



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SARASWAT VIDYALAYA'S SRIDORA CACULO COLLEGE OF COMMERCE AND MANAGEMENT STUDIES

**TELANG NAGAR KHORLIM, MAPUSA GOA
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www.caculocollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Saraswat Vidyalaya's Sridora Caculo College of Commerce and Management Studies is located in Khorlim, Mapusa. It is one of the important cities in the beautiful coastal state of Goa. It is a part of the Saraswat Education Society, which is a hundred year plus organization, established in the year 1911. The college started in the year 1991. Initially it operated as an exclusive commerce college. Later the programme of BBA (Bachelor of Business Administration) in the year 2000 and the programme of BCA (Bachelor of Computer Applications) in the year 2009 was also included.

The college has carved a niche among all the stakeholders and has a reputation for providing a safe and conducive academic environment through the promotion of core values, ethics and various cultural and extension activities.

Since the last NAAC cycle, the college has been continuously improving and working towards its vision of being a model institution providing for a holistic development of individuals with an aim of promoting a healthy and progressive society.

Vision

To be the model institution, providing for a holistic development of individuals with an aim of promoting a healthy and progressive society.

Mission

To impart value added education to nurture creative abilities of our youth, to develop professional competence with a focus on opportunities for individual excellence and the collective wellbeing of community.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Convenient and centrally located.
2. Proactive and encouraging Management.
3. Good achievement in Sports and cultural activities.
4. Effective feedback Mechanism is in place and the process is partially Digitalized.
5. Good interaction between students – teachers and Parents.
6. Organization of seminars workshops for students' class wise.
7. Good Support of Parents and Alumni.
8. Personal attention to students .
9. Regular Interaction Between Principal, faculties and students
10. Spacious library

Institutional Weakness

1. Limited scope for Infrastructural expansion
2. Appointment of faculties on contract basis due to government limitations on sanctioning regular posts.
3. Large number of students come from rural areas
4. The First come first serve basis policy of admission loses out bright student who comes late.
5. The college campus is situated in residential area having a narrow access road, which disturbs the classes during college hours.

Institutional Opportunity

1. To introduce job oriented and skill development certificate courses which would enable the students to be self-employed.
2. To start a Post Graduate program which can benefit not only our college students but also help other aspiring students from North Goa.
3. Strengthening the Academic- Industry - interface with help of Strong Alumni.
4. Encouraging students for Internships.
5. Starting Consultancy Services.
6. Improvement in Communication skills of the students.

Institutional Challenge

1. College has to deal with the competition from two other colleges in the locality providing similar programmes. Attracting good meritorious students to the college will improve the academic base of the college.
2. Encouraging faculties for taking up research work.
3. Merit Ranking of students at university examinations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college consistently ensures effective curriculum delivery through an effective plan and documented process. It offers three UG courses in the stream of Commerce, Business Administration and Computer Applications. Most of the UG programs offer Choice Based Credit System. Elective options are also offered in few programs. It also provides a large number of students with various electives and other core courses out of which some of the courses integrates cross cutting issues specially addressing gender, environment and professional ethics. The students are also provided opportunity to undertake practical assignments like case studies, field projects and internships. Study tours, field visits are encouraged as such initiatives provides for an independent and collaborative learning with a focus on delivery skills through the curriculum.

Innovative teachings techniques offer opportunities to the students to express their views and improve their skills. Student oriented methods like group discussion, experiential learning, preparation of project reports, paper presentation, class seminars, assignments, and other aids promotes general communication skills among

students.

The college ensures that issues relevant to Gender Sensitization, Human Values, Environment and Sustainability are being addressed through co-curricular and extracurricular activities. The students of all the three programmes have a compulsory course in Environmental Studies.

The college teachers represent themselves on Board of Studies and the Academic Council of the affiliating University. Moreover, have made a positive impact in the work of curriculum planning, designing and upgrading. To make the curriculum delivery more effective, feedback of stakeholders is also collected and analyzed.

Teaching-learning and Evaluation

The institution strives to make the Teaching Learning and Evaluation process a collaborative and an enriching one for the students as well as teachers. Recognizing the need and relevance of ICT, all the classes are well equipped with LCD projectors. Teaching is carried out with the help of PPT, films and documentaries. All students are also encouraged to give presentations.

The reservation policy of the State Government is being strictly followed. The institution also follows the 'first come first served' policy for admission. Students from other states as well as international students have been enrolled in our college. The institution's performance has helped in improving the enrolment from 87% to 92% during the assessment period.

The teaching staff is adequate, well qualified and employed as per the relevant guidelines. The average teaching experience of the teachers is over 12 years. Six teachers are Ph. D. holders, and eight have registered for PhD. Student to full-time teacher ratio is 26.97.

The institution has its own academic calendar and various activities are conducted throughout the year. Programme specific outcomes and course outcomes are specified. The institution follows the mentoring system wherein each class is assigned with two teachers who are the class counsellors and mentors for smaller groups. The average pass percentage for the institution at the University level examination is 85% for the assessment period.

Research, Innovations and Extension

The college has a research committee in place, which encourages teachers to carry out research activities. The committee organizes workshops and sensitization programs to create research spirit among teachers and students. Many teachers in the college have published their research papers in reputed national and international journals with good impact factors. There is also regular participation in seminars and workshops by the faculty. Almost all regular teaching staffs have completed their orientation and refresher courses.

The college management encourages its teachers to submit minor research proposals. In the last five years, four of our teachers have undertaken minor research projects. Seven teachers have completed their PhD and ten teachers have registered for the same in the last five years.

The institution is also actively involved in extension activities to help society by its services. The college has

NSS unit through which college renders social and community services. It has organized Blood donation camps, E-Waste collection drives, Cleanliness drives, Rallies, Street plays, Mediation camps, Aadhar no. enrollment camp, Surveys on Sanitization and health related issues, Health checkups, etc.

Infrastructure and Learning Resources

The total campus area of the Saraswat Education Society is 44,000 sq. mts. The total built-up area of the College is 3,286 square meters. The physical infrastructure includes Principal's cabin, 2 offices, 19 classrooms, library (with a discussion room), 3 computer labs, 3 staff rooms, 1 seminar hall, 1 conference room, 1 sports Centre, 6 toilet blocks, and girls' and boys' common room. The college has a 'Sports Centre' of 200 square meters and a well-equipped and fully air conditioned 'Fitness Centre' of 60 square meters with tread mill, leg extension machine, Chest press machine, Cycling and Olympic bar with plates.

The college shares its facilities with the school and higher secondary sections auditorium, 'Anand Giri Keni Hall' with a seating capacity 200 and a playground admeasuring 5400 sq. mts.

The college has an adequate IT infrastructure; the four computer labs are well equipped the student to computer ratio is 3.88. The library is partially automated and uses the New Gen Lib software. It has a vast collection of books, reference books, e-journals and periodicals and a reasonable collection of rare books most of which are books pertaining to the state of Goa. The library is automated with OPAC facilities.

Student Support and Progression

The college has a structured student support mechanism. Through the IQAC of the college and its various committees, continuously monitor all activities and comprehensively plans various student welfare initiatives in areas such as admission, infrastructure, curricular, co-curricular and extension activities.

The institution ensures that all the concerned scholarships and freeships are availed by the students and they are benefited under the respective schemes. For which purpose notifications and reminders are being provided in classrooms and college notice boards. It also extends support to those deserving economically backward students who are not eligible under government schemes by providing them with fee waivers, concessions, scholarships and financial assistance.

The college conducts capability development schemes like soft skills, career counselling, bridge courses, class seminars, remedial coaching and training for competitive examinations. Mentoring services are provided to weaker students, slow learners, below average students, advanced learners and exemplary scholars and encourages the students to progress into higher education. The Placement Cell assists in on and off campus placements. A large number of sports and cultural events are organized every year. The students are encouraged to take part in sports, co-curricular activities and cultural events. Adequate measures are taken to prevent incidents of ragging and sexual harassment on the campus.

The alumni association of the college is registered and the alumni plays a vital role in overall development of the college by its financial and non-financial contributions.

Governance, Leadership and Management

The Organizational structure is well defined with several hierarchies, which support participative management for effective decision making at various levels. E-governance plays a vital role in the various processes of the college and is used effectively to automate several processes to bring in efficiency. The Vision and the Mission statement forms the backbone of all strategic decisions taken by the management of the college.

The college has empowered its employees (teaching and non-teaching) in being part of the decision-making process by involving them in various important committees. The College has a well-structured Performance Based Appraisal System for teaching and non-teaching staff, which is as prescribed by the university.

The resource mobilization for the college is done mostly through student fees and sponsorships, especially with respect to the self-financed programmes. Funds are raised through by renting out the college hall, canteen, by conducting C.A. and training for NET/SET examinations.

The compliance of academic and administrative procedures and their continual improvement is ensured through an external audit conducted once every year. The IQAC of the college also conducts meetings from time to time to review the academic and support systems and also to make necessary suggestions for improvement in various areas. The college has submitted its AQAR report and perspective plan for the last 5 years and the same has been uploaded on the college website. The college has organised various certificate courses, workshops and seminars with an objective of earning revenue. In order to enhance the research culture among the staff incentives in the form of assessment papers, supervision and on duty allowed for data collection. Mentoring is one of the effective measure taken by the college to strengthen the teaching -learning. Every teacher is appointed as mentor and group of student are allocated to them so that every month review is taken.

Institutional Values and Best Practices

The college aims to have its own identity and unique institutional distinctiveness. It promotes practice of national integration, communal harmony, and respect for fundamental duties through various programs and activities it conducts.

The college has always considered its staff as one of the main stakeholders and a precious asset and believes that a highly qualified and trained staff can impart the right education, values and sensitivity needed to its student community. To foster this goal, it has focused on promotion of research as one of its best practices and every attempt is made to develop a teacher community with excellent academic and research skills.

The college is conscious of imbibing social responsibilities through the institutional values charted out. Gender equity promotion programs and gender sensitivity issues are addressed through the measures like safety and security on the campus, student's welfare committee, mentoring and counseling of students.

The women empowerment cell engages in organizing events towards gender equity, promotion and sensitivity. The college provides physical facilities for differently abled persons. The IQAC charts out best practices and institutionalizes them regularly. The college has defined codes of conduct for students, teaching and supporting staff. Financial audits are done at regular intervals to keep up with transparency in its academic and administrative functions

Green practices of the college include use of public transport, minimal plastic usage and use of LED fittings. It encourages students to keep the campus plastic free and to use bicycles and public transport to make the campus, pollution free.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SARASWAT VIDYALAYA'S SRIDORA CACULO COLLEGE OF COMMERCE AND MANAGEMENT STUDIES
Address	Telang Nagar Khorlim, Mapusa Goa
City	Mapusa
State	Goa
Pin	403507
Website	www.caculocollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Santosh B. Patkar	0832-2254478	9421157379	0832-2250208	caculocollege@gmail.com
IQAC / CIQA coordinator	Sterol Godinho	0832-2217669	9881467117	-	steroljane@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	19-06-1991

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	29-06-2007	View Document
12B of UGC	29-06-2007	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
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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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Telang Nagar Khorlim, Mapusa Goa	Urban	44000	3736

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Bcom	36	HSSC	English	264	262
UG	BCA,Bca	36	HSSC	English	40	32
UG	BBA,Bba	36	HSSC	English	55	54

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	1				8				15			
Recruited	1	0	0	1	3	5	0	8	5	10	0	15
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				8			
Recruited	0	0	0	0	0	0	0	0	4	4	0	8
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				20
Recruited	14	6	0	20
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	3	0	1	0	0	6
M.Phil.	1	0	0	1	1	0	0	1	0	4
PG	1	0	0	3	5	0	8	13	0	30
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	8	0	14
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	479	7	0	12	498
	Female	417	7	0	0	424
	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	6	4	3	7
	Female	9	6	7	4
	Others	0	0	0	0
ST	Male	1	2	2	1
	Female	3	1	0	0
	Others	0	0	0	0
OBC	Male	95	73	64	80
	Female	103	87	85	84
	Others	0	0	0	0
General	Male	308	280	271	274
	Female	273	249	261	262
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		798	702	693	712

Extended Profile

1 Program

1.1

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

Response: 324

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	3	3	3

2 Students

2.1

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
922	798	702	693	712

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 the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
147	147	120	113	111

File Description	Document
Institutional Data in Prescribed Format	View Document

2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
266	229	187	226	228
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

2018-19	2017-18	2016-17	2015-16	2014-15
28	26	26	26	26
File Description			Document	
Institutional Data in Prescribed Format			View Document	

3.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
28	26	26	26	26
File Description			Document	
Institutional Data in Prescribed Format			View Document	

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 20

4.2

Number of computers

Response: 128

4.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
39.22	29.63	28.27	19.27	19.25

NAAC

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:

S. V's Sridora Caculo College of Commerce & Management Studies is affiliated to Goa University. The University frames the curriculum of all the subjects and the institution strictly adheres to the syllabus prescribed by the university. The Institution ensures effective curriculum delivery through a well-planned and documented process :

- **Objective driven teaching/session plan:** is prepared at the beginning of the semester. This helps with the effective distribution of syllabus, clarity of curriculum and timely completion of the course. The lesson plan includes course outcomes, course objectives, content topics, reference books. Objectives and Course Outcomes make a clear correlation with evidence-based learning and teaching process.
- **Academic calendar:** is prepared to plan all academic activities at the beginning of the semester. Students are also encouraged to organize and participate in co-curricular and intra and intercollegiate and interdisciplinary competitions to enrich their competencies.
- **Teaching – Learning techniques:** Audio-visual classrooms are provided to implement the curriculum effectively by adopting new and innovative teaching techniques, in addition to the traditional lecture method, the appropriate and updated books, audio-visual aids, multimedia and PPT's are used in classroom teaching. College library also provides a facility of e-journals. LMS like Moodle is used in teaching & learning, feedback evaluation and assignment. Remedial classes are conducted for weaker students after the class hours.
- **Course Files:** The institution ensures effective delivery through a documented process by maintaining course files, which documents all course session plan, answer books, assignments, attendance record, feedback of the students etc.
- **Continuous Evaluation:** is maintained throughout the year by conducting written ISA tests and employing learner-centric techniques such as web-related assignments, peer learning, group discussion, case studies, projects, group assignments, presentations, class seminars and viva voce surveys, Online quiz through LMS etc., as per the academic calendar. Students are encouraged to do field-based project work, present papers on emerging topics in class seminars. The communication skills of the students are built through aptitude session, critical thinking, group discussions, presentations and mock interviews.
- **Transparency:** Transparency and impartiality are maintained in the evaluation process. In-Semester exam evaluated answer sheets are shown to the students with suggestions. Statements of marks for internal assessment of student's performance is prepared and displayed on the notice board. Monthly student's attendance is regularly recorded and also displayed on the notice board.
- **Mentoring:** Each teaching faculty mentors 10-15 students on academic and personal issues; where they are counselled and motivated by teachers. To lead a better learning atmosphere and to sustain their performance.
- **Industry Exposure:** Several guest lectures by industry resource persons and industrial visits are

arranged periodically to keep the students ahead of the existing knowledge. Bridging Industry –Institution gap with suitable value-added programmes and short-term add-on certificate courses.

