



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**SANT SOHIROBANATH AMBIYE GOVERNMENT
COLLEGE OF ARTS AND COMMERCE**

VIRNODA - PERNEM GOA

403512

<https://ssagcpernem.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Government College of Arts and Commerce in Pernem now Sant Sohirobanath Ambiye Government College of Arts and Commerce was established in the academic year 1993-94. Situated along NH-66, its state-of-the-art building is surrounded by quiet calm environment that is highly conducive to teaching and learning.

Over the years, the college has consistently achieved excellent results, shaping the futures of hundreds of graduates and contributing to the knowledge and success of the Taluka. The institution is dedicated to fostering academic excellence, nurturing the physical, intellectual, and moral development of students, aiming to mold them into disciplined citizens of the country.

Positioned as a vital link to growth, development, and global technology, the college plays a crucial role in the progress of Pernem taluka. With new infrastructure in place, the institution is poised to become a source of pride for Pednekars, the people of Pernem, exemplifying the commitment of the Government of Goa to prioritize the education of local students.

Vision

The guiding vision of the college is encapsulated in the phrase: "Knowledge and Virtue for peace and progress." This powerful statement underscores the institution's commitment to nurturing, not only academic prowess, but also moral integrity, emphasizing the symbiotic relationship between knowledge and virtue in fostering peace and progress.

At its core, the vision signifies the recognition that education extends beyond the mere acquisition of facts and figures. It acknowledges that true wisdom lies in the amalgamation of knowledge with virtuous qualities. By instilling a deep sense of morality and ethical conduct, the college aims to equip its students with the tools to navigate a complex world responsibly.

"Knowledge" forms the foundation, representing the intellectual empowerment imparted within the college. It encompasses a curriculum that stimulates critical thinking, innovation, and a thirst for continuous learning. This facet of the vision acknowledges the transformative power of education in unlocking individual potential and contributing to societal advancement.

On the other hand, "Virtue" emphasizes the importance of character development. Beyond academic achievement, the college endeavors to cultivate virtues such as integrity, empathy, and social responsibility. It recognizes that a well-rounded education should mould individuals into ethical leaders and compassionate citizens who contribute positively to their communities.

The ultimate goals of "peace and progress" encapsulate the broader impact the college envisions. The harmonious coexistence of knowledge and virtue is seen as a catalyst for societal peace. By nurturing individuals who not only possess intellectual prowess but also ethical grounding, the college aspires to contribute to a world where understanding, tolerance, and cooperation prevail.

Furthermore, the emphasis on progress suggests an ambition to be a driving force in societal advancement. The college envisions its graduates as catalysts for positive change, leveraging their acquired knowledge and virtuous qualities to propel communities and the nation forward.

In summary, the vision "Knowledge and Virtue for peace and progress" encapsulates the college's commitment to holistic education, where intellectual growth is seamlessly intertwined with moral development, ultimately fostering a harmonious and progressive society.

Mission

The mission of our college is: "To empower the youth; promote excellence in all our endeavours; and develop service-minded citizens of the country."

This tripartite vision encapsulates the core values and aspirations that define the essence of our educational institution.

The first pillar of our mission is to "empower the youth." This goes beyond the conventional realms of education, seeking to provide our students with a transformative experience that equips them with the skills, knowledge, and confidence to navigate the challenges of the contemporary world. By fostering an environment that encourages critical thinking, creativity, and adaptability, the college endeavors to empower the youth to become leaders and change-makers in their respective fields.

The second facet of our mission is the unwavering commitment to "promote excellence in all our endeavors." This extends across academic pursuits, extracurricular activities, and personal development. The college sets high standards for both faculty and students, aiming for continuous improvement and innovation. Through rigorous academic programs, cutting-edge research, and a focus on holistic growth, we aspire to create an atmosphere that inspires and sustains excellence in every facet of college life.

The third and equally crucial dimension of our mission is the cultivation of "service-minded citizens of the country." Beyond academic accomplishments, the college places a significant emphasis on instilling a sense of social responsibility and civic duty in its students. Through community engagement, service initiatives, and opportunities for experiential learning, we aim to mould graduates who not only excel in their chosen fields but are also driven by a profound commitment to contributing positively to society.

In essence, our mission serves as a guiding light for the college community. It envisions a dynamic and transformative educational experience that empowers the youth, upholds a commitment to excellence, and moulds individuals into compassionate and service-oriented citizens. As we navigate the ever-evolving landscape of education, our mission remains the cornerstone of our collective efforts to shape a brighter future for our students and, by extension, our country.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Locational Advantage:

Nestled in a quiet and serene location, our institution benefits from a setting that fosters an enriching academic experience. The campus provides students with minimal distractions which is a unique advantage for their educational journey

Excellent Infrastructure:

State-of-the-art facilities, from well-stocked libraries to well-equipped laboratories and classrooms, seminar hall, auditorium, etc. underscore our commitment to holistic education, encouraging academic, co-curricular and extracurricular activities.

Disabled Friendly Campus:

Our inclusive campus, designed with accessibility in mind, ensures a welcoming environment for individuals with disabilities.

Vibrant NSS & NCC Unit:

The vibrant National Service Scheme (NSS) and National Cadet Corps (NCC) units instill a sense of responsibility and leadership, contributing to personal and social development.

Healthy Teacher-Student Ratio:

Maintaining a healthy teacher-student ratio, our institution facilitates meaningful connections between educators and learners. This personalized attention encourages academic excellence and cultivates a supportive learning atmosphere.

Robust Student Sex Ratio:

Demonstrating dedication to gender equality, a robust female-to-male student enrollment ratio creates an inclusive space where all students can excel academically.

Successful PG, PhD, IGNOU Programs:

Excelling in postgraduate, doctoral, and IGNOU programs, our institution showcases a commitment to advancing knowledge across disciplines.

ICT Enabled Campus:

Embracing the digital age, our campus integrates cutting-edge Information and Communication Technology (ICT), providing modern tools for teachers and students to thrive in a technology-driven world.

Learner-Friendly Ambience:

Focusing on a nurturing and engaging atmosphere, we encourage innovative teaching methods, intellectual curiosity, and an environment where students feel inspired to explore and learn.

Active Community Outreach Programs:

Beyond campus walls, our active community outreach programs involve students and faculty in initiatives that positively impact the surrounding community, fostering a sense of social responsibility.

Automated Management Information System:

Streamlining administrative processes, our automated management information system ensures efficiency in handling academic and operational tasks.

Government Owned and Publicly Supported:

As a government-owned and public supported institution, we stand as a testament to our commitment to providing quality education. This backing ensures stability, resources, and a strong foundation for academic pursuits.

Institutional Weakness

Poor Connectivity with Internal Region of Pernem Taluka:

Despite our academic excellence, we acknowledge the challenge of poor connectivity with the internal region of Pernem Taluka. This limitation hinders accessibility for both students and faculty, impacting the seamless flow of resources and information critical for an integrated learning experience.

Low Placement Ratio:

Addressing the need for improvement, our institution recognizes the current low placement ratio. Efforts are underway to enhance career development services, forge stronger industry connections, and provide students with the skills and opportunities required to increase their employability in a competitive job market.

Less Institute-Industry Participation:

Acknowledging the importance of real-world exposure, our institution strives to strengthen institute-industry participation. Collaborative initiatives, internships, and industry-driven projects are being actively pursued to bridge the gap between academia and the professional landscape.

Modest Level of Alumni Involvement and Associations:

While we cherish our alumni, we acknowledge the scope for increased involvement and stronger alumni associations. Efforts are being made to establish platforms that encourage alumni engagement, mentorship programs, and contributions that can enrich the academic and professional journeys of current students.

Moderate Students Progression to Higher Education:

Recognizing the aspiration for higher education, our institution is actively working towards facilitating a more seamless progression for students to pursue advanced studies. This involves refining academic counseling services and providing additional support structures to guide students toward their educational goals.

Non-Availability of Hostel Facility:

Understanding the impact of limited residential options, we are addressing the non-availability of hostel facilities. Plans are in motion to explore partnerships or initiatives that would enable the establishment of accommodations, fostering a more inclusive and supportive campus environment.

Non-Availability of Land for Add-On Infrastructural Development:

The challenge of limited land availability for additional infrastructural development is acknowledged. Our institution is exploring creative solutions, such as optimizing existing spaces and seeking collaborative ventures, to overcome this obstacle and ensure sustainable growth for future academic needs.

Institutional Opportunity

Introduction of New Degree-Based Courses:

Embracing the evolving demands of the job market, our institution seizes the opportunity to introduce new degree-based courses, including those in aviation, diploma programs, and certification courses. This proactive approach aligns with industry trends, providing students with diverse educational pathways to enhance their skills and employability in a rapidly changing professional landscape.

Meeting Academic Needs of Students from Other States:

Recognizing the potential to broaden our academic reach, we aspire to meet the academic needs of students from other states. By creating tailored programs and support systems, we aim to attract a diverse student population, fostering a multicultural learning environment that enriches the educational experience for all.

Nurturing Collaborative Teaching-Learning-Research Activities:

Harnessing the power of collaboration, our institution seeks to nurture more extensive teaching, learning, and research activities. This involves fostering partnerships with other educational institutions, industry leaders, and research organizations. By creating a dynamic ecosystem of knowledge exchange, we aim to provide students and faculty with enriching opportunities for growth and innovation.

Institutional Challenge

Improving Students Progression and Placement:

A primary challenge faced by our institution is enhancing students' progression to higher education and improving the placement scenario. Initiatives are underway to revamp career counseling services, incorporate skill development programs, and establish stronger ties with industries to ensure our graduates are well-prepared for both academic pursuits and successful careers.

Tapping Full Potential of Alumni:

Unlocking the full potential of our alumni network poses a challenge that we are actively addressing. Efforts include establishing robust communication channels, organizing alumni events, and creating mentorship programs to leverage the wealth of experience and expertise within our alumni community for the benefit of current students and the institution as a whole.

Strengthening Industry-Institution Interactions:

To bridge the gap between academia and industry, our institution is committed to strengthening interactions with various sectors. This challenge is being met through the development of collaborative projects, internships, and workshops that provide students with real-world exposure and equip them with skills aligned with industry requirements.

Improving Enrollment Ratio:

Enhancing the enrollment ratio is a key challenge that we are actively addressing. Strategies involve targeted marketing efforts, expanding outreach programs, and implementing admission policies that attract a diverse and qualified student body. Creating an inclusive and supportive environment is integral to meeting this challenge successfully.

Ensuring Students Excellence in Academics and Career Advancement:

A crucial challenge lies in ensuring both academic excellence and successful career advancement for our students. We are committed to implementing innovative teaching methodologies, comprehensive academic support services, and industry-relevant curricula to equip students with the knowledge and skills needed for a successful and fulfilling professional journey. Continuous monitoring and adaptation to evolving educational and industry trends are essential components of this ongoing effort.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution ensures effective curriculum planning and delivery by adhering to the syllabus prescribed by Goa University and actively involving teachers in syllabus upgradation. It implements the Choice Based Credit System, provides updated syllabi to teachers and students, and conducts regular departmental meetings to discuss curricular matters. Teachers attend workshops to enhance teaching skills, and classrooms are equipped with modern facilities like smart boards and LCD projectors.

The academic calendar aligns with Goa University's schedule, with teaching plans prepared by teachers and monitored through departmental meetings. A dedicated timetable committee frames the teaching schedule, which is shared digitally and in print format. Continuous internal assessment (ISA) schedules are announced in advance. The ISA's are conducted in a variety of modes. Semester end exams follow university ordinances and are conducted with dedicated resources.

The institution offered 29 certificate/value-added courses, with more than 50% students enrolled in them. Cross-cutting issues like gender, ethics, and sustainability are integrated into the curriculum through various courses

and activities. Literature courses convey human values, while a safe environment is ensured through committees and counseling services. Environmental studies and related courses promote awareness of sustainability issues.

