



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

DEMPO CHARITIES TRUST'S DHEMPE COLLEGE OF ARTS AND SCIENCE

MIRAMAR, PANJIM- NORTH GOA- 403001

403001

www.dhempecollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

DCT's Dhempe College of Arts and Science is one of the pioneering institutions of higher learning in Goa. Established in 1962 in the newly-liberated state, it stands as evidence to Dempo family's vision of promoting empowerment through education.

The College is located in the capital city of Panaji and has completed 58 years. The Management of the institution, Dempo Charities Trust, is committed to academic excellence and social growth.

The institution is affiliated to Goa University since 1985. New disciplines and pedagogical-approaches have been adopted progressively to suit dynamic learning contexts. An M.Sc. programme in Analytical Chemistry (2018) affiliated to Goa University and a PhD Programme in Chemistry (2019) under Cluster of Colleges have been recent additions to existing programmes.

Academic growth, research innovation, skill-development, technological empowerment and social inclusion are the core endeavours of the institution.

Curriculum redesigning, e-content creation and implementation of skill-development courses have been undertaken by teachers. Learning experiences are enhanced through blended, flipped and crossover methodologies.

80% of teachers are involved in research and are guiding students in systematic and ethical output.

Life skills are fostered among students through extension and outreach activities. Global interfaces of learning have been enabled through MoUs and linkages.

The College has received notable recognition for its efforts:

- NAAC Accreditation at 'A' Grade (3.20 score).
- NIRF Ranking Band 151-200
- 'College with Potential for Excellence' under XI Plan of UGC
- Green Certification Level III by GSPC
- ISO 9001: 2015 certification by TUV-NORD
- 4-star rating under MHRD's Institution's Innovation Council
- Ranked 94th (Arts) & 80th (Science) in India Today Survey
- Selection under Unnat Bharat Abhiyan and Ek Bharat, Shrestha Bharat.

The most satisfying reward, however, comes from student progression and growth. Everyday, learners from diverse backgrounds walk the corridors of this institution carrying several dreams. Our job is to enable wind beneath their wings and propel their energies in the right direction towards greater heights. The College is a proud *alma mater* to alumni and present students, who carry institutional values beyond-campus and make a positive difference in society. Our endeavour is to continue this legacy in performance and spirit.

Vision

Since its inception, DCT's Dhempe College of Arts and Science has assimilated a visionary outlook in its endeavours. It's primary objective has been to develop a synergetic interface between academia and society to facilitate mutual enrichment.

The Vision of the institution is:

Learning, Innovation, Creation, Inclusion

Empowering Society through Holistic Education

The broad scope of these four values are as follows:

Learning: to impart curriculum-based study, increase domain-knowledge, develop new skills, adapt to changes, respond to new challenges and deal with life-situations effectively.

Innovation: in problem-solving, developing awareness for sustainable future and dealing with unforeseen crises in a steadfast manner.

Creation: of new knowledge through research and better opportunities for academic/social enrichment.

Inclusion: in catering to diversities, promoting a feeling of empathy and social belongingness.

These values are directed to become conduits of overall development of society and self.

Mission

The Mission of the institution is aligned with the core values embedded in its Vision. The College recognizes its role as a contributor to national development. It also understands that in order to achieve global goals, micro-steps should be taken through individual responsibility and collective awareness.

Therefore, along with meeting the academic objectives laid out as part of the existing programmes, the institution also aims at the following as part of its Mission:

- To foster participative learning for meaningful knowledge-acquisition.
- To instill scientific temper along with humane values for righteous use of education.
- To promote applicative research and innovative initiatives.
- To develop creativity among students through personality enhancement and skill development programmes.
- To generate functional interfaces with society for inclusive growth.
- To promote global learning for mutual enrichment.

The same is achieved through curricular/co-curricular activities, personality enhancement programmes, skill-

development initiatives, research and innovation, extension and outreach.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Innovative teaching-learning strategies (blended and hybrid learning, ICT and LMS integration) have been implemented to supplement traditional methods keeping in mind the changing student-profile requirements. Teachers are engaged in e-content development.
2. Timely adaptation to diverse learning environments and modes has been undertaken.
3. Emphasis is given to skill-enhancement through Skill Development Cell and Institution's Innovation Council thereby equipping students with beyond-curriculum life-skills.
4. Interdisciplinary approach towards organising conferences, seminars and research projects is adopted.
5. Progressive efforts have been made in developing research culture among faculty members; this, in turn, has given impetus to research by students through presentations and webinars.
6. International exposure for teachers and students through participation in conferences and student exchange programmes abroad is facilitated with strong Management support and collaboration with nodal academic bodies.
7. In concurrence with the National Mission for Clean and Green India of the Government of India, the institution's forte is its extension activities, in particular, its contribution to *Swachhta* and sustainable environment.
8. A strong drive to recruit the best faculty with high technological skill and research aptitude has been maintained.
9. A culture conducive to participative management is nurtured as part of which young faculty members are guided towards taking lead in organising events and launching new programmes.
10. Optimum utilization of infrastructure and constant upgradation to facilitate inclusive environment is undertaken.
11. Higher number of female students and faculty members in the institution has enabled to address issues of gender inequities.

Institutional Weakness

1. The institution is situated in the capital city; hence facilities such as in-house auditorium and playground cannot be made available presently due to paucity of space.
2. The College has inadequate participation of students in events at international level.
3. The institution has had inadequate on-campus placement.

Institutional Opportunity

1. Development of entrepreneurial skills among students can be furthered and strengthened.
2. More collaborations with industry, academic and cultural institutions can be undertaken.
3. On-campus placement can be bolstered through a more robust industry interface.
4. Sharing knowledge and expertise globally through online mode can be undertaken especially due to enhanced adaptation to teaching-learning in digital mode.
5. More grants can be sought from funding agencies for Major Research Projects.

6. Multilingual proficiency of students and general public can be enhanced especially through software solutions in DLLSDC and in-house knowhow of faculty members in designing e-content.
7. Contribution to National massive open online courses can be undertaken.
8. Students' participation in international events can be increased through more intensive guidance.
9. Global learning interactions can be facilitated through digital modes.

Institutional Challenge

1. Though alumni participate in college programmes, the participation needs to be translated into stronger financial support for the institution.
2. There has been a difficulty in implementation of post-graduate courses in the College due to proximity to Goa University.
3. Managing skill development courses, co-curricular activities and personality enhancement programmes along with academic requirements has been difficult due to overall time restraints.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Affiliated to Goa University, the College adheres to curriculum aspects and academic processes prescribed by the University. Since 2017-18, the institution has adopted Choice Based Credit System(CBCS) in a phase-wise manner. As of the latest academic year 2019-20, the College offers 15 B.A. and 08 B.Sc. programmes, 01 M.Sc. programme in Analytical Chemistry and 01 Ph.D. programme in Chemistry under Cluster of Colleges; all these are affiliated to Goa University.

Quality-control in curriculum transaction and delivery is ensured through a systematic 'Plan-Do-Check-Act' mechanism. Pedagogies are aligned with POs, PSOs and COs. Conformity to academic lesson plans drafted at the start of each semester is checked to monitor timely and methodical curriculum implementation. Enhanced learning experiences are fostered through hybrid methodologies. Experiential learning is promoted by guiding students to work on innovative topics for Third-Year project component prescribed by Goa University. Beyond curriculum internship programmes are facilitated in some Departments.

Regular feedback on curriculum-aspects is procured from stakeholders. Appropriate action is initiated after analyses.

Two major quality-assurance actions undertaken were:

Bridging the gap between existing curricula and employability-needs: This was done through redesign and introduction of skill-development courses, talks from industry experts, workshops in specific job-related areas and training programmes in communication-proficiency. 05 newly-introduced skill-development courses have received certification from Goa University.

Provision of enhanced support services: This was achieved through infrastructural upgradation and skill-enhancement in system administration, laboratory management and exam-related aid. Timely IT assistance ensured the smooth conduct of teaching-learning during COVID-19

crises.

As Members/Chairpersons/Special Invitees of bodies such as Board of Studies and Academic Council, some faculty members participate in curriculum-design and syllabi-development.

Faculty members have participated in creating e-content as part of 'DISHTAVO – Digital Integrated System of Holistic Teaching and Virtual Orientations' initiated by Directorate of Higher Education, Goa.

In sync with institutional Vision and Mission of fostering inclusivity and empowerment, the College emphasizes upon cross-cutting issues such as gender equity, environmental sustainability, ethics and human values. Celebration of Green Day, cleanliness drives, activities under Women's Cell, constitution of Gender Champions, workshops on IPR, and Research Ethics are some pertinent steps undertaken.

Teaching-learning and Evaluation

The College adheres to the statutes, ordinances and reservation policies laid down by the State Government from time-to-time in matters related to student admission and enrolment.

Diversity in student-profile is promoted. As such, learners from different socioeconomic and regional backgrounds, scholars from Indian Council for Cultural Relations as well as students from National Association for the Blind (NAB) seek admission in the institution. The College takes active measures to ensure that all students are integrated in the academic system; it has received appreciation from parents of Divyangjan learners and bodies such as NAB for the same.

Academic progression is facilitated by formal and informal assessment modes. Cooperative learning strategies are deployed through group-discussions, debates, theatre, role-play, field-visits, presentations, and annual exhibitions in science and entrepreneurship. This helps in creating conducive environments for holistic participation and multidimensional exploration of individual capabilities. Special remedial classes are conducted for slow learners. Advanced learners are encouraged to participate in national and international level events. Student-led webinars have been conducted to foster advancement of learners in verticals of research, innovation and communication.

POs, PSOs and COs are displayed on institutional website and reiterated in classroom sessions. Attainment of the same is channelled through effective curriculum-delivery, beyond-curriculum skill-development, industry-academic interface, extension activities, research culture and innovation ecosystem.

A healthy teacher-student ratio of 1:14 has facilitated a strong Mentoring programme. Special emphasis is laid upon mental well-being of students through counselling guidance. A special faculty mentor has been appointed for ICCR students.

The institution adheres to University Statutes and Ordinances for Continuous Internal Evaluation (CIE) process. Intra-semester assessment and Semester-end examination are conducted as per prescribed norms. Results are declared in a timely manner. Examination-related grievances are resolved by Statutory Committees as per Ordinances of Goa University.

Supplemental to exam-based evaluation schemata, attainment levels of POs, PSOs and COs as per Bloom's Taxonomy are checked through informal assessment modes such as debates, group discussions, paper-presentations, quizzes, exhibitions and intra-college activities. The impact of these efforts is reflected in the performance of advanced learners in national and state-level events through which they have garnered laurels and recognition.

Research, Innovations and Extension

The College identifies 'research', 'innovations' and 'extension' as key areas of academic development. Measures are taken to proactively engage faculty and students in the same.

Training workshops are conducted to promote ethical and quality research. During the last five years, 25 research papers in journals notified on UGC website and 20 research works as books/chapters in edited volumes/books or in national/international conference proceedings have been published. The institution annually publishes its peer-reviewed multidisciplinary research journal with ISSN No. 2395-7557.

02 faculty members have been recognized as research guides. Teacher Fellowships by UGC and Study Leave by DHE are facilitated to encourage doctoral pursuits. 16 faculty members are presently pursuing Ph.D. of which two have registered under Chemistry Research Cluster.

09 research projects funded by bodies such as UGC and DST have been undertaken. The areas of research are selected keeping societal needs in view.

The Management promotes research by providing travel grants for participation in international conferences. Global research interfaces are fostered through MoUs with Meijo University, Japan and INSERM, France.

The College testing facility has been equipped for advanced research and experimental demonstrations.

Institutional innovation ecosystem has been adapted to meet job-market demands. Regular visits to industry, talks and training programmes by industry-personnel are organised. Events such as 'Dhempe Young Innovator', 'Dhempe Orator', Science exhibition - 'Inspire the Next', entrepreneurial exhibition-cum-sale, 'Thousand Shades of Talent' and food-festival are organised to train students in ideation, designing and implementation. This culture helped students to start profitable ventures and practice self-sustenance especially during COVID-19 crises.

The Institution's Innovation Council established in 2019 under MHRD's Innovation Cell has received four-star rating for promoting innovation and start-up in campus.

Academic and social extension is aligned with Sustainable Development Goals, National Missions and local needs. Students and faculty members are engaged in activities related to cleanliness, sustainability, reduction in plastic-consumption, protection of bio-diverse species, heritage conservation, bridging gender inequities and development of multilingualism through bhasha translation. Cleanliness, self-help workshops and pandemic-relief activities have been undertaken in 05 villages adopted under Unnat Bharat Abhiyan. JAGRUTI and WANGDA programmes are aimed at mental health awareness and social inclusion.

Infrastructure and Learning Resources

Situated in an urban location, the College emphasizes upon optimum utilization of space in providing safe, participative and inclusive learning ecosystems.

Infrastructural upgradation has been undertaken in a phase-wise manner as per changing needs.

Structural audit of College buildings and subsequent retrofitting were undertaken.

88 CCTV cameras and 24-hour security surveillance have been facilitated. Portable fire extinguishers in corridors and laboratories as per statutory norms are provisioned for unforeseen exigencies.

ICT-enabled learning spaces, well-equipped laboratories and Wi-Fi access with bandwidth of 10-30 MBPS help in fostering blended pedagogies.

Learning management is enhanced by availing facilities of platforms such as GSuite and Moodle. The institutional foresight in availing digital facilities and training teachers in the same enabled a swift transition to online teaching during COVID-19 crises.

Communication with students is enhanced through SMS interface. Data dissemination and organization is managed through Enterprise Resource Planning software. The College has also implemented the first phase, SIS, of CAMU through student-admission and enrolment for 2019-20.

Special emphasis is placed in making the infrastructure inclusive. Lift, ramps, tactile flooring and appropriate washroom facilities have been provisioned for Divyangjan.

A health centre, counselling room and gymkhana have been set-up. Within the urban premises of the College, badminton and basketball courts have been provided. Yoga sessions are conducted on the College terrace and in gymkhana.

Students are guided to avail the vast repository of books, magazines and journals in the College library. KOHA software has been installed to serve as Integrated Library Management System with partial automation. Students are also trained in using e-resources such as inflibnet, KopyKitab and Shodhganga to expand knowledge reservoir.

Examination software is maintained and regularly updated for efficient tabulation and publication of results.

Digital Language Laboratory and Instrumentation Centre have been set-up for skill-development and research.

The physical infrastructure of the College is supplemented by the supporting human-resource for better utilisation of the facilities by students. Maintenance of infrastructure is undertaken and monitored as per policy framework. In keeping with its mission of environmental sustainability, the College makes special efforts to keep the premises eco-friendly through landscape gardening and regular tree-plantation.

Student Support and Progression

Institutional endeavours focus on overall student progression and growth through proactive support systems.

Students are informed of the various schemes available to aid their educational pursuits. An average of 42.57%

of eligible students benefitted from scholarships and freeships provided by the Government in the last five years. Supplemental to government-schemes, freeships, endowment prizes and financial-aid schemes have been instituted by the Management, faculty members and well-wishers of the institution. Since 2017-18, a special scheme called Dnyandaan was constituted by teachers for payment of annual fee of selected students from economically weaker sections. An average of 13.29% of eligible students have benefitted through these schemes.

Capacity-building and skill-enhancement programmes are undertaken for diverse learners through institutional Clubs, Associations Skill-Development Cell, Personality Enhancement Programme and IIC. Mentoring, Counselling, special coaching in select entrance exams is conducted. Student-grievances are addressed in a timely and transparent manner through statutory/non-statutory bodies, mentoring, counselling, feedback, student satisfaction survey and parent-teacher meetings.

Life-values of leadership, teamwork, creativity and ethicality in students is nurtured through activities. student-representation on nodal Committees such as IQAC, Anti-ragging Committee, National Service Scheme, Internal Complaints Committee, Institution's Innovation Council, Magazine Committee, Library Committee, Canteen Committee and Departmental Clubs is ensured for enhanced operations and decisions of the College.

The Students' Council, constituted annually as per Statute SA-23, organises a plethora of cultural events under the supervision of faculty mentors. Two nodal inter-collegiate events viz. 'Creations'-a cultural extravaganza- and 'Ebullience'- a multi-event sports tournament- are organised. Student-participation in co-curricular activities, cultural events and sports is guided. As a result, students have won several prizes at state-level events and garnered noteworthy laurels at national and international level.

Student-bodies such as Green Ambassadors, Gender Champions etc. are formed to cultivate social commitment.

With a sense of belongingness towards the institution, the alumni revisit their alma mater. They contribute in institutional development through financial and support services. They also render their expertise as resource persons, guests of honour and invited speakers at College events. Noteworthy among these are the free medical camps hosted by established doctors who are alumni for students, teaching and administrative staff.

Governance, Leadership and Management

Institutional governance, leadership and management is carried out in sync with College Vision, Mission, national endeavours and global goals.