- **Internship:** Internship is offered to the students to provide industry exposure and gain hands-on experience/ on the job training.

To sum up, as for the effective curriculum delivery, the teachers are the true critical internal role players implementing, assessing and imparting quality education to the students.

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

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 15.15

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	0

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 25.93</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 84</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document
<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Response: 3</p>	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document
<p>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>Response: 5.32</p>	

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

2018-19	2017-18	2016-17	2015-16	2014-15
65	58	58	22	06

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The institution has many cells/committees comprising teachers and students to take care of the above issues:

- **Gender Issues:**

College provides equal opportunities to all in terms of admissions, employment, training programmes, sports activities etc., and so gender issues do not arise. Girls and boys participate in various co-curricular activities such as paper presentations, events, group discussions and other programmes. The Students Council associated with academic, co-curricular and extracurricular activities has a Ladies representative post and cultural secretary post kept reserved for girl students.

- **Environment and Sustainability:**

The university includes Environment Studies a compulsory paper on environment and sustainability to make the citizens of tomorrow realize their duties. This is done by giving them a complete understanding of our ecosystems, natural resources, biodiversity, biotic resources, pollution due to various factors and its management.

- **Human Values and Professional Ethics:**

Business/Environmental Ethics is taught to students to understand and find an ethical solution for the workplace and society issues which hinders the society at large. This also enables the students to create an awareness of business ethics and human values which also instils moral and social values. This course is introduced to the students with a vision to ensure the essential complementarity between their educational skills taught by the syllabus and the necessary human values imparted by the institution.

File Description	Document
Any Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years	
Response: 10	
1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years	
Response: 10	
File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 22.02	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 203	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
Response: A.Any 4 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:

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

File Description	Document
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 percentage of students from other States and Countries during the last five years

Response: 0.99

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
12	12	5	6	4

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 91.52

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
348	328	257	257	238

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
359	359	293	275	270

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years

Response: 59.69

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

2018-19	2017-18	2016-17	2015-16	2014-15
97	94	79	58	57

File Description	Document
Institutional data in prescribed format	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, after admission and organises special programs for advanced learners and slow learners

Response:

In order to assess the learning levels of the students and to help them to make better choices in relation to the courses, the admission committee conducts counselling and personal interviews at the time of admission.

The informal interactions within and outside the classes, performance in the class, as well as the performance in the tests and semester-end examinations help the teachers to assess the learning levels of the students.

The individual subject teachers also try to identify academically weak as well as advanced students in their respective course. The institution has introduced some practices which are listed out as follows:

Slow learners/Academically weak students:

- A list of failures subject-wise is given to the individual subject teachers so that the teachers can interact with the students individually and try to find out the problems and difficulties faced by them.
- Remedial classes are arranged for the slow learners after the regular classes so that the academically weak students get an opportunity to spend more time on the course in which they find difficult.
- Informal discussions with parents by teachers in order to find out if the family problems if any might be affecting the performance of the students.
- Extra classes and laboratory sessions for students for solving difficulties beyond the class lectures

especially for students missing the classes due to sports and other activities.

Advanced learners:

- Advanced learners are given an opportunity to participate in the state as well as national level events like seminars, elocution competition etc. and in the organization of events.
- Discussion groups are created in some subjects wherein advanced learners can guide the slow learners.
- Orientation sessions on professional courses like Chartered Accountants, Cost Accountants, Company Secretary, B.P.Ed and LLB are organized and they are motivated to answer Competitive Examinations.
- Felicitation of meritorious students is carried out at various public platforms like PTA meetings, special annual function organized by the Management and at the Annual Social Gathering.
- The institution has also instituted the “Principal’s Meritorious Awards” which are presented at the Annual Social Gathering. An internship program is offered during summer vacations.
- Library issues an extra library card for borrowing books and has made a provision of books for various competitive exams, which can be used by the students.

Some common practices followed for both the categories of learners:

- Motivational videos and short films were shown to boost their self-confidence. Relaxation and Meditation sessions are organized.
- Study techniques workshops to help the students to study effectively are conducted.
- The institution has the practice of appointing class counsellors, mentors and a professional counsellor has also been appointed to counsel and mentor the students on academic as well as any issue which might be affecting their academic performance as well as life in general. Through class counselling and mentoring also teachers have a discussion with students to identify the scope for improvement in case of slow as well as advanced learners. Previous years question papers are solved in the classes to prepare them for examinations.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 461:14

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.11

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
Institutional data in prescribed format	View 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 curriculum itself includes student-centric methods like experiential learning, participative learning in problem-solving methodologies. E.g. Commercial Arithmetic, Business Statistics, Financial and Cost Accounting include solving of problems in some subjects while in the case of Information Technology based papers laboratory practical's are conducted. Besides the compulsory components, an effort is made by the individual subject teachers to supplement the theoretical knowledge with practical experiences and on hands-training.

Experiential learning

- Discussions with entrepreneurs are held, students are sent to take interviews of entrepreneurs and write case studies of successful entrepreneurs.
- Assignments involving visits to the banks for collection of documents used in the bank on a day-to-day basis, and other offices like meteorological and police department for collection of statistical data to be used for analysis.
- Students are sent for Internships to Chartered Accountants, Co-operative Societies etc.
- In subjects like Accounting, students are encouraged to download financial statements of companies for analysis.
- E-commerce exhibition organized by accountancy department
- Field trips to SEBI (Securities Exchange Board of India), RBI (Reserve Bank of India), in finance-related subjects, garbage treatment plants, incubation centres, small scale business units, spirituality foundation, study tour.
- Visits to Chartered Accountants, Lawyers offices to understand their day-to-day functioning.
- Organization of Canteen Melas where students try to sell the food items by applying different marketing strategies.
- Organization of programs like state and national level events like Phoenix, IT Maestro and Odyssey, provide a platform for students in gaining organization skills.
- Organization of activities such as talent search, fun week, fun feast.
- Organization of Class Seminars by the students along with the respective Class Counsellors to get an experience of organization of events and working in teams.
- Involvement of students in the organization of events like Annual Social Gathering and activities organized by the college like Seminars and Conferences.
- Workshops and seminars on topics like GST (Goods and Services Tax) and Photography.
- Peer learning wherein the students study from each other in groups.

Participative learning

- Participative learning is practised in the institution through methods like question-answer and discussion in the classroom, seminars/ presentations, quiz, group discussions and participates at various inter-collegiate events.
- Such methods help to break the monotony of one-way teaching and encourage students to participate by providing their viewpoints, suggestions and contribution.
- Every student makes more than one presentation per semester. This helps to improve the students' writing, articulation and public speaking skills. It also helps in building confidence among the students.

Problem-solving

Students are provided with an opportunity to apply their minds to problem-solving in various areas like:

- Preparation of business plans in entrepreneurship development.
- In the case of IT-based papers, laboratory problems involve programming.
- Contributing to solving of real-life and social problems like Plastic menace through making and distribution of paper bags.
- Real-life case studies of companies and business units and role-plays in the management papers.

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 93.33

2.3.2.1 Number of teachers using ICT

Response: 28

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 34.15

2.3.3.1 Number of mentors

Response: 27

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Recognizing the fact that innovation and creativity is essential in order to make teaching and learning interesting and effective, teachers in the institution continuously try to introduce the same through different methods based on the suitability of the course and the inclination of the students.

Innovation and creativity promoted by:

- Encouraging students to participate in the teaching learning process through questions and answers, discussion.
- Use of LCD projectors for PowerPoint presentations by a majority of the teachers. Students are encouraged to the use of ICT for submissions. In addition, power point presentations by them is made compulsory at least once a year. Information gathering is being assisted with the help of Internet.
- Teaching by the regular faculty is supplemented by guest lectures for certain topics.
- Supplementing the lecture method by Audio Visual, techniques like screening of videos, documentaries.
- Use of techniques like role-plays, case studies etc.
- Involvement of students in the preparation of teaching aids like charts to bring out their creativity and use of the same for teaching.
- Supplementing the teaching of a particular topic with the onsite visits.
- Extending the classroom environment to nature through nature walks, to the practical life situations through field trips.
- Organization of Class Seminars by students.
- Visiting the banks to collect data relating to assignments including documents relating to the day today functioning of the banks.
- Initiatives like learner's class to solve difficulties in the subject of mathematics and statistics.
- Interviewing entrepreneurs, writing case studies, and making videos (DST) on the same.
- Giving diverse topics for assignments, which helps to bring out the creativity among the students.

File Description	Document
Any additional information	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

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	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. during the last five years

Response: 9.78

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	2	2	02

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 15.29

2.4.3.1 Total experience of full-time teachers

Response: 428.25

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 31.87

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	9	9	8	8

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The Continuous Internal Evaluation system undertakes reforms as and when needed depending on the respective subject and the need of the hour. A formalized structure is followed for the conduct of Continuous Internal evaluation. Similarly, in terms of forms of evaluation a variety of components are offered with continuous reforms.

Structure:

- The institution has introduced a mechanism for the conduct of Internal Continuous Evaluation implemented effectively by the ISA Monitoring Committee.
- A time table is prepared displayed and followed in case of written test component of Internal Continuous Evaluation for BCom and for the in Semester tests in case of BCA. The written

component of Continuous Internal Evaluation in case of BCom has been centralized and is conducted during the 1st lecture wherein the students are divided in batches, allotted a specific time and more than one set of question papers are generally used in the examination.

- Internal Evaluation sheets are shown to the students, and ISA marksheets are displayed on the class notice boards.

Reforms:

- Continuous reforms are introduced as far as the forms or modes of Continuous Internal Evaluation are concerned. The teachers to suit the requirements of the course, and bring out the best in the students use the discretion allowed in terms of choosing the mode of evaluation positively and constructively. Considering the importance of communication and presentation skills, presentation has been included as a compulsory mode of Internal Continuous Evaluation for a majority of the courses, wherein every student has to make at least one presentation per course in a year.
- In the BCom, Continuous Internal Evaluation, the written test component that was earlier on subjective questions was changed to objective system with MCQ based questions. The said reform was introduced and accordingly the IQAC cell conducted a workshop to train the teachers on the framing of Objective type questions. Later, this system was changed and the teachers were allowed freedom to include either subjective or objective or a combination of both for the written component depending on the suitability to the course content.
- The above reforms indicate that the institution is assessing the need for reforms and accordingly implementing the same based on the requirements of the course and the program.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

All the three programs follow the system of Continuous Internal evaluation as laid out by the relevant Ordinance as well as the institutional policy to ensure Frequency, Variety and transparency.

Continuous Internal Evaluation is called as Intra Semester Assessment (ISA) in case of BCom. As In Sem Evaluation in case of BCA and Internal Evaluation in case of BBA. ISA Monitoring Committee is responsible for the conduct and monitoring of Continuous Internal Evaluation in case of BCom.

Frequency:

- The evaluation is thus spread out over the semester and takes place on a continuous basis since different teachers are allowed the discretion to schedule their Continuous Internal evaluation component since each teacher conducting more than one component also increases the frequency.
- In case the students miss a component due to some unavoidable reason, the student is given a chance to appear for the missed component after explaining the reason for missing the same.

Variety:

The components vary across the subjects depending on the suitability of the course content to give the students a maximum opportunity to enhance their learning. In the centralized component i.e. written test, depending on the subjects, the form of question varies from subjective and objective.