Project and field work engagement is high among students, with over 65% undertaking such activities. Feedback on academic performance and the institution's ambience is collected from stakeholders, analyzed, and acted upon, with results communicated to relevant bodies and hosted on the website.

Overall, the institution aims to develop well-rounded individuals sensitive to gender, environment, and human values, equipped with professional ethics for their chosen fields.

Teaching-learning and Evaluation

The college has demonstrated significant progress and commitment to providing quality education, as evidenced by its high enrollment percentage of 86.81% and the effective utilization of reserved seats for disadvantaged categories, reaching 48.93% in the last five years. The student-to-teacher ratio of 16:1 ensures personalized attention and effective learning experiences.

Student-centric methods such as experiential learning, participative learning, and problem-solving methodologies are actively employed to enhance learning outcomes. Experiential learning opportunities, including field trips and practical classes, enrich students' understanding and application of concepts. Participative learning initiatives like student seminars and peer teaching foster collaboration and critical thinking skills. Problem-solving methods are integrated across disciplines, equipping students with analytical abilities and real-world problem-solving skills.

Furthermore, teachers leverage ICT-enabled tools such as smart classrooms, lab facilities, and online platforms to facilitate interactive and effective teaching-learning processes. With 78.92% of full-time teachers possessing NET/SET/Ph.D. qualifications, the college ensures a high standard of instruction and academic rigor.

The institution maintains transparency and efficiency in its internal and external assessment mechanisms, following the guidelines of the Goa University Ordinance OC-66.5. Practices such as intra-semester assessment (ISA) and semester-end examinations (SEE) are conducted in a fair and timely manner. The grievance redressal system for examination-related issues is transparent, with a dedicated committee ensuring prompt resolution of grievances.

Moreover, the college emphasizes the importance of defining and displaying Programme Outcomes (POs) and Course Outcomes (COs) for all programs offered, providing students with clear learning objectives and expectations. This commitment to transparency and accountability enhances the overall quality of education and student satisfaction.

Despite the challenges, the college maintained a commendable pass percentage of 74.04% over the last five years, reflecting its dedication to academic excellence and student success. Through its holistic approach to education and continual improvement initiatives, the college remains committed to empowering students and fostering a conducive learning environment for all.

Research, Innovations and Extension

In the past five years, the institution has received grants totaling 3.34 lakhs for research projects. It has fostered an innovation ecosystem, Indian Knowledge System (IKS), that promotes entrepreneurship and knowledge transfer. Initiatives like STARTUPEDIA versions 0.1 to 3.0 have been organized to impart business acumen to students, alongside lectures by experts and field trips to farms adopting modern agricultural techniques.

Under the Indian Knowledge System, the institution focuses on conservation, archaeology studies, heritage field tours, indigenous games like Kabaddi, promotion of yoga, and courses on extinct scripts like Modi Marathi. An IPR cell conducts workshops to raise awareness about intellectual property rights.

Research infrastructure is strengthened through research centers and Ph.D. programs in Commerce and Marathi. Collaborations with institutions like Leelavati College and Bangalanatak.com enhance academic programs, while MoUs facilitate resource sharing and collaborative research.

Over the past five years, the institution has conducted 43 workshops/seminars/conferences on research methodology, IPR, and entrepreneurship. Sixty research papers have been published in journals listed on the UGC CARE list, and 40 books/chapters in edited volumes/books have been published, along with papers in national/international conference proceedings.

Extension activities engage students and faculty in community-based programs, promoting social awareness and holistic development. These include cleanliness drives, health awareness campaigns, and legal aid programs. The institution's efforts have been recognized by the Ministry of Education and Ministry of Commerce and Industry for its contributions to social entrepreneurship, rural engagement, and intellectual property awareness.

Over the last five years, the institution has conducted 59 extension and outreach programs, collaborating with industry, community, and NGOs. It has forged 41 MoUs/linkages with institutions and industries for internships, training, student/faculty and collaborative research, reflecting its commitment to academic excellence and societal impact.

Infrastructure and Learning Resources

SSA Government College Pernem boasts of comprehensive infrastructure for effective teaching and learning, supported by six well-equipped blocks on its 19829 sq. metres campus. The Administrative Block houses essential facilities, including Examination Section, Staff Room, and air-conditioned Seminar Hall and Conference Room. The Arts and Commerce Blocks provide spacious classrooms, laboratories, and specialized rooms for various disciplines. With 46 well-ventilated classrooms featuring Smartboards and LCD Projectors, the college ensures a conducive environment for academic pursuits.

The institution is equipped with modern facilities for cultural and sports activities, including a Multipurpose Hall with advanced lighting and sound systems. The campus has a gymnasium, and sports training infrastructure, promoting holistic development. The college's commitment to technological advancement is evident through its Wi-Fi-enabled campus, smart classrooms, and extensive sports facilities.

The library which is fully automated using E-Granthalaya ILMS software, enhances the learning experience. It offers access to diverse e-resources through subscriptions to platforms like NLIST, DELNET, Pearson e-

library, and more. The library's collection includes 17,630 books, 85 journals, and various multimedia resources. With facilities like Wi-Fi, CCTV surveillance, conference rooms, and a research center, the library caters to the academic needs of students and faculty effectively.

IT facilities are regularly updated, ensuring the security and functionality of the college network. The use of open-source software and continuous updates contribute to a cost-effective and efficient IT environment. The recent installation of CCTV cameras in classrooms enhances security, while the implementation of the Integrated Academic Information Management System (IAIMS) streamlines academic-administrative processes, including online admissions and result generation.

Internet connectivity is provided through BSNL leased line (50 MBPS) and GBBN (50 MBPS), ensuring adequate bandwidth. The college website is regularly maintained and updated with relevant information, notices, and examination results. Wi-Fi access points are diligently monitored, repaired, or replaced as needed.

In summary, SSA Government College Pernem stands out for its robust infrastructure, technological advancements, and commitment to creating a conducive learning environment, fostering holistic development among students and facilitating effective teaching and research activities.

Student Support and Progression

Over the past five years, 218 students have benefited from scholarships and freeships provided by various sources. Capacity development and skills enhancement activities focus on soft skills, language and communication skills, life skills (including yoga and physical fitness), and ICT/computing skills. A total of 1,341 students have benefitted through guidance for competitive examinations and career counseling.

The institution prioritizes student welfare, implementing guidelines from statutory/regulatory bodies and maintaining a zero-tolerance policy towards sexual harassment and ragging cases. Mechanisms for submitting grievances, both online and offline, ensure timely redressal through appropriate committees.

283 outgoing students have been placed or progressed to higher education over the last five years. In terms of extracurricular achievements, 44 awards/medals have been received for outstanding performance in sports/cultural activities, with students participating in a total of 148 sports and cultural programs during this period.

The institution's registered Alumni Association, registered with the Registrar of Cooperative Societies, plays a pivotal role in its development. The Alumni contribute financially and through support services, facilitating connections between academia and industry. They engage in mentoring, networking, and knowledge-sharing activities, providing guest lectures, and guidance on job placements. Alumni also actively participate in community initiatives, coaching for sports, and serving as resource persons and judges for events, enriching the institution's intellectual and social environment.

Through ongoing communication via emails, messages, and social media platforms, alumni maintain a strong bond with the institution, fostering a supportive and vibrant community. Their contributions enhance the overall educational experience and help in bridging the gap between past and present, and future students.

Governance, Leadership and Management

The institutional governance and leadership are closely aligned with the institution's vision of "Knowledge and Virtue for peace and progress" and its mission to empower youth, promote excellence, and develop service-minded citizens. The spirit of the National Education Policy (NEP) 2020 is evident through various practices such as multidisciplinary education options, internships, and academic structures at UG and PG levels.

Decentralization and participation in governance are facilitated through committees, cells, and teaching departments, ensuring autonomy with accountability. The Institutional Development Plan (IDP) focuses on faculty and student development, research, industry-academic partnerships, and infrastructure enhancement, supporting the institution's vision.

Policies cover a wide range of areas from working committees to infrastructure maintenance, ensuring systematic functioning. Administrative setup ensures efficient management, with clear roles and responsibilities for teaching and non-teaching staff.

Financial support for staff attending conferences/workshops, participation in professional development programs, and career advancement opportunities contribute to staff welfare and progression. The institution mobilizes resources from various sources, conducts regular financial audits, and implements e-governance for streamlined operations.

The Internal Quality Assurance Cell (IQAC) plays a crucial role in institutionalizing quality assurance strategies. It reviews teaching-learning processes, operational structures, and learning outcomes, contributing to the institution's commitment to excellence. Contributions include course and program outcome preparation, diverse program offerings, technology integration and training, academic support initiatives, induction programs, collaborations, infrastructure development, library resource upgrades, green initiatives, and technology distribution for e-learning.

Quality assurance initiatives include regular IQAC meetings, academic and administrative audits, collaborative quality initiatives, and participation in recognized rankings and accreditations such as NAAC and NIRF. Overall, the institution demonstrates a comprehensive approach to governance, leadership, resource mobilization, staff welfare, and quality assurance, reflecting its commitment to holistic education and institutional development.

Institutional Values and Best Practices

The college fosters an inclusive environment where students and staff learn without fear of discrimination. Cultural diversity is celebrated through various activities promoting communal harmony and constitutional values. The institution ensures equal access to educational facilities and strives to create a welcoming campus for all, promoting linguistic harmony through language courses and co-curricular activities.

In addition to promoting gender equity, special facilities are provided for women students, acknowledging historical disadvantages. Sensitization on gender issues is integrated into the curriculum and co-curricular activities, fostering awareness and empowerment. The college actively engages in campaigns and events dedicated to women's rights and empowerment.

Two best practices highlight the college's commitment to heritage conservation and rural youth empowerment. The first practice focuses on promoting Goan heritage through various initiatives, including restoration projects, educational excursions, and cultural programs. Despite encountering challenges like bureaucratic formalities

and logistical issues, the college has made significant strides, evident in the forthcoming museum and increased student engagement.

The second best practice involves organizing an annual summer camp for neighboring school students, aiming to enhance skill development, instill moral values, and promote holistic development. Through inclusive education and community engagement, the camp offers diverse activities and workshops, fostering personal growth and social interaction among participants. Despite financial constraints and logistical challenges, the camp has garnered positive feedback and contributed to increased enrollment from rural students, showcasing its success in bridging educational gaps and fostering community collaboration.

Situated in Pedne taluka, the college serves as a beacon of hope for students from remote areas, offering modern infrastructure and academic excellence comparable to urban colleges. The college's inclusive environment promotes gender parity with female students outnumbering males. Emphasizing experiential learning and skill development, it equips students for employment opportunities through courses like heritage conservation and craft. Expertise from diverse fields is regularly brought in through interactions, enriching students' perspectives.