A Perspective Plan was framed after due stakeholder-consultation and approval from Governing Body. Support from Management has enabled smooth implementation of academic objectives.

Four key values of institutional Vision viz. 'Learning', 'Innovation', 'Creation' and 'Inclusion' guide planning and implementation of activities.

Six-pointer Mission is achieved through: flexibility in pedagogy to suit learner-needs, special research facilities and guidance, in-situ experiential activities and social interfaces, skill-enhancement programmes, collaborations with nodal bodies and global linkages for student-visits abroad.

Decentralized and participative management is enabled between all institutional stakeholders through events, meetings and social gatherings. The IQAC takes timely cognizance of institutional needs and initiates action. Institutional functioning is undertaken through five primary and 28 sub-committees. Testimony to the success of this symbiotic model is the Personality Enhancement Programme implemented for full five years, 2015-2020, for holistic advancement of learners. The programme, designed by faculty members and/or students is duly supported by HoDs/ Committee Convenors and Principal.

An effective deployment of institutional Strategic Plan is evidenced in the creative rethinking and phase-wise implementation of infrastructural developmental undertaken viz. structural audit, retrofitting, increase in classrooms, expansion of laboratory facilities, improved IT infrastructure, setting up of digital language laboratory, extension in surveillance systems, enhanced assistive infrastructural and hygiene facilities, renovation of badminton court, stage-area and efforts in ecological sustainability.

E-governance in key areas of operation by resourcing facilities such as Enterprise Resource Planning (SPECTRA), SIS by CAMU, SMS and exam software by KAAVAY and Saratech, partial automation of Library Management System through KOHA and an easy-interfaced institutional website has systematized core functionalities.

Regular financial, academic and administrative audits, including AAA in 2018-19, are conducted to monitor maintenance of quality standards.

Apart from RUSA and Management, financial support is mobilized through funding agencies such as DST, CSIR, Directorate of Horticulture, Meijo University (Japan) and NGOs. IQAC has initiated incremental strengthening of communication skills, research facilities and improved teaching-learning.

Overall well-being and progression of teachers and administrative staff are ensured through facilities initiated by Management and the government.

Institutional Values and Best Practices

As a co-educational institution, the College fosters an egalitarian perspective in terms of gender equity. Sensitization is undertaken through curriculum-based awareness and co-curricular activities by Women's Cell, Gender Champions Cell, NCC and NSS.

Safety is ensured through a well-networked surveillance system, 24-hour campus monitoring by security personnel, statutory committees and self-empowerment programmes. Overall well-being particularly of female students and teachers is ensured through Health Centre, Counselling and Mentoring programmes, well-sanitised common room and a Day Care centre.

Sustainable environmental management is carried out through garbage segregation at source, standardised disposal mechanism for solid/liquid/e-waste, operational compost-pit and biodigester. Reduction in carbon-footprint is undertaken through plogging, cleanliness drives, ecological landscaping, maintenance of greenhouse, regular green audits and replacement of plastic with sustainable alternatives, wherever possible.

Diversity in stakeholder profile is an institutional strength. Participation of all learners, including international students, ICCR scholars and Divyangjan, is ensured in academic and co-curricular events. Issues arising out of diversities are addressed through remedial coaching, language-training, peer-discussions and intracollege

activities. Social inclusion is stimulated through extension programmes such as Wangda, Jagruti, Unnat Bharat Abhiyan, Ek Bharat Shrestha Bharat, NSS/NCC activities and collaborative efforts with NGOs.

Students are guided to embed fundamental rights and duties in day-to-day practices. The same is kindled through special sensitization programmes, socially-relevant research and welfare programmes. Significant commemorative days are celebrated to instil life-values of leadership, integrity, solidarity, harmony and justice.

Activities by faculty members beyond-campus and beyond predetermined professional duties are reflective of institutional commitment to social welfare. This process fosters reciprocal leadership in students and constitutes collective distinctiveness of the institution.

Initiated as a quality assurance effort to bridge existing gaps between education and employability, Skill Development Programme constitutes the first institutional Best Practice. Contextualised within the National Mission for skill-acquisition (Kaushal Vikas), the programme is implemented through activities and courses which impart specialized training.

'Saim-Saangaat'- For Nature, With Nature constitutes the second institutional Best Practice. The same is routed through efforts in green activities, research and awareness. The College has received Green Certification: GSCP-01-2010 of Green Standard Certification Programme of level III in recognition of these efforts.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DEMPO CHARITIES TRUST'S DHEMPE COLLEGE OF ARTS AND SCIENCE
Address	Miramar, Panjim- North Goa- 403001
City	Panjim
State	Goa
Pin	403001
Website	www.dhempecollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vrinda Borker	0832-2461507	9822129669	-	dhempe@rediffmail.com
IQAC / CIQA coordinator	Shilpa Samant	-	9422448557	-	iqac@dhempecollege.edu.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	20-06-1962

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

State	University name	Document
Goa	Goa University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	26-04-1995	View Document
12B of UGC	26-04-1995	View Document

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2016
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	MHRD NATIONAL INSTITUTE RANKING FRAMEWORK
Date of recognition	08-04-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Miramar, Panjim- North Goa-403001	Urban	2.760661	6657.29

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	36	HSSC	English	69	69
UG	BA,English	36	HSSC	English	113	113
UG	BA,History	36	HSSC	English	79	79
UG	BA,Indian Languages	36	HSSC	English + Marathi	15	15
UG	BA,Indian Languages	36	HSSC	English + Marathi	15	15
UG	BA,Indian Languages	36	HSSC	English + Marathi	10	0
UG	BA,Indian Languages	36	HSSC	English + Hindi	28	28
UG	BA,Indian Languages	36	HSSC	English + Konkani	39	39
UG	BA,Indian Languages	36	HSSC	English + Hindi	28	28
UG	BA,Indian Languages	36	HSSC	English + Konkani	11	11
UG	BA,Indian Languages	36	HSSC	English + Konkani	10	0
UG	BA,Indian Languages	36	HSSC	English + Konkani	37	37

UG	BA,Indian Languages	36	HSSC	English + Hindi	13	13
UG	BA,Philosophy	36	HSSC	English	45	45
UG	BA,Political Science	36	HSSC	English	58	58
UG	BA,Psychology	36	HSSC	English	63	63
UG	BSc,Biotechnology	36	HSSC	English	31	31
UG	BSc,Botany	36	HSSC	English	91	91
UG	BSc,Chemistry	36	HSSC	English	154	154
UG	BSc,Computer Science	36	HSSC	English	25	25
UG	BSc,Geology	36	HSSC	English	58	58
UG	BSc,Mathematics	36	HSSC	English	17	17
UG	BSc,Physics	36	HSSC	English	63	63
UG	BSc,Zoology	36	HSSC	English	79	79
PG	MSc,Chemistry	24	B.Sc. CHEMISTRY	English	20	20
Doctoral (Ph.D)	PhD or DPhil,Chemistry	84	M.Sc. CHEMISTRY	English	1	1

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	2				18				57			
Recruited	0	2	0	2	7	11	0	18	18	39	0	57
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				4			
Recruited	0	0	0	0	0	0	0	0	0	4	0	4
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						39
Recruited	23		16		0	39
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						3
Recruited	1		2		0	3
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	2	4	0	4	14	0	26
M.Phil.	0	0	0	1	3	0	0	1	0	5
PG	0	0	0	4	4	0	5	8	0	21
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	3	5	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	15	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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	3	0	0	0	3

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	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	4	2	3	6
	Female	3	4	5	8
	Others	0	0	0	0
ST	Male	8	4	6	12
	Female	19	20	14	20
	Others	0	0	0	0
OBC	Male	9	17	16	17
	Female	38	29	34	42
	Others	0	0	0	0
General	Male	88	104	106	93
	Female	162	164	198	203
	Others	0	0	0	0
Others	Male	0	1	2	1
	Female	0	0	0	1
	Others	0	0	0	0
Total		331	345	384	403

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
371	382	362	350	349
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
25	25	27	27	24

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1043	1040	932	816	762
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
143	143	143	143	143

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
291	326	257	199	217

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
75	70	65	46	45

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
75	70	65	46	45

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 27

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
164.86	230.90	97.51	44.003	57.41

4.3

Number of Computers

Response: 117

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

As an institution affiliated to Goa University, the College adheres to the curriculum and academic processes prescribed by the University for B.A., B.Sc. and M.Sc. programmes. The College ensures effective curriculum delivery through a PDCA (Plan-Do-Check-Act) mechanism that broadly involves the following:

- Before the commencement of each semester, the time-table committee prepares general timetables / academic schedules which are circulated to all Heads of Departments (HoDs). The academic schedule includes the schedule of internal tests and assignments.
- The HoDs prepare departmental time-table based on the general time-table. Teaching/academic work is allocated to the respective departmental staff along with other duties and responsibilities.
- Each faculty member prepares an academic lesson plan to be approved by the HoD. Lessons are delivered as per the approved plan. The HoD, Vice-Principal and Principal monitor the delivery of lectures and completion of syllabus. If, on account of any exigency, a lecture cannot be held as per the notified plan, it is rescheduled with proper justification duly recorded in the documented plan, and with the approval of the HoD concerned.
- Each faculty member also prepares plans for delivery of the course, including usage of blended learning (Moodle, Google Classroom, online learning resources, etc.) or hybrid methods viz; field trips, industrial visits, internships, seminars, theatre in learning, role plays, etc.
- The College notifies the skill development courses designed by faculty members to impart specific technical and life skills to students, through the prospectus and on the website.
- The College ensures completion of the syllabus in the prescribed number of lectures. Extra lectures are conducted to cover shortfall in attendance, if any.
- Remedial sessions are conducted for the benefit of slow learners and students deficient in academic performance. Special inputs are given to advanced learners. The advanced learners are also chosen for peer tutoring. Audio lectures in some subjects are provided for visually-impaired students. Some teachers have recorded their lectures and practical in video format for the benefit of students.
- As required under the Choice Based Credit System (CBCS), components related to gender, environment, sustainability, human values etc., are integrated in the teaching-learning process, as well as in NSS, NCC and other co-curricular programmes.
- Academic Audit is conducted as part of which external experts check lesson plan and execution undertaken by faculty members vis-à-vis syllabi documents and attendance record-books. Non-conformities, if any, are reported; steps are taken to rectify the same. As such, the College has received ISO certification for maintenance of quality standards in curriculum mechanism. In 2018-19, Academic and Administrative Audit was undertaken.
- Feedback is obtained from students, teachers and employers on curricular-aspects and curriculum-delivery. Feedback on curricular aspects is communicated to the faculty members from the College who are members of the Board of Studies to be tabled before authorities concerned.

- The Principal reviews student feedback of teachers with a score of less than 3 (on 4-point scale), discusses the respective teacher's plans for sustained improvement in curriculum delivery and suggests measures for improvement.

File Description	Document
Upload Additional information	View Document

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

Response:

The College follows the academic calendar prescribed by Goa University. Typically, the academic calendar prescribes the dates of commencement of classes for odd and even semesters, dates of commencement of Semester End Examinations for odd and even semesters and the dates for winter and summer breaks.

On the basis of the academic calendar prescribed by the University, the college prepares its schedule for continuous internal evaluation (CIE) which includes Intra-Semester Assessment (ISA), practical sessions, etc. The first and second ISA is usually completed by the end of September for the Odd semester and by the end of March for the Even semester.

The Semester-end Examination (SEE) is conducted as per the schedule notified by the University.

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

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

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

<p>1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>Response: 100</p>											
<p>1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 25</p>											
File Description	Document										
Minutes of relevant Academic Council/ BOS meetings	View Document										
Institutional data in prescribed format	View Document										
Any additional information	View Document										
<p>1.2.2 Number of Add on /Certificate programs offered during the last five years</p> <p>Response: 67</p>											
<p>1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>15</td> <td>16</td> <td>11</td> <td>14</td> </tr> </tbody> </table>		2019-20	2018-19	2017-18	2016-17	2015-16	11	15	16	11	14
2019-20	2018-19	2017-18	2016-17	2015-16							
11	15	16	11	14							
File Description	Document										
List of Add on /Certificate programs	View Document										
Brochure or any other document relating to Add on /Certificate programs	View Document										
Link for Additional information	View Document										

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 23.42**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
129	305	243	154	232

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

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:****GENDER**

As a co-educational institution, the College nurtures a conducive environment of egalitarian representation for all students irrespective of gender.

The College aligns with the National Mission of Women Empowerment through multipronged initiatives. Under this:

Adequate representation of female students and teachers on various Committees and Clubs is ensured to enable participation in decision-making processes.

Counseling, women's health issues and girl safety are addressed through the Health Centre, College Counselor, and activities under NCC.

Issues related to women's rights, security and protection from sexual harassment at workplace are dealt with by Grievance Cell and Internal Complaints Committee.

Assistance is provided in the college office to avail private scholarships and prizes for female students.

Gender Champions are nominated on the basis of competence and merit.

The curriculum of B.A. programme incorporates crosscutting issues on Gender through courses such as History of Women movement, Literary Criticism, Psychology of Gender and Identity etc. Gender sensitization and awareness on 'schemes for girls', 'legal rights' and 'social evils' is conducted. Women empowerment is bolstered through talks, film screenings, celebration of International Women's Day and activities in 'Beti Bachao Beti Padhao'.

ENVIRONMENT AND SUSTAINABILITY

Environmental education and sustainability are incorporated in course components of B.A. / B.Sc. curriculum.

The College has adopted Green Standard and exhibits its commitment through adoption of solar energy utilization, carbon footprint calculation, energy-saving techniques, funded projects on Hybrid Energy System and Photovoltaic Systems, assessment of water-quality, tree plantation in and around college premises. The institution is awarded Level III Green Certification GSCP-01-2010 for its initiatives in environmental awareness and sustainability.

The College organises conferences, invited talks, workshops, awareness programs, street plays, and field trips related to environmental issues.

Research projects on ecological concerns are undertaken by teachers and students.

Cleanliness drives are conducted through NSS and NCC. Student Green Ambassadors are appointed for fostering green consciousness and practices in the institution among peers.

Value-added courses conducted by the Departments of Botany and Geology enhance environmental knowledge. Workshops on carbon-footprint calculation also create awareness amongst staff and students.

HUMAN VALUES AND PROFESSIONAL ETHICS

Human values and professional ethics are professed through the curriculum of B.A. and BSc courses.

The college strictly adheres to the Code of Conduct and Code of Professional Ethics prescribed by Goa University. Plagiarism in any form is discouraged and an oath to refrain from all malpractices is administered to students at first-year level. Anti-Ragging Committee, Grievance Committee, Women's Cell, Unfair Means Committee and Internal Complaints Committee are constituted to prevent unfair practices, ragging, eve-teasing and sexual harassment.

Following activities were conducted for the promotion of universal human values and ethics: Celebration of International Yoga day, Voters awareness rally, Non-Violence week, Mental-Health awareness, talks on life and values of Swami Vivekananda, talk on Vande Mataram, National conference on role and relevance of media ethics, Gandhi@150, etc.

Value-added course in 'Basic Counseling Skills and Learning Difficulties: Assessment and Remediation' conducted by the Department of Psychology imparts a deeper understanding of human values.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 7.07

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

2019-20	2018-19	2017-18	2016-17	2015-16
25	25	27	27	24

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

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

Response: 25.7

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

Response: 268

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

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

Response: B. Any 3 of the above

File Description	Document
URL for stakeholder feedback report	View Document

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

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

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 100.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
412	403	384	345	331

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
409	420	370	370	310

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

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

Response: 66.01

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

2019-20	2018-19	2017-18	2016-17	2015-16
123	111	80	77	81

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

2.2 Catering to Student Diversity

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

Response:

The College ensures academic progression of students by assessing learning levels and initiating objective-oriented action. Once the student enrolls in the institutional programme, assessment of learning-level is done through:

Continuous evaluation in the form of class tests, Intra-Semester Assessments and Semester-End Evaluation.

Participation-based in-class activities.

One-on-one interaction between teachers and students during laboratory sessions.

Active Mentorship Programme to keep track of student-involvement and holistic progression.

Accordingly, the following programmes are designed for slow and advanced learners catering to diverse learning-levels:

Remedial Classes: are conducted to help slow learners cope with curricula-requirements. Conducted beyond class-hours, these sessions enable one-on-one interaction and enhance conceptual understanding of subject-matter.

Skill Development Courses: these beyond-curriculum courses are offered to strengthen skill-sets among slow and advanced learners to widen knowledge-base and equip learners with relevant skills.

Cooperative Learning Strategies: are employed to promote student-participation and inclusivity. They are implemented through discussions, debates, theatre, role-play, field-visits and presentations. Supplemental learning is promoted through fun activities such as cosplay, posters, quizzes etc. An annual Science exhibition 'Inspire the Next' is held to foster innovation and scientific temper.

