copies of past question papers are stored on the College NAS server. Students submit assignments through Fedena; teachers use Fedena/Google Classroom to share study material, initiate discussions and carry out evaluations and Fedena/Microsoft Teams or online quiz apps to conduct online tests. Students access Library e-resources through laptops in the Reading Room. All staff and students have been assigned official email ids.

   Administration

   Admissions are online and payment of fees is through digital mode only. Fedena is used for student registration, timetable creation, attendance, SMS generation, examination management including online form filling, and generating results. Student feedback is collected online. All books in the Library are bar coded, making issue and return of books fast and efficient. Notices for students are displayed on Digital Display Boards at different locations.

   Employee leave management and payroll are through Fedena. Salaries and party payments are made by bank transfer. Internal correspondence is by e-mail. Several years' General registers, results, balance sheets, audited accounts and important circulars have been digitized and the scanned images are stored on the NAS server – data can be accessed quickly without having to refer to registers and files. Candidates apply for posts online using Google forms, which has reduced the work of the office.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

1. Institutional Reviews -

A. **Stakeholder Feedback**

Student Feedback- students evaluate teachers on parameters such as knowledge, preparation for class, communication skills, whether the student's interest in the subject has increased because of the teacher, etc. Feedback is collected online at the end of each semester. The lab instructor prepares summary reports of the feedback and mails them to the teacher concerned, with a copy to the Principal. The Principal discusses the feedback with faculty members and measures for improvement are agreed upon. Areas that have seen improvement are use of interactive pedagogies and adherence to lecture plans.

Exit Feedback– Final Year students fill an exit feedback form, which covers various aspects of the functioning of the College such as Administration, Library, Infrastructure, Canteen, etc. Following the exit feedback, some changes that were made include purchase of new canteen furniture in 2015, renovation of the boys' washrooms in 2016, change of the canteen contractor in 2018.

Feedback from Alumni – Alumni opinion was that the programmes are well-structured and course content is satisfactory. However, the College should increase students' practical knowledge. As a result of this feedback, at least one guest faculty is invited for every course, students are taken on industrial visits, field trips and study tours and take up internships during the winter/summer vacations. Assignments are also application-based such as surveys and data analysis, designing mini websites, etc.

Feedback from Employers – During and after the Placement Fair, the Placement Officer collects informal feedback from employers. The College also formally requests employers for feedback. Based on the feedback, the College introduced training in soft skills for graduating students. Add-on courses also got an impetus due to employers' recommendations that students should have more practical knowledge and skills. Employers' inputs were incorporated into the curriculum and syllabus of the B.Voc.(Software Technologies) and Post Graduate Diploma in Finance & Taxation

Teacher Feedback - the IQAC has collected feedback from teachers about the courses they teach. Teachers believe that the courses are well-organized and appropriate. They expressed the opinion that all teachers should use ICT-enabled tools for effective teaching.

Teachers now use ICT for the teaching-learning-evaluation process. For example, creation of PowerPoint presentations, downloading of videos, documentaries – all stored on the NAS server, live streaming of the Budget, assessment via Fedena, etc.

Teacher Feedback about the Principal -During the 5-year period, the Principal has taken online feedback from teachers twice. Parameters include curriculum development, teaching-learning, student support, etc. Changes resulting from this feedback include introduction of the two new academic programmes and appointment of an Academic Coordinator for the B.Com programme

B. Review of student learning outcomes – Teachers try to ensure learning outcomes by using participative pedagogies to increase student involvement in the teaching-learning process. Attainment of these outcomes is reviewed through internal assessment tests, assignments, and end-semester examinations. Result analysis prepared by the Examination section is shared and discussed at the department level and is discussed in IQAC meetings for improvement. This helps in identifying the slow and advanced learners.

2) Implementation of Teaching-Learning Reforms - Academic Audit

The IQAC decided to introduce Academic Audit for the B.Com programme as a voluntary quality enhancement initiative, as was being practiced for the BCA and BBA(FS) programmes. The aim of the Audit was to help the College evaluate its education quality processes and improve the quality of teaching, learning and evaluation. In preparation for the audit, every teacher maintains a course file, which contains

1. Course outline – this is a comprehensive document. At the commencement of the semester, all teachers prepare their teaching plan for the entire semester on a weekly basis. Teachers enter the implementation on a daily basis. The implementation includes guest lectures arranged by teachers, pedagogies planned and implemented, etc. At the end of every month, teachers mail the course compliance to the HoD/PC, who checks that implementation is in line with the plan. The advantage of the course outline is that teachers adhere to their plans and complete syllabus on time. The course outline also serves as a record of number of sessions engaged, leave taken, and steps taken to make up sessions lost on account of leave/College activities.
2. Mode of assessment for the non-test Intra-Semester Assessment (ISA), and the topics for the same
3. A few student submissions of the non-test ISA
4. Summary attendance record from Fedena
5. Report of innovative pedagogies adopted, industrial visits, etc.
6. Question papers of the test ISA and of the Semester-End Examination (in case of examinations conducted by the College)
7. Student feedback of the teacher
8. Mentoring report

Teachers submit their Course files at the end of the semester. The Principal checks the files, and signs the Course Compliance and the Student Feedback summary.