Overall, the college's initiatives reflect a holistic approach to education, By prioritizing inclusivity, heritage conservation, and community engagement, the institution demonstrates its commitment to fostering a conducive learning environment and empowering students to thrive in a diverse society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANT SOHIROBANATH AMBIYE GOVERNMENT COLLEGE OF ARTS AND COMMERCE
Address	VIRNODA - PERNEM GOA
City	Virnoda
State	Goa
Pin	403512
Website	https://ssagcpernem.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Pravina Kerkar	0832-2992210	9423318898	-	gcacpg@yahoo.co.in
Associate Professor	Satish N Sanvol	091-9822385035	9527959896	-	ssagcaciqacl@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Goa	Goa University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	25-05-2006	View Document
12B of UGC	13-03-2007	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				

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	VIRNODA - PERNEM GOA	Rural	4.9421	6196

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	BA,Economics,Economics Marathi	36	XIIth Arts Pass	English	9	8
UG	BA,Geography,Geography Economics	36	XIIth Arts Pass	English	5	1
UG	BA,Geography,Geography Hindi	36	XIIth Arts Pass	English,Hindi	5	3
UG	BCom,Commerce,Accounting	36	XIIth Commerce Pass	English	40	34
UG	BCom,Commerce,Business Management	36	XIIth Commerce Pass	English	40	28
UG	BCom,Commerce,Costing	36	XIIth Commerce Pass	English	40	32
UG	BA,English,English konkani	36	XIIth Arts Pass	English,Konkani	5	1
UG	BA,English,English Geography	36	XIIth Arts Pass	English	6	6
UG	BA,English,English History	36	XIIth Arts Pass	English	5	0
UG	BA,Hindi,Hindi Honours	36	XIIth Arts Pass	Hindi	10	9
UG	BA,Marathi,Marathi Honours	36	XIIth Arts Pass	Marathi	21	21
UG	BA,Marathi,Marathi	36	XIIth Arts Pass	English,Marathi	10	10

	Geography					
UG	BA,History, History Economics	36	XIIth Arts Pass	English	15	14
UG	BA,Konkani, Konkani Honours	36	XIIth Arts Pass	Konkani	8	7
UG	BA,Konkani, Konkani Hindi	36	XIIth Arts Pass	Hindi,Konka ni	5	4
UG	BA,Konkani, Konkani History	36	XIIth Arts Pass	English,Kon kani	16	16
PG	MCom,Com merce,Accou nting and Business Management	24	BCOM Pass	English	40	28
PG	MA,Marathi, Marathi	24	BA Pass	Marathi	38	5
Doctoral (Ph.D)	PhD or DPhil ,Commerce, Commerce	48	MCOM Pass	English	63	63
Doctoral (Ph.D)	PhD or DPhil ,Marathi,Mar athi	48	M.A Pass	Marathi	4	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				10				49			
Recruited	0	0	0	0	4	6	0	10	13	36	0	49
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				26
Recruited	17	9	0	26
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	4	1	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	5	0	3	2	0	12
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	2	0	0	5	6	0	13
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	18	0	21
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	2	9	0	11
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		Total
	0	0	0	0	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	281	5	0	0	286
	Female	358	5	0	0	363
	Others	0	0	0	0	0
PG	Male	32	0	0	0	32
	Female	39	0	0	0	39
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	10	12	10	9
	Female	15	21	22	20
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	1	2
	Others	0	0	0	0
OBC	Male	89	116	121	122
	Female	134	156	166	158
	Others	0	0	0	0
General	Male	126	175	184	194
	Female	172	213	232	250
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		547	694	736	755

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Embracing a dynamic approach to education under NEP, our college has introduced several Multidisciplinary Courses. Recognizing the evolving demands of the contemporary workforce and the interconnected nature of knowledge, these courses blend insights from various disciplines. By breaking down traditional silos and fostering collaboration between diverse academic fields, our Multidisciplinary Courses aim to cultivate well-rounded individuals equipped with a holistic understanding of complex real-world challenges. This endeavor reflects our commitment to providing students with a comprehensive and adaptive learning experience that transcends conventional boundaries,</p>
------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

preparing them to navigate an ever-changing global landscape. These are the courses that have been offered for Arts and Commerce students at the First Year level. The department teaching the course is shown in brackets : Multidisciplinary Courses: Globalization(Economics), Major World Environments(Geography) Warehouse & Investment Management(Commerce) Management of MSME (Commerce) Tourism and Hospitality Management (Commerce) Cyber Security Essentials (Computer Science) Economics of Financial Investment (Economics) Accounting for Non-Accountants(Commerce) Fundamentals of stock market (Commerce) Marketing for beginners (Commerce) Emerging trends in computers (IT) E-commerce (IT) Sustainable Development (Economics) Astronomical Geography (Geography) Value Added Courses Life Skills (NCC/ Sports/Commerce) Youth Empowerment (Commerce) Green Energy (Geography) Awareness of Cybercrime and Security(Computer Science) Environmental Studies(Geography) Introduction to the Folktales of India(English) Indian Economic Thought(Economics) NCC(NCC)

2. Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) is a system which operates as a centralized repository where students can store their credits earned from various educational institutions and programs. These credits can then be transferred or redeemed towards obtaining a degree or certification. Key features of the Academic Bank of Credits include:

- Credit Accumulation: Students can earn credits from a variety of sources such as traditional universities, online courses, vocational programs, or experiential learning opportunities.
- Credit Transfer: The ABC allows students to transfer earned credits between educational institutions, providing flexibility and mobility in their academic journey. This enables students to switch institutions without losing credits and facilitates seamless transitions between different educational pathways.
- Credit Recognition: The ABC system ensures that credits earned through diverse learning experiences are recognized and valued uniformly, regardless of the source or format of the learning.
- Credit Redemption: Students can redeem accumulated credits towards obtaining a degree, diploma, or certification from participating

	<p>educational institutions. This promotes lifelong learning and allows individuals to build their qualifications incrementally over time. •</p> <p>Transparency and Accountability: The ABC system maintains transparent records of students' credit accumulation, transfer, and redemption activities, promoting accountability and ensuring the integrity of the academic credit system. •</p> <p>Quality Assurance: Participating institutions adhere to established standards and guidelines to maintain the quality and rigor of the credits offered and accepted within the ABC system. SSA Government College of Arts and Commerce conducted an orientation program for the students and got the registration work done. For those who had a problem with linking to the AADHAR card, a special AADHAR registration drive was conducted in the college. As a result, all the students of the Third/Final year have completed registration, and work is in progress for the registration of the First/Second year students.</p>
<p>3. Skill development:</p>	<p>In alignment with the progressive vision of the National Education Policy (NEP), our college is thrilled to introduce an extensive array of Skill Development Courses. Committed to nurturing not just academically proficient individuals but also adept professionals, these courses are meticulously designed to equip students with practical, industry-relevant skills. By integrating skill development seamlessly into our academic framework, we aim to bridge the gap between theoretical knowledge and real-world application. This initiative underscores our dedication to fostering a holistic educational environment that empowers students to thrive in their chosen fields and contributes meaningfully to the workforce, aligning seamlessly with the transformative goals set forth by the NEP. These are the courses that have been offered for Arts and Commerce students at the First Year level. The department teaching the course is shown in brackets:</p> <p>Skill Enhancement Courses for B.A.:</p> <ul style="list-style-type: none"> Film Appreciation(Marathi) Sutra Sanchalan Kaushalya (Konkani) Introduction to Museology (history) Samachar Lekhan evam Prastutikaran (Hindi) English for competitive exams (English) Introduction to the principles and practices of land use planning and management(Geography) Entrepreneurship Development (Economics) Sampreshan

Kaushalya:Sutra Sanchalan (Marathi) Documentary:
 Script writing and production process (Konkani)
 Introduction to Archaeology (History) Documentary:
 Writing and Production (Hindi) Creative Writing in
 English (English) Introduction to Entrepreneurship
 (Economics) Introduction to Environmental Impact
 Assessment(Geography) Skill Enhancement Courses
 for B.Com: Business Data Processing(Commerce)
 Corporate Secretaryship(Commerce) Spreadsheet
 application for Business(Commerce)
 Maths(Mathematics) Introduction to
 Agripreneurship(Commerce) Computer Applications
 in Business(Computer Science) Soft Skills and
 Personal Development(Commerce) Business
 Documentation(Commerce) Ability Enhancement
 Courses (AEC): Digital Content Creation in English
 (English) Fundamentals of Banking(Commerce)
 Communicative English Spoken and
 Written(English)

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The following activities collectively showcase the college's commitment to preserving and promoting traditional Indian knowledge systems, encompassing aspects of heritage, art, culture, physical fitness, and mental health within its academic and extracurricular framework.

Conservation - Traditional Wood Techniques: The college engages in the study and preservation of traditional techniques used in wood conservation. This involves the exploration and understanding of methods historically employed in preserving wooden artifacts, structures, or artistic elements. This could include techniques like seasoning, surface treatment, or specific practices used in different regions of India to conserve wooden heritage.

Museum Studies - Iconography and Iconometry: The focus here revolves around the study of sculptures within museums, delving into iconography and iconometry. Iconography involves the interpretation and analysis of the symbolic meaning and representation of the sculptures, while iconometry is concerned with the measurements and proportions of these sculptures, providing insights into their artistic and cultural significance.

Archaeology Linked with Museums: This aspect involves connecting archaeological findings or historical discoveries with museum collections. It could involve studying artifacts unearthed through archaeological excavations and linking them to the

	<p>exhibits within museum collections, creating a comprehensive understanding of the historical context and significance of these artifacts. Heritage Field Trips - Traditional Methods and Beliefs: The college organizes field trips to heritage sites, focusing on providing a firsthand learning experience. These trips aim to immerse students in the study of traditional methods utilized in sculpting, construction, and other crafts. Additionally, the trips may involve delving into traditional beliefs and their manifestation in architecture, art, and cultural practices observed at these heritage sites. Playing Indian Games - Kabaddi: As a part of promoting indigenous culture, the college emphasizes the inclusion and participation in traditional Indian games like Kabaddi. Kabaddi, a contact team sport with roots in ancient Indian history, promotes physical fitness, team spirit, and cultural heritage among the students. Promotion of Yoga for Physical and Mental Health: The college promotes Yoga as a holistic approach to maintaining physical fitness and mental well-being. The students are encouraged to adopt and practice Yoga, which not only helps in physical health but also fosters mental clarity, stress reduction, and emotional balance.</p>
5. Focus on Outcome based education (OBE):	<p>In our college, Outcome-Based Education (OBE) is an important aspect of our approach to learning. Students are not only informed about the skills being tested in Intra Semester Assessments, but the syllabus for all courses also explicitly outline the outcomes directly on the syllabus sheet. This transparency ensures that students are well-aware of the expected knowledge, skills, and attitudes they should acquire by the end of each course. Moreover, our dedicated teaching faculty play a crucial role in reinforcing these outcomes throughout the academic journey. They consistently remind students about the expected outcomes, fostering a learning environment that is goal-oriented and results-driven. Our co-curricular activities too are aligned with OBE principles. Each activity comes with specified desired outcomes, ensuring that even beyond the classroom, students are engaged in experiences that contribute to their holistic development. This comprehensive integration of OBE across academic and co-curricular domains reflects our commitment to providing students with a well-rounded education that prepares them for real-</p>

	world challenges.
6. Distance education/online education:	<p>Recognizing the diverse educational needs of individuals, our college is committed to inclusivity by offering a Distance Education Centre affiliated with the prestigious Indira Gandhi National Open University (IGNOU). This initiative caters to those who may face challenges attending regular classes, providing a flexible platform for self-improvement and skill enhancement. Our Distance Education Centre which opened on 1st January 2020 hosts courses like M.A. in Hindi, M.A. in Economics, M.Com. and B.Com. offered by IGNOU, allowing individuals to upgrade their knowledge and qualifications at their own pace. The emphasis is on accessibility, enabling learners to pursue education while managing other commitments. Currently we have 57 students attached to our centre. Furthermore, our college serves as an examination centre for students associated with other IGNOU centres. This not only facilitates a seamless examination process but also reflects our commitment to supporting the wider network of distance learners. In essence, through our collaboration with IGNOU, we strive to make quality education accessible to a broader audience, empowering individuals to enhance their skills and contribute meaningfully to their personal and professional growth.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club has been set up in the college. The Electoral Literacy Club in the college aims to promote awareness about the electoral process, educate students on their voting rights, and foster a sense of civic responsibility among the student body. Through various activities and events, the club encourages active participation in democratic processes and empowers students to make informed decisions during elections.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the college has taken proactive steps in ensuring the functionality of the Electoral Literacy Club (ELC). Five students on rotation, serve as mentors, along with a designated teacher as the Nodal Officer, have been appointed by the college. This strategic