Blended Learning: E-learning resources/tools such as Mindmup, Trello, SlideShare, Padlet, Chems sketch, Quizlet, Milanotes, Kahoot, and YouTube video streaming have been used by some faculty members to enhance learning experience among slow and advanced learners. MOODLE and Google Classroom are used for flipped sessions, assignments and exercises. PowerPoint presentations and online videos have been integrated within classroom sessions. Department of Physics recorded and uploaded videos of experiments to aid retentive learning. Department of English prepared audio lectures to aid the learning of Divyangjan. During the lockdown period, teachers used LMS to host PPTs, videos and audio lectures. Real-time meeting platforms such as Google Meet, Google Hangouts, and Skype have been used wherever necessary.

Workshops/Seminars/Conferences/Webinars: Research among advanced learners is stimulated through various events. Advanced learners are trained to participate in seminars and conferences organized by other institutions especially under Institution's Innovation Council. Workshops on IPR, research methodology, author guidelines, paper format and publication ethics have been conducted. During the lockdown period, under the guidance of faculty members, 22 advanced learners made well-researched presentations on diverse topics related to pandemic crises, physical fitness, mental well-being, sustainability and creative thinking in the Student Webinar-series 'Conclave 2020' organized by IQAC. Student Webinars on environmental dialogues titled, "Interactions" to promote ecological thinking among students and "Career Opportunities Beyond the Borders after Graduation" by to facilitate student progression have been organized.

Internship Programme and International Academic Interface: Students are guided in internships with reputed research institutes. Under the Sakura Science Programme, two delegations consisting of faculty members and students have visited Toyo University and Meijo University. Two advanced learners were selected for the 'Sagar Kanya' project initiated by NCAOR in 2016-17. One advanced learner completed her internship at SUP-Biotech Institute in the subject of Stem Cells Engineering in France. Under the MoU with INSERM France, a collaborative course in Advanced Immunology has been conducted.

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

Response: 13.91

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Experiential learning: The College is equipped with laboratories where students from the Faculty of Science and Department of Psychology perform curriculum-based experiments. During regular practical sessions, students are guided to conduct experiments systematically. The projects undertaken by students at Third Year level are oriented towards identifying and solving problems. The institution houses a Digital Language Laboratory and Skill Development Centre (DLLSDC) equipped with software-solutions through which students receive training in language acquisition, enhancement and proficiency.

The institution hosts a Science Exhibition annually wherein students display their innovative projects and exhibits.

Students from both the Faculties are encouraged to undertake research projects that involve field-visits, surveys, data collection, interviews and interpretation in topics of academic and social relevance.

As part of this method, during the lockdown, students of Botany undertook sustainable practices such as growing crops, herbs and diverse flora; students of Chemistry, Biotechnology and Psychology made presentations on effective preparation/use of sanitizers, RT-PCR testing for coronavirus and relaxation techniques for mental well-being respectively.

Participative Learning: Blended learning has been adopted to promote student-participation. Flipped classroom, LMS-integration, in-class cooperative strategies such as Jigsaw method, in-situ experiences (via field-visits, trails, NSS camps), study-through-simulation (via role-play, theatre activities, exhibitions) are implemented. Extra-curricular activities are adopted as conduits of participative learning. Students are encouraged to organize and participate in cultural festivals, fun-week, cosplays, debates, elocutions, outreach programmes and sports activities to instill life-skills such as effective leadership, team-spirit, cooperation, management and communication through active involvement.

Problem-solving methodologies: Students are encouraged to learn, devise and implement problem-solving strategies as part of their academic journey. This core value is passed on to students through:

- **Projects and Assignments:** Students are guided to take assignments and projects in socially relevant areas which involve problem-solving. Consequently, research in topics such as water-analysis, solar-paneling, protection of biodiverse specie, environmental crises, mental health awareness, heritage-conservation, consumptive-patterns, investment-models etc. have been undertaken by students.
- **Presentation of research output:** Students are motivated to present their research output in a systematized manner on distinguished academic fora to receive feedback for further iterations.
- **Industry/Research interfaces:** The institution promotes interfacial learning by placing the students in touch with research/academic bodies and NGOs through MoUs, collaborations and linkages. Talks and workshops are conducted by industry experts to apprise students with the updated scope of job-market.
- **Extension and Outreach programmes:** The value of social and ecological responsibility is inculcated. Prominent initiatives have been: cleanliness drives for promoting Swachhta, internships and collaborative ventures with schools for underprivileged and specially-abled children through 'Wangda' (Konkani term of 'Together') 'Jagruti' – mental health awareness campaign, ODF awareness drives by NSS volunteers, trails/talks/rallies for preservation of heritage and women-empowerment initiatives through training in self-help programmes. During the lockdown, students prepared face-masks and cloth bags; the same were distributed in villages through Corporation of the City of Panaji and village panchayats to counter scarcity of protective kits and reduce plastic consumption. Students also volunteer for activities with DISHA School for Special Children and Hamara School for the underprivileged.

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

Response:

Innovation and creativity are considered to be integral to learner-centric pedagogical strategies employed by the institution. They have been widely used through:

1. **Blended Learning:** The College has adopted the methodology of Blended Learning to improve

learning experiences among students. As part of this, learning tools such as PowerPoint Presentations and online videos were integrated within classroom teaching. E-learning resources and tools such as Mindmap, Trello, SlideShare, Padlet, Chemsketch, Quizlet, Milanotes have been used by some faculty members. Students are provided access to quality content available online and use the same *meaningfully* and *ethically* in broadening domain-knowledge. Customised e-content and audio lectures have been created in select topics to facilitate better retention, application, and evaluation of acquired information. E-tools such as Poll Everywhere, Menti.com and Padlet are used to encourage students to give their viewpoints on topics. Teachers of the institution participated in designing, creating and vetting curriculum-based videos as part of the Digital Integrated System of Holistic Training and Virtual Orientations (DISHTAVO) initiated by Directorate of Higher Education, Goa.

2. **Flipped Classroom:** is used to make learning multidimensional and synergistic. Students are encouraged to provide their insights into a particular topic through a thorough study of pre-delivered content via LMS such as Moodle and Google Classroom. Cooperative learning strategies ensure participation of students in the pedagogical process thereby enhancing the overall learning experience.
3. **Skill Development Courses:** ICT tools have been incorporated within select Skill Development Courses. As part of this, students have accessed Spoken Tutorials by IIT Bombay. Within the institution, software solutions have been incorporated in language training for learners.

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 14:1

2.3.3.1 Number of mentors

Response: 75

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

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 36.88

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

2019-20	2018-19	2017-18	2016-17	2015-16
31	22	24	17	17

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

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

Response: 10.29

2.4.3.1 Total experience of full-time teachers

Response: 772

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document

2.5 Evaluation Process and Reforms

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

Response:

As a college affiliated to Goa University, the college is bound by the Statutes and Ordinances laid down by the university from time to time. The College hence complies with the guidelines prescribed by the Ordinances related to Intra-Semester Assessments and Semester-End Examinations. From academic year 2017-18, Goa University adopted the Choice Based Credit System (CBCS). Accordingly, the institution also follows the CBCS system since 2017-18.

As part of this, at the institution level, the college has initiated various reforms with regard to the Continuous Internal Evaluation process (CIE).

The first Intra-Semester Assessment is a written test conducted during lecture hours according to the guidelines of Goa University. Each teacher designs these written tests for students.

For the second ISA, students are encouraged to take up topics of contemporary relevance for assignments. One more ISA is conducted in case the student remains absent for the first ISA.

This internal assessment constitutes 20% of the total marks across all disciplines.

Some Departments also follow an informal assessment mode to supplement the existing exam-based evaluation schemata with a continuous evaluation of skill-sets. Students' skills are also assessed in innovative ways on class-based performance in group and individual activities such as debates, discussions, paper-presentations and role-play. MCQ's and short answer tests help in assessing the learning levels of a student.

At the TY level, students are guided to take novel research on current topics. Their research methodology is monitored and assessed by project guides. After the completion of the projects, a mock viva is held to apprise students of their preparedness. Subsequently, they are guided to enhance performance at the Main Viva-Você.

In addition, various intra-college events are organized to evaluate academic and skill-based learning of students. Prominent among these are the annual Science Exhibition "Inspire the Next" for promotion of scientific temper and applicative research, "Thousand Shades of Talent" for development of entrepreneurial skills and literary cosplay, "Carpe Diem" for initiation into creative cultures.

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

Response:

The College adopts a streamlined mechanism in the conduct of examinations. Students are acquainted with the marks of their internal assessments before Semester End Examination.

All examination related grievances are dealt with by the College Grievance Committee set up in accordance with the Ordinances of Goa University. If a student is not satisfied with her/his result then a personal verification of the answer book is undertaken by the faculty member concerned upon formal application by the student. If the grievance persists, the student is informed to submit an application to the College Grievance Committee within a week of completion of Personal verification.

The Committee then invites a reply to the grievance made by the student from the faculty concerned. After considering the reply of the faculty, the committee then recommends a course of action in writing to the Principal. The Principal informs the student of the findings of the committee and takes appropriate action that may also include reassessment of the answer book. If the grievances are found to be genuine, the same is recorded citing reasons and suitable action is then taken up as per the Ordinance OA-5.2.6 of the Goa University.

Most of the cases reported were resolved at the level of verification.

2.6 Student Performance and Learning Outcomes

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

Response:

As a college affiliated to Goa University, the college is bound by the syllabus prescribed the Board of Studies instituted by the University as well as academic statutes and ordinances.

However, in 2017-18, when the Choice Based Credit System was adopted, the college organised a Workshop for teachers in designing Learning Objectives and Course Outcomes in accordance with Bloom's Taxonomy. All faculty members participated in the formulation of Programme Outcomes (programme-wise), Programme Specific outcomes (subject-wise) and Course Outcomes (course-wise) for better clarity in content-delivery and pedagogical strategy.

Thus, courses have well-defined outcomes linked to Programme Specific Outcome which is further linked to Programme Outcome. Every course is either of 4 or 6 credits. A 4-credit course includes either three theory periods of 3 hours per week over a semester and 1 credit of laboratory work of 2 hours per week or four theory periods of 4 hours per week for a non-practical course. A 6-credit course includes 4 theory periods of 4 hours per week and 2 credits of laboratory work of 4 hours per week for subject in the Faculty of Science and 6 hours per week of theory in the subject of English.

It has been observed that most teachers set question papers based on Bloom's Taxonomy and these questions aim at diverse attainment levels viz. Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.

The BSC Programme has an 11-pointer PO which focuses on Knowledge, Problem Analyses, Designing Solutions, Modern tool usage, Communication Development, Employability, Ethics, Environmental Sustainability, Soft-Skill Development, Science and Society and Life-long learning.

The BA Programme has a 10-pointer PO which focuses on Knowledge, Research Aptitude I – Problem Analyses, Research Aptitude II – Designing Solutions, Communication Development, Employability, Integration of Ethics, Environmental Sustainability, Soft-Skill Development, Creative Development and Entrepreneurship and Commitment to Social Welfare.

Subsequently, the method of formulating Learning Objectives and Course Outcomes has also been adopted while designing Skill Development Courses. Coordinating faculty member formulates the same keeping in view the desired goals of the course.

Apart from continuous internal assessment and semester-end examination, the institution seeks to attain its PO, PSO and CO through co-curricular activities and extension programmes. Students are trained in developing scientific temper and research aptitude through active participation in experiment-based competitions and exhibitions. Consequently, students from the College secured awards for their exhibits at the State-level Science Exhibition ‘Kalpak’. Activities which promote humane values of inclusivity, empathy and cooperation such as the WANGDA (Konkani term for ‘Together’) programme with DISHA School for Special Children are conducted to achieve the outcomes of commitment to social welfare and life-long learning. Active participation in cleanliness drives, tree-plantation drives and ODF programmes help to achieve the PO of environmental sustainability. Skill Development Courses offered in various disciplines help to enhance the attainment of PO in employability.

The POs, PSOs and COs have been uploaded on the institutional website for the benefit of students. Learners are also acquainted with the same during classroom sessions.

File Description	Document
Past link for Additional information	View Document

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

Response:

In order to gather evidence of student learning, various methods are used for measuring the attainment of PO, PSOs and COs. The PO and PSO are assessed taking into consideration the COs of prescribed courses for each programme. Two such assessment methods followed are direct and indirect measures. These methods help in providing adequate feedback for a given programme.

Direct measure:

The attainment of PO and PSOs are based on the COs. The direct measure makes use of the Semester End Examinations (SEE), Internal Semester Assessment (ISA) and practical examination (wherever applicable) as a measurement of the CO. This helps in analyzing the skills and knowledge acquired by a student against these measureable COs that are related to specific questions at the Semester End Examination, Intra-semester Assessments in the form of tests and home assignments. The performance of every student is recorded throughout the semester by faculty members. This helps in assessing how well a student has met her/his/their expectations and provides a strong evidence of student learning. The attainment of CO is in the form of 80% SEE, 20% ISA and 50% practical (wherever applicable) for courses of 6 credits and 60%

SEE, 15% ISA and 25% practical for courses of 4 credits.

Indirect measure:

The indirect method of assessment is based on the report of student learning as perceived by them. It provides an opportunity for students to reflect on their learning and provide feedback for the same. This is done through an online feedback survey on Student Satisfaction conducted at the end of every year as well as feedback on curriculum transaction and delivery.

2.6.3 Average pass percentage of Students during last five years

Response: 81.11

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

2019-20	2018-19	2017-18	2016-17	2015-16
229	227	208	159	189

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

2019-20	2018-19	2017-18	2016-17	2015-16
271	321	252	198	216

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.11

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

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 17.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	10.6	0	6.6

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

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

Response: 1.33

3.1.2.1 Number of teachers recognized as research guides

Response: 1

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

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

Response: 9.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	2	0	5

3.1.3.2 Number of departments offering academic programmes

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

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

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

Response:

The College strives to promote the global goal of Industry, Innovation and Infrastructure. It fosters student creativity, ideation and entrepreneurship through the following bodies:

Institution's Innovation Council: The IIC was established under MHRD's Innovation Cell. It conducts orientation programmes in innovation, incubation and entrepreneurship. Talks by prominent alumni from industry and business arenas like food industry, packaging, gemology, mining, are organized. IIC carried forward the activities conducted formerly by the college Entrepreneurship Development Cell and departmental clubs:

- 'Dhempe's Young Innovator' competition is conducted for students to encourage innovative ideas and to tackle environmental, social and economic issues. The winner of this in-house competition secured first place at the intercollegiate event as Young Innovator.
- Directorate of Higher Education, Government of Goa conducted KALPAK, - all Goa competition-cum- exhibition of innovation research project. Students of TYBSc Geology secured first place among 16 posters and students of Computer Science students won second place for working model among 23 projects.
- Workshops and seminars on green practices, climate challenges, technological innovation, design-thinking are conducted for students and teachers. Subsequently, ten teachers presented their work on Design Thinking and Technological Innovation.

- In adherence to the agenda of the National Mission of ‘Science for People and People for Science’, the College hosts ‘Inspire the Next’, an annual Science Exhibition. Students present their technical and creative skills through live demonstrations, from mechanical devices to software applications for researchers, scholars, academicians, and school students.
- ‘Thousand Shades of Talent’: The Annual Entrepreneurship Development Exhibition-cum-sale – and the ‘Food Festival’ draw a large number of students to showcase their ideas and products that have the potential for incubation and marketing skills. Three students have started their own entrepreneurship ventures after getting guidance from faculty members.
- Visits are organized to Centre of Incubation Business Acceleration (CIBA), pharmaceutical companies, fisheries, hydroponic farms to orient students towards entrepreneurship.
- To create awareness about the Start-up Policy and similar initiatives of the State government, the College organized a boot camp with Goa State Innovation Council.
- During the period of COVID-19 lockdown, eleven faculty members attended two leadership talks and fourteen e-sessions organized by MHRD.

Incubation Facility: In October 2019, the College signed an MoU with EDC Ignite Innovation Hub (an initiative of the Economic Development Corporation of Goa) for purpose of providing knowledge and entrepreneurial skills to potential student entrepreneurs. Workshops on Intellectual Property Rights and entrepreneurship are held under this initiative. The College has also collaborated with CIBA, Goa which has created adequate in-house facilities for testing and mentoring of various projects done by faculty.

Skill Development Cell: The College consists of ‘Skill Development Cell’ which designs short-term courses to equip students with hands-on experiential learning.

Testing Facility: The College Research Laboratory is equipped with high-end equipment such as UV-Visible Spectrophotometer (UV 2600 Shimadzu); FTIR Spectrophotometer (IR Affinity 1S Shimadzu); Atomic Absorption Spectrometer (AA-6880 Shimadzu); Elevator Rotary Vacuum Evaporator (Equiptron) and Gas Chromatograph (GC 2014 AF Shimadzu), High Performance Liquid Chromatography (HPLC) which are utilised for purpose of advanced research and experimental demonstrations.