Goa University constitutes the Academic Audit Committee (AAC) for the BCA and BBA(FS) programmes. In case of the B.Com programme, since it is a voluntary initiative, the College invites faculty members of other colleges to conduct the audit. The AAC goes through all Course files, checks answerbooks selected at random, and has discussions with teachers. After completion of the Audit, the Committee submits a report containing its observations and suggestions for improvement

A few AAC recommendations implemented by the College include:

B.Com

1. Teachers use MS Excel to teach Accounting, Cost Accounting, and Taxation
2. Students are given practical assignments for ISAs
3. The problems in the Mathematics & Statistics question papers are business-related

BBA(FS)

1. Guest faculty are invited to engage sessions in their area of expertise
2. Investor Hub (BBA(FS) Activity Club) activities have been formalised and structured
3. The AAC had recommended replacement of 2 summer internships by a single full-semester internship. This was approved by Goa University and has become effective from 2020-21

BCA

1. Peer group teaching has been introduced
2. Lab work is assigned to groups comprising a mix of slow/moderate learners and advanced learners
3. The Department is using more ICT Tools and online tutorials; mini-project and paired programming have been introduced

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender disparity is not a problem in the College, as seen in the gender ratio for 2019-20 in the Table below.

	Males	**Females**	**Males: Females**
Students	559	574	0.97:1
Academic Staff	17	41	1:2.41
Non-Academic Staff	18	15	1.20:1
Total	**594**	**630**	**1:1.06**

However, the College makes concerted efforts towards Gender Equity and Sensitization through its curricular and co-curricular activities. All essential facilities are also provided on the campus.

Curricular activities

All students complete a course in Entrepreneurship Development, where Women Entrepreneurship is a specific topic. B.Com students complete a course on the Indian Economy, where they learn about the sex ratio, implications of the decline in the sex ratio and the "missing women" in India. Final Year B.Com and M.Com students have completed research projects on Self-Help Groups, women entrepreneurs, Government schemes for women, etc.

Co-Curricular activities

The Internal Complaints Committee (ICC) is constituted and a detailed explanation of the ICC and its functions is displayed in the campus and on College website. Women's Cell and the ICC conduct awareness sessions for students and staff on what constitutes sexual harassment, the complaint procedure and the redressal mechanism, and on menstruation-related issues, use of eco-friendly menstrual pads/menstrual cups. College nominates 2 Gender Champions every year – one girl and one boy – who are actively involved in Women's Cell and ICC activities.

The College has enrolled girls in NCC units, and in 2016-17, one girl cadet from each NCC Wing participated in the Republic Day Parade at New Delhi. A lady Assistant Professor has been appointed Caretaker (CTO) of the NCC(Navy). Every class has a Ladies Representative on the Students' Council and Cultural Council and every College Committee/Cell/Club has girls as members. During the past five years – in 2016-17 and 2019-20 - two outstanding sportswomen have been nominated to head the College Sports Council.

The Immediate Past President of Vidya Vikas Mandal, the Principal, IQAC Coordinator, Librarian, NSS Chief Programme Officer and Head Clerk, are all ladies.

The College conducts outreach activities in collaboration with Mahila Mandal, Margao, including awareness sessions for women entrepreneurs in respect of Govt. schemes, educating them about maintenance of books of accounts, helping them complete Udyog Aadhar registration, etc.

Facilities on Campus

The entire College campus is under CCTV surveillance. The Code of Conduct for students, displayed on the College website, prohibits the use of mobile phones for clicking photographs and videos. It also prohibits the use of Bluetooth for sharing pictures, videos, etc.

The College has a common room for girls with attached washrooms. In addition, there are 3 sets of washrooms for girl students and 2 sets of washrooms for lady staff members. Sanitary napkin dispensing machines and incinerators are installed in the ladies' washrooms.

The College has a mentoring system whereby students get individual attention from their teacher-mentors, and support in their academic and personal development. Mentors sometimes refer students to the Counsellor. Girls approach the College Counsellor for help in respect of coping with studies, examination stress, relationships, etc.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The College does not generate liquid waste, biomedical waste or hazardous chemical and radioactive waste.

Solid Waste Management

Goa Waste Management Corporation has given the College 4 bins for waste collection and collects the waste as and when requested by the College. Wet waste generated in the Canteen is put into 2 compost bins placed outside the Canteen. Old newspapers, magazines etc. are sent for recycling. The amount of paper used on campus has reduced drastically in the last 4-5 years. This is because:

- All internal communication is by email
- Wherever possible, the College adopts two-sided printing and photocopying
- Notices for students are displayed on Digital Display Boards
- Staff apply for leave through Fedena
- Communication with parents and students is by SMS (using the Campus Management System – Fedena)
- Students submit soft copies of assignments through Fedena or by email
- Copies of past question papers are no longer bound and kept in the reading room – they are scanned and stored on the NAS server.
- Applications for posts are online; the College collects only the downloaded Google form (online application form) from all applicants. Hard copies of supporting documents are collected only from the selected candidate.

During Swachhta Pakhwada, NSS volunteers and NCC cadets undertake activities such as cleaning of the campus and the surrounding areas. At functions, guests are gifted potted plants or dry fruit baskets rather than bouquets. The generation of plastic waste has reduced drastically because students are not permitted to submit assignments in plastic folders, files, etc. and the College has stopped the use of plastic straws and single use plastic water bottles, and directed the Canteen contractor to stop stocking such items in the canteen.

E-waste management

The College follows the three Rs of environment protection and management – Reduce, Reuse, Recycle. In 2014, the College was certified as the first College in Goa to dispose of e-waste as per the Govt. of India E-Waste (Management) Rules. Since then, the College has been regularly disposing of e-waste by handing it over to parties authorized by the Goa State Pollution Control Board to collect and dispose of e-waste.