	composition reflects a commitment to inclusivity and representation within the ELC, fostering a diverse and engaged environment for promoting electoral literacy among students.
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC engages in assisting district election administration during polls, conducting voter awareness campaigns, and promoting ethical voting practices. The college plays a pivotal role in the democratic process by offering its infrastructure for state-level polls. Nearly all staff members are mobilized for election duties, assuming crucial roles such as Master Trainers, Area/Sector Officers, Presiding Officers, Polling Officers, and other associated responsibilities. This approach underscores the ELC's commitment to fostering an inclusive and participatory electoral environment.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The college has been actively involved in socially relevant projects and initiatives related to electoral issues, showcasing a commitment to advancing democratic values and participation. In addition to organizing a rally with students to raise public awareness about the importance of voting, the college conducted an essay competition on the topic "Elections and Electoral Literacy." Furthermore, an online quiz on Electoral Literacy among youth was held for all students, fostering engagement and knowledge on electoral processes. The Nodal Officer plays a pivotal role by attending various lectures and training programs at the state level, bringing back knowledge to disseminate among peers and students. This multifaceted approach highlights the college's efforts in promoting electoral literacy and actively participating in initiatives that bolster democratic values.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The college has taken proactive steps to ensure that eligible students above 18 years are enrolled as voters. Through organized registration drives, new students joining the college are informed about the importance of voter registration, and detailed guidance on the necessary documents is provided. To streamline the process, the college collaborates with officials who visit the campus to generate Election Photo Identity Cards (EPIC) for the students. This institutionalized mechanism not only simplifies the registration process but also underscores the Electoral Literacy Club's commitment to actively engaging and</p>

empowering students in exercising their democratic right to vote.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
755	736	694	547	563

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

2 Teachers

2.1

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

Response: 66

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	38	34	35	31

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
202.93	184.27	242.01	239.51	162.20

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Curriculum Planning and delivery: For effective curriculum planning and delivery the institution follows a well-planned academic program and has processes to ensure effective delivery of the curriculum.

- The college is affiliated to Goa University and adheres to the syllabus prescribed by various Boards of Studies of the University
- Teachers contribute to syllabus upgradation and enhancement as members or special invitees of Boards of Studies.
- The Choice Based Credit System is implemented for UG and PG programs.
- The updated syllabus approved by Goa University is available to teachers and students in hard and soft format.
- Departmental and staff meetings are held regularly to discuss curricular work and implementation strategies.
- Teachers attend subject-related workshops/training programs to enhance their teaching skills.
- The college provides adequate facilities to enhance the curriculum transmission process. Most classrooms are fitted with smart boards and LCD projectors. Visualizers, interactive pads are also used by teachers. Laboratories have also been set up for IT, Geography, Languages & Commerce.
- The institution emphasizes the importance of group learning and critical thinking by providing final-year students with the opportunity to work on a project or dissertation. This hands-on approach allows students to apply their knowledge and develop essential skills.
- To promote effective teaching and learning, various pedagogical methods are used by the teachers. These include lectures, discussions, debates, and seminars. This diverse approach helps engage students and enhance their understanding of the subjects.
- The college has a well-stocked Library with respect to books prescribed by the syllabus as texts and references. The teachers and students use both print books as well as e-books. Almost all processes in the Library are digitised thus facilitating easy access and use of the library resources.

Academic Calendar:

- The Academic Calendar is prepared in line with Goa University's calendar.
- The Teaching Plans are prepared by all teachers to monitor their teaching progress and to plan co-curricular/extracurricular activities.
- Departmental and staff meetings are held to discuss and implement the Academic Calendar effectively.
- A dedicated Timetable Committee is appointed by the College to frame the teaching timetable for the entire college is shared with the students and teachers through digital as well as print format.

Continuous Assessment:

- The Intra Semester Assessment (ISA) schedule is announced to students at the beginning of the semester.
- A Centralized ISA timetable is shared with students and teachers at least 10 days prior to the ISA. This timetable contains the class/semester, subject, topic, day, time, room number, name of the teacher and skills being tested.
- Assessment schedule, marks sharing, and submission of marks adhere to Goa University Ordinances.
- Data pertaining to curricular aspects fed into DHE IAIMS portal by teachers.
- Presentations during ISA promote public speaking, creative thinking, and collaborative skills.
- Semester End Exams are conducted as per Goa University Academic Calendar and are governed by laid down ordinances with dedicated committee and resources for smooth conduct of the Exam.

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

1.2 Academic Flexibility**1.2.1**

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

Response: 29

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

1.2.2

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

Response: 51.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
552	392	72	264	408

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

In addition to the prescribed curriculum, the institution focuses on cross-cutting issues such as gender, human values and professional ethics. Courses that include Women's Issues, Self Development, Business Environment, Business Management, Environmental Studies and Communication Skills are taught to instill professional ethics and values among the students.

Literature in different languages is also taught, which helps convey human values through various forms like poetry, novels and drama. Gender issues are addressed in many literature papers. The institution ensures a safe and secure environment for women students through the presence of a Discipline Committee, Internal Complaints Committee, Grievance Committee and through the services of a professional female counselor.

The institution also organizes activities like blood donation camps and observance of national days to create awareness about ethical issues.

Regarding environment and sustainability, Environmental Studies is a compulsory subject for all undergraduate first-year students. Additionally, a course on the Economics of Resources is offered to SYBCOM students to understand the relationship between the environment and economics and the importance of the environment.

The institution promotes values related to environment and sustainability through programs and practices under the National Service Scheme (NSS) and National Cadet Corps (NCC).

Overall the institution strives to develop well-rounded individuals who are sensitive to issues of gender, environment and human values, and who can apply professional ethics in their chosen fields.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 65.56

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

Response: 495

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 86.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
282	296	271	259	241

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
328	328	318	310	270

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 48.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
83	94	77	83	76

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

2022-23	2021-22	2020-21	2019-20	2018-19
219	183	177	142	123

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.06

2.3 Teaching- Learning Process

2.3.1

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

Response:

- ***Experiential learning***

Experiential learning is an integral part of the teaching-learning process. By incorporating experiential learning approaches, the institution aims to equip students with the necessary skills and knowledge to succeed in their academic and professional pursuits. Departments employ innovative methods to enhance students' practical skills and enrich their learning experiences. Geography and Mathematics incorporates practical classes. Field trips help the students to engage in real-world applications like restoration of archeological sites. Activities such as digital storytelling, drama, and blogging provide opportunities for creative expression and critical thinking. Events like Start-Up Mela and Model Making foster entrepreneurship. Language skills are developed through training in phonetics, poetry recitations, digital presentations and comparing of programs.

- **Participative Learning**

Participative learning is encouraged across various disciplines at the institution, fostering an inclusive and collaborative educational environment. Through initiatives like student seminars, peer teaching, and project work, students are empowered to engage with course material in a hands-on manner. These opportunities not only promote teamwork but also encourage critical thinking and problem-solving skills. Additionally, the College Research Committee supports students in conducting independent research projects, providing valuable experience in survey methods, data collection, and social outreach. By embracing participative learning approaches, the institution cultivates a culture of active engagement and lifelong learning among its students.

- **Problem solving methods**

Problem-solving methods are integral to the educational approach at the institution, applied across various disciplines to enhance students' analytical skills and critical thinking abilities. Through activities like student seminars, peer teaching, and project work, students are encouraged to tackle real-world challenges and collaborate effectively. Use of specialized software for data analysis and survey methods equips students with practical problem-solving tools. Faculty members employ techniques like case studies and village surveys to assess students' problem-solving abilities. Short-duration add-on courses further supplement students' knowledge and foster a competitive mindset. By emphasizing problem-solving methodologies, the institution aims to prepare students for success in both academic and professional endeavors.

- **Teachers use ICT- enabled tools including online resources for effective teaching and learning process.**

Emphasizing a student-centric approach, various tools and platforms are employed to promote interactivity and effectiveness:

- **Smart Classrooms:** College is equipped with 16 smart classrooms and 2 digital podiums which are used to enhance teaching methodologies and engage students more effectively.
- **Geography Lab:** Equipped with computers, maps, satellite imagery, and weather instruments. Software such as QGIS and Google Earth enriches the learning experience with hands-on, experiential learning opportunities.

- **Economics and Commerce Lab:** A modern facility housing computers equipped with Tally software.
- **Language Lab:** Language Lab computers are equipped with teaching aids such as LibreOffice, Wireshark, Visual Studio 2022, and Visual Studio Code, for promoting language proficiency and communication skills development.
- **E-Library Resources:** Accessible through platforms like NDLI Club and NLIST, the college provides a wealth of digital resources to support research and self-directed learning.
- **Online Platforms:** like YouTube, DISHTAVO, Moodle, MS Teams, and the IAIMS portal, ensures continuity in education through virtual learning environments.

Through the strategic integration of ICT tools and resources, the college fosters an environment conducive to holistic development, equipping students with the skills and knowledge necessary for success in the digital age.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	38	34	35	31

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 78.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	31	25	26	24

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

College mechanism of internal/external assessment is transparent and governed by Goa University Ordinance **OC-66.5**.

Following are the practices the College has adopted to ensure transparent internal and external assessment:

Practices regarding Internal assessment (ISA): OC- 66.5

- A separate Committee responsible for conducting internal examinations is constituted for a period of three years.

- Intra-semester assessment (ISA) for a course is conducted twice in a given semester, once through a written test, and the other by using alternate modes of evaluation, including assignment/presentation/orals/ and others.
- Students are notified about the regulation and schedules of the ISA through notices as well as the Prospectus.
- Syllabus for ISA is communicated to the students well in advance.
- Students who fail to appear for the test due to a genuine reason are given another opportunity to answer.
- CIE answer books as well as marks are made known to the students within two weeks of holding the test.
- Students of FY/SY can ask for personal verification of marks within seven days of result declaration.
-

Semester-end examination (SEE): OC-66.5

- Semester-end examination (SEE) is conducted at the conclusion of a given semester covering the entire syllabus of the semester.
- SEE of semesters I to IV are conducted by the College whereas SEE of semesters V and VI are conducted by the University.
- A tentative schedule of SEE examination of semesters I to IV, evaluation and declaration of results is prepared by the College as stated in the academic term send by the University.
- Examination regulations prescribed in **OC-66.5** regarding SEE are mentioned in the prospectus.
- Academic calendar issued by the University is circulated.
- Notices of examination schedules and declaration of results are communicated to the students by way of classroom reading, WhatsApp messages and the college website.
- External examination is done in practical and project courses only.
- List of examiners and schedules of examination are prepared by the University and communicated to the college.

As prescribed in **OC- 66.7.3**, the mechanism dealing with examination-related grievances is transparent, timebound and efficient. The following measures are followed:

- College Grievance Committee is constituted with Vice-Principal and two regular faculty members.
- The Examination Committee notifies the date and time within 10 days after receiving applications from the candidate and marks are shown to him in the presence of Principal.
- If the student is not satisfied with the result of verification of answer books, he/she can write to College Grievances Committee within a week.
- The College Grievance Committee then takes appropriate action as per relevant Ordinance and informs the candidate accordingly.
- Revaluation of answer books is permitted at semesters V and VI only, as per the existing provisions of **OA-5.15**.
- College forwards applications for revaluation to the University.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The program outcomes are prepared by the faculties of all programs together, and course outcomes were prepared by the respective departments as per the syllabus provided by the affiliated university and displayed on website.

Program Outcomes (POs): Program outcomes describe what students are expected to know and would be able to do by the time of graduation. These relate to the skills, knowledge, and behaviours that students acquire as they progress through the program.