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

Response: 5

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	1	0	0

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years	
Response: 1	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
Response: 1	
3.3.1.2 Number of teachers recognized as guides during the last five years	
Response: 1	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years				
Response: 0.07				
3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.				
2019-20	2018-19	2017-18	2016-17	2015-16
2	2	0	0	0
File Description	Document			
List of research papers by title, author, department, name and year of publication	View Document			
Any additional information	View Document			

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.42**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1	9	6	4	5

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

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

Students and faculty members undertake community and extension services towards building a positive social milieu for inclusive growth. The success of sensitization efforts is evident from the increasing number of student-participants in extension activities.

Swachh Bharat Mission

Institutional NSS and NCC are committed to community service, bolstered by National Swachhta Mission and global goals of Clean Water/Sanitation and Climate Action. Cleanliness drives are undertaken in college campus, public parks, adopted villages, bus-stops, and Miramar beach. Rallies, street plays and door-to-door campaigns are organised to create awareness on Open Defecation Free programme. At annual NSS Special Camp, volunteers conduct Swachhta campaigns in public places. Endorsed by Directorate of Archeology, Government of Goa, College has adopted the historical Juvem Fort, and undertakes regular maintenance of this heritage site.

Unnat Bharat Abhiyan

Since 2018, under the initiative of Unnat Bharat Abhiyan by MHRD, the College has been working towards empowerment of adopted villages by conducting surveys, demonstrations and advising the village panchayats towards sustainability. These are in congruence with the global goal of Sustainable Cities and Communities.

Community Service and Student Initiatives

The College provides moral support to special care units such as old age homes, orphanages, and schools for special children such as Peace Haven, National Association for the Blind, Hamara School and Disha School through student internships. The long-standing association of the College with DISHA School for Special Children has resulted into the WANGDA programme. As part of this, an annual exhibition-cum-sale of items prepared by special children, assisted by student-interns is held and student-internships are undertaken. Under 'Jagruti', a mental health awareness programme in collaboration with NGO Sangath, talks, film screenings, and street plays are organized in various localities.

Blood donation camps (in collaboration with HDFC Bank, GMC) and sensitisation towards organ donation has enabled students to support life-systems. Students create awareness in the city and beyond through street plays on social, environmental and health issues.

NSS and NCC units organize community-awareness towards environment, financial literacy, road safety, Divyangjan survey (SAKSHAM) and preparation-cum-distribution of cloth bags. In adherence to Green standard maintenance protocol, energy audit and carbon-footprint calculation by students, teachers and general public is promoted.

In recognition of services rendered by the Armed Forces of the nation, students composed electronic messages for the Indian Army. The College extended relief in cash and kind to the victims of flood in Kerala and Kolhapur. During the COVID-19 pandemic, NSS Unit prepared and distributed face masks and cloth bags. Students and faculty members extended their support to the underprivileged through voluntary support, relief material and monetary assistance.

Extension initiatives through expertise

Department of History fosters preservation of natural heritage and historical monuments, conducts tree plantations and heritage walks. Department of Botany extends its services in identification of medicinal plants and biodiverse species to students and general public and works towards promoting cultivation of forgotten rice varieties among farmers in Goa. A state-level workshop for Goan farmers, agricultural entrepreneurs and students was organized to acquaint them with export offers available to them.

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

Response: 0

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

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

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 110

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

2019-20	2018-19	2017-18	2016-17	2015-16
60	24	17	3	6

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

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

Response: 50.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
511	528	495	385	393

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

3.5 Collaboration

<p>3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year</p> <p>Response: 14</p>														
<p>3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5</td> <td>0</td> <td>4</td> <td>0</td> </tr> </tbody> </table>					2019-20	2018-19	2017-18	2016-17	2015-16	5	5	0	4	0
2019-20	2018-19	2017-18	2016-17	2015-16										
5	5	0	4	0										
File Description	Document													
e-copies of related Document	View Document													
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document													

<p>3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years</p> <p>Response: 8</p>														
<p>3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>					2019-20	2018-19	2017-18	2016-17	2015-16	3	2	1	1	1
2019-20	2018-19	2017-18	2016-17	2015-16										
3	2	1	1	1										

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

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institution provides facilities for teaching learning as per the specified requirement by statutory bodies. Besides regular ICT classrooms and well-equipped laboratories, the Institution has UGC Network Centre, Digital language laboratory with Orell's software solution, computer laboratories, tissue culture laboratory, audio-visual/recording room, seminar hall and library. The teachers record lectures/practical for the benefit of students. Department of Physics has recorded practical and uploaded on YouTube and Department of English has recorded audio lectures stored in CD format. Teachers use online videos and PPTs in classroom as part of blended learning because of provision of Wi-Fi and LCD projector. Screening of syllabi- related movies and informative documentaries are also done. LED digital board is used to display activities and notices.

The Institution has Health Center, Counseling room, gymkhana with gymnasium facilities. Television set is installed in sports room. Wi-Fi is available on the campus. Wired internet connectivity is available in laboratories and staffrooms.

There are well-illuminated and ventilated classrooms with proper seating arrangements. These classrooms are shared by students and the faculty members of Arts and Science. 21 classrooms are equipped with LCD projectors with Wi-Fi facility.

The College also houses the IGNOU Study Center which caters to approximately 780 students. The College has assigned two rooms exclusively for the IGNOU Study Center. The College makes available adequate number of classrooms for the purpose of counseling on Sundays and for examinations.

The College has requisite number of equipment, instruments, and chemicals, as prescribed by the University syllabus. Science students have access to high-end instrumentation centre. Digital Language Laboratory and Skill Development Centre (DLLSDC) is equipped with state-of-the-art infrastructure, technological intervention through software solutions and core faculty committed to language-enhancement in the state of Goa. The College has set up one instrumentation room with high-end instruments which enable students and teachers to carry out their research work. All departments in the Faculty of Science have separate laboratories for students and teachers to carry out their projects and research. Computer laboratories with updated software as required for the teaching-learning process have been set up.

Department of Geology has a museum with a wide collection of rocks, minerals and fossils. It is one of the oldest geological museums in the state of Goa. The College has a botanical garden and green-house with a variety of spices medicinal and ornamental plants with botanical and common name displayed on diverse species.

The institution has partially automated library with textbooks, reference books, e-resources, magazines, newspapers which are used by the students and teachers. Library provides remote access to INFLIB-NET,

e-Shodhsindhu, KopyKitab which enables students and staff members to access the e-books and e-journals for their academic purposes.

Owing to a well-equipped Computer laboratory, students are able to take the benefit of long-distance interfacial learning in the form of Spoken Tutorials through courses such as Libre Office Writer, PHPMySQL, Scilab, Cell Designer, Gchempaint, Linux, Python, Gedit and Latex were conducted in collaboration with IIT-Bombay. Besides this, skill enhancement courses are conducted to support curriculum and enhance employability.

File Description	Document
Upload any additional information	View Document

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

Response:

The Institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga and cultural activities. The Institution organizes coaching and training programmes for football, volleyball, cricket, kabaddi, badminton, table tennis, basketball, weight lifting, power lifting and best physique. These facilities help students to develop their sporting skills and talents. In gymkhana there is sufficient space for indoor games such as chess, carrom and table tennis. For outdoor sports events, the Santa Cruz village panchayat ground and Sports Authority of Goa (SAG) grounds are hired. College gymkhana provides students with internet facility to access sport techniques available online. The institution has a volleyball, basketball and badminton court. Extracurricular activities are organized in seminar hall and on stage in the quadrangle of the College.

File Description	Document
Upload any additional information	View Document

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

Response: 88.89

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 24

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

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

Response: 44.62

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

2019-20	2018-19	2017-18	2016-17	2015-16
96.31	155.94	59.59	4.94	14.25

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

4.2 Library as a Learning Resource

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

Response:

Integrated Library Management System

The College developed the Library Management software in the year 2007. The software was developed using open source software PHP. Barcode facility has been incorporated in the software in 2011. The software has been uploaded on the College website with remote access to the users. In April 2019 KOHA software was installed to serve as Integrated Library Management System (ILMS) with partial automation. KOHA is a web-based ILMS, with a MySQL database backend with cataloguing data stored in MARC and accessible via Z39.50 or SRU. KOHA comprises most of the features that would be expected in an ILMS, such as:

- Various Web 2.0 facilities like tagging, comment, Social sharing and RSS feeds
- Union catalog facility
- Customizable search
- Online Circulation

- Bar code printing
- Inventory and stock taking

ILMS Description for last 5 years				
Year	Name of ILMS software	Nature of automation (fully or partially)	Version	Year of Automation
2015-16	DEVELOPED INHOUSE SOFTWARE IN 2007	PARTIAL	1.1	2007
2016-17	DEVELOPED INHOUSE SOFTWARE IN 2007	PARTIAL	1.1	2007
2017-18	DEVELOPED INHOUSE SOFTWARE IN 2007	PARTIAL	1.1	2007
2018-19	KOHA	PARTIAL	18.11.04.000	2019
2019-20	KOHA	PARTIAL	18.11.04.000	2019

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: B. Any 3 of the above

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

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

Response: 3.28

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

2019-20	2018-19	2017-18	2016-17	2015-16
4.15988	4.30617	2.85093	2.40778	2.68372

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

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

Response: 15.47

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

Response: 173

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution regularly upgrades and updates its IT infrastructure. Obsolete machines are replaced with new ones in a timely manner. The upgradation details are given below.

- 2015-16

1. BSNL lease line 1 Mbps was secured.

- 2016-17

1. Short Messaging Service by Kaavay enterprises was procured.
2. BSNL lease line 1 Mbps was secured.

- 2017-18

1. DNA Lease Line of 8Mbps was secured.
2. Short Messaging Service by Kaavay enterprises was continued.
3. Examination software was upgraded through Kaavay enterprises.
4. College website upgradation was undertaken.
5. Two new computers were purchased.

- 2018-19

1. Computer laboratory system's operating system (OS) was upgraded to open source OS.
2. Obsolete desktops were replaced with new desktops.
3. CCTV surveillance in classrooms, laboratories, corridors, parking area, and at the main entrance was upgraded.
4. Wi-Fi hotspots with 1 MBPS JIO leased line connectivity were secured.
5. Lease line of 8 Mbps was installed.
6. Eight new computers were purchased.
7. Exam software upgradation by SARATECH was undertaken.

- 2019-20

1. DNA Lease line was upgraded to 13 Mbps.
2. Identity card printer was purchased.
3. Integrated management system, CAMU was procured. First-phase of CAMU viz. Student Information System (SIS) has been implemented.
4. Integrated Library Management System (ILMS) was upgraded to KOHA.
5. Twenty-nine Desktops(i5) with LCD display computers were purchased.
6. Digital Language Laboratory was installed with Orell's iTell P3 software.
7. Examination software upgraded to GCASQ software.
8. GSuite services were procured to facilitate online learning during lockdown.
9. Computer Laboratory systems were upgraded to 8GB RAMs to enable Android Studio as per curriculum requirement.

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

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

Response: 8.91

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: D. 05 MBPS – 10 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 55.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
68.56	74.97	37.92	39.1	43.16

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

The utilization of physical, academic and support facilities at the College are generally governed by the following broad policy framework:

Classrooms and Laboratories

- The time-table committee prepares the academic schedule. It assigns classrooms to each department/subject/course. The committee is responsible for allocation/re-allocation of classrooms as per the requirements of various departments. It also allocates the laboratories for practical sessions.
- The examination committee allocates classrooms for purpose of semester-end examination.
- As per the time-table, the Head of Department prepares the individual time-table for the faculty of her/his department. The laboratory assistants generally monitor the usage of laboratory equipment, chemicals, glassware, etc. and periodically report to the Head of Departments on matters related to procurement of consumables, apparatus, etc. as may be required for purpose of conducting practical sessions.
- The classrooms and laboratories generally remain open during the working hours; however, in the event where classrooms are required beyond working hours, the teacher concerned makes a requisition and obtains approval of the Head of the Department/Principal in writing and makes arrangements to hand over the keys to the security.

Instrumentation Centre

- The Instrumentation Centre has high-end and high-value instruments. The use of it by students/research scholars/faculty members is allowed in presence of/by technician. Teachers have complete access to the instruments; however, students shall have access to the instruments strictly under the supervision of a teacher.
- All users shall maintain a usage log-book for each instrument.

Seminar Hall / Audio-Visual Room

- The Seminar Hall / Audio-Visual Room is available for use by faculty members for purpose of organizing invited lectures/seminars/conferences/meetings, etc. Other educational/social/cultural/professional institutions are also allowed to use the Seminar Hall for academic purpose during holidays on payment basis.
- The administrative office maintains a log-book of requisitions for the Seminar Hall and AV room.

Library / Browsing Centre

- All faculty members and students of the College have full access to the Library resources and the

Browsing Centre attached to the library, during the working hours.

- The library is equipped with “KOHA” - an open sourced Integrated Library Management System (ILMS).
- The desktops at the browsing centre are available only for the purpose of preview/reference of e-books, e-journals subscribed by the institution as well as digital resources at the library.
- The IT resources at the library should not be utilized for internet surfing, emails, chat, and personal use.

Gymkhana

- The Gymkhana is accessible to students during the working hours of the College and is ordinarily under the supervision and guidance of the Director of Physical Education and Sports (DPES).
- Any access to the facilities at the Gymkhana beyond the working hours or on non-working days are subject to recommendation of the DPES and approval of the Principal.

IT Network

- The College has IT Policies and Guidelines document and the same is available on college website.
- IT services comprise access to Internet and email (dhempecollege.edu.in), and intra-College network Enterprise Resource Planning (Spectra).
- Students and staff are prohibited from installation/use of any un-authorized software on any computer systems of the College and shall be held fully responsible for any such pirated software installed by them.
- In case of damage of any computer system/ peripheral or any other equipment or IT resources by any student, the amount for the same shall be recovered from security deposit submitted by the student.

Health care facilities

- The College has Health Centre with First-aid facilities. Departments in the Faculty of Science have been provided First-aid boxes.
- Medical camps and health awareness talks are organized.
- In emergency situations, specialist doctors are called and the student is referred to nearest hospitals.
- Fogging of the campus is carried on need basis.
- Counselor is appointed by the College. Counseling sessions are conducted from time to time in case the staff identifies the need of counseling through mentoring programme.
- 108 and 112 services are made available in case of emergency.

Safety and security facilities

- Safety and security being the integral part of the College infrastructure, four security personnel

have been appointed to carry out surveillance of the college.

- 88 CCTV cameras are installed covering the entire campus. The periphery of the campus is kept well-lit.
- Corridors and all the laboratories are fitted with portable fire extinguishers as per statutory requirement. The maintenance of the same is conducted on regular basis.

Maintenance

- Maintenance of equipment in the laboratories, instrumentation centre, sports centre, etc. are the responsibility of the Head of Department concerned.
- All equipment and instruments are, to the extent possible, covered by an annual maintenance contract, warranty, extended warranty as the case may be.
- For equipment and instruments not covered under maintenance contract warranty, it is the responsibility of the Department concerned to arrange for periodical maintenance, timely repairs, upgrade, as the case may be, to ensure that all equipment and instruments are in good condition and fit for academic purposes.
- The IT Assistant/ System Administrator is responsible for general maintenance and upkeep of the IT infrastructure including all desktops, network switches, surveillance systems, etc. The IT Assistant maintains a log book of the IT resources and reports the status of IT equipment, need for upgrades, new hardware/software etc. to the Principal.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 12.68

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
173	112	98	98	103

File Description

Document

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 2.05

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
39	50	11	2	2

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

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

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

Response: C. 2 of the above

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

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

Response: 48.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
458	514	422	612	205

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 7.24

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	23	36	13	6

File Description	Document
Details of student placement during the last five years (Data Template)	View Document

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

Response: 148.8

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

Response: 433

File Description	Document
Details of student progression to higher education (Data Template)	View Document

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

Response: 89

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

2019-20	2018-19	2017-18	2016-17	2015-16
13	11	10	7	3

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

2019-20	2018-19	2017-18	2016-17	2015-16
13	12	12	10	3

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

5.3 Student Participation and Activities

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

Response: 11

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

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	1	0	2

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

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

Response:

The Students' Council, constituted annually as per Statute SA-23 and amended Schedule SSA-7 of Goa University, is instated after an oath-taking ceremony.

It is comprised of the following positions: General Secretary, Assistant General Secretaries (Arts/Science), Sports Secretary, Assistant Sports Secretaries (Arts/Science), Cultural Secretary, Assistant Cultural Secretaries (Arts/Science), Lady Representative, Assistant Lady Representatives (Arts/Science), Grievance Secretary, Assistant Grievance Secretary, Media Coordinators, Assistant Media Coordinators and Class Representatives.

The election for internal College Students' Council is appended by an election for UCRs- University Class Representatives who in turn elect the University Faculty Representatives (Arts/Science).

An Orientation Programme for council members is held to highlight the range of activities to be planned for and participated in for the year.