As far as possible, the College has switched from Desktop Computers to laptops, thereby doing away with UPS, keyboards, mouse, CPU etc. and reduced e-waste generation. The College uses single large UPS instead of multiple small UPS; e.g. the IP PBX (Internet Protocol Private Branch Exchange) and CCTV system are all connected to single large UPS. Printer cartridges are refilled, rather than purchasing fresh cartridges every time. All Office staff laptops/systems are connected to a single printer; individual printers have not been replaced as and when they have become unserviceable. Centralized printing/photocopying, etc. are the norm in the College.

When IT products become unusable, the items are retained and the parts are used to repair other similar products, which reduces the cost of repair, and also reduces the e-waste generated. In this, the College follows the "Reuse" principle of environment protection.

File Description	Document
Any other relevant information	[View Document](#)
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: D. 1 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Admission to the College is based on merit and in accordance with the Reservation Policy of the Government of Goa. Factors such as religion and community play no role in admission process. College admits all Reserved category students who apply, as the number of applicants is usually less than the number of seats; a merit list is not needed in the case of students from reserved categories.

In self-financed programmes, students from disadvantaged economic backgrounds are allowed to pay fees in four installments and the College tries to find donors to support these students financially.

While recruiting staff, the College complies with the reservation policy and the staff roster. Since 2015, the College has made the following recruitments from the disadvantaged communities:

Regular:

Teachers: ST – 01, OBC – 02

Non-Teaching Staff: ST – 01

Contract-Basis:

Teaching Staff: OBC - 01

In keeping with UGC guidelines, the College has set up an SC/ST Cell, OBC Cell and Minority Cell to help students from these communities become part of the mainstream. The Cells also aim to provide prompt counseling for emotional emergencies arising from any event on the College campus and to provide these students access to a grievance redressal mechanism in addition to the regular redressal mechanism.

College organizes Inter-Faith Prayer meets and observes Sadbhavna Divas.

Under Ek Bharat Shreshtha Bharat (EBSB) initiative, Goa has been paired with Jharkhand. The EBSB Club has organized online quizzes, prepared and screened short videos about the cultural heritage of

Jharkhand, its wildlife, its women, etc. in order to make students aware and appreciative of the diversity between the two States.

The NSS Unit and the EBSB Club also observe Rashtriya Ekta Diwas, the birth anniversary of Sardar Vallabhbhai Patel, who played a critical role in uniting India. The College celebrates Matrubhasha Diwas – International Mother Language Day. In 2020, students performed two Konkani skits, screened a Short Konkani Film (made by students) and recited a Poem in Konkani specially written for the occasion. Students also actively participated in a debate on the topic 'What Should Be the Medium of Instruction at the Primary Level of Education - Mother Tongue (Konkani) or English?'

Students attend the annual D. D. Kossambe Festival of Ideas organized by the Directorate of Art and Culture, where great Indians from all walks of life share their life stories, which teaches students about values, ethics, leadership, science, etc.

The Recreation Cell organizes Ganesh Chaturthi, Diwali and Christmas celebrations in which all staff participate. Intra-College competitions include Christmas Carol-singing, Christmas star-making, rangoli and others.

MoUs with other Colleges include staff and student exchange programmes, during which students spend time with their counterparts from States with different linguistic and cultural backgrounds. During 2019-20, an Afghan student, enrolled in the College under the ICCR programme, participated in the exchange programme with Waghire College Pune. When the Waghire College students visited the College, an Afghan student performed a folk dance as part of the entertainment programme for the visiting students and faculty members.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

College makes sustained efforts to create awareness about the fundamental values, duties and responsibilities listed in the Constitution.

To abide by the Constitution and respect its ideals and institutions, on Constitution Day, the College conducts activities such as taking of the pledge and mass reading of the Preamble, quizzes and sessions on the Constitution. Students participate in the Mock Parliament Competition organized by Goa Legislature Secretariat.

To cherish and follow the ideals that inspired our struggle for freedom, on Gandhi Jayanti, the College organizes quizzes, poster-making, Plog Run etc. The College organizes "Gandhiji - The Mahatma" an Inter-collegiate essay-cum-presentation competition. On Independence Day, the College organizes patriotic singing, skits on social issues, quiz competitions, etc. Students have created an innovative video on India's Freedom Struggle through Postal Stamps, and videos highlighting famous quotes of Gandhiji and Sardar Vallabhbhai Patel.

To defend the country and render national service, the NCC Army and Navy wings train youth to serve the nation. NCC cadets and NSS volunteers have rendered invaluable service after the COVID-19 outbreak. The College has observed Joy of Giving week (DaanUtsav) and donation towards Kerala flood victims.

To promote harmony and the spirit of common brotherhood the Women's Cell and ICC organize sessions on sexual harassment. The EBSB Club organizes quizzes, poster-making, collage-making and movie screening on Rashtriya Ekta Diwas. The College observes Sadbhavana Diwas to promote harmony.

To value and preserve the rich heritage of our culture, the Performing Arts Club organized Goan Folk dance and theatre workshops for students. The Cultural Council has organized Inter-Collegiate Ghumat Aarti Competitions, an Intra-College Poetry-Writing Competition aimed at familiarizing students with Goan traditions and culture. The Readers' Club has staged a Konkani skit on the occasion of Matrubhasha Diwas. Staff and students observe International Day of Yoga every year.