Program outcomes are stated as per the learning objectives mentioned in CBCS curriculum prepared and approved by Goa university. Following are the programs offered by the college;

- B.A Honours in Hindi
- B.A Honours in Marathi
- B.A General
- B. Com Honours

- M.A in Marathi
- M.Com

Program Specific Outcomes (PSOs): Every department has formulated Program Specific Outcomes for their respective disciplines. It is also displayed on the college website which can help students to view the outcomes of the programs of their choice.

Course Outcomes (COs): Statements indicating what a student can do after the successful completion of a course. Every Course leads to some Course Outcomes. The CO statements are defined by considering the course content covered in each module of a course. The keywords used to define COs are based on Bloom's Taxonomy.

As per the curriculum under CBCS the Heads and faculties of each Department prepared course outcomes of their respective courses. For every course, four outcomes have been prepared. Course outcomes are stated and displayed on the website with the approval of the college Principal.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of Programme Outcomes and the Course Outcomes are evaluated through different methods i.e., direct and indirect. This includes result analysis, progress to higher studies and placements.

In the outcome-based education, assessment is done through one or more processes by the respective departments to evaluate the achievements of Course Outcomes (CO's). The process to find the attainment of Course Outcomes systematically use two methods: **direct method and indirect method.**

- Direct methods represent the student's knowledge and skills from their performance in the class/through class tests/internal and external assessment.
- Indirect methods include exit surveys, and feedback surveys.

In view of this, the college has adopted direct methods of evaluating Course outcomes.

The various assessment components used by the College are:

Internal Assessment: This is a formative assessment, used to evaluate the academic performance of the student periodically, twice in each semester. The internal assessment components include tests, assignments, presentations, orals, etc. This helps the teachers to monitor the extent of the attainment of course outcomes.

Internal assessment (two in each semester) provides critical information for monitoring a student's acquisition of knowledge and skills, evaluating analytical thinking, decision-making, and problem-solving abilities.

Tools for Internal Assessment

- **Assignments:** Designed to assess students' understanding of the allotted topic, writing skills, ability to collect information, innovative ideas, analytical and critical thinking, interpretation skills with respect to the learning outcomes.
- **Orals:** The teacher interacts with the student to assess the extent of knowledge and ability to orally communicate critical thinking.
- **Student Seminars:** PG Students are required to present a seminar on course-related topics. The objective of the seminar presentation is to assess the students' knowledge proficiency, preparation, presentation and communication skills. It also helps to improve interaction with peers.
- **Attendance and Lab Involvement:** Marks are awarded for students' punctuality, drawing and interpretation skills.
- **Project work:** TY Students take up individual/group projects under the guidance of a faculty member. It is meant to develop the ability for collecting data, acquire knowledge, analyse and interpret data, and to deliver the outcome within a time frame. Assessment of projects is done at both internal and external levels.

Semester End Assessment - Comprehensive evaluation of learning outcomes of each program is carried out at the end of the Semester, in the form of semester-end exam (SEE), both in theory and practical, covering the entire syllabus.

Results of semester- end examinations helps determine the academic performance of the students at the end of the course.

Assessment of Course Outcomes has been done through identifying average level of attainment by combining the marks of ISA (Internal assessment) and SEE (Semester end examination).

The respective departments prepare report after assessing the levels of attainment in each course.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)**Response:** 74.04**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
148	151	232	118	87

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

2022-23	2021-22	2020-21	2019-20	2018-19
250	221	238	118	167

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:**

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 3.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	0	0	0.34

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has created an ecosystem of the following innovations and other initiatives:

Ecosystem for Innovation – To infuse entrepreneurial spirit amongst the students, the college has an Incubation Centre. Initiatives like STARTUPEDIA0.1, STARTUPEDIA2.0, STARTUPEDIA3.0 were organized to acquaint the students with the intricacies of business & enable them to become economically independent

Transfer of Knowledge – Lecture series are organised by inviting experts, Guest Faculty from various disciplines to share their insights with the students and to guide them in their entrepreneurial journey. Students are taken to farms viz. Zogati Nature farm, Birondem, Valpoi ; which adopt modern agricultural techniques like hydroponics.

Indian Knowledge System:

- 1) Conservation -College engages in study of traditional techniques of conservation of wood and stone artifacts by organising training sessions for the students and staff by inviting experts.
- 2) Archaeology Studies - Iconography and Iconometry::- Curricular and co-curricular Archaeology courses are conducted for the students to study sculptures, delving into iconography and iconometry involving interpretation and analysis of meaning and representation of sculptures etc.
- 3) Archaeology connected with Museums:The college has a museum where students connect archaeological or historical findings of artifacts found through archaeological excavations and linking them to the exhibits within museum.
- 4) Heritage Field Tours : Field tours to heritage sites are organised to provide a first-hand learning experience for the study of traditional methods of sculpting and other crafts.
- 5) Playing Indian Games - Kabaddi: To promote indigenous culture; the college emphasizes the inclusion and participation in traditional Indian games like Kabaddi to promote Indian heritage among the students.
- 6) Promotion of Yoga: The college promotes Yoga to encourage students to adopt and practice Yoga, for physical and mental health.
- 7) Short term course on extinct scripts like Modi Marathi is conducted so that students are acquainted with reading, writing, translation of documents.

IPR cell – The College IPR Cell conducted three workshops to create awareness about the provisions and enforcement of Intellectual Property Rights amongst the stakeholders.

Research infrastructure – The faculty and students are encouraged to engage in research activities by utilizing various resources:

The Research Centres in Commerce and in Marathi motivate faculties and scholars for promoting research culture. A good number of students are registered for Ph.D programme which is increasing every year. Faculties are encouraged in paper publications, undertake research projects and guideships. In the Commerce Research Centre the following students registered:-

- a) for the year 2018-19;- 22 Nos .
- b) for the year 2019-20; - 19 Nos
- c) for the year 2020-21; - 10 Nos
- d) for the year 2021-22; - 10 Nos
- e) for the year 2022-23; 03 Nos
- In the Marathi Research Centre for the year 2022-23; a total of 04 research students resgistered.

MOU's & Collaborations - The College has collaborated with institutes and organizations like Leelavati College; Bangalanatak.com; Comunidade de Murda, Shilpaloka; GIPARD; PES College etc. to conduct academic programs for students and faculties. The College has signed MoUs with academic institutions, agencies for sharing resources, conducting academic programs.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	09	08	10	7

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	24	15	4	4

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

3.3.2

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

Response: 0.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	17	12	2	5

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities**3.4.1**

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

Response:

College offers several extension activities whereby students and faculty members are engaged in promoting community network in the neighborhood, thereby sensitizing them to social issues, for their holistic development.

College provides the student with an opportunity to extend their classroom knowledge into practical experience through community-based programs undertaken by NSS and NCC units of the college.

The NSS unit has also extended support to Government and private organizations in the conduct of community-based social programmes. Participation of the students in community-based programmes imparts them with a higher sense of confidence and the ability to link themselves to the marginalized sections of society. The college has also collaborated with the state government in conducting COVID pandemic programs/surveys. Community-based programmes have helped the students to develop the competence required for group living and sharing responsibilities. The programmes include:-

- Cleanliness Drive
- Beach Cleaning
- AIDS Awareness
- Sky Gazing
- Awareness Program For Farmers
- Blood Donation
- Special Medical Camps for Women
- Health Awareness Campaign for Women And Children
- Visit to Old Age Homes
- Legal Aid programs
- Career Guidance Programs.
- Voter Awareness
- Gender Sensitising
- Anti-Plastic Drive
- Harmony Day

From the activities conducted the students are able to uphold the cultural, social, and moral value system of Indian society. The students are able to create a sense of awareness in the community on social issues like gender, sanitation, saving the environment, reducing pollution, and so on. Students could also develop among themselves a sense of social and civic responsibility. The community-based programmes enable the students to understand, appreciate and respect the characteristics of local people.

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

3.4.2

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

Response:

The extension activities of the College were recognised on two occasions: 1. By the Ministry of Education Govt of India 2. The Ministry of Commerce and Industry Govt of India.

- The college was recognised and certified for the activities conducted as a Social Entrepreneurship, Swachhta and Rural Engagement Cell (SES REC) institution. The College played a key role in this national endeavour and was recognized by Mahatma Gandhi National Council of Rural Education, Dept of Higher Education, Ministry of Education Government of India. The College was listed as one of the 6750 Swachh institutions of the country in 2019-20. The work recognised included building continuity and sustainability of the work which was initiated through Social Entrepreneurship, Swachhta & Rural Engagement Cells (SES REC).
- The College successfully framed the SES REC Action Plan and constituted ten working groups for improving facilities in the Campus and the Community/Adopted villages in the areas of Sanitation & Hygiene, Waste Management, Energy Conservation and Greener during the post COVID-19 period. The College was also recognised by the Ministry of Education for observation of three days with regards to Environment, Entrepreneurship and Community Engagement to inculcate practices of Mentoring, Social Responsibility, Swachhta and Care for Environment and Resources in the faculty, students and community.
- The Ministry of Commerce and Industry Department for Promotion of Industry and Internal Trade, Office of the Controller General of Patents, Designs and Trade Marks recognised the active participation of the College in the National Intellectual Property Awareness Mission (NIPAM) launched by the Government of India on the occasion of the 75th anniversary of independence under the banner "Azadi Ka Amrit Mahotsav" to create widespread awareness on Intellectual Property Rights (IPR). The College was well appreciated for the exceptional contribution in successfully organizing the awareness programme held on December 21, 2021 in association with Intellectual Property Office, Mumbai.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 59

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	05	19	09

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

3.5 Collaboration

3.5.1

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

Response: 43

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

1. Teaching–learning, viz., classrooms, laboratories, computing equipment, etc.

The 6196 built up Sq. mts. college campus encompasses six blocks: Administrative, Arts, Commerce, Library, Canteen, and a multipurpose hall, enhancing the teaching and learning experience. The Administrative Block features the Examination section, Staff Room, IQAC Room, laboratories, Incubation Centre, Postgraduate classrooms, NCC and NSS Rooms, Ladies and Gents common room, Washrooms on each floor, and air-conditioned Seminar Hall, Conference Hall and Seminar Lobby.

The Arts Block, a three-storied structure, includes spacious classrooms for Arts students, Staff room, Language Laboratories, Geography Lab, Vice-Principal's room, Counsellor's Room, Washrooms, and elevator facility. Similarly, the three-storey Commerce Block offers spacious Commerce classrooms, a Computer lab, Commerce, and Economics lab, Store Rooms, Washrooms including for differently abled students, and an elevator.

The college has 48 well-ventilated classrooms, each equipped with lights, fans, furniture, and power backup. These ICT-enabled classrooms feature Smartboards, LCD Projectors, or both, with theatre-style seating for sixty students and eco-friendly open galleries.

Diverse laboratories, including air-conditioned Commerce & Economics, two Computer labs, Language lab, Geography lab, and Assessment Lab, provide access to open-source software like R, Tally Prime GST Ready Accounting Package, Plagiarism Detection Software, Mendeley, Grammarly, GIMP, Audacity, Libre Office, and more. The language labs include built-in Devanagari software for typing.

2. ICT–enabled facilities such as smart class, LMS, etc., Facilities for cultural and sports activities, yoga centre, games, gymnasium, auditorium, etc.

The college has sufficient computer equipment, internet connectivity, and smartboards/projectors to support practical sessions. Some classrooms are advanced smart classrooms with the installation of 16 smartboards. The entire campus is Wi-Fi enabled, providing access to all the Learning Management System (LMS) facilities. Moreover, the college provides access to various open-source software.

The Multipurpose Hall with a seating capacity of 1000 people is used for various curricular and co-

curricular activities. The hall features an advanced light and sound system, a large stage, green rooms, comfortable seating, carpeting, air-conditioning, washrooms, and a podium. It is equipped with hand mike, collar mike, and a projector. The hall is equipped with a generator power backup and has multiple exit points. The department of physical education and NCC observe International Yoga Day and National Sports Day in the Multipurpose Hall.