An Etiquette Workshop is conducted for the council members keeping in mind that as ambassadors of the institution, they would visit other colleges and interact with Principals, teaching faculty and other council members.

Intra and Inter-collegiate activities are organized by this student-body. The Council also looks into participation in inter-collegiate events organized by other institutions, winning several championships over the years.

A key event that the Council undertakes annually is the "Fun Week", where event planning, budgeting and

execution is handled exclusively by students.

The Annual Prize Distribution and Social Gathering is a platform for the General Secretary to interact with the invitees. The Students' Council is given the responsibility of assisting the Programme Committee to put up a cultural melange to showcase the myriad talents of the college student-community at this gathering.

'Creations' is the annual Inter-collegiate cultural extravaganza hosted by the council. It is the oldest inter-collegiate to be hosted in Goa and saw its first edition in 1984. On-stage and off-stage competitions based on themes that incorporate the milieu and current debates are held. Themes that cover the supernatural realm, space exploration, imagination and robotics have been explored recently.

The annual inter-collegiate mega-sports event "Ebullience" is planned and executed by the Sports Secretary and his team under the mentorship of the Director of Physical Education and sports (DPES). It is a much-awaited event amongst student sportsmen and women in Goan colleges. National Sports Day is also observed by the same team.

Student representatives are nominated to the following College bodies:

Statutory bodies:

IQAC

Anti-ragging Committee

National Service Scheme

Internal Complaints Committee

Other Committees:

Institution's Innovation Council

Magazine Committee

Canteen committee

Other Roles:

Green Ambassadors- the Institutional Best Practice is to impart environment-friendly behaviour among the student fraternity. Student Green Ambassadors play a pivotal role in sensitizing their peers about green practices.

Gender Champions- The Gender Champions are involved in awareness campaigns about gender inequalities and empowerment.

Council members contribute to the tenets of Ek Bharat Shrestha Bharat, Unnat Bharat and Swachhta Abhiyan.

The Council also engages in outreach programmes – relief fund collection drives, rallies and street plays. Members have played an active role in taking up the challenges posed during the pandemic by participating during the student webinars, national and international symposiums and conferences.

File Description	Document
Paste link for additional information	View Document

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

Response: 33.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
33	39	36	32	27

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

5.4 Alumni Engagement

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

Response:

The Institution has an Alumni Association titled “Dhempe College Alumni Association” which is registered under the Societies Registration Act 1860. It works towards enabling and strengthening a dynamic interface between the past and current pupils of the institution where in distinguished alumni offer academic, career-based, extra-curricular, financial and other inputs for the benefit of current pupils and the institution at large.

The Executive Committee comprises of the President, Secretary, Joint Secretary, Treasurer and Joint Treasurer. The Institution has also appointed an Alumni Committee comprising of staff members who are

alumnus of Dhempe College. The committee works towards utilizing the alumni resource (financial and non-financial) productively for the benefit of students.

The Alumni-institution affiliation has grown over the past five years, the nature of contributions being as follows:

Non-financial contribution

- Alumni expertise is harnessed through regular conduct of guest lecturers, skill-based demonstrations, entrepreneur-building activities, career-guidance sessions, exam- preparation guidance sessions and other interactions. This support has continued during the time of the **pandemic** with interactions continuing in the **online** mode.
- Alumni studying and working at National and International universities are invited to share their experience with students.
- Qualified alumni have also been resource persons for Skill Development Courses.
- Alumni with distinct expertise have played key roles in International, National and State-level Conferences, Seminars, Workshops, Quizzes, curricular proceedings hosted by the Institution.
- Distinguished alumni are invited in various capacities for intra-collegiate events like Freshers’ Party, Graduation Ceremony, Fun Week and inter-collegiate events hosted by the institutions like Creations, Ebullience and others.
- Alumni have provided continual support in making arrangements at locally based NSS camps.
- Alumni are members of statutory bodies and make pertinent suggestions to uplift the institution.

Financial contribution

- In-house faculty who have been Dhempe alumni have contributed to Dnyandaan- the institution’s teacher-initiative to ensure free education to deserving students.
- Alumni have contributed financially towards the institutions well-established inter-collegiate cultural extravaganza- ‘Creations’ and sports mega-event, ‘Ebullience’.
- Financial contribution towards academic activities has also been made.
- Free Medical Camps are hosted by established doctors who are alumni for students, teaching and non-teaching staff.
- Alumni have provided free services to the institution in the form of compering major events, providing sound system and other logistics for events.
- Alumni have also instituted endowment prizes to recognise the efforts of students in academics and extra-curricular activities.

File Description	Document
Upload any additional information	View Document

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

Response: E. <1 Lakhs

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

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

After assessment and accreditation by NAAC in 2015, a Perspective plan for the present tenure was prepared and vision and mission were revised in the context of emerging paradigms. The earlier Vision was strengthened to include specific and relevant outlook for the Institution in the era of information technology. Also realizing the role of higher educational institutes in integrating sustainable goals, emphasis was given to aspects like learning, innovation, creation, inclusion and empowering of the society at large through a holistic educational approach. The Mission statement was therefore aligned with the Vision statement articulating further specific objectives to be achieved. In keeping with the renewed vision and mission a perspective strategic plan was drafted prescribing the broad outlines for the Institution to achieve during this tenure from 2015-2020.

The manner of governance, both at the Governing body and the Local Managing Committee was streamlined to achieve the renewed Vision and Mission of the Institution. Management supported several initiatives to promote capacity-building among teachers, staff welfare, and infrastructure development that supplemented the emphasis on blended learning adopted by College. During recruitment, due care is taken to follow the guidelines prescribed by the government for inclusion of reserved category as staff. Admission is open to students belonging to different castes, economic backgrounds, learning capabilities, Divyangjan as well as coming from other states and countries. The Management supports outreach and extension activities undertaken by faculty members and students. Unnat Bharat Abhiyan, Ek Bharat Shrestha Bharat, adoption of heritage sites, association with school of differently-abled are all promoted by the Management.

Innovative and creative approaches to education and learning are encouraged by having Institution's Innovation Council and developing instrumentation center and digital language laboratory. Necessary infrastructure and financial support are provided by the Management.

The Perspective Plan was framed after following a process of stakeholder consultation and was approved by the Governing Body. It was intended to strategize step by step implementation as evidenced in the AQARs of the last five years. The strategic plan consisted of blended learning, skill development and exposure to renowned institutes and academicians as focus areas and outreach as supplementary area. While the Perspective Plan is broad in outline, the Management and the staff worked ceaselessly to achieve it in the specific programmes and activities.

The institution facilitates participation of teachers in the decision-making process by encouraging suggestions during the general body meetings and the meetings with Heads of Departments. The activities planned are achieved through Committee system approach which includes all the faculty members. Their ideas, suggestions, and assistance are taken to help the college to achieve the implementation of various programmes.

File Description	Document
Paste link for additional information	View Document

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

Response:

The institution has five broad categories of committees viz. Academic, Administration, Student Affairs, Extension and Outreach activities and infrastructure and Maintenance committees subdivided into 28 committees. The members of these committees are faculty, administrative staff, students, eminent personalities, parents, industry representatives and alumni. These bodies play an important role in initiating innovative programmes and participating in them.

These Committees function with a participatory approach towards overall development and welfare. The college administration is decentralized through Heads of the Departments, Committee Conveners and faculty members.

The institution believes in developing leadership qualities among faculty members irrespective of their position.

The teachers come up with innovative ideas for organizing co-curricular and extra-curricular activities keeping in view the changing needs of the time and the interest of student-community. Heads and committee conveners prepare plans for these activities in accordance with the academic planner. The plans are approved by the Principal and are implemented accordingly.

Case study: Personality Enhancement Programme

It is well-recognized fact that learning process doesn't stop at academics. Much more is needed beyond it to create balanced personalities who can be responsible citizens of tomorrow. Keeping this in mind the institution emphasizes on the wholesome growth of its student community and faculty members through Personality Enhancement Programme. The teachers and students together chalk out programmes such as debates, talks by eminent personalities, screening of movies, fieldtrips, workshops, etc. Once the programme is proposed by the faculty or a group of students, it is discussed with the head of the respective department. It is then planned and conducted by the faculty who proposed the same. The faculty in charge can even be a temporary staff member or a senior member. Students are also allowed to helm the co-curricular event. The experience is a holistic one wherein the student is enriched by learning material that goes beyond books as well as by practical experience of organizing events. The teacher grows by sharing ideas and imbibing new ones from young students. True to the mission of the College, this Personality Enhancement Programme fosters creativity, cooperation, develops analytical minds and pertinent skills there by sharing responsibility in developing a balanced personality of students inculcating leadership qualities in them. These events are supported by the institution.

The effectiveness of this programme is noticed through tremendous improvement in confidence of students and teacher-participants as they are involved at every stage of organizing the events. Besides, their exposure to experts, artists, authors, scientists, persons from industry, field visits, heritage walks, theatre, films, etc. has enabled them to acquire skills that would be of great assistance to them in their academic and other future endeavours. Young faculty members also improve organizing skills, confidence, and rapport with students.

The overall development in students is evident as they become active participants in classrooms as well as intra and inter-collegiate events. The institution has received positive feedback from parents in PTA meetings and this positive response from students, teachers and parents has led to strengthen this programme over a time.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Infrastructural development

The developmental plan with respect to infrastructure for DCT colleges and proposal for financial allocation was put forth after due consultation with engineers. The College building was constructed 55 years ago; therefore, a need was felt to undertake structural audit of the building before renovation and upgradation. The college received developmental grants under RUSA but considering the vast extent of work to be undertaken, a request was made to the Management to make substantial contribution for upgradation of existing infrastructure.

In view of the institution's expanding vision to launch more academic initiatives and empower the learning community and considering the institution's urbane location, a creative rethinking of spatial enhancement was called for. Accordingly, proposals were taken from different departments regarding renovation and upgradation of laboratories, procurement of equipment and necessary infrastructure for the same. Faculty members considered needs of skill-development courses, upgradation of research labs and starting of new programmes while proposing the development of infrastructure. Structural audit of the building was undertaken, retrofitting was suggested, and the report was submitted to the Management. The plan of additional spaces was also submitted.

The same was then accepted by the Governing Body and the Management made a substantial contribution to enable the construction of physical infrastructure and provisions for further development.

The following measures were undertaken:

- **Structural audit followed by retrofitting was completed.**

- **Research and academic enrichment:**
 - A Research Laboratory was established and equipped with instrumentation facilities procured under RUSA. The UV-Visible spectrophotometer, FTIR spectrophotometer, atomic absorption spectrometer, elevator rotary vacuum evaporator, gas chromatograph etc. were set-up for research.
 - Laboratories were also set-up for the postgraduate programme viz. MSc (Analytical Chemistry) and additional labs were provided for BSc Biotechnology and Zoology.
 - The number of classrooms were increased and equipped with LCD projectors and screens.
 - LAN and Wi-Fi connectivity were strengthened for effective access.
 - Software-solutions were procured.
 - A well-networked surveillance system was installed for safety.
- **Assistive Infrastructure and hygiene facilities:**
 - Lift, tactile and ramp were constructed to ensure easy mobility and access to physical spaces for the Divyangjan. Similarly, special washrooms were built on the ground floor.
 - The number of washrooms was increased with enhanced housekeeping measures.
 - The badminton court and stage-area were renovated.
- **DLLSDC:** A Digital Language Laboratory and Skill Development Centre was established to provide enhanced communication training. The lab is equipped with 30 student-consoles and a master-console connected through browser-based network, oral-aural interface for audio input and assessment and Orell's iTell Digital Language Laboratory as software solution. Language training courses for college students as well as external participants have been undertaken. The Audio-Visual room of the College was upgraded.
- **Sustainability:** In view of the institution's commitment to ecological sustainability,
 - LEDs and solar panels were installed
 - Renovation of green house was undertaken
 - Setting-up of bio digester, compost-pits and water-tank was undertaken for effective in-house resource management.

File Description	Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

Organizational Structure:

The College is managed by the Dempo Charities Trust and as per the Goa University statutes, a Governing Body is constituted to oversee the running of the College. The Governing Body has a Chairman and 09 other members who make all the major policy decisions for the development of the College. A Local Managing Committee is also constituted as per statutory requirements and has 11 members including 02

faculty representatives along with the Principal and the Chairman and others.

The Governing Body and the Local Managing Committee has a secretary who is designated as the Administrator. The function of the Administrator is to act as a Secretary to the Governing Body and the LMC and function as a facilitator between the top management (Governing Body) and the middle-level management namely LMC, IQAC, Principal and Vice-principal. The position of Administrator is not statutory, but a convention followed by the College for over four decades.

The Principal, who is the executive head of the College, functions according to the statutes and ordinances as laid out by Goa University and is assisted by the Vice-Principal which is also a statutory position permitted by Goa University.

The College IQAC is coordinated by an Associate Professor. It includes six faculty members, two student representatives, two Industry representatives and one member each from Alumni, Parent and NGO. The IQAC works in tandem with the Principal and the Vice-Principal to ensure quality enhancement at all levels.

The teaching departments numbering 15 at UG level, 7 from Arts and 8 from Science streams with their HODs, faculty members and other support and technical staff function under the Principal. Similarly, one PG level (MSc Analytical Chemistry) Department also functions directly under the Principal.

Head Clerk oversees the Administrative section and Accountant is the head of Accounts Section. Both, with their respective staff, are placed directly below the Principal, assisted by the Vice-Principal.

The Library and Gymkhana are managed by the Librarian and Director of Physical Education and Sports with their respective staff and operate directly under the Principal.

The College committees are constituted to perform statutory functions like examination, grievance redressal, unfair means, sexual harassment and anti-ragging which along with their Conveners work under the guidance and direction of the Principal. Similarly, about 28 non-statutory College committees are constituted to ensure effective and smooth functioning in different areas of concern for the College. These committees also are guided and directed by the Principal and Vice-Principal.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Provision by Dempo Charities Trust, Management

For Teaching Staff

International grants for paper presentation: The teaching staff of the College is motivated to develop research acumen through provision of international travel grants for presenting papers in international seminars and conferences.

Seed money for teaching staff to encourage and promote research.

Annual Free health check-up for staff above the age of fifty.

Financial assistance for Faculty development for visiting other institutes.

Awards/Citation for outstanding performance by faculty members (Assistant/ Associate Professor)

For Non-teaching Staff

Festival advance: The College gives festival advance to the non-teaching staff.

Training workshop: Training workshops are organized for non-teaching staff.

Felicitation for retired staff: The College felicitates retired non-teaching staff for their dedicated years of service and their immense contribution to the institution.

Annual Free health checkup for staff above age of fifty.

Gymnasium: The College has a well-equipped gymnasium with a variety of equipment such as table tennis tables, carom boards and so on that are utilized even by the teachers.

Creche: College also has the facility of Crèche for children of working mothers.

Provision from Government of Goa implemented by the Management

Seventh pay recommendations have been implemented from 1st January 2016 for full time, contract basis as well as lecture basis staff. Seventh pay recommendations have been implemented from 1st January 2016 for all non- teaching staff.

All the staff members are entitled to avail Leave Travel Allowance, Maternity and Paternity leave, Child Care Leave, Half pay leave, Study leave, Sabbatical Leave, Children Education Allowance, Cancer Leave, Earned Leave and Sick Leave, Earned Leave encashment of ten days on availing LTC for Non-teaching staff.

The faculty members can avail Duty Leave and Travel Allowance and Registration Fees for attending/presenting papers at seminars, conferences and workshops within India.

Leave under FDP for PhD research work completion.

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

Response: 24.06

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	24	13	13	8

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

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

Response: 8.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	13	8	5	4

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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

Response: 34.25

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

2019-20	2018-19	2017-18	2016-17	2015-16
76	17	14	7	4

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

The College has a long-standing practice of ensuring appraisals by the teaching and non-teaching staff. The teaching staff members are required to submit an activity report in the format provided by the College during the academic year. It includes qualifications, designation and teaching experience of faculty members. It also includes courses taught and workload, teaching and evaluation methods applied, Contribution to COSIP and COHSSIP schemes, academic and professional growth, participation in extra-mural activities, help rendered in College administration through membership of various committees

during the respective academic year. It is then endorsed by the respective Heads of Departments and Principal. These self-appraisal reports are taken into consideration during career advancement screening of the faculty. The Academic Performance Index also forms a basis for CAS for faculty. It is scrutinized by IQAC- API Scrutiny committee.

The non-teaching staff members also submit Annual Performance Assessment Report to the Head of each section. It is forwarded with comments to the Vice-Principal who in turn peruses through the comments and the report and forwards it to the Principal with his/her comments. The above-mentioned appraisal report forms the basis for the career advancement and promotions of respective staff members.

In case the confidential reports are not found to be satisfactory, then the staff is informed and instructed to improve upon his/her performance.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The internal financial audit is a continuous process undertaken by the Principal and the Accountant of the College, in consultation with the Administrator (representative of the Management).