To protect and improve the natural environment, the Nature Club – Vasundhara - organizes Vanamohatsav, Bird-watching, star-gazing, monsoon hikes, sessions on animal rescue and snake awareness, waste management, medicinal plants, etc. The College has a butterfly garden, has conducted a green audit, reduced use of plastic, introduced composting of canteen waste, undertaken cleanliness and plastic collection drives, etc.

To develop humanism, the Value Education Cell has held sessions on HIV AIDS, Yoga for Health, Stress Management, Civic Awareness, etc. Students participate in activities to help disadvantaged sections such as orphans, senior citizens, poor people, migrants, etc.

To abjure violence, recognizing Mahatma Gandhi's enormous contribution to non-violence or Ahimsa, the College conducts an annual Inter-College essay-cum-presentation competition based on a quote by Gandhiji. One selected quote was "An eye for an eye makes the whole world blind"

To strive towards excellence in all spheres of individual and collective activity, the College conducts numerous activities for students and staff, which aim at improvement and capacity-building. Teachers strive for self-improvement by presenting and writing papers, attending workshops and faculty development programmes. Teachers have prepared economic revival plans for 8 panchayats under a joint project of DHE and Goa Institute of Public Administration and Rural Development.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The College celebrates all memorial days announced by the Ministry of Education, UGC, Goa University and Directorate of Higher Education. Besides these, the College observes some additional International Days and National Days and celebrates some important festivals.

The College organizes activities such as seminars/webinars, awareness programmes, quizzes, etc. to celebrate **International Days** such as International Mother Language Day, International Women's Day, International Day of Yoga, World Population Day, International Friendship Day, International Day for the Elderly, World Toilet Day, International Human Rights Day and International AIDS Day. The aim of all these are to build awareness about specific issues.

The most important National Days are Independence Day, Republic Day and Goa Liberation Day, and these are celebrated every year with patriotic verses, speeches and songs, street plays, monologues, and an anti-Dowry oath by NCC cadets on Independence Day.

On National Voters' Day, NSS volunteers spread awareness among the youth and the community about the importance of participating in the electoral process. An inter-religious prayer meet and presentation on communal harmony mark the celebration of Sadbhavana Diwas. Sports Council organizes events to mark National Sports Day on August 29th. NSS volunteers and NCC cadets celebrate NSS Day and NCC Day on September 24th and November 4th respectively. College observed National Commerce Education Day for the first time on November 10, 2020, but this will now be a regular activity in the College calendar. Constitution Day is observed to educate students about the Indian Constitution.

The NSS and NCC Units regularly and actively participates in Swachhata Pakhwada and Poshan Maah. During Swachhata Pakhwada, NSS volunteers undertake fortnight-long cleanliness activities and conduct cleanliness and hygiene awareness drives. During Poshan Maah, volunteers create awareness regarding improving the nutritional status of children up to 6 years, adolescent girls, pregnant women and lactating mothers.

Many days of national importance are **birth or death anniversaries** of great national leaders, and the College celebrates them with due respect and reverence. Value Education Cell and the NSS jointly celebrate National Youth Day – the birth anniversary of Swami Vivekananda. On Martyrs' Day the Cultural Council organizes an Inter-College essay-cum-presentation competition with a quote by Gandhiji as the theme. September 5th is celebrated as Teachers' Day in memory of Dr. S. Radhakrishnan. The birth anniversary of Sardar Vallabhbhai Patel is celebrated as Rashtriya Ekta Diwas and the College conducts appropriate activities including screening of a movie, making of a video on the Iron Man of India and other activities as informed by Goa University or DHE.

On August 12th, the Department of Library and Information Science organizes a book exhibition to mark National Librarians' Day, the birth anniversary of Padma Shri Dr. S. R. Ranganthan. December 22nd - the birth anniversary of mathematical genius S. Ramanujan is National Mathematics Day, and the Dept. of Mathematics celebrates this day by having some fun mathematics-related educational activities for students.

Recreation Cell organizes Ganesh Chaturthi, Diwali and Christmas celebrations for the staff and all staff members participate enthusiastically in the various activities.

File Description	Document
Link for Geotagged photographs of some of the events	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

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

Response:

1. LOCAL PLACEMENT FAIR

Objectives of the Practice:

The Local Placement Fair was started with the following objectives:

1. To provide students with an opportunity to have a job offer in hand before they graduate
2. To make students aware of the nature of jobs available to them when they graduate and the skills required by employers
3. To make students ready for the world of work, by training them in soft skills, group discussions, résumé-writing, etc.
4. To provide students with the experience of appearing for interviews and to make them aware of what employers look for in prospective employees
5. To provide local employers an assured location and time for recruitment

The Context:

Previously, top companies based outside Goa such as Infosys, Wipro, Hewlett Packard, JP Morgan, had recruited students. Unfortunately, most students did not join, and of those who joined, some returned, finding that they could not adjust to life outside Goa. Consequently, these companies stopped visiting the campus and campus placements came to a halt.

At the same time, local employers would contact the College (a) asking for graduates, (b) announcing vacancies and asking the College to inform students, (c) requesting the College for permission to conduct placement drives

Against this background, the IQAC proposed the idea of a Local Placement Fair, where we would invite local businesses, banks, insurance companies etc. The purpose of the Placement Fair was to bring prospective employers to the College and help them choose the most suitable candidates, and simultaneously provide students with a good opportunity to have a job in hand before graduating.