Additionally, the college has a Seminar Hall/Conference room with a seating capacity of 100. This hall is used for various activities such as cultural activities, public speaking, communication skills development programs, health and hygiene programs, conferences, seminars and workshops.

The college also boasts comprehensive sports training and fitness infrastructure, including a Gymkhana-cum-Sports Room. The gymnasium is equipped with the latest equipment and machines such as Treadmill, Elliptical, Weight machine, Cycle, dumbbells, etc., for workouts. The Yoga Centre also undertakes various traditional yoga practices to promote health and wellness for staff and students. It has excelled in football, volleyball, Kabaddi, handball, and other physical training activities. Indoor arrangements include table tennis tables and badminton court. The multipurpose hall is also used for organising Kabaddi tournaments and other sports activities.

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

4.1.2

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

Response: 30.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.29	16.65	10.00	156.18	130.21

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

- *Name of the ILMS software: **E-Granthalaya***
- *Nature of Automation: **Fully***
- *Version: **4.0'Cloud Version'***
- *Year of Automation: **2014***

Established in 1993, the Sant Sohirobanath Ambiye College Library is committed to delivering top-notch services in instruction, research, and curricular offerings. The fully automated library employs E Granthalaya version 4 ('Cloud Ready Application') ILMS software from the National Informatics Centre.

The library makes use of the majority of the software modules, including Administration, Cataloguing, Circulation, OPAC, and Reports.

Details of E-Granthalaya Modules Used:

- **Library Administration**- updating and managing system data, photo gallery, Inter Library Loan, receipt manager, and sending e-mail messages.
- **Master Data**- Update user profiles, manage library committees, sections, and topic directories.
- **Book Acquisition** consists of adding new titles and accessioning existing ones.
- **Cataloguing** consists of data input, copy cataloguing, stock verification, creating barcode labels,

updating holdings, and maintaining an author directory.

- **Circulation**- Patron Entry, Import members data, Issue-Return, Member payments-fines. Manage transactions in circulation.
- **Serials**- adding new serials, managing subscriptions, managing schedules, receiving loose issues, generating reminders, and managing serial bound volumes.
- **Micro-Documents**- article/chapter indexing, news clipping manager.
- **Search & Reports**- create reports and print the accession registry. • **OPAC**- document search, checking availability status of documents, holding, reserving, recommending books, and providing comments

Subscriptions to NLIST, DELNET, Pearson e-library, NDLI, Anti-Plagiarism software, SAGE Journals, and ADR Journals provide an extensive array of e-resources. The collection boasts 17,630 books, 85 magazines/journals, 223 bound volumes, and 345 CD/DVDs. The facility is equipped with WIFI, CCTV surveillance, E-Library access, OPAC, 24x7 computer backup, reprography, scanning, conference and group discussion rooms, and a research center.

Total Collection of books till date: **17630**

- Magazines/Journals National & International: **85**
- Bound Volumes: **223**
- CD/DVD collection: **345**
- All newspaper published in Goa (**10**) and **5** National papers
- Fully automated library (E-Granthalaya library automation software)
- WIFI facility in the whole library
- CCTV surveillance system covering whole library
- E-Library facility to students and faculty
- OPAC facility
- 24 x 7 Backup of computers on UPS
- Reprography facility
- Scanning
- Conference room

- Group Discussion room
- Research Centre

Serving 750 students, 56 teaching faculty, and 5 researchers, the library accommodates 250 people with a daily footfall of 167 visitors. NLIST records 85 hits, DELNET has 180 hits, and the e-granthalaya OPAC receives 180 hits. Around 2,938 people visit for book transactions, and the e-granthalaya OPAC welcomes 150 guests. The library is accessed by 11.4% of teachers and students daily.

In the academic year 2022-2023, the library had 265 users accessing e-resources. The average daily attendance over the past year was 167 individuals, showcasing the library's substantial usage and its vital role in the academic community.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The College has BSNL leased line of 50 MBPS and a Goa Broadband Network (GBBN) of 50 MBPS for internet connectivity. Wi-Fi facility is available on the campus.

The use of a firewall and router is a good security measure to protect the College Network from malicious code. Regular updates help to keep the system up-to-date with the latest security features. The router's ability to block access to certain websites like porn sites and those related to terrorism further enhances network security.

The Globus Infocom software installed in the Language Lab is maintained and updated by their technician. This ensures that the virtual box software and other lab software are functioning optimally for the benefit of the students.

The college website is maintained and updated regularly with notices, details of the admission process, and examination notices and results.

IT facilities maintenance is done on a need-to-need basis.

The recent installation of CCTV cameras in classrooms with Smart Boards adds an additional layer of security. The connection of these cameras to a new switch, which is then linked to the main switch in the server room, allows for easy management and monitoring of the camera system.

The utilization of open-source software like Ubuntu, Scribus, GIMP, Audacity, and LibreOffice for practical sessions is a cost-effective and efficient solution. Keeping this software up-to-date ensures that students have access to the latest features and improvements.

The implementation of the Integrated Academic Information Management System (IAIMS) for the online admission process is a commendable initiative. The system's features for managing student attendance and teachers' teaching diaries streamline administrative tasks. The generation of examination results through the IAIMS system provides efficiency and accuracy in the evaluation process.

All this contributes to a technologically advanced learning environment for students and faculty.

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

4.3.2

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

Response: 4.6

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

Response: 164

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 62.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
181.94	148.81	211.26	71.78	30.35

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 12.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	46	231	92	10

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 40.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
442	373	183	313	30

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 33.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	93	23	19	58

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

2022-23	2021-22	2020-21	2019-20	2018-19
261	149	231	118	77

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

5.2.2

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

Response: 2.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	5	1

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

5.3 Student Participation and Activities

5.3.1

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

Response: 44

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	2	12	11

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

5.3.2

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

Response: 31.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	27	04	45	41

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of our college is officially registered with the Department of the Cooperative Registrar, Government of Goa, bearing registration number 134/GOA/2015. We firmly uphold the belief that, for colleges, the commitment to students extends beyond graduation. The college's alumni constitute valuable resources capable of fostering meaningful and mutually beneficial relationships over time. These positive connections with alumni make them feel welcome to return to their alma mater at any time, whether to update their knowledge, provide mentoring, or offer networking support. The Association's activities serve as a platform for bridging the gap between the institution, its alumni, and current students, facilitating the exchange of ideas, skills, and values, thereby nurturing a socially responsible, motivational, and intellectually vibrant community.

Since its inception, the Association has been dedicated to advancing the institution by establishing connections between academia and industry, as well as by providing financial support and other services. In addition to this financial support, alumni actively contribute to the institution's development by sharing their knowledge, enhancing students' skills and capabilities through guest lectures, internships, and guidance on job placements. They maintain ongoing communication with the institution through emails, messages, and social media platforms, such as our Facebook page.

The Association has lent its support to the college in various ways, including organizing informative sessions by leveraging their personal expertise for the development of both students and staff. They also actively participate in community-level initiatives and provide coaching support for sporting events. Moreover, they contribute by serving as resource persons and judges for events, offering the present students opportunities to benefit from their wealth of experience and expertise.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision: Knowledge and Virtue for peace and progress.

Mission: To empower the youth; promote excellence in all our endeavors; and develop service-minded citizens of the country and the world.

The institution's vision of "Knowledge and Virtue for peace and progress" aligns with the NEP 2020's emphasis on a holistic and multidisciplinary education. Implementing an academic structure at the UG and PG levels, providing multidisciplinary options, multiple entry and exits, and internships aligns with the mission of empowering youth and promoting excellence. Establishing the Research, Development, and Innovation Department, Teaching- Learning and Educational Technology Committee, Department, and Career Guidance/Career Counselling & Placement Committee reflects the institution's commitment to developing service-minded citizens.

Concerning the implementation of the National Education Policy (NEP 2020), this institution has put into practice the following:

- **Incorporating NEP Guidelines:** The institution's adherence to NEP guidelines, such as commencement of Masters Programme as per NEP, registration on the Academic Bank of Credits and the creation of an Institutional Development Plan showcases its commitment to incorporating the policy's recommendations.
- **Utilization of Technology:** Using the Integrated Academic Information Management System, Goa University Management System, E-Granthalaya, National Informatics Centre, Library Webpage, N-LIST, DELNET, National Digital Library of India, KOHA Library Software for modern and effective educational practices.
- **Extra-curricular Engagement:** Activities such as workshops, guest lectures, competitions, and the involvement of the Students Council, NSS, and NCC contribute to the holistic development of students, aligning with the institution's mission and NEP's broader vision.

The Decentralization and Participation in Governance can be seen in the following areas:

- College has several Committees, Cells, and Clubs besides there are different teaching departments such as Commerce, Computer Studies/IT, Hindi, Marathi, Konkani, English, History, Geography, and Economics. Senior faculties are made in the heads-of-department on a three-year rotation basis. If the department has only an Assistant Professor, so, a single teacher, is designated as Teacher-in-charge/H.O.D. All routine matters are decided and actions are taken by

the respective Heads/Teachers-in-charge in consultation with other teachers of the department and the Head of the Institution. Every department is given full freedom with accountability to act and take decisions in the matters of curriculum and holistic development of students.

- For non-teaching staff, the Office Section Head / Head Clerk takes action on routine matters. Only policy decisions and strategies are decided by the Head of the Institution.
- The Accountant does all the necessary work of College account matters following guidelines as set in General Financial Rules.
- Communication and coordination is done in person, often and formal meetings, periodically, in writing (Office Memoranda; Office Orders; Office Notes; Notice Boards; Notice Circulation; Circulars, etc.)
- Committees’ function and periodic reporting thereon, as per the SOP’s.

The Institutional Development Plan (IDP):

IDP of our college focuses on developing motivated and energized faculty, Teaching, Learning And Education Technology, Research, Development And Innovation, industry-academic partnerships, placement plans for students, infrastructure development plans, skill development, and other initiatives for the students’ and institutional growth demonstrates the institution's commitment to adaptability and progress, supporting its vision for knowledge and virtue.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Institutional Perspective Plan:

The college has prepared the perspective plan. for three to five years, taking into consideration the core value of NAAC focusing on faculty development, student engagement, research, infrastructure, environment, and sustainability. The College has focused on objectives such as sustaining and continuing quality initiatives, enhancing teaching-learning, strengthening industry-academic partnerships, strengthening stakeholders, and improving infrastructure. The college have been very particular in undertaking various quality enhancement actions for effective deployment of intitutional perspective plan.viz Creating physical and academic infrastructure,establishment of Research Centre in Commerce and Marathi,Upgradation of ICT facilities, Provision of infrastructure for sports, cultural and extention

activities. ,

Policies of the college:

The College has formulated policies covering the areas of Working Committees, Waste Management, Teaching and Learning, Security, Research, Energy Conservation & Environmental Conservation, Sexual Harassment of Women at Workplace, Financial Support to the Teaching Faculty, Sports & Wellness, Financial Assistance/ Scholarships, Awards & Other Schemes of Assistance, Extension Activities Community Development, Parent-Teacher Association, Job Placement, Internship, Internet, Infrastructure Maintenance, Information Technology Infrastructure Maintenance and Utilization, Housekeeping, Governance, Functioning of Library, Examination, E-Governance, College Multipurpose Hall, College Mentoring, College Canteen, Code of Conduct for Teachers, Code of Conduct for Administrative Staff, Code of Conduct for Students, Co-Curricular and Extra-Curricular, Auditorium Maintenance and Use, Anti Ragging, Alumni Association, Admission, Adherence to College Timing.