The system of continuous internal checks broadly involves the following:

- Periodical assessment of income through fees and grants, and expenditure vis-à-vis budgetary estimates.
- Verification of processes and documents for compliance with the General Financial Rules pertaining to capital expenditure including purchase of furniture, fixtures and equipment.
- Utilization of grants as per norms prescribed by the funding agency and issue of the requisite utilization certificates duly audited by the external auditor.
- Verification of fixation of pay, annual increments, other financial benefits as per the rules/regulations of the Government.
- Authentication of all receipts and payments for purpose of preparation of annual financial statements.

The external financial audit of the College is undertaken annually by an auditing firm appointed by the Management. For purpose of external audit, the Accountant of the College makes available all relevant and authenticated records of financial transactions of the College and attends to all queries of the auditors. The Auditor's Report, along with the Statement of Accounts, is duly placed before the Local Managing Committee of the College for consideration and approval. A copy of the audited statements is submitted to the Directorate of Higher Education, Government of Goa.

The external auditor also issues Utilization Certificates towards funds received by the College under various schemes of the agencies of the State/Central government.

In addition to the above, the College also facilitates external audit by the Audit Cell of the Directorate of Higher Education, Government of Goa. This is a comprehensive audit of all receipts and payments, financial protocol, service records including fixation of pay, promotion, increments, leave, allowances/benefits, etc.

Settling of Audit Objections: The Principal and the Accountant attend to audit queries on daily-basis and respond to half-margin memos, if any, issued by the auditors during the process of audit by the Audit Cell to the extent possible. Most of the audit objections are addressed during the process of audit and the memos are duly settled. In the case of some objections/observations which are not addressed during the currency of the audit, the College initiates corrective measures upon receipt of the final Audit Report, and a compliance report is submitted to the Directorate of Higher Education. The College ensures that all audit queries are duly addressed and complied with, and that the audit paras are finally settled.

While external audit by the auditing firm is conducted annually, external audit by the Audit Cell of the Directorate of Higher Education, Government of Goa, was conducted in the year 2017 for the period 2010-2017 from 10/4/2017 to 21/4/2017. As on date, the College has settled all objections raised by the Audit Cell.

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

Response: 0

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

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

File Description

Document

Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years

[View Document](#)

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

Response:

Dhempe College is a grant-in-aid institution under the government of Goa and receives salary and non-

salary grants from the Government. The management has been funding for infrastructure development and staff welfare schemes. However, to take care of many other needs and necessities of the institution in a rapidly changing socio-economic context, the institution has devised clear strategies for financial resource mobilization from different funding agencies for different requirements.

Funding requirement for carrying out the research endeavors of the Research Cell, such as minor and major research projects has been achieved through tapping the funds from Department of Science and Technology (DST) and Directorate of Higher Education (DHE).

Funds for conferences, workshops and seminars have been drawn from DST, CSIR, Directorate of Horticulture, Meijo University (Japan), NGOs and Management. Travel grants have also been funded by DST.

Funding for publication of books by faculty members had been procured from Dempo Charities Trust.

Realizing the need for educational infrastructure development and enhancement of laboratory infrastructure and equipment, a committee was set up to plan the retrofitting and construction of the infrastructure. The Management of the College set out to tap the financial resources made available by the Central Government and its agencies under various schemes such as RUSA and CPE. The College therefore setup two separate committees - one for RUSA and another for CPE. These committees were chaired by the Principal and had Management representative, faculty representatives and accounts heads as its other members. These two committees prepared the draft proposal in line with the guidelines under RUSA and CPE and the same were submitted to the top management for its approval and further necessary action.

After approval by the top management, the two proposals for funding under RUSA and CPE were forwarded to the respective central agencies namely MHRD and UGC. The submitted proposals were scrutinized by them. After making necessary presentations before the expert committees of RUSA and CPE, the College was successful in obtaining substantial funding under RUSA and CPE.

Under RUSA the amount received by the College during the year 2017-18 and 2018-19 has been utilized for infrastructural development and enhancement as permitted under the scheme.

The College has also received funds from EDC (Economic Development Corporation, Goa) for setting up an acoustic Audio-Visual room (AV room).

The additional financial requirement of retrofitting and infrastructure was provided by the Management.

The College has also been mobilizing resources for its various extra-curricular, cultural and sports activities from local sponsors and well-wishers including the College alumni.

Evidently, the College has been successful in mobilizing substantial financial resources through a well-planned resource mobilization policy through short-term and long-term strategic planning. The positive consequence of this strategic planning and policy for resource mobilization has been a complete infrastructural overhaul and enhancement with some of the latest ICT and laboratory required equipment.

The financial resources received or procured by the College from various sources have been put to optimal use to provide necessary infrastructure and equipment required for learning.

6.5 Internal Quality Assurance System

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

Response:

Strengthening Communication Skills

Communication skill plays a major role in expression of ideas. It is recognized as an important employability skill and has to be developed at an early age. The College helps in developing this skill through activities such as debates, group discussions, presentations in class, value-addition courses of languages, etc. To enhance this skill further, IQAC suggested setting up of high-end Language Laboratory.

Digital Language Laboratory and Skill Development Centre (DLLSDC) was initiated in 2018 to develop innovative ideas to excel in academic pursuits. As proficiency in language has emerged as one of the most significant skills today, the laboratory aims to establish and strengthen language-learning in Goa through new interactive methods.

DLLSDC has been designed as an audio-visual physical installation consisting of a master (instructor) console connected to 30 student (learner) consoles. Each of the consoles is furnished with headsets for best audio input and assessment. The laboratory is well-equipped with software solutions, customized simulations and level-based worksheets that facilitate training in pronunciation, enunciation, grammar-knowledge acquisition, contextual usage of language and business correspondence.

DLLSDC has conducted a series of courses for participants ranging from students from the College as well schools, teachers from other institutions. It has also been planned to design courses for government officials, as well as job-aspirants in nodal industries.

Promoting Research Activities

Knowledge-creation in the form of systematic research is one of the most important verticals in academic matrix. As a pivotal paradigm in higher learning, research features as one of the important areas of institutional foci. IQAC has identified it and has encouraged Faculty members and students to undertake meaningful and quality research and present the output. The Management of the College fosters a dynamic research climate by providing financial support to paper-presentations made at international and national level. Faculty members have presented their research findings on global platforms at countries such as the United Kingdom, France, Spain, Belgium and Denmark. The Internal Quality Assurance Cell organizes timely sessions in nodal areas of research viz. styles of referencing, intellectual property rights and patenting as well as guidelines for writing good academic papers. The expertise of scholars such as professor from Stanford University and noted advocates in the field of patent-rights has been resourced to provide clarity and insight in the do(s) and don't (s) of efficient and ethical publishing. As such, the research output of the institution at international and national level has shown a progressive trend from Academic Year 2015-16 to 2019-20. This growth has shown a positive presence of young researchers including students who have started presenting and publishing their output. Presently, 16 faculty members are registered in the PhD programme.

Contiguously, the institution also provides platforms for research presentation by organizing conferences and seminars on topics of contemporary relevance some of which are interdisciplinary in nature. Publication of quality research is undertaken in the institutional journal. During the lockdown period, IQAC initiated the organizing of webinars delivered by faculty, students, alumni, industry experts and academicians.

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

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

Response:

Flipped Classroom

Flipped Classroom mode has been adopted by the institution in a phase-wise manner to empower teaching goals and strengthen learning experience. As an instructional strategy, this method reverses the traditional pedagogical set-up by delivering out-classroom instructional content, often online. Learner is equipped with content for learning prior to the scheduled class. The in-class time is utilized for an in-depth study of the topic with increased student-engagement through cooperative learning strategies.

In order to undertake this process systematically, an intensive Two-Day Workshop on 'Flipped Learning' was conducted for faculty members by experts from SNTD University. Since then, the institution has implemented CLS-based Flipped learning incrementally. A topic is selected and material related to it is published in the form of PPTs, quizzes, links to OERs and podcasts, using platforms such as Google Classroom, Moodle, Padlet etc. Once the students partake the content, cooperative learning strategies such as Jigsaw method incorporating One-Stray, Think-Pair Share, Three-Step interview, Four-Corner Method, Round-Robin and other forms of collaborative activities are introduced within the classroom for critical discussion and analysis. Such methodology has been particularly useful in critiquing a given topic through various angles, promoting the culture of preliminary research and encouraging peer-based participative learning for the holistic academic benefit of diverse learners. E-tools such as Poll Everywhere and Mentimeter have also been utilized for learner participation within classroom.

Teachers of the institution have started creating customized e-content in order to enhance the Flipped process. Videos and audio lectures are created using multimedia tools. A three-session online series on knowledge-sharing in Flipped mode was undertaken by teachers during lockdown. Faculty members have been trained to learn the operations of G-Suite equipped Google-forum operations, Open Broadcaster Software (recording studio) and Audacity and Shotcut (editing softwares) for the same.

Blended Learning

The institution has promoted Blended Learning as a hybrid mode of pedagogy in which traditional lectures are meaningfully combined with online tools, field-experience, hands-on training and creative programmes for enhanced learner-engagement in the following manner:

- **Integration of ICT:** A proactive and systematized adoption of ICT was undertaken in incremental manner from 2015-16 to 2019-20 by increasing the number of LCD projectors and screens in classrooms, strengthen Wi-Fi connectivity, providing OBL training to teachers, utilizing LMS such as Moodle/Google Classroom and facilitating greater access to e-repositories of information such as KopyKitab, inflibnet etc. In addition to existing resources, customized content has been created for learners using digital tools.
- **Crossover learning:** Beyond-classroom learning is promoted through field-visits, heritage trails, industry interfaces and internships through an increase in MoUs and collaborations with nodal academic, research and industrial institutes. International crossover has been initiated in this period under the SAKURA programme.
- **Creative and skill-based activities:** Student-participation is enhanced through performative events (theatre/roleplay/poetry-recitation), new SDCs, exhibitions and innovation-based projects under IIC. Students are guided to participate in interinstitutional co-curricular and extra-curricular competitions to gain diverse learning experience.

Academic extension: Experiential learning through outreach is blended in co-curricular engagement by guiding students towards heritage conservation, physical and mental health-awareness and environmental sustainability.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

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

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

As a co-educational institution, the College upholds the value of gender equity.

Infrastructural resources are deployed towards making the institution safe and conducive for all; an egalitarian perspective is fostered. Statutory/non-statutory committees address grievances and initiate sensitization.

SENSITIZATION

1. **Curriculum-based activities:** The curriculum has topics related to gender-equity, women-empowerment and acceptance of gender-diversity. Students are encouraged to make seminars/presentations, posters, theatre and creative writing. Faculty members have also presented papers on issues such as, 'gender differences in benevolent and hostile sexism', 'ecofeminism' etc.

2. **Co-curricular activities:**

Women's Cell organises a wide range of activities viz.:

- International Women's Day with theme-based activities.
- Talks on hygiene, legal rights of women, safety of girl-child.
- Awareness programme on government schemes for girl child, Beti Bachao Beti Padhao.
- Competitions on awareness of legal rights of women, sponsored by NCW, Delhi.

1. **Gender Champions Cell** has been formed under the aegis of the Ministry of Women and Child Development, Government of India. Selected students are trained in gender-based issues; they organise events for their peers to bring about sensitization.

2. **NCC Girls Wing** is led by trained faculty as Associate NCC officer-ANO. The girl cadets of the institution have excelled in Republic Day Camp, Thal Sainik Camp and Ek Bharat Shrestha Bharat.

3. **NSS unit** organises poster-making, talks, face-painting, screening of short films on women's rights, monologues, gender-sensitization with focus on Vishakha guidelines and group discussions oriented towards gender equity. A film was developed by the students on, 'Beti Bachao Beti Padhao' for a competition organised by Directorate of Health Services, Government of Goa.

SAFETY AND SECURITY

i. **CCTV Surveillance:** 88 CCTV cameras are installed. Footages are monitored.

ii. **Security Personnel** undertake a 24-hour surveillance of College. Admission of visitors within College premises is monitored.

iii. **Internal Complaints Committee, Anti-ragging Cell and Grievance Cell** follow a stringent protocol of confidentiality and systematic inquiry. The College adheres to zero tolerance policy towards sexual harassment and ragging. Informative display boards with contact numbers of Presiding officers of nodal committees have been installed. A Grievance Box has been installed.

iv. **Self-Empowerment programmes** such as training in safety-related issues, talks on measures to fight sexual abuse and skill-development course in self-defense techniques are organised.

II. WELL-BEING

i. **The Health Centre** is equipped with bedding, rest-room and first-aid essentials. Students also avail free deworming, medicines and aid. Anaemia Detection Camp was conducted. Girl-students with lesser haemoglobin count were sent for further check-up. Awareness talks by noted medical professionals on menstruation, personal hygiene, physical fitness, mental health-care, breast-cancer awareness etc. have been conducted.

ii. **Counselling and Mentoring:** The College Counsellor conducts regular sessions in mental well-being and prevention of sexual harassment. She deals with problems related to anxiety, depression etc. A full-fledged mentoring programme involving teachers has been instituted.

iii. **Common Room:** Apart from well-sanitized washrooms, the College houses two separate Common Rooms for boys and girls. Sanitary-pad vending machines and incinerators have been installed in washrooms for girls.

iv. **Day Care Centre:** The institution houses a Day Care Centre for the employees.

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

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

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

Response: B. 3 of the above

File Description	Document
Any other relevant information	View Document

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

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

Response:

As an institution committed to environmental sustainability and cleanliness, the College adopts measures to ensure appropriate waste management and maintain quality standards in disposal and reuse. Some of the steps taken are as follows:

(i) Solid waste management

- **Segregation at source:** Solid waste is segregated at source by providing separate bins for paper and plastic waste in each classroom and on each floor. A separate bin for glass-waste has been placed in all laboratories. A bin for food waste has been placed in the canteen.
- **Standardised Disposal:** As a standard procedure set by the government the segregated waste of plastic and glass is regularly collected by the Panaji Municipal Corporation and paper waste is collected by the Directorate of Higher Education for recycling. Sanitary napkins are disposed by using incinerators installed in toilets for females.
- **Compost and Reuse:** The College has a compost site within campus where garden waste is disposed and used as manure. Used single-sided papers are reused for writing and printing. Old furniture is mended, polished and reused. E-communication is promoted among staff members to reduce the use of paper-notices.
- **Awareness:** Under the aegis of the MoU signed with TERI (The Energy and Research Institute), the College conducts programmes pertaining to appropriate garbage segregation, waste-treatment plants etc. During the induction programme for students of First Year, special emphasis is laid on maintenance of cleanliness in order to 'reduce/recycle/reuse' waste. At the exhibition 'Thousand Shades of Talent', students are encouraged to create 'wealth out of waste'.

(ii) Liquid waste management:

- Indiscriminate use of chemicals is discouraged during practical. As far as is possible, chemical waste utilised for educational experimentation is neutralised and discharged in the drain.
- No radioactive substance is used in the laboratories.
- Water pipelines and taps are checked to avoid water wastage.
- Sprinklers are used to minimise water use in the garden.
- The liquid waste is discharged into centralised sewage collection systems of the municipality of

Panaji.

(iii) **E-waste management:** E-waste is submitted to the Global E-Waste Management System, Salcete, Goa and the same is authorised by Goa State Pollution Control Board.

File Description	Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

File Description	Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

File Description	Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

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

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

Response: C. 2 of the above

File Description	Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Any other relevant information	View Document

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

Response:

Inclusion features as one of the core values of the institution's Vision. Institutional stakeholders hail from heterogenous backgrounds. Compositeness and diversity are fostered through efforts such as:

(i) Academic and co-curricular activities:

- Group-based activities are embedded in classroom pedagogy to promote togetherness among learners.
- Linguistic barrier was identified as a major deterrent in holistic inclusivity; so, a multilingual poetry recitation, Monsoon Raga, was organised to promote diversity in languages. Bridge-learning in English is facilitated through remedial teaching. Department of Indian Languages organises programmes to promote learning in Konkani, Hindi and Marathi.
- Curriculum-based topics promoting inclusivity are reinforced through seminars, presentations,

posters, awareness talks and heritage trails.

- Students from Psychology Department undertake internship programmes at Disha School for Special Children.
- A pledge of communal harmony is taken by all students and staff.

(ii) Financial support: Apart from existing government schemes, a special programme called 'Dnyandaan' has been instituted. Faculty members fund the fee of those students from economically backward strata who don't qualify to avail governmental schemes.

(iii) Mentoring for foreign students: A faculty advisor has been appointed for ICCR students to guide them through academic and co-curricular experiences.

(iv) Special facilities for Divyangjan:

- Infrastructural support-system has been strengthened through the construction of lifts, ramps and tactile walking surfaces that enable easy access to facilities within College premises.
- Audio-notes have been prepared by select Departments for visually-impaired students.