The variety of forms chosen by the teachers across subjects and programs ensures variety so that all the students get to score in the form in which they are capable.

Some of the forms used for evaluation are:

- Presentations
- Quiz
- Visiting banks, industrial units for collecting information on the assigned topics.
- Group Discussions
- Case studies
- Interacting with entrepreneurs
- Preparing mini projects on topics assigned

Transparency

- The Process of Continuous Internal evaluation is fully transparent. Tentative dates for centralized component are displayed in the Academic Planner, based on which the committee prepares the timetable for centralized ISA component.
- The centralized timetable for the centralized component of ISA in case of BCom and In Sem tests for BCA is displayed on the notice board. In case of BBA, the teachers announce the dates in the class.
- Class notice boards along with the main notice boards are used to display notices relating to Continuous Internal Evaluation. Printed question papers are used in case of written tests.
- To ensure transparency, the assessed answer sheets are shown to the students and marks are displayed on the class notice boards within the time specified. Grievance mechanism available for ISA. Since the completion of Internal evaluation is essential for being eligible to answer Semester End Examination, subject wise list of defaulters is prepared and displayed on the notice board before the Semester End Examination.
- ISA marks are available for reference by parents during PTA meeting. The question paper are typed and duplicated by examination committee. A special photocopier are kept exclusively for examination purpose and is under CCTV surveillance.

File Description	Document
Any additional information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The procedure for dealing with examination related grievances is specified in the affiliating Goa University's Ordinances. An Examination Committee and Examination related grievances Committee is formed for the smooth conduct of examinations and handling of grievances respectively.

The institution follows the following procedure through which transparency and efficiency is achieved in a time bound manner.

- The college is affiliated to the Goa University. UG courses have semester end examinations. Evaluation for each Semester consists of Continuous Internal Evaluation, which takes place throughout the semester and Semester End Examinations. As per the Ordinance, the students from First to Sixth Semester can only apply for Verification and those from Semester fifth and sixth can apply for Revaluation directly.
- The college on behalf of the University wherein, timetable preparation, paper setting and assessment is done at the college level itself conducts the Semester End Examinations for First to Sixth Semesters. Whereas for the Third Year, i.e. the Fifth and sixth semester examinations are conducted under the directions and schedule provided by the university.
- The University carries out the assessment and result are prepared by the university. The grievance pertaining to the first year and second year students are handled by the college through the Examination related grievance committee. The students can apply for verification within 8 days of the declaration of the results. The student and the teacher is then intimated a date on which the assessed answer sheet is shown to the student in the presence of the teacher and the Principal. Any query of the student in relation to totaling and unassessed questions are handled and cleared at this stage. In case the student is not satisfied with verification of the evaluated answer sheet, the student can apply to the grievance committee.
- The grievance committee looks into the case and submits a report to the Principal for further action. Based on the recommendations of the committee the answer sheet is then sent for revaluation to an external examiner if the case warrants/demands. In this way transparency is ensured in the handling of grievances. This process is normally completed within 15 days of the application for verification.
- In case of Semester Fifth and Sixth the last date notified by the University for applying for revaluation is communicated to the students.
- The college office makes arrangements for the collection and forwarding of the applications for revaluation to the University in the prescribed form and along with the relevant fees as per Goa university guidelines
- The results of Revaluation once received from the University are communicated to the students.

File Description	Document
Any additional information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

- The University sends an academic calendar, specifying the dates for the commencement of semester, Semester end examination, and vacation breaks. This calendar is received by the end of the academic year.

- The institution prepares the institution's academic planner for the ensuing academic year program wise. Inputs from various committees, departments and heads of departments are taken to prepare the academic calendar.
- The events specified in the academic calendar are discussed at the staff meetings to take feedback from the staff members. In the case of Bcom and BCA the dates for the centralized ISA components and the In Sem tests are put on the planner.
- The perspective planning committee after collecting the inputs from committees, departments and based on the academic calendar received from the university finalizes the academic calendar and submits to the prospectus committee. The Academic Planner is printed in the prospectus or the handbook.
- The respective subject teacher communicates the Continuous Internal Evaluation dates in case of second ISA component and in the case of BBA to the students either through an oral announcement and a written notice displayed on the class or common notice board. In case a student misses a continuous internal evaluation component then a third component is scheduled depending on the genuineness of the case.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

- The Course outcomes are decided by the university and given to the colleges when the syllabi of each course are communicated to the colleges. The copies of course syllabi are available in the college library for ready reference by the students. In the case of BBA, the faculty designs syllabi of some of the courses and the course outcomes are specified.
- The respective course teacher makes the student aware of the course outcomes. The course outcomes are deliberated on when the subject teacher discusses the syllabus at the starting of the semester. The course outcomes and programme outcomes are also uploaded on the institution's website.
- The institution itself designs the Programme outcomes and the programmes specific outcomes. The Programme and Programme specific outcomes are uploaded on the website of the institution and are also communicated through the prospectus and the course syllabi copies kept in the library.
- The syllabus copy of each course has the course outcomes specified on it. The subject teachers ensure that each student is having the syllabus for the respective course either by giving in the class or is obtained from the library. Each student having the syllabus ensures effective communication about the course outcomes.
- The programme outcomes are uploaded and communicated through the website. Besides the modes of evaluation, other activities like co and extracurricular activities are designed in a manner to achieve the overall programme outcomes.
- Organization of such programme outcome-based activities and motivation provided to students to

take an active part in such activities ensures that the students are aware of the programme outcomes and programme specific outcomes i.e. what is expected from them as Bachelors of Commerce, Bachelors of Business Administration and Bachelors of Computer Applications.

- Various modes of evaluation, field trips, guest lectures, practicals wherever applicable, presentations are used for the achievement of course as well as programme outcomes. During delivery of the lectures depending on the topics students are communicated at each stage as to what they are expected to learn from a particular topic.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

- The respective subject teachers communicate the course outcomes to the students, at the beginning of the semester. The same is also made available for reference in the library. The course, programme and programme specific outcomes are also available on the website and in the library.
- Evaluation of the course outcomes is carried out with the help of continuous internal evaluation and Semester End Examination.
- The continuous Internal Evaluation components are designed/aligned to contribute to the achievement of course outcomes. The students are evaluated for the course outcomes by using methods like oral presentation, quiz, discussions, multiple-choice questions, case studies, problem-solving. The components help to evaluate the students' ability to apply the concepts that they have learnt.
- They also provide a platform to develop self-confidence and communication skills. The internal evaluation components are selected by individual teachers to help in achieving and evaluating the course outcomes.
- The attainment of the programme outcomes is measured in terms of performance of the students, which is reflected by way of "Class", "CGPI" (Cumulative Grade Percentile Index), and "CPI" (Cumulative Performance Index) across the programmes offered by the institution. The passing percentage for the students appearing for the Goa University Examination has been ranging between 75 to 92 per cent across the programmes offered. The institution has also been attaining 100% results in some of the courses thus indicating 100% attainment of course outcomes for these courses.
- The institution also reviews the attainment of course and programme outcomes for corrective action to improve the level of attainment of these outcomes. To take stock of the achievement of these outcomes, course wise results statistics is displayed for teacher's reference upon the declaration of the results. The teachers requested to take corrective action wherever needed.
- For the evaluation of the attainment, of course, programme and programme specific outcomes besides results, informally the placement of alumni also gives an indication wherein the alumni

have been placed as accountants, teachers, managers, computer-related jobs, clerical position and self-employed.

- The students are motivated to participate in co-curricular and extra-curricular activities which are an additional source of contribution in the attainment of course and programme outcomes.
- The activities of cell and departments are aligned in such a way to contribute to the attainment of programme outcomes and programme specific outcomes. The evaluation of the activities and performance of all these cells and departments also contributes to the process of evaluation of the attainment of course outcomes, programme outcomes and programme specific outcomes

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 77.07

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 205

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 266

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.26

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	00	0	0	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.2.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 00

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

Response: 35

File Description	Document
Supporting document from Funding Agency	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other

initiatives for creation and transfer of knowledge

Response:

The Institution has established MOUs, linkages, and collaborations with industries and institutes to share innovative start-ups and ideas. MOU with CIBA (Centre for Incubation and Business Acceleration) has been signed. Several activities including field trips and interactions have been organized to enhance their practical skills to promote the innovative mindset of students.

Seminar on IT Policy and Startups in Goa in association with Department of Information Technology, Govt. of Goa was held to encourage students and help budding entrepreneurs. As a part of this seminar session on Goa's IT Policy was discussed and how the Government of Goa is helping people and students in their entrepreneurial ventures.

The institution has an entrepreneurship development cell; wherein eminent personalities from small and large scale industries are invited to share their experiences to develop and inculcate entrepreneurial skills among the students. The institution has always promoted activities related to entrepreneurship for the benefit of students. Session on "Women entrepreneurship in Goa – A Go Womenia Perspective" was conducted as part of entrepreneurship development cell activity. Skill-based courses like Cutting and Tailoring were organized by entrepreneurship development cell of the institution.

An entrepreneurship development cell also conducts regular field visits to CIBA incubation Centre to guide young and budding entrepreneurs about the entire process of starting and running an own innovative enterprise. The purpose of the field trips is to make the students aware of the facilities and services available at the Incubation Centre. Having studied the topic as part of the syllabus, the trip intends to give them a practical understanding of how an incubation centre functions.

File Description	Document
Any additional information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 7

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
05	02	00	00	00

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
Any additional information	View Document

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

Response: 0

3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

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

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

Response: 0.38

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	9	0	1

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Several Units/ departments conducted following extension and outreach activities and their impact on the overall development of the student:

NSS:

- The unit took Annual Seven Day Special Residential NSS Camp in adopted villages where cleaning drives, surveys, talks and workshops were held, the purpose to provide social and environmental awareness.
- Blood Donation and Haemoglobin Check-up camps as a part of health awareness and social responsibility.
- Tree Plantation Drive and Annual Vanamahotsav celebrations, Shramdaan on eve of Gandhi Jayanti.
- E-Waste collection drive to collect old and non-working electronic gadgets, pencil cells etc., all for natural environment consciousness.
- Road Safety Campaigns as a part of social obligations.
- Regular cleaning drives in the neighbourhood, and nearby temples to provide cleanliness awareness, this also included yearly classroom cleaning competitions and National Sanitation Campaigns (under Swatch Bharat Abhiyan).
- Street plays on the theme of 'Ethical Voting' & organisation of Inter-Collegiate Street Play competition on the said theme.
- Rallies for AIDS Awareness, Suicide Prevention, Rally for Rivers, and Tiranga March. Celebration of International, National and State Days like Independence, Republic & Goa Liberation; Youth Day, Armed Force Flag Day, AIDS Day, Voter's Day, Deworming Day, Women's Day.
- Talks on Road Safety, National Integration, Patriotism, legal awareness like Consumer Rights, Prevention of Sexual Harassment at the workplace, Domestic Violence, Natural Resource

Preservation, 'Say No to Drugs' Organ donation, Cashless economy.

- Workshops on Report Writing, Snakes Species, artificial flowers making & paper bags making.
- Plastic collection drive for gathering pet bottles, chocolate wrappers, polythene bags and milk packets.
- Seminar on 'Neighbourhood Youth Parliament' and session on 'HIV AIDS Situation in Goa', 'Traffic Rules' and 'Drug Addiction & Youth'.
- One Day Youth Convention for students from our college and neighbouring colleges; Quiz competition on the topic 'Indian Freedom Struggle and Indian History'.
- Patriotic Song Singing competition; Elocution competition on 'Patriotism and Nation Building' for the student of neighbouring schools and colleges.
- Survey on Sanitation and Health-Related Issues in Khorlim Area.
- Poster making on 'Swatch Bharat, Swatchta Pakhwara'.
- Health Camp.
- Aadhaar Number Enrollment Camps and Voter's Registration Camps for 100% coverage of Students in Voter's list.
- Fundraising for Old Age Home through Canteen project.

SPORTS:

- Chess coaching camps for students across North Goa.
- Modern Ayurveda National Seminar in alliance with North Goa Ayurvedic Organization.
- Health check-up camp in alliance with Ayurveda Association.
- Vinyasa yoga with Yoga Association.
- Sutra-sanchalan Karyashala (Compeering workshop) with Samrat Club

SKILL-BASED COURSES:

- Skill-based tailoring course for students and neighbourhood community and SHG activity in extension for the neighbouring community.
- Meditation sessions were conducted on Sundays for the neighbourhood community and students in association with Heartfulness Society.

File Description	Document
Link for Additional Information	View Document

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 52

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	12	11	19	5

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 33.49

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
344	323	330	171	128

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 9

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7	1	0	0	1

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 6

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 (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
06	00	00	0	0

File Description	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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Total campus area within which institutions run by Saraswat Education Society are located is 44,000 sqmts. Of which 3,286 sqmts is the constructed area of the college.

CLASSROOMS: 19

- Classrooms with LCD: 18
- Classrooms with LCD and sound system: 14
- Classrooms with LCD, sound system and green boards: 9
- Classrooms with LCD, sound system and green and white boards: 3
- Air conditioned classrooms with LCD, sound system and green and white boards: 7
- Collar mikes for teachers: 10
- All classrooms are equipped with class notice boards.