The Practice:

Soon after the academic year commences, interested Final Year students register with the Placement Cell, paying a token amount of Rs. 300/-. Throughout the year, the Cell invites resource persons from different careers to address students and narrate their career path and journey. To the extent possible, the Cell invites successful alumni to engage these sessions, to motivate students.

The Placement Cell activities culminate in the organization of the Local Placement Fair, the context of which has been explained above.

The practice commenced in the academic year 2015-16. The Placement Cell invited local firms, companies and establishments across Goa to participate in the Fair.

After the experience of the first Placement Fair, the Placement Cell streamlined the whole process and set tentative timelines.

No.	Step	Month
1	Designing and releasing the Placement Brochure	December
2	Sending invitations to potential recruiters across Goa	Mid-January
3	Registration by organizations desirous of participating in the Fair	January - February
4	Displaying the Job profile and other details for students and obtaining students' CVs and preference	Mid to End February
5	Sending students' CVs and preferences to participating organizations	1 week prior to the Fair
6	Conduct of the Fair on campus	End-February /March
7	Obtaining the list of selected/shortlisted students and displaying it on the notice board	Within 1-2 weeks after the Fair
8	Obtaining the final list and obtaining confirmation from students about their final decision	Within 4-6 weeks after the Fair
9	Informing the recruiters about students' acceptance or otherwise	Within 2 months after the Fair

Since 2016-17, the Placement Cell has been organizing focused Pre-placement training sessions in soft skills such as oral and written communication, learning to work in teams, résumé-writing, appearing for interviews, personal grooming, workplace etiquette, and so on. Students are divided into batches of 30-40 and the training commences about 2-3 months before the Placement Fair.

The last part of the training involves mock personal interviews by one of the trainers along with the former Chairman of the Goa Public Service Commission.

The Second Year students who are members of the Placement Cell help during the Placement Fair and gain experience of organizing important activities. They also get firsthand knowledge of the recruitment process, which helps them when it is their turn to be placed.

Upon request, the College also accommodates ex-students who wish to participate in the Fair.

Evidence of Success/ Expected Benefits:

Year	No of organizations participated	No of students appeared for placement	No of students placed	Placement Rate	Average Monthly Package (Rs.)
2015-16	10	150	41	27.33	13076
2016-17	08	75	33	44.00	14177
2017-18	12	111	109	98.19	13677
2018-19	09	111	97	87.39	11270
2019-20*	15	164	31	18.90	12772

the COVID-19 pandemic disrupted the entire Placement process.

Evidence of success is

1. There has been a gradual increase in the number of students participating in the Placement Fair.
2. Students are taking the training more seriously
3. Recruiters have been participating in the Fair for the last 4-5 years; the fact that they return every year to recruit students shows that participation holds value for them
4. Over the years, new organizations have also joined
5. The placement rate has increased

Students are beginning to express interest in moving out of Goa for work and the Placement Cell is considering the idea of opening up the Placement Fair to outstation recruiters too.

Problems Encountered and Resources Required:

A few problems may be listed:

1. Very often, selected students do not join the organization or shortlisted students do not attend subsequent rounds; more importantly, they do not inform the organization or the College. This is a matter of embarrassment for the Placement Officer and affects the College reputation.
2. Despite repeated announcements that students who plan to pursue higher studies should not appear for Placement, some such students still attend. Many of them get shortlisted and then do not join, thus depriving an interested student of a job opportunity.
3. Some organizations only shortlist students on the day of the Placement Fair; they then have subsequent rounds. Often, they do not inform the College about the final selected students and the package offered.

Resources:

1. Financial resources are required mainly to cover the cost of the training sessions; other expenses are the printing expenses, and expenses on the day of the Fair.

2. FLIPPED LEARNING

Objectives of the Practice:

Teachers generally use the lecture method of teaching, which is one-way communication. The flipped learning approach allows students to take more responsibility for their learning. Almost all teachers of the College employ some flipped learning technique in their classrooms. The objectives of this practice are

1. To shift the focus of the classroom from the teacher to the student
2. To make the teaching-learning-evaluation process learning-centric rather than teaching-centric
3. To create an engaging and interactive classroom environment and thereby enhance students' interest and participation in the class proceedings
4. To enhance students' analytical and cognitive skills
5. To promote team-building and communication skills

The Context:

The pedagogy that teachers use, impacts students' interest in the subject and classroom sessions. Traditionally teachers in the College have relied on the chalk-and-talk technique. Today, with the use of ICT in the classroom, the chalk and blackboard have been replaced by the LCD projector and screen. However, the pedagogy remains the same – the teachers talk and students may or may not listen and imbibe.

Additionally, in recent times, teachers have observed that students' attention spans have reduced to about 20-25 minutes, which means that more than 50% of the classroom time is lost. It was therefore felt that we should look for ways to engage students' attention and to shift the focus from teaching to learning and from the teacher to the student.

After some teachers attended a workshop and shared their experiences with other teachers, almost all teachers have adopted Flipped & Cooperative learning in their classes

The Practice:

In flipped learning, students work in groups to complete academic tasks collectively. Unlike individual learning, which can be competitive, students learning cooperatively capitalize on each other's resources and skills. Furthermore, the ability to work in teams is a skill that is highly valued at the workplace.

By flipping learning and integrating cooperative learning, the teacher's role in the classroom is more of a facilitator and guide. Flipped learning encourages students to take responsibility for their own learning.