Administrative set up

- Being a State institution, the College comes under the direct supervision of the Directorate of Higher Education, Government of Goa. The head of the Institution is the Principal, followed by Vice- Principal and IQAC.
- The IQAC is responsible for the overall maintenance of quality Teaching staff, Library, Sports and Physical Education, and Non-Teaching staff members.
- The Library is managed by a Librarian with the help of a Library Assistant and Support Staff. Similarly, Sports and Physical Education is headed by the Director of Physical Education and Support Staff.
- The Non-teaching staff are headed by the Head Clerk and the Accountant.
- The non-teaching staff also includes Upper Division Clerks (UDC), Lower Divisional Clerks (LDC), Laboratory Assistants, Data Entry and Multi-tasking Staff, Housekeeping Staff and Security Personnel.

Appointment and service rules

- Teaching faculty members on regular basis are appointed by Goa Public Service Commission and the recruitment process is governed by UGC and State Government regulations.
- Contract and clock-hour basis teaching faculty, Counsellor, and Administrative Staff are recruited and appointed by the Directorate of Higher Education, Government of Goa.
- Data entry operators are recruited and deputed through ITG (Info Tech Corporation of Goa Ltd.)
- House-keeping and Security Staff are appointed by GHRDC (Goa Human Resource Development Corporation), Government of Goa

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

- The performance of every Government servant is assessed annually through his/her Annual Performance Assessment Report (earlier Annual Confidential Report), which is an important document providing basic and vital inputs for assessing the performance of the faculty member and for assessing suitability for further advancement in his/her career on occasions like

confirmation, promotion, selection for deputation.

- Annual Performance Assessment Report has four parts: 'Group A' (i. e. Professors, Associate Professors, and Assistant Professor) fill Part I, that is, Personal Assessment. The same is submitted to Principal, who as Reporting Officer is required to fill out Part II. The form is then forwarded to the Directorate of Higher Education for reviewing and completing Part III. Part IV pertains to remarks to be given by the next Superior Officer/Authority, that is, the Secretary of Education.
- Contract/Lecture-basis faculty members submit Performance Assessment report to the Head of the Department who forwards the same to Principal for remarks and signature.

The College has several welfare measures/ facilities, which work towards improving staff well-being, satisfaction, and motivation:

- Different types of Leave as per Central/State Govt. pattern: Duty leave; Casual Leave; Earned Leave; Medical/Commuted Leave (only for non-teaching staff); Maternity Leave (6 months); Paternity Leave (15 days).
- Children's Education allowance
- Child Care Leave (730 days).
- T.A., D.A. towards officials' tours
- Personal pay for promoting small family norm.
- Compassionate appointment of dependents, on death in harness.
- Payment of deposit-linked insurance scheme to the family of the employee who dies while in service.
- Payment of lump-sum amount towards commutation of pension.
- Encashment of credit balance of earned leave at the time of retirement.
- Encashment of half pay/ commuted leave at retirement, as per rules.
- Payment of bonus to non-gazetted staff.
- Reimbursement of registration fees paid to attend conferences/seminars, etc.
- Medical reimbursement (unlimited) and other medical facilities in Government or private hospitals, as per rules.
- Entitlement to Govt. Quarters as per availability.
- Uniform allowance (MTS).
- Motivational Research Promotion Policy for the faculty.
- The head of the institution is provided with Car transport (with a quota of petrol) with driver;
- Faculty Development Programmes (F.D.Ps) for Staff/Orientation.
- U.G.C.'s Career Advancement Benefits to all eligible staff.
- Time-Bound Promotion Scheme (T.B.P.S.) for 'C' Staff.
- Home Town/Leave Travel Concession,.
- Govt. Loans with low interest rates for house building for the purchase of motor car/four-wheeler; scooter/motor cycle/ bicycle; computer/laptop and domestic durables.
- G.P.F./P.P.F. Advance and withdrawal facilities, as per Rules.
- Prompt payment of Central D.A rises.
- Pay Commission's or U.G.C scales (VII Pay Commission's scales already implemented from Nov. 2016 for staff)
- Timely Increment
- Retirement benefits like: Gratuity; G.P.F/ P.P.F. with interest;
- Commuted Pension; Earned leave encashment; and Family Pension.
- Study leave, sabbatical leave.

Other Welfare measures:

- In house Staff welfare committee.

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

6.3.2

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

Response: 18.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	1	11	13

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

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 76.47**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
55	49	47	70	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	22	24	21	18

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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

1. Grants received from State/Central Government –

- Government grants funds for expenses such as salaries, office expenditure, day-to-day expenses and maintenance of the institution, purchase of books for library, and other expenditure of the College.
- College also receives financial support from DHE for various seminars/workshops/ talks/Faculty Development programmes, with prior approvals.

2. Student fees-

- The fee structure is stated in the College Prospectus. Fees are subject to change as per University and State Government directives. The fee structure has various heads and accordingly fees are credited to the respective accounts.
- One of the major heads is Tuition fees, which is transferred to the State Government Treasury along with Library fees, Geography and Computer Lab fees.
- The University Registration fees are transferred to Goa University.
- A portion of the Sports fees is also sent to the University as sports affiliation and registration fees.
- The balance amount is deposited in the College bank account to be utilised for examination, Sports and student council activities and others requirements as specified in the fee structure.

3. Scholarship funds -

- The College also encourages students to apply for various Government and non-Government scholarships, the applicable students directly get this financial aid in to their personal bank accounts.
- The Students Aid Fund, which is part of student fees, is utilised by the College to provide financial support to needy students, as specified by Student Aid Fund Scheme.

4. Alumini and PTA –

- Alumini and PTA fees are to be utilised by the College as and when required, for the benefit of the students.

5. Grants from individuals, philanthropists –

- College also receives funds from other sources like Individuals, non-government bodies, and sponsorships to organise different academic and co-curricular events.

• **Financial Audit**

- The college conducts an internal audit for a period of five years. The latest internal financial audit was conducted for the years 2018-19 to 2022-23. The committee of Internal Financial Audit submitted their report to the college office.
- An audit is conducted by Audit Team of Directorate of Accounts, Govt. of Goa from time to time.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC has played a pivotal role in institutionalizing quality assurance strategies and processes within the college contributing significantly to the institution's commitment to excellence. The IQAC ensures the periodic review of the teaching-learning process, operational structures, methodologies, learning outcomes and recording incremental improvements in various activities.

Summary of contributions:

1. Preparation of Course and Programme Outcomes:

The current curriculum of Goa University, doesnot include PO's, PSO's , CO's. Hence, IQAC in collaboration with the Teaching-Learning and Educational Technology Committee of Directorate of Higher Education Govt. of Goa prepared PO's, PSO's , CO's , Attainment of Programme Outcome and its Evaluation with the help of respective Departments. The same is uploaded on the college website.

2. Diverse Program Offerings:

B.A in English (General) w.e.f. 2017-18

B.A. in Konkani (Honours course to be implemented in 2023-24)

M.Com w.e.f. 2018-19

M.A in Marathi w.e.f. 2019-20

Ph.D. in Commerce (w.e.f. 2019-20) , Ph.D. in Marathi (w.e.f. 2022-23)

IGNOU Centre offers: M.A. in Hindi & Economics, M.Com. and B.Com. (2020-21) & Post Graduate Diploma in International Business Operations.

3. Technology Integration and Training:

Faculty members are trained in adopting new teaching methodologies using online platforms like Moodle, Google Classroom, and Microsoft Teams, showcasing the IQAC's dedication to keeping pace with technological advancements.

4. IAIMS Portal:

The IAIMS Portal is efficiently utilized for uploading semester-end plans, daily lecture details, attendance, ISA and SEE Marks, and result generation, streamlining administrative processes.

5. Academic Support Initiatives:

The institution provides remedial classes for slow learners in all subjects providing additional support to students. Similarly, for students who are interested in research and teaching are provided with coaching for NET and SET examinations.

6. Induction Programme:

An Induction programme for First Year UG and PG sections, organized by the IQAC, facilitated a smooth transition for students and introduced them to the college's infrastructure and resources.

7. Collaborations and Infrastructure Development:

Memorandums of Understanding were signed with other institutions to promote research-related activities. The IQAC conducted feedback on infrastructural needs, leading to proposals for departmental requirements, and improving the learning environment.

8. Library Resources Upgrade:

The library resources are upgraded every year, including additional books, e-books, and e-resources, enhancing the learning experience.

9. Green Initiatives:

The IQAC spearheaded green initiatives, developing a botanical and herbal garden and a Butterfly Park in collaboration. Waste management practices and tree plantation programs were implemented for environmental consciousness.

10. Technology Distribution and E-Learning Contribution:

Every Department is provided with Laptops and other accessories to carry out administrative work and teaching learning process. Teachers in all the Departments have created E- content for DISHTAVO.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

***Gender Equity:**

The college believes in promoting equal opportunity for all students who are admitted without any discrimination on the basis of gender. Equal opportunities to all genders are offered in the allocation of resources and benefits and access to educational services.

Such gender-equitable systems encourage the students of our college to develop skills like self-management, communication, negotiation and critical thinking that is very essential for them to succeed in the world. All systems in the college are fair to both men and women. In keeping with the ILO, 2000 statement, the college promotes the idea that the rights, responsibilities, and opportunities do not depend on whether they are born male or female. This is implemented by having common access to most of the facilities in the college without any segregation. These include library, sports room/gymnasium, auditorium, administrative office, all posts of the Students' Council (except ladies representative). In academic matters too, this college avoids segregating boys and girls during lectures, practicals, TY Project groups, NSS, NCC

***Facilities for Women:**

However, considering the historical and social disadvantages that have prevented women from operating on a level playing field, certain special facilities have been provided for women students on the campus, such as, 'women security personnel', separate washrooms with sanitary-napkin dispensers and incinerators, ladies room, Internal Complaints Committee, Ladies Representative on the College Students Council, etc. The college celebrates all important days dedicated to women such as International Women's Day, Mothers day, Women's Rights Days etc. The college also participates in Campaigns such as "Beti Bachao, Beti Padhao", "Violence Against Women", "Nari Shakti".

***Sensitisation through curricular and co-curricular activities:**

The college offers courses like "Asmita Moolak Vimarsh" in the Hindi Curriculum that creates gender sensitivity. Disciplines like Economics, History, Geography, Commerce and Marathi create/ sensitize through the curriculum on various aspects of gender. All Co-curricular activities are open to all students regardless of gender. Programs like rallies, talks, workshops and competitions are conducted to create awareness about gender equity, Group Discussion on Gender Issues, Debate on Women's Empowerment, Breast Cancer Awareness and Screening programmes, Talk on Women's Health and

nutrition etc.	
File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

<p>7.1.2</p> <p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Response: A. 4 or All of the above</p>	
File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

<p>7.1.3</p> <p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Response: A. All of the above</p>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

7.1.4

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

Response:

Inclusive Environment:

The college provides inclusive environment to its students and staff. inclusive environment in the college provides a learning platform to different dis-privileged sections of the society including physically challenged students. students in this college learn without fear, discrimination on the basis of culture, region, language, race, religion and gender. college celebrates cultural diversity of India by organising various cultural activities, events leading to communal harmony, constitutional rights, privileges, duties and responsibilities. Various programs are organised in the college to make students responsible citizens. A behaviour code in the form of do's and don'ts for students is printed in the college prospectus. The Grievance Redressal cells of the college deal with grievances without considering the caste, community, gender or other exclusive factors.

Towards achieving its vision and mission , the college ensures that there is equal access to all educational facilities, for all students and employees. The college also strives to create a welcoming campus for all students irrespective of their background. People of all cultural orientations can freely express themselves , fully participate in the teaching - learning process, and feel safe from abuse, harassment or unfair criticism in this inclusive environment. Linguistic harmony is promoted through the varied language courses that are floated by the college. Co-curricular activities like multi-lingual poets meet, translation studies,college magazine, wall-papers, and other linguistic programmes provide exposure to diverse languages.