COMPUTER LABS: 3

- Total no of computers in the 3 labs: 122
- College office: 8 computers, 7 with internet facility, 8 printers, 1 xerox machine, 1 cyclostyle cum scanner cum Xerox machine.
- BBA office with 2 computers with internet, 3 printer's/Xerox machines.
- Principal's cabin: 1 Laptop with internet, printer and scanner, TV.
- Staff rooms: 1 PC staffroom, 30 laptops for use of staff and teaching, 3 printers, Wi-Fi in all staffrooms.

HALLS:

- Auditorium: AC with 300 seating, LCD, Wi-Fi and sound system
- Conference room with AC, LCD, sound system and Wi-Fi
- Seminar Hall with 120 seating, AC, LCD, Wi-Fi and sound system
- Discussion room (in the library)
- Meeting room (in the BBA wing)

LIBRARY:

- Total area of Library 200 sq. mts. With separate stack area, reading area, e-Library, Discussion room and staff reading room.
- 5 Computers with internet connectivity .
- INFLIBNET database subscription.
- Photocopier facility for students, printer and scanner.
- Media Centre with recording facility with headphone, Digicam, mic and software for e-content

development.

OTHER FACILITIES:

- Canteen
- Girls common room.
- Boys common room.
- Counselling room
- NSS room.

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

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

Response:

SPORTS:

- **Indoor:**
 - Sports hall of 200 square meters inclusive of air conditioners and fitness Centre of 60 square meter, which has a treadmill, leg extension machine, Chest press machine, Cycling, Olympic bar with plates. Separate timings for boys and girls, a user register is maintained. The sports hall has hot and cold aqua guard water filter, 48 inches TV with Tata Sky connection.
 - The sports hall is equipped with the following: Weighing machine and Height scale, Table tennis: 2 tables, 20 rackets, Carom: 8 carom boards, Chess: 20 chess boards, Judo: 20 mats.
- **Outdoor:**
 - The college shares a 90mts X 60mts ground with the school and higher secondary section. Facilities for the following games are available: Football, Volleyball, Hockey, Throw ball, Handball, Athletics, Tennikoit: 6, Badminton: 10 rackets.
- **Cricket Academy(an initiative of the Saraswat Education Society with Sports Authority of Goa).**
 - It is functional with one cricket coach and two groundsmen, cricket net practice and fitness programs. The timings of the Academy are from 7 to 8.30 am and 3.00 to 6.00 pm every evening. Besides, coaches from Sports Authority of Goa are available for the following games: Judo, football, athletics, badminton, and chess.

◦ **Chess Facilities:**

- The College has an MoU with Goa State Chess Association under which coaching camps are organised for college, HSS and school students; taluka and state-level chess tournaments are organised.

◦ **Cultural:**

- The College shares its auditorium, 'Anand Giri Keni Hall' with the school and higher secondary section. The auditorium is equipped with 2 cordless and 1 wired mike, 1 collar mike, Yamaha organ, 5 corded mikes, 5 cordless mikes, 2 speakers (1 amp), 1 standby (1-amp speaker).

File Description	Document
Any additional information	View Document
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

Response: 90

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 18

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 0

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
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:

- **Software:** New Gen Lib
- **Status of automation:** Partially automated
- **Version:** HELIUM 3.1.2
- **Electronic Resources:** NLIST INFLIBNET
- **Library website:** Access available on College Website
- **Bar coding:** Initiated
- **Total no of computers:** 08
- **No of photocopying machine:** 01
- **Printer:** 01
- **Internet bandwidth:** 2mbps (Ethernet Express)
- **Internet facility for students:** 5 computers

File Description	Document
Any additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The library is considered as an integral part of any educational institution. Our institution started with a collection of 398 books in 1991. Presently we cater the academic needs and fulfil the expectations of the faculty and the students.

Since the year of inception, the library enriched its collection with the addition of 17,458 books in various subjects, 36 journals, 14 magazines, 01 databases. The library has a collection of books on Goa, books for competitive examinations, yearbooks, government reports such as Economic survey of India, Economic Survey of Goa, India's Livelihood Report, Microfinance India: Special performance report etc. are available in the library.

Encyclopedia such as Britannica, World Book, Dictionaries related to various subjects and bilingual dictionaries are available in the library. The library has a membership of NLIST.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Response: C. Any 2 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 2.93

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
3.17	2.09	2.84	2.39	4.15

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 5.88

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 56

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Details of the upgradation of IT facilities over the last five years is given below:

Academic Year	IT facility	Nos
2014 -2015	Desktop PC: Dell Vostro 3800 (Intel core i3)	6
	Core i3 HP systems	2
	Escan Antivirus (renewal) 4 User 1 Year	12
	Internet leased line renewal 2 MBPS (1:1)	1
	UPS Battery replacement	6
2015 -2016	Escan Antivirus (renewal) 4 User 1 Year	12
	Internet leased line renewal 2 MBPS (1:1)	1
2016 - 2017	DELL INS 5559 LAPTOP	5
	Core i5 Lenovo systems	5
	laser printer	1
	Classrooms with LCD Projectors and sound system	5
	Escan Antivirus (renewal) 4 User 1 Year	12
	Internet leased line renewal 2 MBPS (1:1)	1
	Structured cabling done in using Cat6 cable to strengthen internet	
2017- 2018		

	connectivity	
	Core i3 Lenovo systems	10
	Redesigned Computer Lab with 28ports switch 10/100/1000 mbps	1
	Escan Antivirus (renewal) 3 User 1 Year	
	Seminar Hall: Interactive LCD Projector with Touch Screen	16
	Classrooms with collar mike facility	1
		6
	Internet leased line renewal 2 MBPS (1:1)	1
2018 - 2019	Desktop PC: Dell Vostro 3670 (Intel Corei5)	6
	Core i5 Dell systems	6
	24ports switch 10/100/1000 mbps	1
	2.1 channel speaker	1
	20KVA 30 qty 100AH battery with back up of 1 hour	1
	MICROSOFT WINDOWS PROFESSIONAL	6
	Escan Antivirus (renewal) 4 User 1 Year	12
	Internet leased line renewal 2 MBPS (1:1)	1
	UPS Battery replacement	16

Software Updates (2014 – 19)

Following software were updated with new versions:-

1. Tally with GST
2. Google Chrome updated
3. Eclipse-jee-neon-3
4. MS Visual Studio 2010

Following new software were installed:-

1. Simple Code Blocks
2. Scratch Desktop Setup 3.4.0
3. Selenium Java
4. Flowgorithm-2.21.1
5. Dev CPP 5.3.0.0
6. Sublime Text Build 3176 setup
7. Python 3.7.3

Following Hardware were purchased:-

1. RAM upgraded
2. UPS Battery Replacement
3. EPSON M200 Printer, Scanner cum Copier
4. Samsung Multi Xpress K2200ND Xerox Machine

Other upgradations:-

1. BSNL Broadband Internet plan upgraded to Ethernet Express Fibre Optics
2. 10 nos. of new Dell i5 processor systems purchased.
3. Wi-Fi facility provided for students.

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

4.3.2 Student - Computer ratio

Response: 461:64

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: <5 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 9.41

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

2018-19	2017-18	2016-17	2015-16	2014-15
4.54	3.25	2.67	1.08	1.82

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	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:

Saraswat Vidyalaya's Sridora Caculo college was established in 1991 initially in the Higher Secondary Building and later the management decided to construct a fully equipped independent building for the college section.

The infrastructure and support facilities are installed and upgraded as per the suggestions a received from the various stakeholders through feedback, maintenance books and suggestion boxes. Besides this, the management also takes a keen interest in creating additional infrastructure as per the needs of the students.

UTILISATION AND MAINTAINANCE OF LABORATORIES

The college has BCom, BBA and BCA programs and in the all three programs IT subject is compulsory or computer-related courses there are three independent computer laboratories. The renovation of the BCom and BBA laboratory has recently upgraded its physical facilities. laboratory assistant has been appointed for all three Labs who keeps the complete check on the maintenance equipment and other facilities. The college has AMC which check the computer system every week. the task of cleaning computer lab is undertaken daily CCTV cameras are installed in the Labs as a security measure. The labs are installed with A.C's and servicing is done regularly with the help of AMC.

CLASSROOMS

The college has allotted duties to multitask staff to check the cleaning and maintenance of the classrooms every day. They have to report to the concerned clerk beside that the teachers, students and division representatives and General Secretary reports the matter to the head clerk in the office. A separate register has been maintained in the office where the grievance of the students in respect of maintenance is recorded. The head clerk has been assigned the duty to take necessary action with regards to the maintenance of classrooms. All classroom have been installed with LCD projectors and sound system. One office staff has been allotted duty of checking the LCD and Sound system in classes. Teachers report their complaints to office staff orally or inform to Principal in the staff meeting.

SPORTS CENTRE

The college has an independent sports Centre with table tennis, carrom and separate Gymnasium. The college has appointed one multi-tasking staff exclusively for sports Centre. (The separate register is maintained in the Sports Centre to record the entry of the table tennis bats and carrom items.) The sweeping, cleaning and moping is done regularly by the sweeper. The separate dead stock is maintained to keep the record of the purchase of sports equipment. The separate register has been maintained to record the entries of students visiting the in Gymnasium. Boys and girls are being allotted different timings an. Sports Centre also has a facility of TV which helps students to watch live matches and news.

ADMINISTRATIVE OFFICE

The college has well-furnished corporate style office with independent cabin for Accountant, head clerk and UDC as per seniority. The office is fitted with A.C and the college has AMC to look after the maintenance. The cleaning is done on a daily basis before office hours. The office has the attached toilet block for the lady staff. Since the office has been renovated recently there is not much maintenance, cabinets are well laid out.

GENERAL MAINTAINANCE

Since the construction work of building has been completed recently there is not much need for the renovation. Sewage drainage cleaning and septic tank cleaning is carried out by professional Municipal person. The cleaning of classrooms, library, laboratories, sports Centre and seminar hall is done regularly and multi-tasking staff is accountable to look after the cleanliness. General housekeeping is taken care of by a head clerk who keeps an overall check on the maintenance part of the administrative block.

OTHER SUPPORT SERVICES

The college follows the policy of identifying one fixed person to look after the electricity, carpentry, plumbing, water supplier etc. and mutual understanding of conducting maintenance work so that the college get their services at a short notice. Whenever any stakeholder is brought to the notice of the head clerk or office staff any problem than it is solved immediately. The care is taken that the students are not hampered in any way.

C.C.T.V

The college has installed the CCTV in corridors, library, computer lab, seminar hall and canteen so that

necessary care is taken about the safety of the students. The college has AMC with the contractor which take the care of the maintenance work regularly.

GARDENER

The college has appointed one Gardener who takes the care of the garden. It is maintained with the help of the NSS Volunteers.

LIBRARY

The college has a resourceful library with reading room, discussion room, provision for online library and media Centre, separate reading room for staff and stack room. Beside the librarian the college has appointed two library attendant who are under the control of the librarian. The renovation of the library has done recently installing cabinet to store old books, discussion room for students and an online library with media Centre.

AMC

The college has Annual Maintenance of contract of the below facilities and check is kept on the regular maintenance by the office staff. The facilities that have AMC contract are as below:

- Computers
- Air conditioners
- Water coolers
- Water purifiers
- EPABX intercom system Campus
- Photocopy machines
- C.C.T.V

CANTEEN

The college has entered the contract with the canteen owner who renders the service of providing eatables to students that hygienic and of good quality provided at a reasonable rate. Maintenance and cleaning are done by the employee of the contractor every day. The storage facility in the canteen is properly maintained by storing in the racks. Water filter and water cooler are maintained properly through regular maintenance service.

OPTIMIZATION OF INFRASTRUCTURAL USAGE

The college premises are also used for the following:

- Conduct of CA examination
- Postal examination
- Clerical examination of Govt. of Goa
- Meditation sessions for surrounding areas
- Conduct meeting of Clubs- Samrat club, Goa Chess Association, Rotary Club
- Chess competition
- Election training

- Astronomy Society for conducting quiz competition

File Description	Document
Link for Additional Information	View Document

NAAC

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 the last five years

Response: 13.81

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

2018-19	2017-18	2016-17	2015-16	2014-15
100	288	53	22	81

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 3.95

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
61	56	31	03	09

File Description

Document

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 27.06

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

2018-19	2017-18	2016-17	2015-16	2014-15
222	198	202	193	212

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 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

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

Response: 4.26

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	6	8	8	11

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 15.79

5.2.2.1 Number of outgoing students progressing to higher education

Response: 42

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 15.33

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	3	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	5	3	0	0

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	View Document

5.3 Student Participation and Activities

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

Response: 0

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

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	00	00	00

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The college has an active Students' Council, democratically elected as per the guidelines given by the Goa University for every academic year.

The composition of the "Students' Council" is as follows :

1. Principal	Chairman of Students' council	
1. A lecturer nominated by the Principal	Vice Chairman of Students' council	
1. Lecturers nominated by Principal	Members	
1. One Student of each Division elected by the students	Division Representative	
1. One lady representative elected class wise	Lady representative	
1. One sports representative elected by the college	Sports secretary of the college	
1. One student elected by the college	General secretary	
1. One student elected by the college	Cultural Secretary	

The students' council aids the college in its functioning in the following ways:

The Student's Council provides a platform to students for co-curricular and extra-curricular activities. The student representatives are also at the forefront of organizing the Annual Day programme, Sports Day, inter-collegiate events such as Phoenix, IT Maestro, Odyssey, Inception; sports events such as Intra-mural activities, taluka and state level Chess Tournaments, Ganpat Kerkar Inter-Higher Secondary School Football Trophy of the college.

