



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE
(AUTONOMOUS) GOGOL, MARGAO - GOA.

403602

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Parvatibai Chowgule College of Arts and Science (PCCAS) a premier educational institution located at Margao, Goa, offers Programmes at graduate, postgraduate and Ph.D level. Having been conferred with autonomous status by UGC in June 2014, this college became the first autonomous institution in the State of Goa in 2015. Till this date, the college has the highest CGPA of 3.41 of NAAC amongst the colleges in Goa. The college was also recipient of Best College Award by Goa University at its silver jubilee celebration. In the last five years, significant milestones have been achieved. With the implementation of CBCS, the students enrolled increased from mere 900 to 1700 plus. The college is the only college in Goa to receive funding for promotion of Science under the “DBT Star College Scheme”, in the year, 2017-18. The college was ranked in the Rank Band of 100-150 band, for NIRF 2018, and in the Rank-Band of 150-200 for NIRF 2019. The college was adjudged the 'Best Internship Partner' award at the Goa Rugby Awards 2018. During the last academic year, the college was listed in the top 25 colleges in ARIIA – for Innovation ICC by the HRD in the band of 6-25.

Vision

To be among the global leaders in imparting relevant education of highest standards in a disciplined and conducive environment.

Mission

To continue to be pioneers of change using cutting edge educational inputs and technology, providing opportunities to all and inculcating social and moral values that will transform society and the nation at large.

The college has remained committed to its mission of being an agent of change, assisting not only its stakeholders but also, through them, the community and the nation at large. The institution seeks to actively create well rounded students with positive values, who go to become productive contributors to society.

Core Values:

The core values of the college are built on the vision that serves as a grounding for improving society and building better futures. The following is a brief explication

1. **Responsible citizens:** We aim to make our students academically and socially aware, and responsible of their learning, environment and society.
2. **Excellence and quality:** We strive for excellence in all our academic pursuits. We are committed

to innovation in our teaching, research, and outreach to our communities. We believe in continuous self-improvement to achieve excellence in all our endeavors.

3. **Honesty and integrity:** We uphold the values of Honesty and Integrity, in our curricular, co-curricular, and extracurricular activities. This is achieved through faculty being a role model for the students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Only Autonomous College in Goa
- Choice Based Credit System (CBCS) with combination of academics and Co-curricular activities
- Well -developed need based Infrastructure and Optimum utility of infrastructure
- Heterogeneous, experienced and committed faculty
- Focus on developing and implementing innovative teaching-learning methodologies
- International initiatives and collaborations
- Specialized centres - Students Support Centre, Writing Centre, Teaching-Learning Centre,
- Increasing Student's Strength and diversity
- Ideal Teacher –Student ratio.
- Enhanced research culture (faculty & students)
- Student's engagement through departmental activities and club system
- Supportive management, Management supported staff for efficient functioning

Institutional Weakness

- Fewer faculty members with Ph.D degree
- Lack of marketing for the self - financed Programmes
- Limited Academia – Industry linkages
- Alumni connect at its infancy

Institutional Opportunity

- Start more applied Programmes and courses
- Start more Specialized Centres
- Bench mark national and international institutions and attract students from other States and abroad
- Foster innovation and start-ups
- Intensify academic – industry linkages
- Increase consultancy using faculty expertise
- Increase Alumni Connect
- Increase Subject related Internships

Institutional Challenge

- Restriction in enrolment of students in aided programmes
- Students strength in tertiary education in a small-state like Goa
- Increase the number of faculty with doctorates
- Decreasing enrolment in Self-financed PG Programmes due to subsidized PG Programmes offered by Government Institutes
- Decreasing enrolment in UG programmes due to increase in seats in professional colleges
- Recurring cost on maintenance of the infrastructure

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

There are 27 Undergraduate programmes 8 Post Graduate Programmes, 3 Post Graduate Diploma Programmes and 2 Doctorial Programme that caters to the scholastic needs of the students. There has been addition of 10 Programmes in last five years.