The most common flipped and cooperative learning pedagogies used in the College are explained below

Four Corners:

The teacher writes a controversial statement on the board. Students have to choose one of 4 options ranging from Strongly Disagree to Strongly Agree. Based on their responses, students go to the 4 corners of the room.

After this, the teacher does either one of the following:

- Call on students in every corner to share why they selected the given position.
- Ask students in every corner to discuss the statement and develop a collective response to be shared.
- Assign completely different teams to discuss with one another.
- Have each group research their position and present a persuasive speech to the rest of the class supporting their position.

Team-Pair-Solo Strategy:

Students first solve a problem as a team, then they break into pairs, and finally they solve the task individually. By working first in teams/groups or as a whole class, students discuss their ideas, views and try to solve the problem/task. They also help each other to find the solution.

This strategy can also be worked in reverse – **Solo-Pair-Team Strategy –** where students first solve a problem alone, then pair up with another student, and finally form teams

Round Robin

The teacher divides the class into groups of 4 to 6 students. One student is assigned the role of recorder. The teacher poses a question, which has the potential to generate many ideas or answers. This allows students to generate different solutions or think divergently. Members of the team share responses with one another in Round Robin style. The recorder writes down all the answers.

Three-Step Interview

The teacher forms pairs of students. In each pair, Student A interviews Student B about the topic assigned. After time out, students reverse roles and B interviews A. Each pair then teams up with another pair to form a group of four, and the process is repeated.

Evidence of Success/ Expected Benefits:

1. After the flipped learning sessions, teachers have conducted informal oral tests to check the knowledge and understanding of students. They have found that results are better than when similar questions are asked after a traditional lecture.
2. Teachers have found that the practice has increased student understanding of concepts and retention of information by creating opportunities for students to see, hear, say and do. This is evident in their performance at both In-Semester and End-Semester assessments.
3. When a flipped learning class is announced, all students read the assigned work at home before coming to College, which is something very few students do otherwise.
4. The practice has helped develop listening, verbal communication, critical thinking, and decision-making skills in the classroom context; these are some of the most vital skills needed at the workplace and used in daily life.
5. With this practice, students are beginning to understand and tolerate differences in values and opinions. The quality of classroom discussions and debates has improved.
6. The practice makes students justify their decisions/opinions, which requires them to first understand the concept or situation and very importantly, see and hear other viewpoints as well.
7. Students are now better able to understand applications of concepts and principles.

Problems Encountered and Resources Required:

When teachers first introduced the pedagogy, students were hesitant to participate. They lacked self-confidence and were afraid of being laughed at. But this problem disappeared soon. It also took time for students to get used to reading the assigned work before coming to class. While there are still a few students who do not read beforehand, most students come to class prepared for the flipped learning session

The only resources required are classrooms that are large enough so that students can move around, sit and work in pairs or larger teams.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Teaching, Learning and Evaluation being the core concern of the College, teachers do all they can to promote academic excellence.

College offers students a range of options. In the case of the B.Com programme, this is the only College in Goa to offer both, B.Com with 132 credits and B.Com(Hons.) with 148 credits. College offers all Discipline Specific Elective courses at TY B.Com viz. Accounting and Finance, Cost and Management Accounting, Business Management and Banking & Financial Services. At FY and SY B.Com, students can choose from a wide range of Generic Electives and Skill Enhancement Courses. In case of the M.Com programme, the College offers both specializations, viz. Accounting & Finance and Business Management. Offering students several options allows them to choose according to their ability and preference. The College is the first in Goa to offer the B.Voc programme with UGC recognition; students have 3 exit options, making it a very flexible programme.

At the commencement of the semester, faculty members prepare course outlines, which have two parts – plan and implementation. The Plan is prepared week-wise for the full semester, while implementation is recorded on a daily basis and submitted to the Head of the Department/Programme Coordinator at the end of every month for checking and verification. This practice has resulted in timely completion of syllabus.

College has introduced participatory, interactive and experiential pedagogies, and classes are becoming more learning-centric. Most teachers use flipped classroom techniques, which help students develop their cognitive skills; a lot of self-learning and collaborative learning happens with these techniques. Teachers organize debates and group discussions to motivate students to come up with different ideas and viewpoints on assigned topics. They also use case studies and role-plays to make classes interesting and interactive.

Teachers are using ICT and ICT tools in teaching. Much before the pandemic forced the use of ICT in education, teachers of the College had created content, which comprised not just PowerPoint presentations, but also related videos, documentaries, etc. Teachers share study materials on Google Drive, which students can access at their convenience; the Google classroom promotes collaborative learning and students are able to communicate with teachers at any time. Students are encouraged to take up and complete identified MOOCs from the Swayam platform. The BBA(FS) students complete certificate courses of National Institute of Securities Markets (NISM), NSE Academy Certification in Financial Markets (NCFM) and Insurance Regulatory and Development Authority (IRDA) using the Blended learning approach to education, which combines online educational materials with traditional classroom

methods.

Teachers adopt numerous measures to bridge the industry-academia gap, such as inviting faculty from industry, practitioners and entrepreneurs to engage guest lectures, and taking students on industrial visits, field trips and study tours. Before they graduate, BBA(FS) students complete two 6-credit summer internships and M.Com students complete one summer internship. To incentivize B.Com students to take up internship as an effective experiential learning technique, the report submitted by the student and a presentation about the experience are considered as one mode of Intra-Semester Assessment in the subsequent semester. The number of B.Com students taking up internship has increased from 10 in 2015-16 to 226 in 2019-20.