The council also assists in organizing seminars, workshops and guest lectures. The special day celebrations such as Independence Day, Liberation Day, Republic Day, Teachers' Day, and No Fuel Day are coordinated and organized by the students' council.

The representatives actively participate in conducting various surveys, contacting invitees, helping the departments for correspondence work, logistic help in cultural programs, NSS camps and sports meets, compeering at seminars and conferences.

The student's council also organizes financial campaigns for funding of various activities through it's initiative of seeking sponsors and patronage from local benefactors, banks and financial institutions.

The council is also at the forefront to promote and encourage the involvement of students in organizing field visits, tours, educational trips, seminars and workshops.

The council is a facilitator between the students and college, and maintains overall discipline on the campus. They identify and solve student related problems. Thus, the students' council of the college brings ideas, proposals and feedback and also learn about the democratic process, civic responsibilities, leadership, social volunteering and participative skills coupled with problem solving and team work.

Students' role in academic & administrative body

Students are given due importance & appointed on the various academic and administrative committees:

- Anti-Ragging committee
- Prevention of sexual harassment committee
- NSS Committee
- Student's aid fund committee
- Representation on various committee for seminars & workshops conducted in college
- Internal quality assurance cell(IQAC)
- Alumni association
- Canteen committee
- Cultural Committee
- Library advisory committee

The students' council of the college renders help of organizational nature and performs a number of activities through it's representation. It maintains harmonious relations out of mutual respect with the Principal, teaching and non-teaching staff and parents.

Thus, the students' council of the college brings ideas, proposals and feedback and also learn about the democratic process, civic responsibilities, leadership, social volunteering and participative skills coupled with problem solving and team work. Such comprehensive participation and delegation has helped in fostering leadership qualities.

File Description	Document
Any additional information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 15.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
21	14	11	11	20

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The alumni association of the college was established in 2011. Under the present leadership of alumnus Abhishek Asnodkar, the Alumni Association has been reconstituted and registered (bearing registration no. 486/GOA/2018, dated 10th Dec 2018). The registration has taken a step ahead in strengthening the relationship between the college and alumni.

The Alumni Association, endeavours to create and maintain a life-long connection between the College and its alumni. It aims to foster interaction amongst the Alumni, Faculty and the present students and for extending all sorts of support as would be required by the college. The alumni members meet regularly and deliberate on their achievements, progress, and plans. On various occasions, distinguished alumni are invited as chief guest, guests of honour, resource persons, jury members in the college.

Financial support

The alumni association has raised funds through registrations, donations, fund-raising activities, sponsorships, etc. A separate bank account is maintained in this regard.

Scholarships

During the last five years, scholarships have been awarded to the students of the College.

Fundraising activities The alumni every year undertakes fundraising activities like the Variety

Entertainment Programme, Alumni get-together, Mapusa marathon run, etc.

The alumni have **organised and sponsored various events for the college**, i.e. the cricket match between alumni and students; football interclass tie-breaker tournament.

Non- financial support

Representation on IQAC The alumni contribute in policymaking by their representation in the statutory and academic committees such as IQAC, etc. Alumni contribute to the development of the college by bringing out innovative practices in learning methods and providing guidelines to the departments for grooming the current students.

Guest lectures by alumni Some of the alumni are well placed in the industry and have expertise in their respective fields. They are invited to deliver academic lectures in the campus for sharing their expertise, life skill experience and words of wisdom for enlightening and enriching the students and staff. These lecturers help students to develop their practical and creative thoughts. (Guest speakers: Vijayanand Malpekar, Vishwanath Bhohe, Shubert Mendes; motivational talks: Varesh Naik, Salonee Kamat).

The platform for showcasing students talents

The alumni have also created a platform for showcasing the multi-talents of the present students through the Variety Entertainment Programme held every year. Thus students can demonstrate amongst other skills, their acting skills through the staging of the one-act plays prepared for the One Act Play Competition held subsequently at Kala Academy.

Every year on National Sports Day, the sports department felicitates two outstanding sports alumni.

Services rendered to students The alumni have helped the college to organize internships for the students. They also provide voluntary services for organising workshops, seminars and conferences especially during the international sports seminar organised by the college.

The alumni (Vishant Alekar, Kailash Gaonkar, Kedar Shirodkar, Naina Pilankar, etc) are instrumental in conducting coaching camps and training the sports teams in various games like judo, athletics, baseball, football; and thus strengthening the sports department. Their expertise in various fields has helped to refine the skills of the students.

File Description	Document
Any additional information	View Document

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

Response: ? 5 Lakhs	
File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 1

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
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 an effective leadership in tune with the vision and mission of the institution

Response:

The college is a part of the Saraswat Education Society, which is a 107-year-old organization, which manages several educational institutes, right from Pre-Primary School to the College offering higher education.

Governance

The Society has a General Assembly comprising of the Chairman, Vice-Chairman and Secretary, which conducts a general meeting once a year. The Society also has an Executive Committee, which is elected every three years by the members of the Saraswat Society. The Executive Committee is the major decision-making body with respect to the various educational institutes, which are part of the society. The Executive Committee consists of; The President, Vice-President, Secretary, Joint Secretary, Joint Secretary, Treasurer, Joint Treasurer and the Co-opted members. The Principal of the college reports directly to the Executive Committee.

The College has qualified and competent administrators with good leadership qualities to manage the college at the various levels. At the level of the overall institution, the principal provides leadership. The principal drives the college towards living up to be mission statement and providing the road map for trying to achieve its vision. He helps set the broad-based targets, setting and selection of various committees to achieve these targets and monitoring the functioning of the committees by conducting regular meetings. At the departmental level the various departmental heads and Course Coordinators provide leadership.

The college conducts three programmes; Bachelor of Commerce (BCom), Bachelor of Business Administration (BBA) and Bachelor of Computer Application (BCA). The Bcom programme has various departmental heads and the BBA and BCA programmes are headed by Course Coordinators; all of whom report to the principal of the college.

Involvement of Teaching Staff in Decision Making

All the teaching staff are part of at least one committee, these committees are formulated by the principal of the college at the start of every academic year. The committees meet depending on the schedule set, and the tasks assigned to them. The decision-making at the level of the committees is by all the teaching staff who are part of this committee. The committees have a convener who is appointed by the principal who coordinates and reports the functioning and decision making of the committees directly with the principal.

The college also appoints a local management committee where there is a representation of the chair of the management, secretary of the management, principal of college, senior teachers and prominent members of the society. This committee meets once a year and makes suggestion to the management, which are then executed by the management depending on the feasibility. The senior teachers play a vital role in this

committee.

Besides this, there are staff meetings also which are conducted by the principal from time to time wherein different college related issues are discussed and suggestions are encouraged from the staff for the same.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The college conducts three programs; BCom, BBA and BCA. The BBA and BCA programmes are self-financed and are headed by the respective Course Coordinators who are responsible for their functioning. The Course Coordinators are responsible for all decisions pertaining to, admissions, subjects to be conducted from the list of approved subjects by the university, setting of timetables, selection of guest faculties, managing the examinations, purchases, branding & promotions, and all other day to day activities involved in the smooth functioning of their respective programmes. The Course Coordinators report to the principal who conducts meetings with them from time to time to monitor the overall working of the programmes. The Self-Financed programmes of the institution, in fact has always been given the freedom to operate like separate units. The respective course coordinators for these programmes has been given the freedom to chalk out separate strategies to position these programmes differently from the regular aided BCom Programme. This involves a separate wing within the building for each of these programmes, with separate staffrooms, separate classrooms, separate computer labs, separate websites, separate book bank, etc. which has empowered the self-financed programmes to build their own unique image. This strategy of decentralizing decision-making has been very effective especially with respect to the BBA programme, which is one of the flagship programmes of the college, which attracts students from all over Goa as well as international students.

The BCom course is aided and has various departmental heads. The departmental heads are responsible for the functioning of their respective departments and report directly to the principal. The BCom department has the following departments, which are Commerce & Management Department, Department of Accountancy, Department of Economics, Department of Philosophy, Department of English, Department of Mathematical & Statistical Techniques, Department of Computer Science, and Department of Sports.

The various committees formulated by the Principal help in decentralizing the decision making for academic and administrative functioning. The staff who are part of each of these committees are responsible for the decision-making and implementation of the decisions with respect to the tasks, functioning and activities related to their committees. Each committee has a convener who reports directly to the principal. The Principal conducts meeting with the conveners of the various committees based on requirement to monitor their overall functioning. The committees are as follows:

Students Council, NSS, Sports Council, Events, Theatre cum Movie Club, Magazine & Wall Paper, Elections, Mentoring & ISA Monitoring, Feedback Receiving, Internship, Examination, Research & Consultancy. Anti-Ragging, Purchase, Women's Cell, Consumer & Legal Cell, Grievance (Examinations),

Prevention of Sexual Harassment, Library Advisory, Employee Grievance, Alumni Advisors, Students Grievance, Remedial Coaching, Skill Based Courses, Entrepreneurship Development Cell, Gender Sensitization Cell, Maintenance of Eco Friendly Club, NAAC Documentation, Public Information, Intercollegiate Competitions, Admissions & Attendance, and Perspective Planning.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The principal along with the departmental heads and the executive management committee of the society identified certain areas related to infrastructure, which the college was deficient in and worked out a broad plan to build these aspects of the college. The major areas identified were as follows:

- Creation of a separate canteen for the college students.
- Creation of better and larger parking area for the students and the college staff.
- A well-equipped gym for the students in addition to improving the facilities in the sports room.
- A well-equipped multi-purpose hall in addition to building infrastructure within the existing conference hall.
- Construct an additional floor on the existing building and provide a separate wing for the BCA department.
- Building and upgrading the existing infrastructure of the college library.
- Providing LCD projectors and multimedia facilities in all classrooms.
- Air conditioning the classrooms of the self-financed programmes (BBA and BCA).
- Improving the facilities in the college for the specially abled students, by building a ramp for wheel chairs, rods along the stairs and a provision for lift is made in the new extension block.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Role of the Executive Management Committee

The responsibility of the executive management committee is to oversee the overall functioning of the various educational institutes which are under the Saraswat Education Society. Sridora Caculo College of Commerce & Management Studies is one of the institutions which the committee is responsible for. The committee also monitors and reviews the strategic plans of the college in terms of creation of new programmes and creation/upgradation of new infrastructure by raising funds for the same.

Role of the Principal

The Principal is responsible for the overall functioning of the college. For the smooth functioning of all the programmes, he coordinates with the various departmental heads and helps in resolving any issue which need his assistance. The principal follows a participative type functioning. The principal upraises the executive management committee about the infrastructural requirements and man power requirement of the institution and discusses ways to implement the same. The Principal, convenes staff meetings, to discuss and finalize academic and nonacademic activities when required. The principal allocates all the staff members to various committees at the start of the year and roles are assigned to each committee and the staff who form a part of this committee. The Principal advises the convenor in-charge of the committees to convene their meetings and prepare plans for the activities they are responsible for. The principal oversees the smooth conduct of examinations and also the overall discipline of the college. The Principal himself is responsible to teach at least 5 hours every week. The principal is easily accessible and approachable for any issues which a student or staff member might have and he ensures that he provides them with a satisfactory solution.

Recruitment procedure

BCom programme the college has to recruit according to the government laid down provisions and also the Goa University statute for recruitment. For the Self-Financed courses, recruitment process is entirely controlled by the college and selection is done based on the university laid down statute for recruitment of teachers. In both cases, job specification for the vacant position are identified, advertisements are published in reputed newspapers and applications are invited from suitable candidates. Applications are screened and candidates are short listed for a personal interview in front of a formal university panel involving the principal and the management.

Service rules

Service rules are mentioned in the appointment letter given to the staff at the time of recruitment. It includes rules and regulations of all employees of the institution in addition to rules regarding leaves, duties, promotions, resignation, termination, code of conduct.

Grievance redressal mechanism

The principal appoints the Employee Grievance Cell, a Students Grievance Cell and an examination grievance cell at the start of every academic year with a senior faculty who is made the convener of each of these committees. Employees or students having grievances can directly approach the principal and the principal in turn, forwards this issue to the employee grievance cell or the students grievance cell as the case may be.

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

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Response: C. Any 3 of the above

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

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The IQAC of the college recommended that every class should conduct seminars for the students. It was decided that every class should organize at least one seminar every year. This would involve sessions for the students, which are conducted by external industry executives and other experts from the various occupations. The objective of doing this was to expose the students to ideas and experiences, which were not restricted to the books and their syllabus. This would also lead to a more holistic all-round development of students and bring in a higher level of awareness among the students with respect to the various issues in the society influencing them and the career choices they can make. This recommendation was successfully implemented with all the different classes organizing at least one seminar per year since the academic year 2015-16. Some of the effective seminars organized were “Effective Communication and Life Skills” by Ms. Mumta Kalangutkar. “Discourage Blind Faith & Encourage Food Safety” by Mr. Richard Noronha and Mr. Somu Rao, Seminar on “Career Planning” by Mr. Vernon Marshal, Seminar on “Demonetization” by Mr. Girish Potdar, “Empowerment of Students”, “Through RTI Act” by Srikant Barve, Dr. Smita Kamat, and Mr. Ganpat Kurtikar, “Discourage Myths and Love yourself” by Ms. Ketaki Gadekar, etc. The response, for these class seminars, was indeed very positive and has managed to generate a very high interest among students. The continuity of this initiative from the academic year 2015-16 till the current academic year is also indicative of the positive impact this has had on the students.