PCCAS offers choice-based credit system for UG and PG programmes. The UG and PG curriculum is designed with the objectives of developing global competency, employability skills, technology skills, research skills, value orientation and social responsiveness in students.

The Curriculum is designed and classified it in to four integrated components these involve:

- a) Core and Elective Courses: The Core courses provide sound foundation knowledge of a specific programme while the Elective courses offer skills and knowledge on applications of subject specific areas.
- b) Foundation Courses: Introduced to enhance academic, research and employability skills. Example: Academic Writing, Research Writing, Statistics, Cyber Security, and Interdisciplinary courses.
- c) Non- Evaluative credits: Introduced with objective of developing self confidence, team spirit, leadership qualities, sensitiveness towards social and environmental issues, developing hobby and sport, etc. NCC or NSS, Performing Arts or Music, Sports and Community/Social Outreach are undertaken to attain these credits.
- d) Internship: Compulsory internship component was introduced with the objective of imparting hand-on experience and understand work culture.

These four integrated components of the curriculum help in the holistic development of the students that propels the achievement of the POs, PSOs and Cos. that are in synchronization with the Global, National and Local Needs.

One of the unique dimension of the structure is the international academic credit transfer .PCCAS has collaboration with educational institutions in Japan and Portugal.

100 per cent undertake internship/ field based projects .Courses like academic writing, research writing and statistics are distinctiveness of the academic structure. .

There is structured feedback from all stakeholders.

Teaching-learning and Evaluation

Equal Opportunity and transparency: PCCAS follows transparent admission and academic processes to give equal opportunities to students from diverse backgrounds and different levels of abilities. Online admissions and personal counselling during admission, competency test and bridge courses or remedial teaching is the means to bridge the gap. The Student Support Services of the College facilitates students in enhancing academic and Research writing skills. Advance learners are motivated to take extra credits through MOOCS of NPTEL.

Mentoring : A well-structured mentoring Programme to provide a safety net catering psychological, social, educational and economic needs of students is developed. The mentor mentee ratio is 1:18. Besides, there are also two full time Counsellors available in the college for students who seek professional help.

Teaching-Learning- Evaluation(T-L-E) is integrated with technology through customised MOODLE based platform of the college 'CLAAP' (Chowgule Learn Anytime Anyplace) or Google Classroom. More than 95% of the faculty use technology. The college follows standardized structure using sound instructional design principles. The Faculty adopts blended method of teaching-learning pedagogies such as Flipped Learning, POGIL, experiential learning and Problem Based Learning. Practical based courses use e-journal, e-resources and stimulation videos. E-portfolios are encouraged to record academic work of the students. During the COVID-19 pandemic, T-L-E being in force enabled seamlessly shift from offline to online mode.

OBE : Every department has a Mission Statement and LOCF Document, the guiding principle for mapping COs and POs. This is indicative of its mission to meet regional, national and global needs. **Evaluation:** The College has taken progressively decentralized its Examination System. multiple modes of evaluation focusing on assessing higher order skills in learners is practised. Level of Blooms taxonomy and Course Outcome(CO) is also reflected in the question paper. To maintain transparency, rubric of assessment are shared with students and answer scripts are shown to the candidates. Therefore, grievances related to examination are minimal.

Infrastructure for enhancing T-L processes:

Conducive learning environment by providing Wi Fi campus, LCD projectors, labs and classrooms and also Teaching learning centre, students support centre is created.

Research, Innovations and Extension

With the implementation of Autonomy, strategic plan was prepared for promoting and strengthening research on the campus and enhancing the quality of research.

1. Promote research Culture: 11 research related policies were prepared; workshops for fostering research ethics and promoting quality research were conducted. Research Writing' was introduced as compulsory part of the curriculum. Awards and certificate of appreciation were initiated by the college management.

2. Streamline Research Processes and Practice Transparency: A research portal created in 2016 which served as a research E-database and displayed all research promotion policies and data related to research.

3. Foster research ethics and promote quality publications: Myriad measures were taken to create awareness on research related ethical requirements 'Code of Research Ethics Policy' was formulated to govern the standards of conduct of research. Institutional Ethical Committee was constituted.