(v) Extension activities: Inclusivity is promoted through experiential learning viz.:

- Under the aegis of WANGDA (Konkani term for 'Together') programme, college students facilitate organisation of exhibition-cum-sale of products prepared by the specially-abled children from Disha School for Special Children.
- NSS students undertake the sale of rakhees prepared by children from care-home. The money raised is given to the care-home for welfare.
- College students have helped in 'langar-seva' at Gurdwara Shri Guru Singh Sabha at Betim.
- NSS volunteers participate in poster-competitions, talks, streetplays and awareness programmes on themes related to 'unity in diversity'.
- NCC cadets have participated in the cultural programmes of Republic Day Camp, National Integration Camp and Ek Bharat Shrestha Bharat.

(vi) Cultural programmes:

- Performances in Indian classical, Western art-forms and traditional renditions of Afghanistan folk-dance are featured in Annual Social Gatherings.
- Cultural learning is enabled through events like Dahi Handi celebration, Fun Week and days of national importance.

Under 'Ek Bharat Shrestha Bharat', activities such as poster-making were organised to acquaint students with the economic and sociocultural palimpsests of Jharkhand. local artisans from Jharkhand were invited to display their art of bangle-making. Students from the College received special training in the folk-dance form of Jharkhand and performed the same on the occasion of Republic Day.

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

Response:

The institution aligns its efforts towards actualising the core principles of the Constitution of India through activities mentioned below:

(i) **'Samvidhan Diwas'** is celebrated on November 26 to commemorate the adoption of the Constitution of India. Talks and screening of documentaries depicting the history of the Indian Constitution is undertaken.

(ii) **Days of national importance** such as Independence Day, Republic Day, Gandhi Jayanti, Goa Liberation Day, NSS Day, NCC Day, Sadbhawana Diwas, Women's Day, Yoga Day, Voters' Day, Green Day, Youth Week and Non-violence Week are celebrated to strengthen collective commitment to national progress. Cleanliness drives, tree-plantation, awareness rallies etc. are organised on these occasions as adherence to fundamental duties.

(iii) **Sensitization programme** to inculcate a sense of responsibility is undertaken by proactively engaging students in activities such as:

- Debates on 'corruption', 'plastic ban', 'impact of divorce on children and family', 'problems faced by LGBT community', 'social evils', 'identifying individual role in ecological preservation and conservation', 'Gandhian philosophy in modern times', 'should abortion be allowed?', 'should euthanasia be allowed?', 'should animal experiments be permitted?', 'demonetization' and 'Make in India – pros and cons'.
- Poster-making on 'Right to Information Act', 'Global Climate Change – CO 2 sequestration' and 'role of youth in nation building'.
- Quiz competition on Constitution of India.
- Awareness rallies on 'Voting – a right and duty' and 'HIV-AIDS'.
- Special awareness programmes - on 'Prevention of Child Sexual Abuse' as regional partner with Muktha Foundation's, 'Child Safety, National Priority, Nation-wide Campaign' and NHRC-sponsored sensitization of youth regarding 'Human Trafficking'.
- Streetplays, screening of films/documentaries and interactive programmes to promote scientific temper and ethical outlook through topics such as human rights, consumer rights, 'need for alternative energy sources and technology', 'global warming', 'the noble ideas of Swami Vivekananda' and legal services to senior citizens conducted by NALSA.
- Participation in mock-parliament organised at Goa Legislative Assembly.

(iv) **Ethical and socially-relevant research** is undertaken as a practice to shape responsible citizens through:

- Conferences and seminars on topics such as, 'Nanomaterials for Environmental Applications', 'The Role and Relevance of Media Ethics in Contemporary Society' 'Recent Developments in Science and their Impact on Religion and Society: An Interdisciplinary Approach' etc.
- TY students are guided to undertake projects which can make meaningful contributions to knowledge.
- Faculty members have taken up research projects on topics related to ecological sustainability, water assessment, alternative sources of energy and language- preservation.
- Two workshops have been conducted on 'Intellectual Property Rights' to instate responsible research.

(v) Faculty members and students are engaged in hands-on welfare programmes such as:

- Cleanliness drives in village Penha-de-Franca, heritage site Juvem Fort, historically relevant Sachdeva memorial, beaches and other public places.
- Making and distribution of cloth bags to fruit and vegetable vendors to prevent the use of plastic.

Making and distribution of material to Corporation of the City of Panaji required during COVID-19 crisis.

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

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

Response: C. 2 of the above

File Description	Document
Code of ethics policy document	View Document

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

Significant commemorative days are celebrated to help students imbibe life-values of leadership, integrity, solidarity, harmony and justice:

i. National festivals, birth anniversaries and memorials of great personalities such as Mahatma Gandhi, Swami Vivekananda, Pandit Jawaharlal Nehru, Dr. Radhakrishnan, Sardar Vallabhbhai Patel, Dr. Babasaheb Ambedkar, Rabindranath Tagore, Sarojini Naidu, Lal Bahadur Shastri, Veer Sawarkar, Rajiv Gandhi, Dhyanchand, Shenoji Goembab, Premchand, Tulsidas, Kusumagraj, Bakibab Borkar and Girish Karnad are celebrated.

Talks and activities based on the oeuvre and values of these personalities are organised.

ii. National days such as Independence Day and Republic Day are celebrated with a spirit of social commitment. Speeches delivered on the occasion by the Principal, special guests and performances by students commemorate India's glorious freedom movement, constitutional values, rich knowledge-reservoir, scientific landmarks and sociocultural progression. Pledges towards national missions, display of cultural diversity through variety- performances and streetplays on socially relevant topics are undertaken. Institution's faculty

members have been invited at other institutions as special guests; NCC cadets have represented the institute at Republic Day camp at national level.

iii. A hoarding entailing seminal Gandhian principles penned by the former Governor of Goa, Dr. Mridula Sinha has been displayed to facilitate internalization of central tenets. On 2nd October, the institution celebrates birth anniversaries of Mahatma Gandhi and Lal Bahadur Shastri. Cleanliness drives including plogging are undertaken.

iv. Goa Liberation Day is celebrated on 19th December; the state's revolutionary freedom struggle is commemorated on 18th June. Activities honouring contributions of freedom fighters are undertaken; the value of heritage conservation is reinforced.

v. In honour of Dr. Sarvepalli Radhakrishnan, Teachers' Day celebration is held. The Students' Council organises events that reflect their gratitude towards the contribution of teachers.

vi. The pledge of unity is administered to commemorate the efforts of Sardar Vallabhbhai Patel and carry the vision of national integrity forward.

vii. NSS Day is celebrated on 24th September; awareness on social issues is pitched through poster-making, talks, essay-writing and cleanliness drives. NCC Day is also celebrated.

viii. In commemoration of the birth anniversary of Dhyanchand, National Sports Day is organised on August 29; intracollege sporting competitions for students and staff members are organised.

ix. Women's Day is celebrated on 08th March to honour the achievements of women and strengthen efforts towards eliminating gender-based discrimination. In 2019, the theme 'Women in Research' was adopted to felicitate landmark contribution of women researchers.

x. International Yoga Day is celebrated by undertaking sessions in ?sana and breathing exercises.

xi. Science Day is celebrated through the exhibition 'Inspire the Next' aimed at honing scientific temper and research aptitude among learners. Students from higher secondary and secondary schools visit the event to witness the exhibits.

xii. Department of Indian Languages hosts activities to celebrate Hindi Diwas, Asmitai Dees and birth anniversaries of noted literary figures.

xiii. Sadbhawana Diwas is celebrated to reinforce the value of communal harmony.

xiv. Students' Council organises Janmashtami celebration featuring cultural performances and competitions.

xv. Green Day is celebrated to initiate and strengthen efforts towards environmental sustainability.

7.2 Best Practices

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

Response:

Best Practice - 1

Title: 'Kushaltaay': Skill Development Programme

Objectives of the practice: Skill development courses are introduced in the undergraduate curriculum mainly:

- To develop the intrinsic potential of students in skills pertaining to communication, research and innovation, employability, entrepreneurship, leadership, management and organization.
- To hone counselling skills to aid societal welfare through empathy and rapport.
- To instil entrepreneurial skills among students.

The context: The College is affiliated to Goa University and follows the prescribed syllabus. However, the scope of the curriculum needs to be widened to meet the multidimensional skill-requirement and cater to burgeoning aspirations of younger students. In view of this, curriculum is supported by skill development courses and activities conducted by every Department.

Upon graduation, students face challenges as skill-requirement for employability is diverse. It is deemed necessary to develop these skills, right from the beginning of their graduation programme. In view of this, the college offers programmes related to soft skills such as communication, confidence, presentation, oratory and performance and technical skills in ICT, instrumentation etc. Students are also encouraged to pursue the path of entrepreneurship.

This programme is in sync with the national mission of skill-enhancement and global emphasis on innovation.

The practice:

The practice of skill-development in the institution was started since 2003 under the nomenclature of 'Non-Conventional Courses'. Later, the courses were bifurcated into value-added and hobby courses. Over the span of last five years, a systematic approach has been adopted. Skill-development courses have been offered keeping the demands of job-market in view.

Departments design skill-development programmes in the form of courses and/or activities as follows:

Skill-Development Courses

After the introduction of CBCS, it was decided that skill-development courses should result in non-academic credits. The syllabus was designed taking the learning objectives and outcomes into consideration. A minimum period of 30 hours was stipulated for some courses constituting lectures as well as hands-on experience. **Five** courses from those offered have been certified by Goa University for two credits. Following are some standard measures followed for the conduct of SDCs:

- The College has instituted a Skill-Development Courses Cell.
- Any faculty member interested in offering an innovative skill-course is encouraged.
- The said faculty member has to submit a proposal in the prescribed format, entailing details of implementation schedule, fee structure and budget allocation, to the Cell.
- Upon receiving approval, faculty members launch the courses. The faculty member proposing the course becomes the course coordinator.

Faculty members from the institution as well as academicians, researchers and industry experts are invited from renowned universities, research institutes and multinational companies as guest faculty. Interactive sessions with these resource persons motivate the students to take up challenges in the outside world.

- Courses are conducted during winter/ summer vacations or after regular teaching hours.
- Tests are conducted for some courses and certificates are provided to participants fulfilling the prescribed criteria.
- These courses are open to in-house students and interested participants.

Skill-development activities

Apart from courses, the College organizes numerous activities throughout the year for skill enhancement viz.:

- **Communication Skills:** Oratorical events, quizzes, seminar presentations. A skill-development course titled, 'Wordpecker 1.0' was organised by Department of English and DLLSDC for 17 children and teenagers ranging from the age groups of 8 to 15 years in November 2019. The course was aimed at bolstering both spoken, and performance-based skills, through various training sessions and activities that spanned over the three days.
- **Research and Innovation Skills:** Science exhibition and model-development, visits to incubation centre, innovation bootcamps, industry and field, participation in state-level competitions, research methodology and IPR, Patenting and Copyright workshops, activities conducted under Institution's Innovation Council such as participation in webinars, innovation start-up presentations, talks on entrepreneurship etc.
- **Employability and Entrepreneurial skills:** Internship programmes during vacation in certain subjects at research institutes, industries and hospitals, food-festival and entrepreneurship exhibition to develop culinary, marketing and entrepreneurial skills.
- **Leadership, Management and Organizational skills:** Intercollegiate events like Ebullience and Creations organized by students to develop organization skills, leadership qualities, group dynamism and interpersonal relations.

Evidence of success:

The Skill Development Programme is outcome-driven. Courses and activities are aimed at enhancing student-participation, skill-acquisition and employability. The evidence of success recorded is as follows:

1. Due to the sustained skill-development efforts made by the College under Institution's Innovation Council, it was awarded a four-star rating for promoting innovation and start-up in campus as prescribed by the Innovation cell, Ministry of Education, Government of India during the IIC calendar year 2019-20
2. Evidence from recruitment, result and benefits derived:

Course	Department	Skills	Recruitment/Result/Benefit
'Python', 'C++'	Computer Science	Programming and IT	Placement in Companies such as Wipro etc
Determination of Physico-chemical and Microbiological parameters in drinking Water'	Chemistry	Water-testing analyses	Placement in companies such as Italab Priv Pollution Control Board and pharmaceutical
Finesse in Formal Correspondence	English	Enhanced Communication	Placement in pharmaceutical companies like Laboratories Ltd. and Sanofi India Ltd.
'Basic Counselling Skills' and 'Counselling for Alcohol Problems'	Psychology	Counselling	Better employability in mental health setting institutes and NGOs
Self-defense	Philosophy	Techniques in self-defense and fitness	Better body-postures and self-grooming in
Preparation for competitive examination	Computer Science	Preparing for entrance tests	One participant topped the MCA entrance conducted by Goa University
Learning Difficulties: Assessment and Remediation	Psychology	Managing different types of learning difficulties, decode and use IEPs (Individualized education programs)	Better employability as special educators.

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- Student-participation in skill-enhancement activities (guest lectures, industry visits, seminars, conferences etc.) has increased.
- Although the motivation-level of students derived through all courses is not tangibly measurable, the same is evidenced through their pursuance of unconventional career-paths/projects.
- The long-term benefits of these courses are evidenced in former students who are presently excelling in nodal positions in industries.

Problems encountered and resource required:

- Time is an encumbrance for maximal participation since the college has adopted CBCS with 148 credit requirements for graduation. Currently the courses are conducted during the vacations and/or after teaching hours. Separate space and infrastructure are required.

- The availability timings of the experts from external agencies and students' regular academic timings pose a challenge in conducting the courses.

The fee charged for most courses is nominal. Therefore, additional funding from external resources to develop infrastructural and logistical resources is required for the skill development activities.

Best Practice - 2

Title: 'Saim-Saangaat': For Nature, With Nature

Objectives of the Practice:

- To contribute towards a greener environment and offer safer work-spaces.
- To make the campus and its surrounding eco-friendly
- To reduce institutional energy consumption.
- To minimize institutional water-consumption.
- To minimize use of chemical pollutants on campus.
- To create awareness among stakeholders about their responsibility towards environment.
- To make researchers aware about environmental problems faced globally and work towards solutions.
- To raise awareness in Carbon Footprint Calculation.

The Context :

Since its inception in 1962, Dhempe College of Arts and Science has been involved in practices that seek to contribute towards environmental sustainability.

Presently, the institution's Green programme aligns itself with the Sustainable Development Goal of raising awareness regarding Climate issues.

It also identifies proactive participation in the national *Swachhta Abhiyan* as one of the key measures in achieving sustainability.

The programme has been designed to address some key problems pertaining to climate change, plastic-consumption, water-shortage, energy-deficiency, chemical pollution, inappropriate garbage-disposal and waste mismanagement.

Inadequate awareness, knowledge and sensitization are identified as lead factors that add to these problems. It was also recognized that students should be initiated into frontline roles as ambassadors of Green futures.

The institution has, therefore, adopted a systematic, phase-wise approach to initiate and implement sustainability-drives and practices in an incremental manner.

The Practice

Organizing Climate Awareness

1. A Green Policy Statement committed to reduce adverse impact on environment has been formulated and a Green Committee has been instituted.
2. The Committee selects students as Green Ambassadors who are then oriented to foster environmental consciousness among peers and participate in state-level sustainability-drives.
3. NSS and NCC volunteers organize *Swachhta* drives in villages, heritage-sites and nodal tourist-spots to combat adverse-impacts of plastic disposal and garbage mismanagement. They also undertake tree-plantation, preparation and distribution of paper/cloth bags and awareness campaigns for carbon-footprint reduction through cleanliness.
4. Awareness talks and training programmes in calculation of carbon footprint, preparation of effective microorganisms, solar energy utilization and water-quality analysis are conducted for staff and students.
5. Green Day is celebrated every year as part of which poster displays, montages, poetry recitals, street-plays, quiz contests, debates and discussions with Nature and Environment as the central theme enable students to reflect upon their role in building a healthy ecosystem.

Efforts in Sustainability and Clean Energy

1. An ongoing research project sanctioned by Directorate of Science and Technology on 'Design and development of a photovoltaic and human power hybrid energy system for varied applications' is being carried out by two faculty members. As part of this, two solar panels of 330 Watts, Inverter 1KVA and two batteries of 100Ah have been procured; the output generated is connected to 16 LED tubelights in the corridor with the running power of 07-08 hours.
2. To foster global sustainability, the institution has organised an International Conference on "Nanomaterials for Environmental Applications" and an International Symposium in "Materials Science and Innovation for Sustainable Society" in collaboration with Meijo University, Japan. At the latter, Nobel Laureate in Chemistry, 2019 Prof. Akira Yoshino's Keynote Address focused on impact-oriented futuristic research.
3. Faculty and students have undertaken environmental research projects/assignments related to Renewable energy, Waste Management, Hybrid Energy, Carbon Footprint Calculation awareness, Environmental Ethics, Water Quality Assessment of the state, Micro plastics and Dye degradation.