File Description	Document
Any additional information	View Document
Link for 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:

- Staff Co-operative Credit Society for extending credit facilities including festival Advance
- Canteen facility in the Campus
- Group insurance is provided to the Regular Teachers and Staff
- One set of uniform is provided per year to multi-tasking and to daily wage staff
- First Aid box with medicines is available in the staff room for all.
- Security guard has been provided with a Cabin.
- Uniform and raincoat is provided to multi-tasking employees.
- Provision of Earned leaves for the staff of the self-financed programmes.
- Fitness Centre is open for the use of the college staff in their spare time.
- Medical camp for staff and free eye checkup.
- Advance payment to staff to meet emergency needs.
- Flexible duty timings for office staff.
- Retirement gifts scheme for Teaching and Non teaching staff of Self Financed Programs
- Pension Incentive scheme for Teaching and Non teaching staff of Self Financed Programs

File Description	Document
Any 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: 43.68

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	11	8	8	14

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document
Any additional information	View Document

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: 2.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	2	6	1

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 6.81

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	3	0	3	1

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The institution follows the Performance Appraisal system prescribed by the University, which helps in Career Advancement of the Teaching faculty. Every year the faculties have to submit the Performance appraisal form duly filled, consisting of workload, extra remedial classes, Research work, Co- curricular and extension activities carried out throughout the year. The Principal evaluates the Performance appraisal form and necessary action is taken with respect to the improvement in teaching, Learning evaluation informally. The screening committee scrutinizes the same form during the Career advancement of Faculties and accordingly Career Advancement is granted.

In Non-teaching staff members, personal appraisal form is required to be submitted every year and Head Clerk/Administrative head will evaluate and due recommendation is made to the Principal. At the time of promotion, the selection committee comprising of Government representative will assess the Personal Appraisal form.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal audit

- A qualified Chartered Accountant performs Internal audit on annual basis appointed by Management
- Internal audit of institution has been conducted annually from 2014-2015 to 2018-2019.

External audit

- Books of accounts, payment vouchers, bills and bank statements are maintained and updated regularly by the College Accountant.
- A review and verification of accounts is carried out by a qualified Chartered Accountant who gives his suggests/objections.

- Principal discusses the suggestions/ objections raised (if any) by Chartered Accountant with the Management and appropriate action is taken
- Directorate of Higher Education has conducted external audit on 31st May 2017 for the year 2010-2011 to 2016-2017.

File Description	Document
Any additional information	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

For Government-Aided programme (BCOM)

- Fees collected from students are utilized for recurring expenditure incurred by the college
- Government grants received by the institute are used in accordance with the terms and conditions laid out by the funding authority

For self-financed programme (BBA, BCA)

- Self-finance courses manage all the requirements of their course through fees paid by students. Course directors of respective courses prepare annual budget, which is approved by the Principal and Management executive committee.
- These funds are also utilized for campus development.
- PTA fund is used for college related activities.

File Description	Document
Any 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:

The IQAC is actively functional in the planning and initiation of the several strategies and processes in the college after the accreditation by the NAAC in 2014. Two best practices initiated by the IQAC for institutionalizing the quality assurance strategies and processes:

1. Class Seminars and Career Fair

- IQAC Cell during its meeting held on 25th April 2015, recommended organizing “Class Seminars”. Class seminars were introduced whereby seminars on various contemporary topics were organized by the students of various streams/classes which enabled exchange of ideas and healthy discussions enabling students to get an exposure to topics beyond classrooms and a platform to voice out their ideas and opinions as well as engage in learning. One of such seminars was called “Enhancing Communication and Life Skills” which was organized by T.Y.BCom (C) on 3rd March 2017.
- Teachers are encouraged to create WhatsApp groups for better communication with the students.
- Career fair was, held, in association with GEDC in November 2014.

2. Study Technique Workshop & other initiatives

- A study technique workshop was organized for students to facilitate effective learning. Video films and documentaries on educational topics were also shown during the off lectures to create awareness among students on certain issues and facilitate brainstorming.
- Also a ‘Skill Development Workshop’ was organized in the form of an intercollegiate photography workshop in collaboration with Nikon CollegeScapes.
- Certificate course on ‘Entrepreneurship Development’ was introduced in the year 2014 with an intension to create job creator than job seekers.
- Yoga and meditation sessions are also held regularly for the students in order to improve their focus and concentration levels.

File Description	Document
Any 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

Response:

The IQAC plays a very proactive role in the institute by establishing review processes and methodologies. Two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC are:

1. ISA to include objective type questions & Remedial Coaching

- After a discussion with the IQAC Members, it was decided that the ISA's would include objective type questions. This initiative is a valuable teaching learning reform for the institute. In this regard, a workshop was also organized to facilitate framing of objective type questions.
- A good institute is the one which facilitates learning for all types of students, whether a fast or a slow learner. The institute takes extra effort for its slow learners in the form of remedial coaching for such students so that their learning is enhanced. Remedial coaching classes were conducted in Mathematics and Statistics in the year 2015.
- Mentoring was also introduced in the batch size of 10-15 students per teacher with an intention to understand and identify any issues pertaining to students.

2. Review through periodical meetings of IQAC

- The IQAC meets at regular intervals to discuss various issues regarding teaching-learning processes.
- The IQAC also visits the departments and participates in the departmental meetings. This setup has evolved into successful review methodology for improvement in teaching and learning process. Through this system of review, the IQAC observed that for continuous development of teaching learning, there is a necessity for enrichment of ICT infrastructure. Therefore it emphasized the increasing the base of ICT infrastructure.

File Description	Document
Any additional information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 4.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	5	4	5

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

Response: B. Any 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

ADMINISTRATION DOMAIN:

- Online payment of Fees for admissions to Bcom Programme.
- Use of PFMS (Public Finance Management System) Bank Payment system for transfer of funds.
- Online booking of College Auditorium facilitated through college website
- University administration Process has been automated
- Intimation for Meetings and general notices among the staff were circulated using mails
- Intimation for Interviews for the upcoming lecturers posts has been initiated by mails

ACADEMIC DOMAIN:

- Enrichment of ICT infrastructure
- Conducted workshop on framing of Objective Type Questions
- FIP on 'Learning Methods in Higher Education'
- Talk on 'Empowering Teachers to Enrich Students'

- Lecture on 'Evaluation of Learning Outcomes - Test Paper & ISA
- Workshop on 'Preparation of Research Papers'
- Faculty Improvement Programme by IQAC Cell
- Increase in use of ICT in teaching-learning process
- Increase in number of organization of seminars, workshops, and conferences
- Students' participation in social, cultural, and sports activities
- Increased computerization in the academic and administrative functioning
- Adding e-resources to college library
- Training programme for students with the help of industry
- Improvement measures for increasing attendance of parents during PTA meetings
- Questionnaires designed to take feedback from various stakeholders

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 13

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	2	3	2

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

SAFETY AND SECURITY:

- The College is known for having discipline and a safe environment in the city of Mapusa and the University. The safety and security of staff and students are ensured through the cooperation of institutional personnel and various committees.
- The discipline committee members conduct frequent rounds to monitor the conduct of the students and ensure that all discipline-related guidelines are adhered to.
- External security of the College is ensured by full-time security guards for constant monitoring of premises and screening of all visitors.
- The College campus is under surveillance by installing CCTV cameras at all corridors and entrances of the premises.
- First aid kits and fire extinguishers are placed in accessible areas of the College.
- The College has a convenient timing for staff and students i.e. the College begins at 8.30 a.m. and ends by 5.30 p.m.

COUNSELLING:

- Women Anti Sexual Harassment Committee has been constituted to address grievances of students and faculty.
- Two class counsellors are appointed for each class.
- A professional counsellor is appointed by the college to look into the personal and study-related issues faced by college students. The idea is to counsel the student on any relevant problem he or she faces, like concentration, relationships issues at home or college, so that the student feels secure to study and progress and is eventually in harmony with the college environment.
- There is a grievance cell for students and staff, that addresses any possible grievance expressed by teaching and non-teaching staff as well as the students, concerning anyone at the workplace.
- Our college policy guidelines for admission, recruitment and administrative and academic functions safeguard the interest of students, faculty and staff without differentiation to their gender. No discrimination against caste, creed, religion and gender helps in maintaining safety and security on campus.
- The college has a favourable sex composition.
- Life skills education provided through class seminars ensures healthy relationships on gender grounds.

COMMON ROOM:

- Separate restrooms and washroom facilities for girls are available.
- The college ensures participation of women students in intra and inter institution competitions.

OTHER INITIATIVES:

- The election process ensures good representation of ladies. Ladies representatives are appointed at all class levels in all the BCom, BBA, BCA streams, this helps to sensitize all by creating awareness on issues specific to girl-students
- The college ensures separate timings for girls coming for fitness program in the college gymkhana.
- Women's cell is constituted by the college. It conducts talks on relevant issues concerning girls and women in family, workplace and society
- Seminars, movies and documentaries on gender sensitization have been showcased from time to time.
- Women with special achievements at state, national and international levels are felicitated at sports /other functions organized by the college.

The College has taken all steps to ensure that the campus environment is free from ragging. The College also has an anti-ragging committee as laid down by the UGC regulations.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 28274

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 31.43

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 2.2

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 7

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Solid waste management:

- Segregation of wet and dry waste has been initiated.

- Each classroom now has three bins,
- One for wet waste, one for paper waste and one for plastic waste.
- There are waste bins outside the classrooms for glass wastes.
- Composting of physical wet waste has been proposed.
- NSS volunteers collect plastic bags as part of cleanliness efforts.
- Multi-tasking staff is appointed and each floor has dedicated staff for maintenance.
- The collection is being done by municipal staff every day.

- Composter bins are installed in the garden.

Liquid Waste Management:

- Wastewater recycling for liquid waste management has been proposed.
- Device for tap control proposed.
- Maintenance of soak pit for waste disposal.

E-Waste Management:

- The college has a tie-up with an external agency for E-Waste management.
- BCA Dept. annually conducts E-Waste collection activity.
- Through NSS, floppies, memory chips, motherboards, compact disks, cartridges generated by electronic equipment such as computers, radio sets, TV phones, printers fax, and photocopy machines are collected and given for recycling.
- The college organised workshop e-waste management to create awareness on methods and hazards of e-waste among students.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Given the surplus rainfall received during specific months of the monsoon season and the remaining months of the year is dry, the College felt the responsibility to first conduct a Green Audit to assess the consumption and water loss and strategize water-saving measures.

Measures were undertaken to control water consumption:

- Reducing water wastage by identifying and repairing any leakages.
- Installing tap aerators to control the flow of water through taps.
- Rainwater is utilized for gardening by storing it in tanks and reusing it once the monsoon season is over.
- The staff and students are also sensitized about conservation of water to have active participation in

preserving this depleting resource.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Bicycles-

- There is minimal use of bicycles by students.

Public Transport

- Majority of the students and staff use public transport.
- The college observes a No Fuel Day where all staff and students use public transport.

Pedestrian Friendly Roads

The stretch from main road to the college is made pedestrian friendly.

Plastic free campus

To ensure a plastic free campus, the college has taken the following steps:

- To minimize the use of plastic containers, plates and glasses.
- Encourages the use of steel, ceramic cups, glasses and eco-friendly plates.
- Replaced the use of vinyl banners with electronic boards.
- Promotes the use of paper and cloth bags and discouraging use of plastic bags.
- Potted plants are presented to guests instead of plastic wrapped bouquets.

Paperless office

- Communication to teachers and students is through electronic mode like email, WhatsApp messages, college website.
- Admission to various programmes is through the electronic mode.
- Students submit assignments through email.

Green landscaping with trees and plants

- The campus has trees, plants and a garden maintained by the college gardener and students.
- The college conducts activities focusing on green practices.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.43

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0.17	0.15	0.15

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 5

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	1	2	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 18

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	5	5	2

File Description	Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory

bodies / regulatory authorities for different professions

Response: No

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 16

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	5	3	3

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

All national days are celebrated with special functions.

- Independence day, Republic day, Goa Liberation day is celebrated with patriotic fervour and have speeches by invited guests.
- Various National festivals are celebrated in the college campus.
- International youth day is organized to draw attention to certain cultural and legal issues surrounding students.
- Special guest speakers deliver talks on these days.
- Theme based activities like AIDS awareness programmes are organized.

- International Women's day is celebrated to commemorate the idea of gender parity.
- Teacher's day is celebrated to mark the birth anniversary of Dr Radhakrishnan.
- Gandhi Jayanti is celebrated with a cleanliness drive and Shastri Jayanti is also celebrated.
- There is a need to maintain ecological balance in the environment to sensitize students, so days such as World Environment day, Earth day are celebrated.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Financial:

The institution maintains transparency concerning financial matters.