The college organises activities to build up consciousness and sensitivity towards the Nation, the Constitution, Fundamental Rights and Duties and other constitutional obligations. Programs such as Independence Day, Republic Day, Goa Liberation Day, Sadbhavana Divas, National Voters Day, Constitution Day and international Yoga Day.

Different Committies, Cells and Departments organise seminars and workshops on, Taxation system, Awareness of Government Welfare Schemes, Importance of good health and fitness, awareness of the Motor Vehicles Act, road safety rules and regulations, Substance abuse and its consequences (personal and legal) and legal aid.

Anti-ragging Act, Right to Information Act, are in force in the College . the college also provides assistance in making EPIC for first time voters. During Elections, services of College staff is utilized to perform varied duties like Sector Officers, Presiding Officers, Polling Officers, Master Trainers, etc. The college premises is used as training and Collection center during Elections.

Students Council Elections are held regularly in a manner that mimics the Constitutional Elections in order to provide exposure and training with regard to the Democratic Election Process in the country to the students .

We consider protection of the environment as part of our constitutional duty and hence take several conservation measures. The college has set up a butterfly park, a medicinal plants garden, plantation drives are conducted, flowering plants are planted in the garden and in pots, NSS students undertake environment preservation activities , short term certificate courses are conducted to train students in garden management, in creating waste out of Waste thus inculcating a sense of responsibility, and supplementing measures being taken by take the country towards environment conservation.

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

7.2 Best Practices

7.2.1

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

Response:

1. Best Practice - 1

Protecting and promoting Goan Heritage

2. Objectives:

The practice centers on Goa's cultural heritage as a valuable asset, contributing significantly to job creation and revenue for Goa and India. The college prioritizes conservation strategies to achieve the following objectives: promote conservation, identify, document, and research Goan Heritage, and ensure its transmission for the benefit of present and future generations.

3. The Context

Preserving cultural heritage involves tangible items and intangible attributes inherited from the past. Pernem taluka, the last Portuguese conquest, exhibits minimal Portuguese influence compared to other parts of Goa, making it ideal for conserving ancient Goan Heritage. In a college setting, where technology prevails, engaging students in heritage conservation is challenging. Recognizing this, the college, with its history department, integrates Goan Heritage promotion through curricular, co-curricular, and extra-curricular activities. The challenge lies in ensuring that students find it enjoyable while fostering a genuine interest in Goan Heritage conservation.

4. The Practice

The college actively safeguards cultural heritage through restoration, reconstruction, and preservation of artifacts with utmost respect for their significance. Inventorying tangible and intangible Goan heritage is a priority, involving training programs, conservation workshops, and archaeology courses. A unique 30-hour certificate course in 'Modi Marathi' protects linguistic heritage. The college hosted a state-level seminar showcasing recognition for all dialects of Konkani. Named after poet-saint Sant Sohirobanath Ambiyé, the college displays bust statues of him and other personalities. It organized an exhibition on Goa's Freedom struggle in collaboration with the Directorate of Archives. Educational excursions, book procurement, and a forthcoming museum highlight the commitment to Goan Heritage. The college also promotes Goan folk and traditional performing arts, including the popular Ghumat Arti event, emphasizing intangible heritage conservation.

5. Evidence of Success

The success is evident as the Department of History's proposal secured permission for the college's museum, set to open in 2024. Donations from artifact owners signify trust in the college. Popular Archaeology courses attract a substantial student count. Notably, the college successfully salvaged and restored an ancient ceiling now preserved in the museum. Heritage activities, like educational excursions and cultural programs, enjoy immense popularity among students, ensuring a continuous grand success.

6. Problems Encountered and Resources Required

The college has space to set up the museum in the Library building. However, certain civil works had to be undertaken to make structural changes in keeping with the requirements of 'Museum architecture'. This was one of the major problems encountered which has delayed the project. Since this is a pioneering project of the Government/college, certain bureaucratic formalities, which are a necessity in a government organisation, were time consuming.

Difficulty was/is also sometimes faced in transporting certain delicate/fragile items to the museum.

Since there is no post of a full-time Curator in the college, the work of setting up the museum is being carried out by Department of History is trained in archeology, who initiated this project and who

performs these duties in addition to teaching duties.

All resources, especially financial resources, have been provided by the College or the Directorate of Higher Education and other government bodies.

1. Best Practice - 2

Empowering Rural Youth: Annual Summer Camp for Neighboring School Students

Objectives:

- To engage school students from surrounding villages in skill-building activities during the summer break.
- To instill moral values through interactive and playful methods.
- To provide entertainment and cultural enrichment experiences.
- To promote fitness, communication skills, gardening, crafts, singing, and other diverse talents.
- To offer an affordable camp option for rural students, addressing the financial barriers they may face.

Underlying Principles/Concepts:

- Inclusive education: Ensuring access to educational opportunities for all, regardless of socio-economic background.
- Community engagement: Collaborating with local schools and communities to address their specific needs.
- Talent transfer: Leveraging the expertise of college faculty to impart skills and knowledge to younger students.
- Experiential learning: Facilitating hands-on activities and practical experiences to enhance learning outcomes.
- Holistic development: Nurturing various facets of students' personalities, including physical, emotional, social, and cognitive aspects.

Objectives/Intended Outcomes:

- Enhanced personal and skill development among participating students.
- Increased social interaction and friendship building.
- Improved self-confidence and self-expression through creative activities.

- Promotion of healthy lifestyles and nutrition awareness.
- Encouragement for rural students to consider higher education opportunities at the college.

The Context:

In many rural areas, access to extracurricular activities and skill-building programs is limited. Recognizing this gap, our college takes proactive steps to organize an annual summer camp for neighboring school students. By conducting the camp within the taluka, we aim to make it accessible and affordable for students who may not have the means to attend camps in urban areas.

The Practice:

The 10-day summer camp held on the college premises offers a diverse range of activities catering to various interests and talents of the participating students. Faculty members voluntarily contribute resources, including finances and expertise, to make the camp a success. The schedule includes activities such as Zumba, aerobics, art and craft, life skills workshops, singing, culinary arts, nature hikes, and cultural performances. Additionally, sessions on value education, soft skills, personality development, and health and nutrition are integrated into the program.

Evidence of Success:

- Enrollment from camp participants in the college, indicating a positive impression and interest in further education.
- Enhanced community engagement and collaboration between the college and local schools.
- Feedback from participants expressing satisfaction with the camp's outcomes and impact.
- Visible improvement in students' skills, confidence, and social interaction observed throughout the camp duration.

Problems Encountered and Resources Required:

- Limited financial resources for organizing and sustaining the camp's activities.
- Ensuring adequate staffing and volunteer support to facilitate the diverse range of workshops and sessions.
- Addressing logistical challenges such as transportation, accommodation, for participants.
- Continuous efforts to assess and improve the camp's effectiveness in meeting the evolving needs of rural students.
- Securing long-term funding and partnerships to ensure sustainability /growth of the annual summer camp initiative.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness:

“Empowering Rural Youth”

- Introduction:**

Since its liberation from Portuguese rule in 1961, Goa has made strides in higher education, particularly in professional courses. However, access to general education remained a challenge, especially for youth in the hinterlands. Recognizing this disparity, the Government of Goa embarked on a mission to establish degree colleges in rural areas, leading to the founding of the Government College of Arts and Commerce Pernem in 1993.

- Infrastructure and Access:**

Situated in Pedne taluka, which has the highest concentration of SC and OBC populations, the college has become a beacon of hope for students from remote rural areas. It offers a level playing field, providing modern infrastructure and academic ambience comparable to urban colleges. Additionally, its proximity to the Maharashtra border extends its reach to the students from the neighboring rural areas.

The college boasts state-of-the-art facilities, including a recording studio, yoga center, museum, and telescope, utilized by both students and the community. It organizes sky gazing sessions, in the villages, records academic material for the state educational channel (DISHTAVO), and offers insights into Goa's rich history through its curated museum.

- Gender Parity and Inclusivity:**

The college has a gender balance, with female students outnumbering males. The inclusive environment fosters diversity and equal opportunities for all students, irrespective of gender or background.

- Experiential Learning and Skill Development:**

To bridge the gap between rural and urban education, the college emphasizes experiential learning and skill development. Various skill-based courses, such as heritage conservation, accession of artifacts for museum, translation and craft are conducted to equip students for employment opportunities. Excursions, field trips, and participation in inter-collegiate competitions enrich their educational experience.

- **Expertise and Outreach:**

Recognizing the importance of exposure to diverse perspectives, the college regularly invites experts to share their knowledge with students. This ensures that students have access to expertise across various fields, despite their rural location.

- **Adaptability and Recognition:**

Commitment to Community Engagement is an integral component of this College which was more evident during the COVID-19 pandemic. For the services rendered during covid-19, the Government of India with its subsidiary Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education recognized our college as a "**Social Entrepreneurship, Swachata & Rural Engagement Cell Institution**". As a part of this mission, college formulated an action plan to improve sanitation, waste management, and energy conservation on the campus and surrounding communities post-pandemic.

In conclusion we can say that the Government College of Arts and Commerce Pernem stands as a testament to Goa's dedication to providing quality higher education to its rural youth. Through its innovative initiatives, inclusive environment, and commitment to community engagement, it continues to empower students from marginalized backgrounds, ensuring they have the tools and opportunities to succeed in an ever-evolving world.

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

5. CONCLUSION

Additional Information :

Since its inception, the college has embarked on a remarkable journey of progress and development, continually striving to meet the evolving needs of its students and stakeholders. A key indicator of this success is the steady growth in student admissions, reflecting the college's reputation for academic excellence and holistic education.

One notable aspect of the college's approach is its proactive stance towards offering a diverse range of courses, providing students with ample opportunities for academic exploration and personal growth. From the first year to the third year, students are presented with many course options, allowing them to tailor their education to their interests and career aspirations.

The government's response to the college's growth has been highly encouraging, with timely appointments of faculty members, both regular and on contract, ensuring that students receive quality education under the guidance of experienced educators. This proactive approach underscores the government's commitment to nurturing a conducive learning environment for students.

Moreover, the college has been fortunate to receive generous funding support from the government, enabling the procurement of essential resources such as books, teaching aids, and infrastructure enhancements. This financial backing has played a crucial role in enhancing the quality of education and facilitating a conducive learning environment for students and faculty alike.

In addition to financial stability, the college prides itself on its commitment to staff welfare, exemplified by the punctual disbursement of staff salaries. This timely payment not only reflects the institution's sound financial management but also fosters a positive work culture and morale among faculty and staff members.

Concluding Remarks :

Embedded within our institution's ethos is a robust values framework meticulously crafted to steer us towards our collective aspirations. Anchored in principles of contributing to State and National development, fostering global competencies in our esteemed students, leveraging latest technologies, and an unwavering pursuit of excellence, we chart a course that resonates with our vision for a better future.

As an affiliated college of Goa University, our governance structure is emblematic of democratic ideals, characterized by decentralization and participatory leadership. This inclusive approach ensures that every stakeholder has a voice, fostering a vibrant community dedicated to the pursuit of Knowledge and Virtue for Peace and Progress.

At the heart of our mission lies a commitment to empower our students, nurturing them into service-minded citizens poised to make meaningful contributions to both our nation and the global community. Our well-appointed facilities, encompassing state-of-the-art buildings, meticulously equipped laboratories, and a richly stocked library, serve as the fertile ground upon which the seeds of learning are sown and nurtured.

The journey towards accreditation has been more than just a procedural exercise—it has been a transformative experience, fostering introspection and catalyzing growth across both our teaching and administrative spheres. Through the lens of accreditation parameters, we discern tangible evidence of our progress and shortcomings, reaffirming our commitment to continuous improvement and excellence.