4. Provide infrastructural support for research: Central research lab was established in 2018, to upgrade available science research facilities for advanced research & training. Besides 07 specialised laboratories two specialised labs viz. Environmental Lab and Plant tissue culture lab were added in 2019.

5. Encourage proposals for Research projects/grants and innovation: Guideline document on funding bodies was formulated and seminars were conducted to create awareness on funding bodies. Total 29 grants were obtained for the past 05 years. Institutional Innovation Cell' (IIC) was established and College was awarded 4 stars by ARIIA.

6. Promote interdisciplinary research and consultancy works: A 'Research Discussion Forum' (RDF), was established in 2016 to encourage interdisciplinary research. Consultancy policy and necessary infrastructural support is provided to encourage consultancy works.

7. Initiate linkages for research and extension works: College has 31 MoUs, including 09 international institutions and more than 203 linkages for facilitating research, encouraging industry-academia research initiatives and internships.

8. Encourage Community outreach activities: Outreach activities were undertaken by NSS unit as well as by the departments.

Outcome: Considerable progress observed in obtaining research grants, promoting interdisciplinary projects, enhancing the quality publications, promoting academic integrity and ethics and sensitizing students to social issues and helping the marginalised.

Infrastructure and Learning Resources

Adequate infrastructure enhances the Teaching – Learning processes and co curricular activities.

Centre for Teaching Learning:Helps to integrate ICT in HEeffectively; develop e-content; innovate, implement and share different ICT tools in teaching.

Central Research Lab: CRL helps the faculty and students to get hands on exposure to molecular research techniques, working of instruments and their application, to increase their chances of employability in research and diagnostic centers. All science departments have specialized labs

Student Support Service :An unique student centric facility to improve student's skills and academic ability. It encompasses Writing Centre (the first in Goa if not India), Career and Personal Counselling Centre, Centre for Portuguese Language & Culture and, International Exchange Programme Office.

Multimedia Studio: In-house studio on the campus has state of art facilities for recording, developing E-content, Film editing and other multimedia facilities.

Sports: Indoor and outdoor sports facilities include FIFA accredited field turf football ground, , fitness center,

tennis, volleyball and basket-ball court, covering an area of 8620 sqmts. The college has the distinction of developing the first artificial football ground in India. It's also used for conducting fitness activities .

Library : Library as a resource centre has a stack room, reading room, reference section and cubicles for researchers. It houses 46,000 books and many journals. The special collection includes rare books, VCD and section on Goa.

Other resources : The entire campus is Wi-fi enabled with current Internet bandwidth is 124 Mbps. There is a designated office (OIT) for hardware and software maintenance. The college has its own LMS (MOODLE), Website and Online Admission portal.

Intercom facility, Surveillance Camera (CCTV) and Biometric attendance for staff. Two auditorium and one AV room are available for conducting activities.

Maintenance : Major works are always budgeted and approved by the management. The college has set up committees like tender committee and purchase committee to follow the procedures and guidelines as per the pattern of assistance given by various agencies (government and non-government). The college has a designated maintenance office (Estate Department) to oversee maintenance and civil works.

Student Support and Progression

The Institution has always created an encouraging atmosphere for students to express themselves through activities organized in and out of the college. Evidence indicates a post-autonomy boom of co-curricular & extracurricular activities, a direct outcome of the changing teaching-learning & evaluative dynamic, and the NEC structure emerging from autonomy driving students into participating, organizing, & competing. This is in keeping with its vision of creating well-rounded students, being provided value for their efforts.

The responsibility of organizing/participating in activities is divided between departments and the institution itself. Complementing this we have kept NSS, NCC units, and Sports, while adding – Life Skills, Exchange Programmes (Cultural), and the Clubs System, which allows students to pursue their interests with those that share similar passions. The institution plays the role of a facilitator with Institutional activities shifting to the departments and vice-versa. Community outreach, a departmental responsibility, has been institutionalized from 2019-2020. All departments organize activities throughout the year - Subject talks, Industry-academia Linkage, Inter-class/intra-class/interschool/ inter-higher secondary, or inter-college events, field-visits, study tours, extension and community outreach activities, student research paper presentations, and participation in events across the state and nation. The latest activity data (2019-2020) indicates, over 130 events-co-curricular, extracurricular, and sports - were organized.