- Regular internal and external audits are conducted. Annual Internal audits are conducted by a CA appointed by Management, whereas external audits are conducted by Directorate of Higher Education, Goa Govt.
- The college has a functional PIO.
- A college-level purchase committee is constituted with representation from staff. Purchases are made through a manual process over one lakh through newspapers and conform to government rules /notifications from time to time.
- Institutional purchase policy is framed

Academic and administrative:

- Academic and administrative performance is constantly monitored by the IQAC and all HODs.
- Strict implementation is ensured through:
- Annual Planner for all major activities, Time table committees(for Regular classes and Projects), ISA monitoring, Conduct of continuous evaluation through ISA and SEE, Discipline committee, Attendance committee. The committees conform to University statutes and rules. Student grievances are handled effectively.
- Administrative functions are decentralized using various committees
- Local Management committee and separate coordinators for BBA and BCA programs ensure decentralization.
- Academic and Administrative Audit conducted for AY 2017-18
- Biometric attendance ensures transparency.

Auxiliary functions:

- A well-functioning library, a canteen and non-teaching staff with decentralized functioning ensure efficient auxiliary services.
- Attendance process is transparent with facilities for regular display and grievance redressal.
- Admissions are purely merit-based, (but with 5% provision for management reservation).

Ensuring Transparency

Transparency is maintained concerning fee structure. The principal and staff directly interact with parents throughout the admission process. Refund policies are followed as per UGC.

- The evaluation process also involves transparency and through orientation programs, students are made aware of credits.
- Assessment and exams scheme which includes ISA and SEE components is clearly explained to students. The evaluated class test answer sheets assignments are shared with the students. Also, students feedback is given by faculty to improve students' performance.
- Syllabus and teaching plans adhered to by staff.
- Attendance, ISA marks displayed.
- Allowances eligible for sports students are communicated.
- Admission on first come first serve basis with the pre-defined cut of percentage displayed on the notice board.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Practice 1 - Organization of Class Seminars by Students

Objectives :

- To develop the overall personality of a student.
- To develop organizational and leadership skills among students.
- To encourage students to face the challenges of today's world, by exposing them to interact with different resource persons from all fields.
- To foster linkages of the students with the industry and the community at large.

Context :

- The modern world is not limited only to academic excellence. Increasing participation of student community in cultural, sports and other vital fields helps greatly in developing confidence, inculcate values and develop skills like teamwork, leadership, cooperation, that are crucially needed in today's society.
- A class seminar is an event exclusively conceived, planned, organized and conducted by the students. This helps them to explore their potentialities for individual and group excellence while building in qualities like cooperation, coordination, team effort, communication all of which are crucial in today's world.

Year	Sr No	Name of the Seminar
2016-17	1	Enhancing Communication and Life Skills
	2	Discourage Blind Faith, Encourage Food Safety
	3	Career Planning - Towards a Better Future
	4	Demonetization
	5	Fear of Unknown
	6	Empowerment through RTI Act
2017-18	1	Sustainability Practices for Sustainable Development
	2	Research Methodology and Healthy Diet
	3	Careers with soft skills - Commerce Edition
	4	Stay motivated, Stay Confident
	5	In pursuit of Excellence and Personality Development
2018-19	1	Personality Development through Sports Activities
	2	Discourage Myths, Love yourself
	3	Step Ahead - Seizing Initiatives
	4	Mind & Body: An overview

Practice:

In every seminar, a resource person is invited outside of the regular teaching staff is invited to talk on subjects that are outside of their curriculum. The subjects that are dealt with by resource persons include a range of topics and issues from the current affairs, communication skills, personality development, current affairs, career planning etc. The students deviate from a typical passive classroom interaction, become active participants, and interact at one to one level with the faculty while assimilating the thoughts and ideas expressed by faculty and developing self-confidence. The students handle the entire process of conceiving, planning and organizing the event and the class counsellors guide them whenever necessary. The respective class chooses the broad topic of their interest and finalizes the theme of the seminar. Then committees are formed and the responsibilities are divided among themselves to ensure the smooth organization of the event.

Evidence of success

The experience of organizing these class seminars have made the students more active and participative rather than being passive recipients of knowledge. Being entrusted with responsibility the institution have shown a keen interest in taking the initiative and leadership in the organization of activities like talks, seminars and inter-collegiate competitions. The entire purpose of this initiative is under the vision of the college to provide for the holistic development of our students.

Problems Encountered and Resources Required

The challenge during the initial days of the organization of the class seminars by students has been the need to keep a balance between the faculty guiding them and giving the students the freedom to organize the event. Lack of experience and self-confidence is a major factor, especially among first-year students. However, the institution has been successful in developing in the students the ability to take initiatives and organize events successfully with encouragement proper support from the faculty.

Practice 2 - MENTORING OF STUDENTS

Objectives

- To help the students in improving their academic performance.
- To enable the students to understand the challenges and opportunities before them.
- To provide a platform for productive teacher-student interaction and guidance of students by the faculty.
- To ensure a reliable support system from within to motivate students to excel in both academic and non-academic fields.
- To equip them with the necessary skills and knowledge for preparing them to excel in examinations including competitive examinations and interviews.

The Context

In today's times, a teacher is not just a formal entity to deliver a set of knowledge, rather they are seen as caregivers, constant help and a role model and mentor. Mentorship has the power to affect the course of students' academic and personal life trajectories. Human connection, built on trust, is the glue that binds student's academic and personal lives and helps them make sense of their future. Through mentorship, the teachers have a unique opportunity to help open doors to future academic and career possibilities and cultivate in students a sense of purpose. Knowing each student's interests, strengths and goals allow the mentors to encourage students to expand their self-awareness, support their performance in the classroom, and provide the necessary emotional and moral encouragement. Hence, the student needs to be connected to a mentor to enable better learning.

The Practice

Each mentor-teacher is assigned a small group of around not more than 10 students and is given the task of mentoring them during the academic year. A student profile is generated which details out their previous academic performance and other relevant information relating to every student. These details pertain to not just to their marks but also their interest areas, strengths, hobbies, goals and plans etc. The mentor interacts regularly with the students and encourages them to express their problems and difficulties.

The Principal apprises the mentors of their role and gives a set of guidelines by before they resume their duties every year. These guidelines assist the mentors during their interaction with their mentees. The matters usually discussed include:

- The performance of the individual students.
- Counselling on academic matters.
- Understanding the needs of students.
- Discussing mentees academic difficulties in particular with the subject teachers if required.
- Interaction with parents if necessary.

After preliminary meetings with the mentees and weekly meetings with the students and after collecting their feedback, the mentors are required to take the following remedial steps :

- Guiding the students to prepare a study timetable based on the results of the previous semester.
- Guiding them on effective study techniques.
- Taking regular feedback about the implementation of the study techniques
- Interacting with parents over the phone about the performance of the students
- Home visits if necessary.

All mentors are required to submit a review report to the in-charge of the respective classes. The Principal also interacts with the mentors and discusses any obstacles and challenges faced by the mentors. The Mentoring Review Committee ensures uniformity and smooth functioning of the whole process. All mentors are required to submit a detailed report of the mentoring process at the end of the academic year, which includes the record of the interaction with the mentees, the various academic and non-academic issues discussed and suggestions to make the mentoring process more effective and responsive. The mentors are required to review the performance and design of the future course of action once the results of the exams are declared. The report of these review meetings is then submitted to the Principal.

Evidence of Success

Student mentoring by teachers has proved to be effective in improving the overall academic performance of students as evidenced by the results at the semester-end exams. The total number of students clearing their exams after the commencement of the mentoring process has shown an encouraging increase. The numbers of students excelling in the exams securing a distinction have also gone up. The process of student mentoring is made effective due to the concentration and special focus of the mentor on a small group. The feedback from the students during the mentoring meetings on the teaching-learning process has enabled the college to conduct remedial coaching classes more, effectively which in turn has made a positive impact on the academic performance of the students.

Problems Encountered and Resources Required

The major problem initially encountered by the mentors was the reluctance of the mentees to be present for the meetings and review sessions. The mentors can only take the meeting after their class hours and in many cases, the students are reluctant to wait after class hours to meet the mentor. Whenever there is regular absenteeism from the meetings with the mentor, the Principal is apprised of the matter. He takes out a special notice instructing the students to meet the mentor. It has also been noticed that, in certain cases, there is reluctance from the mentees to communicate freely on sensitive family issues that affect their studies. In such cases, the students are referred to the College Counselor.

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

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Institutional Distinctiveness -Holistic development of the students

The vision of our college is to be a model institution providing for the holistic development of individuals. In consonance with this vision objective of our institution has always been:-

- To develop the creative abilities of our students by promoting their participation in academic, sports and cultural activities
- To inculcate values, ethics and principles making students sensitive to the needs of society and motivating them to contribute positively to the society.
- Develop competency and adaptability of the students by encouraging them to take responsibility for organizing various interclass and intercollegiate events to develop their abilities in decision making to become effective organizers and leaders.
- Institution and the stakeholders feel morally responsible to create a student community that is sensitive to the needs of present society. The institution engages in constant involvement of staff and students in such socially responsible and value-based work by nurturing skills of cooperation, community extension, mutual help and empathy. This is our institution's unique and distinct feature.
- In pursuit of the stated objectives mentioned above the institution has always provided opportunities for our students to participate in various events to explore their creative abilities and pursuits and providing them opportunities to develop leadership and organizational skills through the conduct of various activities.
- The college has also been constantly focusing on achieving the objectives of inculcating values, ethics and principles through engagement with the wider community, motivating, and providing an opportunity to make an effective contribution by being most active in the following major areas.
- One special feature unique to our college is the practice of conducting class seminars for every class, wherein resource persons have meaningful interactions with students in specialized areas of activity.
- The institution has always encouraged the students to engage in activities that assist them to develop competency and adaptability and leadership qualities and organizational skills.
- Students are regularly entrusted with the responsibility of organizing various intercollegiate events and class seminars so that they develop their abilities in decision making intending to become effective organizers and leaders. In every event organized by the students, the entire funds are collected and utilized by the students with the guidance of their teachers.

- The BBA organizes a national level event called ODYSSEY, which has increasingly witnessed participation from major colleges from all over India. ODYSSEY has earned reputation as Goa's finest management event at UG level. A mini management event called INCEPTION is organized for local higher secondary schools.
- The BCOM organizes PHOENIX, a state-level intercollegiate event which incorporates academic and extracurricular performances
- The BCA organizes IT Maestro, for the Higher Secondary Schools of North Goa to expose them to future careers.

The above are examples of how experiential and participatory learning is being encouraged among the students, and this serves as a crucial input toward generating a class of students who we believe turn out to be morally and socially responsible and sensitive human beings.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

International seminar was organised on Physical Education & Sports Science in collaboration with NAPEES.

One of faculty Mr. Henrique D' Souza has conducted short term course on world religion: Hinduism and Abrahamic religion in Don Bosco Chinthanalo, Institute of Philosophy and Humanities, Kotadeniyawa-11232, Srilanka From 15th November, to 30th November, 2015.

Ms. Harsha Talavlikar has been awarded Ph.D. of Goa University in Management. Mr. Henrique D' Souza has submitted his Ph. D. thesis in Goa University.

Concluding Remarks :

The College was accredited on 23rd September 2014 with B grade. The peer team expression satisfaction over the teaching-learning process and recommended suggestion for better improvement. Peer team members emphasized on the introduction of post-graduate and promotion of research, upgrading of canteen, sports faculty. This observation enabled the college to plan the enhancement of this faculties hence the college provided several schemes for the teachers to promote research activities. As a result, we have 5 PhD's produced in the last 5 years, 2 are on the verge of submission and one already submitted. More teachers are thinking to register and some have already registered.

The college has MOU with DHE under Cluster College to form Research Centre and college established Research Centre in commerce.

The College has signed MOU with colleges in Goa and outside Goa and also with Industries. Students have been benefitted with internship and campus recruitments. The college conducts seminars and workshops for students as class seminar and conceded as best practice.

Mentoring has been initiated by the college which has resulted in improvement in college results. The college also focusses on Yoga & meditation and this has helped in improving the concentration of students in promoting academic excellence.

The revised format of the SSR proved to be a challenging task for the teachers and all those involved in the exercise of gathering data , statistics and ideas. The spirit of teamwork was reinforced through discussions and deliberations.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	1	3	2	1	0	2018-19	2017-18	2016-17	2015-16	2014-15	1	1	1	1	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
1	3	2	1	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
1	1	1	1	0																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 82</p> <p>Answer after DVV Verification: 84</p> <p>Remark : The HEI was requested to reconcile and provide corrected data. The HEI was requested to attach data only in NAAC prescribed format for the Metric as an Excel file. All documents were to be signed by the principal. The HEI has attached pdf image with the response. The HEI has the same courses repeated in the same program in the year of introduction. These are basically subjects Eg Entrepreneurship (03 in 2015), interpersonal skills (03), interview facing skills (03) and many more.</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>365</td> <td>329</td> <td>82</td> <td>33</td> <td>57</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>58</td> <td>58</td> <td>22</td> <td>06</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	365	329	82	33	57	2018-19	2017-18	2016-17	2015-16	2014-15	65	58	58	22	06
2018-19	2017-18	2016-17	2015-16	2014-15																	
365	329	82	33	57																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
65	58	58	22	06																	

1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 13 Answer after DVV Verification: 10</p>																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 300 Answer after DVV Verification: 203</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>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 : As per the HEI data attached with the Metric.</p>																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1144 1046 1279"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>24</td> <td>14</td> <td>10</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1357 1046 1491"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>5</td> <td>6</td> <td>4</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	26	24	14	10	7	2018-19	2017-18	2016-17	2015-16	2014-15	12	12	5	6	4
2018-19	2017-18	2016-17	2015-16	2014-15																	
26	24	14	10	7																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
12	12	5	6	4																	
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1771 1046 1906"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>268</td> <td>213</td> <td>178</td> <td>167</td> <td>179</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1984 1046 2080"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	268	213	178	167	179	2018-19	2017-18	2016-17	2015-16	2014-15					
2018-19	2017-18	2016-17	2015-16	2014-15																	
268	213	178	167	179																	
2018-19	2017-18	2016-17	2015-16	2014-15																	

97	94	79	58	57
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Remark : The HEI has included seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years and not actual students admitted from the reserved categories year-wise during the last five years. the DVV values are based on the data attached with the Metric in response.