Promoting Biodiversity

1. Campus biodiversity is fostered through gardening and greenhouse.
2. Regional biodiversity and sustainability is promoted through seed-saving efforts and preservation of local varieties of rice. These efforts progressively increased during the lockdown period in view of resource-crunch.
3. The urbane college campus houses fruit-bearing trees, 28 varieties of flowering plants, 20 varieties of medicinal plants and 28 varieties of ornamental plants.

Evidence of Success:

Efforts in environmental sustainability are an ongoing process which often yields intangible results over time. However, there have been some immediate outcomes of the activities that presently constitute the evidence of success for the collective practices undertaken by the College.

Activity	Outcome
Workshop on Preparation of Effective Microorganisms	Preparation and sale of Effective Microorganism Solutions by student entrepreneurship development programme
Efforts in preservation of local varieties of rice/crops/plants	20 students cultivated crops for ecological and self-sustenance in lockdown period. Nurturing of seedlings of local varieties of plants in greenhouse. Native plants and preferred for plantation in campus.
Workshops on Carbon Footprint Calculation	Students from the Department of Economics undertook door-to-door footprint calculation and awareness assignment in their neighborhood.



As a result of all these efforts we have got Green Certification: GSCP-01-2010 of Green Standard Certification Programme of level III

Problems Encountered and Resource Required:

- Apathy in general public pertaining to environmental issues and self-action; thus, greater efforts go into regular awareness drives.

File Description	Document
Link for Best practices in the Institutional web site	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:

Commitment to social welfare features as a key value in the College's Vision and Mission. Apart from the collective steps taken by the institution, individual teachers use their subject expertise in addressing and working towards significant areas of social development over and above their academic responsibilities. This practice entitled, '**DAYITVA - Social Action, Responsibility and Value-building through individual commitment**' forms the collective distinctiveness of the College. These responsibilities are synced with National Mission policies and constitute micro-level steps towards attainment of Sustainable Development Goals 2030.

Further, the actions of teachers generate and guide positive student-engagement in social welfare.

Some of the prominent measures taken:

1. Faculty member from the Department of Botany has preserved 30 varieties of traditional Goan rice (that had been on the verge of extinction) growing in salty and fresh water. She contributes in sustainable agriculture by conducting programmes which guide farmers to promote and cultivate Goan varieties of rice. The exhibition on these varieties presented by her instils interest in young minds. Under her guidance, students successfully cultivated varieties of vegetables, herbs and biodiverse flora during the lockdown period. For awareness, the procedures and experiences of this process were shared on social media to promote the culture of self-reliance. Addressing another important local issue, she has been one of the recipients of a project in revival and restoration of vulnerable inland riverine and coastal ecosystem.
2. Faculty member from the Department of Botany undertakes plant identification exercises for general public. He is presently involved in the taxonomical identification of new species of fungi.
3. Faculty member from Department of History works towards the preservation of historical sites in Goa. He conducts talks, trails and cleanliness drives and has created documentaries on famous heritage sites of Goa. His expertise has been resourced by the Discovery Channel for their television show, "The Lost Essence of India". Recently, the coconut tree of Goa has regained its 'tree' status due to his sustained efforts. In keeping with the national mission of Incredible India, he promotes hinterland and heritage tourism. Under his guidance, students have participated in heritage conservation and sustainable tourism activities; an alumna of the institution is presently a noted entrepreneur and curator of environmental and folk trails in Goa.
4. Faculty member from the Department of Geology has undertaken water analysis of spring and water bodies. Backed by notable research experience, the analysis pools in cross-disciplinary expertise from Chemistry Department and promotes student-engagement. Students acquire knowledge to estimate different chemical and biological parameters in drinking water for

- determination of hygiene and quality. The knowledge is used to analyze spring waters in their respective locality and make people aware of whether the water is fit for consumption. The study is expected to help governing bodies formulate an appropriate plan towards tapping sustainable water-sources.
5. Faculty member from the Department of Psychology spearheads initiatives towards promoting Mental Health Awareness and well-being through the 'Jagruti' programme in association with NGO Sangath. The programme has been implemented in villages, schools and colleges. Through street-plays, presentations, workshops and group discussions, the programme aims at diminishing stigma attached to psychological issues. This has enabled students to take leadership in dealing with mental health dialogues. During the lockdown, students tried to raise awareness in mental health through blogposts and presentations at Webinar. Another faculty member from the same Department has initiated the WANGDA study and co-curricular programme with Disha School for Special Children.
 6. Two faculty members from the Department of Physics are involved in creating awareness about Carbon Footprint Reduction through special lectures and talks. Some students who have received this training have undertaken the carbon footprint calculation exercises in their neighbourhood thereby imparting knowledge on the issue. The said faculty members are also engaged in the design and development of a photovoltaic and human power hybrid energy system for varied applications. These measures are likely to promote clean energy thereby mitigating damages caused to environment.
 7. Faculty member from the Department of Philosophy has started an NGO, 'UZWAAD' to raise awareness about gender equality and environmental preservation. The activities foster active involvement of students through street-plays, road-shows and documentaries. During the lockdown period, she donated food items for needy through I-Help Foundation. Students from the team started the initiative of feeding stray animals during the period.
 8. During COVID-19 health crises, faculty member from the Department of Biotechnology volunteered at the virology lab at Goa Medical College. Under her guidance, students made presentations on pivotal Covid-related topics such as 'Coronaviruses and their detection through RT-PCR' and 'Journey of a vaccine' at Students' Webinar series 'Conclave 2020'.
 9. Faculty member from Political Science Department is a Resource person in matters pertaining to Right to Information Act. To spread awareness, he conducts training workshops for APIOs and PIOs of other institutions. This practice is expected to promote stronger institutions.
 10. Some faculty members have been involved in development of regional languages. A faculty member from Department of Chemistry has been involved in the 'Vishwakosh' project of Government of Goa towards creation of scientific terminology. Two members from English Department are involved in national projects in bilingual translation and publication of children's literature. A member from Department of Indian Languages is a Resource Person for training in Konkani languages for official bodies. A member from Department of Computer Science is engaged in projects of Konkani language digitization.
 11. Faculty member from the Department of Economics has been involved in promoting entrepreneurship among students and general public. An annual exhibition for students, a workshop in 'Budding Entrepreneurs' and outreach programme for women in the village Penha de Franca have been conducted. Some faculty members are involved in the state's Economic Revival Plan in the aftermath of Covid-19 pandemic. These efforts are measures in promoting positive economic growth by addressing local issues and creating sustainable self-employment opportunities.
 12. Faculty member from the Department of Mathematics promotes interest and effective learning in the subject among school students by organising competitions, quizzes and workshops.

These practices collectively contribute to the College's Mission of wholesome social growth and therefore constitute institutional distinctiveness.

File Description	Document
Link for appropriate web in the Institutional website	View Document



5. CONCLUSION

Additional Information :

Concluding Remarks :

The most satisfying reward for the Institution comes from student progression and growth. Everyday, learners from diverse backgrounds walk the corridors of this institution carrying several dreams. Our job is to enable wind beneath their wings and propel their energies in the right direction towards greater heights. The College is a proud *alma mater* to alumni and present students, who carry institutional values beyond-campus and make a positive difference in society. Our endeavour is to continue this legacy in performance and spirit.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Document showing the faculty participation in the design and development of Curriculum for Addon/ certificate/ Diploma Courses of the affiliating university should be considered. DVV input recommended accordingly.</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>10</td> <td>12</td> <td>10</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>15</td> <td>16</td> <td>11</td> <td>14</td> </tr> </tbody> </table> <p>Remark : Courses such as Spoken Tutorials, First Aid, Counselling Skills, Cracking the TOEFL and IELTS tests etc. included here ,DVV Recommended input is as per clarification received from HEI</p>	2019-20	2018-19	2017-18	2016-17	2015-16	8	10	12	10	19	2019-20	2018-19	2017-18	2016-17	2015-16	11	15	16	11	14
2019-20	2018-19	2017-18	2016-17	2015-16																	
8	10	12	10	19																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
11	15	16	11	14																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>278</td> <td>354</td> <td>321</td> <td>325</td> <td>286</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2019-20	2018-19	2017-18	2016-17	2015-16	278	354	321	325	286										
2019-20	2018-19	2017-18	2016-17	2015-16																	
278	354	321	325	286																	

2019-20	2018-19	2017-18	2016-17	2015-16
129	305	243	154	232

Remark : Courses such as Spoken Tutorials, First Aid, Counselling Skills, Cracking the TOEFL and IELTS tests etc. should not be included, DVV Recommended input is as per clarification received from HEI

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
34	29	25	24	22

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
25	25	27	27	24

Remark : As per the documents provided by HEI in clarification, DVV input is recommended.

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

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

Answer before DVV Verification : 691

Answer after DVV Verification: 268

Remark : As per the documents provided by HEI , DVV input is recommended.

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders*

1) Students

2) Teachers

3) Employers

4) Alumni

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : The feedback questionnaire for employer is not on curriculum / syllabus and feedback form does not contain the details of the faculty or students or alumni, DVV input is recommended accordingly.

1.4.2	<p>Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: C. Feedback collected and analysed Remark : HEI has analysed the feedback but has not given any supporting documents for writing to the Affiliating University for the changes, DVV input is recommended accordingly.</p>																				
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 76 Answer after DVV Verification: 75</p> <p>Remark : Number of mentors cannot be more than what is recommended in extended profile 3.1, DVV input is recommended accordingly.</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1588 1046 1722"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>28</td> <td>30</td> <td>23</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1800 1046 1935"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>31</td> <td>22</td> <td>24</td> <td>17</td> <td>17</td> </tr> </tbody> </table> <p>Remark : HEI has provided certificate of thesis or MAsters degree for the following teachers "Dr. Zinia D'Silva Dr. Lina Talwadkar Dr. Ketan Govekar Dr. Karuna Singh Dr. Purnima Ghadi Dr. K. K.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	36	28	30	23	23	2019-20	2018-19	2017-18	2016-17	2015-16	31	22	24	17	17
2019-20	2018-19	2017-18	2016-17	2015-16																	
36	28	30	23	23																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
31	22	24	17	17																	

Therisa Dr. Joslyn Henriques " which should not be considered, DVV input is recommended accordingly.

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

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 869

Answer after DVV Verification: 772

Remark : As per the metric 3.1, DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.67500	0	8.77500	0	6.6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	10.6	0	6.6

Remark : As per the metric, here only the Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years to be considered, here grant received named " Assessment of Spring water Quality in Bardez and Tiswadi Talukaof Goa, India " should not be considered. DVV input is recommended accordingly.

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

3.1.2.1. Number of teachers recognized as research guides

Answer before DVV Verification : 1

Answer after DVV Verification: 1

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	2	0	5

3.1.3.2. Number of departments offering academic programmes

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per metric 3.1.1, DVV is recommended.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	2	1	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	1	0	0

Remark : As per the documents provided and data template only the workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship should be considered under this metric, DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	7	8	5	1

Answer After DVV Verification :

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

Remark : HEI has not provided UGC CARE link for all the publications, , Publications beyond assessment period not to be considered and only those publications are considered which are published when teacher is employed with the HEI. DVV input recommended accordingly.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	1	0	0

Answer After DVV Verification :

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

Remark : As per the supporting documents, HEI has no awards and recognition received for extension activities from Government/ Government recognised bodies, DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
511	528	495	399	393

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
511	528	495	385	393

Remark : As per the clarification received from HEI, the recommended input is suggested to avoid double counting of students.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	53	15	13	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	0	4	0

Remark : As per SOP and supporting docs provided by HEI, certificates issued by external agencies to students/Faculty for research/Faculty exchange/Student exchange/ internship are not considered as proof for having collaboration with the external agency. Only those collaboration are considered for which copies for collaboration/related document are provided by HEI and related activities are conducted under the collaboration.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	8	6	6	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	1	1	1

Remark : As per clarification received from HEI, inputs are recommended. In year 2019-20 for Association of friends of astronomy neither the activities mentioned nor the link is provided by HEI, so it is not considered.

4.1.4	<p>Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 564"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>170.06514</td> <td>172.42732</td> <td>59.90075</td> <td>4.80545</td> <td>23.40148</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 642 1046 777"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>96.31</td> <td>155.94</td> <td>59.59</td> <td>4.94</td> <td>14.25</td> </tr> </tbody> </table> <p>Remark : Only the entries available in the financial statements of HEI should be considered. The Recommended input is as per the entries highlighted by HEI as expenditure for infrastructure augmentation, excluding salary in the attached audited statement of accounts provided by HEI at extended ID 4.2 and metric ID 4.1.4.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	170.06514	172.42732	59.90075	4.80545	23.40148	2019-20	2018-19	2017-18	2016-17	2015-16	96.31	155.94	59.59	4.94	14.25
2019-20	2018-19	2017-18	2016-17	2015-16																	
170.06514	172.42732	59.90075	4.80545	23.40148																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
96.31	155.94	59.59	4.94	14.25																	
4.3.3	<p>Bandwidth of internet connection in the Institution</p> <p>Answer before DVV Verification : C. 10 MBPS – 30 MBPS Answer After DVV Verification: D. 5 MBPS – 10 MBPS</p>																				
4.4.1	<p>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1494 1046 1668"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>69.80646</td> <td>126.52929</td> <td>56.68671</td> <td>49.30912</td> <td>46.95885</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1747 1046 1881"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>68.56</td> <td>74.97</td> <td>37.92</td> <td>39.1</td> <td>43.16</td> </tr> </tbody> </table> <p>Remark : Only the entries available in the financial statements of HEI should be considered. The Recommended input is as per the entries highlighted by HEI as expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component in the attached audited statement of accounts provided by HEI at extended ID 4.2 and metric ID 4.4.1.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	69.80646	126.52929	56.68671	49.30912	46.95885	2019-20	2018-19	2017-18	2016-17	2015-16	68.56	74.97	37.92	39.1	43.16
2019-20	2018-19	2017-18	2016-17	2015-16																	
69.80646	126.52929	56.68671	49.30912	46.95885																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
68.56	74.97	37.92	39.1	43.16																	

5.1.2	<p>Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years</p> <p>5.1.2.1. Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 607"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>68</td> <td>77</td> <td>35</td> <td>26</td> <td>27</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 819"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>50</td> <td>11</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Remark : As per supporting documents prize amount for academic achievement cannot be considered as scholar ship of freeship, DVV input is recommended accordingly.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	68	77	35	26	27	2019-20	2018-19	2017-18	2016-17	2015-16	39	50	11	2	2
2019-20	2018-19	2017-18	2016-17	2015-16																	
68	77	35	26	27																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
39	50	11	2	2																	
5.1.3	<p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p> <p>Remark : HEI has not provided valid supporting documents for the each of the items , DVV input is recommended accordingly.</p>																				
5.2.2	<p>Average percentage of students progressing to higher education during the last five years</p> <p>5.2.2.1. Number of outgoing student progression to higher education during last five years</p> <p>Answer before DVV Verification : 638 Answer after DVV Verification: 433</p> <p>Remark : HEI has provided transfer certificate of the students which could not be considered, DVV input is recommended on Pro rata basis.</p>																				
5.3.1	<p>Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities</p>																				

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	5	2	1	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	1	0	2

Remark : The certificates for Zonal level participation, the quiz competition and youth exchange can not be considered under this metric. Inputs are recommended.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
33	39	36	32	54

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
33	39	36	32	27

Remark : HEI was requested to provide data for "All India Senior ranking Badminton Tournament held at Pune, Rajasthan, and Chandigarh (3)" But HEI has provided the wrong detail for the same, DVV input is recommended on prorata basis.

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

Answer before DVV Verification : B. 4 Lakhs - 5 Lakhs

Answer After DVV Verification: E. <1 Lakhs

Remark : Contribution from alumni is not reflected in the Audited Income and Expenditure statement. The highlighted item DCT educational activities cannot be considered as alumni contribution to the HEI, DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2.24	13.56	14.73	0	0

Answer After DVV Verification :

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

Remark : As per HEI clarification, HEI has not provided requested supported documents to support the claim.

7.1.10

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : No separate Annual awareness programmes on Code of Conduct are organized by HEI to support the claim, DVV input recommended accordingly.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>162</td> <td>162</td> <td>162</td> <td>162</td> <td>162</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>143</td> <td>143</td> <td>143</td> <td>143</td> <td>143</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	162	162	162	162	162	2019-20	2018-19	2017-18	2016-17	2015-16	143	143	143	143	143
2019-20	2018-19	2017-18	2016-17	2015-16																	
162	162	162	162	162																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
143	143	143	143	143																	
1.3	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16															
2019-20	2018-19	2017-18	2016-17	2015-16																	

291	326	257	199	217
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Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
291	326	257	199	217

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
81	74	73	63	56

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
75	70	65	46	45

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
81	74	73	63	56

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
75	70	65	46	45

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
239.87160	298.95661	116.58747	54.11457	70.36033

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
164.86	230.90	97.51	44.003	57.41

3.3 Number of Computers

Answer before DVV Verification : 144

Answer after DVV Verification : 117