The College is also making concerted efforts to make the assessment process more transparent and fair. Based on a suggestion by a Resource Person at a workshop organized by the IQAC in October 2015, the Examination Committee designed an Assessment Grid to bring about uniformity and fairness in the assessment process. The Assessment Grid has specific marks assigned to parameters such as content, structure, referencing, timely submission, presentation skills, etc. for assessing student assignments and presentations. In order to minimize errors, the Examination Committee carries out verification of all assessed answerbooks before declaring results.

Teachers use a variety of techniques to assess students for the non-test ISA. Assessment by means of multiple choice questions, case studies, article reviews involve higher order thinking and help determine achievement of higher order learning outcomes prepared by teachers. After results are declared, mentors hand over the statement of marks to parents on a specified date. Parents have appreciated this practice as they can discuss the performance of their child with his/her mentor and subject teachers. The evaluation of B.Voc(ST) students for the skill component is carried out by the Sector Skills Council NASSCOM.

During the summer vacation of 2019, teachers spent time in private sector organizations, the objectives being to understand the practical application of their subjects and to get a feel of the working environment that students are exposed to when they enter the world of work. Some teachers undertook an internal audit of a VVM institution and submitted the audit report to VVM. The outcome of this industry embedment was that 2 teachers developed a web-based app that was used during the admission process to allot elective courses. Another teacher made a study of the global trade of the product of the MNC where he was 'embedded' and submitted a report to the company showing data of the previous 10 years and the future trend. This industry embedment of teachers is a unique and innovative practice; unfortunately, the practice could not be continued in 2020 due to the COVID-19 pandemic.

College implemented the anti-plagiarism policy for students during 2018-19. TY B.Com, TY BBA(FS) and M.Com-II students submit a similarity report along with their project reports. The policy provides for deduction of marks based on the extent of similarity. Teachers assess project reports according to this provision. The implementation of the policy has reduced the "copy-paste" culture among students, and improved the quality of their reports. Furthermore, literature review was also made compulsory for Final Year B.Com students' projects.

Recognizing the importance of equipping students with practical knowledge and technical skills, the College offers add-on and value-added courses on the campus after class hours. These courses are conducted by professionals and industry experts; students are assessed at the end of the course.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

During the five years since the last accreditation, the College has implemented a few innovative practices, some of them unique to this institution.

The College was the first in the State to introduce a B.Voc. programme with UGC recognition in 2019. Subsequently, other colleges have followed suit, with one college offering the same programme introduced by this College, viz. B.Voc.(Software Technologies).

This is the first College in the State where faculty members interned at private sector organizations during their summer vacation. As a tangible outcome of this industry embedment, two faculty members developed an app that was used to allocate elective courses to students during the admissions to Second Year B.Com in June 2020.

While research colloquiums at the doctoral and Postgraduate level are common, the College has introduced a National Research Colloquium for Undergraduate Students – Niti Samvaad.

The College has initiated a Lecture Series – The Spotlight Series – where eminent personalities deliver lectures to the students and the public at large.

Teachers have talents beyond academics – they have regularly won first or second place at Guru Srujan – an Inter-College teaching staff cultural competition. Similarly the staff Cricket team has won Inter-institution cricket championships.

Women occupy important positions of leadership in the College – the Principal, IQAC Coordinator and Librarian are women, and the President of VVM during 2017-20 was a woman.

The College alumni have made their mark in all walks of life, occupying positions of prestige and responsibility. The present Director of Higher Education, Govt. of Goa, is an alumnus of the College, as is the President of Vidya Vikas Mandal (VVM) - the Society that manages the College. The Board of Management has initiated the practice of felicitating outstanding alumni of all its institutions on Founders' Day. So far, VVM has felicitated seventeen outstanding alumni of the College.

In the trying times during and immediately after the lockdown (March-July 2020) due to the COVID-19 pandemic, the staff and alumni came together and mobilized substantial resources to help migrant labourers stranded in Goa.

Concluding Remarks :

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 sportspersons, 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 its students holistic education, with the objective of developing every student's intellectual,

emotional, social, physical, artistic, creative and spiritual potential.

The College has advanced in all the areas relevant to an institution of higher learning, viz. academics, quality of faculty, student activities, extension and outreach, student placement and good governance, as evidenced by the contents of the Self Study Report in respect of all seven assessment criteria.

In the five years since the previous assessment, the College has adopted Information Technology in a big way – academics, administration and finance – numerous activities and processes in these key areas are now IT-enabled. Digitization of records is underway, with a twofold objective – preservation of important records and freeing of space.

The institution has made notable progress, but in the ever-changing and dynamic world, only the continuous and tireless efforts of all stakeholders, particularly the management and staff of the College, can help the institution advance 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, which would help us attain still higher levels of quality and service in the years to come.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years** 1. **Academic council/BoS of Affiliating university** 2. **Setting of question papers for UG/PG programs** 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses** 4. **Assessment /evaluation process of the affiliating University** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above
1.2.1	**Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented** 1.2.1.1. **Number of Programmes in which CBCS / Elective course system implemented.** Answer before DVV Verification : 7 Answer after DVV Verification: 6
1.3.3	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year** 1.3.3.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 808 Answer after DVV Verification: 806
1.4.2	**Feedback process of the Institution may be classified as follows:** **Options:** 1. **Feedback collected, analysed and action taken and feedback available on website** 2. **Feedback collected, analysed and action has been taken** 3. **Feedback collected and analysed** 4. **Feedback collected** 5. **Feedback not collected** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : HEI input is edited , feedback report not available on HEIs Website.
2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1133	1242	1219	1128	1013

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1115	1242	1219	1128	1013

2.1.1.2. **Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1358	1356	1305	1234	1178

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1358	1356	1305	1234	1178

Remark : HEI input is edited as per IIQA data.