2.3.3 Ratio of students to mentor for academic and stress related issues

2.3.3.1. Number of mentors

Answer before DVV Verification : 29

Answer after DVV Verification: 27

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	4	2	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	2	2	02

Remark : As per the HEI data attached with the Metric in response. Dr. Santosh B. Patkar and Dr. Sharmila M. Borkar are considered in all 05 years. Dr. Smita Shrivastava in 2017-18 and 2018-19 and Dr. Abhishek S. Karmali in 2018-19 only.

2.4.3 Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 478.25 years

Answer after DVV Verification: 428.25 years

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

2.4.5.1. Number of full time teachers from other states year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	9	9	8	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	9	9	8	8

2.6.3 Average pass percentage of Students

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.
Answer before DVV Verification : 200
Answer after DVV Verification: 205

2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution
Answer before DVV Verification : 266
Answer after DVV Verification: 266

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	1	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	00	0	0	0

Remark : The documents attached by the HEI are not relevant. Grants from parent organization and sister concerns are not eligible.

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

3.1.2.1. Number of research projects funded by government and non-government agencies during the last five years
Answer before DVV Verification : 4
Answer after DVV Verification: 00

3.1.2.2. Number of full time teachers worked in the institution during the last 5 years
Answer before DVV Verification : 28
Answer after DVV Verification: 35

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. The additional documents attached by the HEI in 3.1.1 are not relevant. Grants from parent organization and sister concerns are not eligible. As per 2.4.1 the HEI had 37 teachers as full time teachers worked in the institution during the last 5 years. However this counts the Librarian and the Director Physical Education who are not full time teachers.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	8	5	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
05	02	00	00	00

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : What the HEI has attached is the policy and assistance for research and research publication. The focus of the Metric is whether the institution provides incentives to teachers who receive state, national and international recognition/ award. The attached data does not support the HEI claim of the institution provides incentives to teachers who receive state, national and international recognition/ awards. The HEI must provide a copy of the policy, signed by the Principal and the Chairman, on incentives to teachers who receive state, national and international recognition/awards. A copy of the policy signed by the Principal may be attached. The HEI must provide e- copies of the letters of awards and the E-copy of the proof of incentive that may range from Study leave to monetary and promotion benefits.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	7	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

Remark : The HEI has not provided ugc-care website link. Only local journals have been quoted which do not fall under Journals notified on UGC website. UGC approved list of journals is available on UGC-CARE list w.e.f 14/06/2019 (no.F.1-1/2018 (JOURNAL- CARE) January 2019. Research Journals from all disciplines indexed in SCOPUS or Web of Science are included (UGC – CARE list group A). Link of recognition in UGC enlistment of the journal is included as an excel file in the prescribed format. Link to the relevant signed document must be made available. HEI to provide direct landing links in Excel data file (NAAC Format) such as <https://www.scopus.com/sourceid/211xxxx2452> etc. eg <https://www.scopus.com/sourceid/21100780831> [https://ugccare.unipune.ac.in/site/Website/pdf/Indian%20journals%20indexed%20in%20Scopus%20\(Source%20List\)%2014%202019.pdf](https://ugccare.unipune.ac.in/site/Website/pdf/Indian%20journals%20indexed%20in%20Scopus%20(Source%20List)%2014%202019.pdf) or on the site <https://ugccare.unipune.ac.in/site/Website/pdf/Indian%20journals%20indexed%20in%20Web%20of%20Science%2014%202019.pdf> In case the HEI does not provide UGC link ref, the benefit of doubt in its favour would be lost. The HEI wa requested to attach data only in NAAC prescribed format for the Metric as an Excel file. All the documents attached were to be signed by the principal. The HEI has attached image of pdf file.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	14	0	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	9	0	1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	3	3	6	2

Answer After DVV Verification :

--	--	--	--	--

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	22	12	21	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	12	11	19	5

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
488	349	395	358	349

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
344	323	330	171	128

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

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 (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

--	--	--	--	--

2018-19	2017-18	2016-17	2015-16	2014-15
12	6	2	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
06	00	00	0	0

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 22

Answer after DVV Verification: 18

Remark : As per the HEI attached data there are only 18 rooms fitted with LCD and screen. Two rooms are shown with portable screens. The HEI was requested to provide copy of the stock register for the LCD's. This has not been provided.

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
25	25	25	10	15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : As per the HEI data attached with the Metric. The HEI was advised to reconcile and Provide a consolidated audited income/ expenditure highlighting specific expenditure for infrastructure augmentation, excluding salary component that was readable. The HEI was requested that the certificate must be duly certified by the CA and counter signed by the principal. The HEI was advised that in the absence of year wise highlighted Audited income/expenditure signed by the CA and the principal value 00 shall be assumed. The attached balance sheet is too faint to be read clearly. The HEI has not provided extract of the sheet as requested. No useful interpretation of the expenditures for infrastructure augmentation, excluding salary can be arrived at.

4.2.3 Does the institution have the following:

1. e-journals

2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Answer before DVV Verification : A. Any 4 of the above

Answer After DVV Verification: C. Any 2 of the above

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3.25	2.24	2.84	2.39	4.15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3.17	2.09	2.84	2.39	4.15

Remark : As per the HEI data attached with the Metric.

4.2.5 Availability of remote access to e-resources of the library

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : The HEI link opens a screen shot which does not have relevant information in support of Availability of remote access to e-resources of the library.

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.. The HEI does not have lecture capturing facility as per ugc requirement.

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the

institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
249	97	71	32	46

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
61	56	31	03	09

Remark : The HEI was advised that Only scholarships, freeships, etc provided by the institution can be considered. The HEI was requested to provide the Institute Policy Letter for scholarship and free ships. The institute was also to provide the process of award of such free-ship. The final selection for the year 2018-19 to be attached. The HEI to attach a consolidated, TABULATED, year wise summary for each type of scholarship and free ships provided by the institution. The HEI was advised to also attach list of the students benefited year wise for each scheme along with sanction letters from the institution. The list must provide details of the students benefited through scholarships and free ships and the amount provided by the HEI. The lists must make a clear mention of the amount of scholarship and not in kind. The HEI has claimed class topper prize as scholarships, freeships, etc provided by the institution besides government schemes. Class toppers scholarship Best Library Users Scholarship Best NSS Volunteer scholarship The amount of the benefit as per the attached data is considered to be quite low as compared with the fees to be claimed as scholarship.

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above

Answer After DVV Verification: E. 3 or less of the above

Remark : The HEI was requested to provide the capability enhancement and development schemes on the Institutional website and provide specific link to each program/scheme mentioned in

the Metric. The HEI has not provided, neither such information nor uploaded on the HEI website. Self attested copies of circular/ brochure or report of the event/ activity report were also requested to be included. There is no reference to the Annual report for Pre-Examination Coaching centres. The HEI has not provided any link. The HEI was to provide enrollment details and minutes/report of each of the guidance for competitive examinations and career counselling etc offered. The HEI was advised to provide copy of the time table, certified by the principal, for remedial classes and bridge courses for 2017-18 and 2018-19 and. A Copy of the circular/brochure of such programs or location or notice signed by the principal informing the students about the cells may be attached. The HEI was requested to provide copy of the time table, certified by the principal, for remedial classes and bridge courses for 2017-18 and 2018-19. A Copy of the circular/brochure of such programs or location or notice signed by the principal informing the students about the cells was requested to be attached. The HEI as not provided the above mentioned information as requested.

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
922	798	702	693	712

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
222	198	202	193	212

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
736	358	236	119	71

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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:

--	--	--	--	--

2018-19	2017-18	2016-17	2015-16	2014-15
14	11	5	6	11

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
16	6	8	8	11

5.2.2	<p>Percentage of student progression to higher education (previous graduating batch)</p> <p>5.2.2.1. Number of outgoing students progressing to higher education Answer before DVV Verification : 37 Answer after DVV Verification: 42</p>																														
5.2.3	<p>Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)</p> <p>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1077 1046 1214"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1290 1046 1426"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1503 1046 1572"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	2	4	2	0	0	2018-19	2017-18	2016-17	2015-16	2014-15	1	3	0	0	0	2018-19	2017-18	2016-17	2015-16	2014-15					
2018-19	2017-18	2016-17	2015-16	2014-15																											
2	4	2	0	0																											
2018-19	2017-18	2016-17	2015-16	2014-15																											
1	3	0	0	0																											
2018-19	2017-18	2016-17	2015-16	2014-15																											
5.3.1	<p>Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1890 1046 2027"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>3</td> <td>3</td> <td>3</td> <td>8</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	16	3	3	3	8																				
2018-19	2017-18	2016-17	2015-16	2014-15																											
16	3	3	3	8																											

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	00	00	00

Remark : Only awards /medals for outstanding performance in sports/cultural activities at national / international level can be considered. Participation and inter college do not qualify. Inter-college activities, TECHFEST and university level activities are not Inter-state level or NATIONAL level sports/cultural activities. Achievement in such closed group competitions cannot be claimed as National Level achievements. Competitions (sports and cultural) at International /National level (AIU/Inter State/National) only can be considered.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
63	50	37	34	31

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
21	14	11	11	20

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	1	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

Remark : The HEI did not attach photographs of any of the meetings. The HEI was requested to provide reports & photographs (captioned and signed by the principal) of the meetings along with the Agenda and proceedings the Association proceedings as claimed, signed by the president of the Assoc and the principal. The HEI was also advised to include report on the meetings with photographs. No photographic proof has been provided. Only meeting of 2018-19 considered.

6.2.3	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. BioMetric/CCTV are verification and input parameters . These are not e-governance.</p>																				
6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 949 1046 1081"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>11</td> <td>8</td> <td>8</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1162 1046 1294"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>11</td> <td>8</td> <td>8</td> <td>14</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	21	11	8	8	14	2018-19	2017-18	2016-17	2015-16	2014-15	17	11	8	8	14
2018-19	2017-18	2016-17	2015-16	2014-15																	
21	11	8	8	14																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
17	11	8	8	14																	
6.3.4	<p>Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years</p> <p>6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1653 1046 1785"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>10</td> <td>10</td> <td>8</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1865 1046 1998"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>0</td> <td>3</td> <td>1</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	7	10	10	8	1	2018-19	2017-18	2016-17	2015-16	2014-15	2	3	0	3	1
2018-19	2017-18	2016-17	2015-16	2014-15																	
7	10	10	8	1																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	3	0	3	1																	
6.5.3	<p>Average number of quality initiatives by IQAC for promoting quality culture per year</p>																				

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	9	9	6	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	5	4	5

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.62	0.53	0.17	0.15	0.15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0.17	0.15	0.15

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : A. 7 and more of the above

Answer After DVV Verification: D. At least 2 of the above

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. Only Ramp/Railing and availability of scribe is av available.

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	3	4	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	1	2	1

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	6	8	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	5	5	2

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : The HEI did not attach URL or any data in support of its claim. The HEI to ensure that the Professional code prescribed by statutory body (Univ/ugc or the Govt) is available in Web link of the HEI website. The HEI has not attached any Professional code prescribed by the statutory bodies in Web link of the HEI website. The HEI does not have a visible working link on its website leading to these regulatory bodies. The HEI has attached only Code of Conduct for teachers, which is part of 7.1.12 and not relevant here.

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

3	2	5	9	3
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	5	3	3

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 479</p> <p>Answer after DVV Verification : 324</p>																				
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>415</td> <td>380</td> <td>344</td> <td>334</td> <td>332</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>147</td> <td>147</td> <td>120</td> <td>113</td> <td>111</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	415	380	344	334	332	2018-19	2017-18	2016-17	2015-16	2014-15	147	147	120	113	111
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2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>268</td> <td>226</td> <td>191</td> <td>227</td> <td>232</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>266</td> <td>229</td> <td>187</td> <td>226</td> <td>228</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	268	226	191	227	232	2018-19	2017-18	2016-17	2015-16	2014-15	266	229	187	226	228
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3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>28</td> <td>28</td> <td>28</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	30	28	28	28	28	2018-19	2017-18	2016-17	2015-16	2014-15					
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30	28	28	28	28																	
2018-19	2017-18	2016-17	2015-16	2014-15																	

28	26	26	26	26
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3.2 Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
30	28	28	28	28

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
28	26	26	26	26

4.1 Total number of classrooms and seminar halls

Answer before DVV Verification : 22

Answer after DVV Verification : 20