2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. Number of mentors Answer before DVV Verification : 41 Answer after DVV Verification: 23 Remark : HEI input is edited as per given data template.only full time teachers considered.
2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** 2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
17	14	12	9	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
17	14	12	9	6

2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 417 Answer after DVV Verification: 338 Remark : HEI input is edited according to given data. teachers who left in 2018 and less than one year experience is not considered.
3.1.2	**Percentage of teachers recognized as research guides (latest completed academic year)** 3.1.2.1. **Number of teachers recognized as research guides** Answer before DVV Verification : 5 Answer after DVV Verification: 2
3.2.2	**Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years** 3.2.2.1. **Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years** Answer before DVV Verification: (see table below) Answer After DVV Verification : (see table below)
3.5.2	**Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years** 3.5.2.1. **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years** Answer before DVV Verification: (see table below) Answer After DVV Verification : (see table below)
4.1.3	**Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class,**

3.2.2.1 — Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
54	23	22	8	7

3.2.2.1 — Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
43	18	16	6	5

3.5.2.1 — Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	9	5	4	1

3.5.2.1 — Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	5	3	4	1

	LMS, etc. *(Data for the latest completed academic year)* 4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 30 Answer after DVV Verification: 29 Remark : HEI input is edited as per given data. Auditorium is not consider under this metric.
4.2.2	**The institution has subscription for the following e-resources** 1. **e-journals** 2. **e-ShodhSindhu** 3. **Shodhganga Membership** 4. **e-books** 5. **Databases** 6. **Remote access to e-resources** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : HEI input is edited as per given data.
4.3.3	**Bandwidth of internet connection in the Institution** Answer before DVV Verification : A. ?50 MBPS Answer After DVV Verification: C. 10 MBPS – 30 MBPS
5.1.5	**The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases** 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above
5.2.1	**Average percentage of placement of outgoing students during the last five years** 5.2.1.1. **Number of outgoing students placed year - wise during the last five years.** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
37	72	80	28	41 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---	

42	97	114	36	42

5.2.2	**Average percentage of students progressing to higher education during the last five years** 5.2.2.1. **Number of outgoing student progression to higher education during last five years** Answer before DVV Verification : 394 Answer after DVV Verification: 235
5.3.1	**Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.** 5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.** Answer before DVV Verification: | 2019-20	2018-19	2017-18	2016-17	2015-16 | |---|---|---|---|---| | 151 | 87 | 78 | 86 | 30 | Answer After DVV Verification : | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | |---|---|---|---|---| | 124 | 62 | 60 | 61 | 19 | Remark : HEI input is edited as per given data.
5.3.3	**Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years** Answer before DVV Verification: | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | |---|---|---|---|---| | 106 | 77 | 70 | 71 | 47 | Answer After DVV Verification : | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | |---|---|---|---|---| | 106 | 77 | 67 | 71 | 46 | Remark : HEI input is edited as per given data template.
5.4.2	**Alumni contribution during the last five years (INR in lakhs)**

	Answer before DVV Verification : A. ? 5 Lakhs Answer After DVV Verification: C. 3 Lakhs - 4 Lakhs
7.1.2	**The Institution has facilities for alternate sources of energy and energy conservation measures** 1. **Solar energy** 2. **Biogas plant** 3. **Wheeling to the Grid** 4. **Sensor-based energy conservation** 5. **Use of LED bulbs/ power efficient equipment** Answer before DVV Verification : D. 1 of the above Answer After DVV Verification: D. 1 of the above
7.1.4	**Water conservation facilities available in the Institution:** 1. **Rain water harvesting** 2. **Borewell /Open well recharge** 3. **Construction of tanks and bunds** 4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus** Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D.1 of the above
7.1.5	**Green campus initiatives include:** 1. **Restricted entry of automobiles** 2. **Use of Bicycles/ Battery powered vehicles** 3. **Pedestrian Friendly pathways** 4. **Ban on use of Plastic** 5. **landscaping with trees and plants** Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D. 1 of the above
7.1.6	**Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:** 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above
7.1.7	**The Institution has disabled-friendly, barrier free environment** 1. **Built environment with ramps/lifts for easy access to classrooms.** 2. **Disabled-friendly washrooms**

	3. **Signage including tactile path, lights, display boards and signposts** 4. **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment** 5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : observations accepted and edited accordingly.
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of programs offered year-wise for last five years** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>7</td><td>5</td><td>5</td><td>4</td><td>4</td></tr></table> Answer After DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>7</td><td>7</td><td>7</td><td>7</td><td>6</td></tr></table>
2.1	**Number of students year-wise during last five years** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>1133</td><td>1242</td><td>1219</td><td>1128</td><td>1013</td></tr></table> Answer After DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>1133</td><td>1242</td><td>1219</td><td>1128</td><td>1013</td></tr></table>
3.1	**Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
48	45	45	43	38

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
23	24	22	22	22

4.1	**Total number of classrooms and seminar halls** Answer before DVV Verification : 30 Answer after DVV Verification : 29