The college sees a healthy progression of students to higher studies. As seen over the years over 90% of the students opt for higher studies after graduation. This obviously creates a skewed percentage of students that opt to join employment after graduation. The same has been noted of students after post-graduating. Another observation that has been noted is the number of students who take a break after graduation, and post-graduation. Here the students are either trying to improve their academic scores, to get into Master's programmes of their choice abroad and nationally, while some undertake free-lance jobs, or partake of the gig economy. The broad consensus from the students has been that our mandatory internship allows them the opportunities to try out various fields, and this in turn influences their decisions to take a break after graduation, and post-graduation to centre themselves and follow their interests.

Governance, Leadership and Management

The college is managed by Chowgule Education Society. It decides policy matters, creation of infrastructure, finances and initiation of new programmes. The Principal is the administrative and academic head of the institution. There are two vice Principals, four Deans and several Committees to ensure smooth functioning. Guidelines for admission, recruitment, administrative function and academic administrative activities as laid down by Goa University, DHE and UGC .

The College ensures professional growth and personal needs of the staff and creates environment for their academic, research, social and spiritual well-being through various faculty development programmes. Staff updates knowledge and skills through regular need-based programmes in the campus and off campus. They are provided financial assistance and duty leave . Faculty avail Medical/Maternity leave, Health insurance and loan. Academic and administrative audits are conducted regularly.

Core – periphery model is applied for implementing new initiative in the college. A group of faculty members are trained and subsequently they train the other faculty members. This ensure decentralised functioning. E Governance is widely used within the campus and to communicate with the stakeholder.

Fund received from various bodies Student Service Charges, UGC, Management, DBT, RUSA, and philanthropist. The funds are judiciously used for the development of the college infrastructure..

The college has international and national linkages in the form of MOU ,Associations and collaborations in internship, exchange programme, guest lectures , conduct of activities and

The IQAC has played a vital role in achieve the goals of autonomy through structured process of planning, executing and reviewing for quality checks and enhancement of the academic, and research culture in the college.

Quality initiatives

1. Introduced new PG and UG Programme, a few unique to Goa.
2. Formulations of various policy for streamlining processes.
3. Adoption multiple modes of TLE (16 modes of teaching)
4. Developing curriculum for holistic development of student with blend of academics and extra- curricular
5. Emphasis on research and research funding.
6. International collaborations
7. Expansion of the infrastructure to meet the needs of the students and faculty.

Audits and jobs descriptions of the staff.

Institutional Values and Best Practices

The College takes utmost interest in the implementation and internalization of Gender, Environment and Sustainability, Human Values and Professional Ethics through the curriculum.

- Reflected through courses offered like ‘Contemporary Issues of women in India’

- Promotions of gender sensitisation through workshops, seminars, guest lectures, street plays, poster exhibitions, counselling etc. The college constitute various committees as per norms laid by University/UGC that looks into the welfare of all the stakeholders on campus. The 'Gender Equality Audit in 2018-19' proves that **'We are gender neutral educational institution'**.
- CCTV Surveillance at important locations on campus for safety and security purpose. Students wear ID cards at all times and outsiders are checked by security staff before allotting visitor ids. The college has a good mentoring system.
- LED tube lights in classrooms, laboratories and offices are fitted, an saving of Rs 36,000 per month approximately. Save energy labels/messages are displayed at various locations and Student's awareness and involvement though poster competitions on Science day, Environmental day; etc. Solar panels have also been fitted.

The college believes and practices 'Clean and Green campus' The dustbins are placed at strategic locations and Proper disposal protocols followed. The College conducts green audit and awareness about environmental issues.

PCCAS believes in diversity and respect, evident from diversity of students and faculty on campus. Institution has code of ethics for students, teachers and other employees. Various programmes are organized of national importance like 'Premchanddiwas', 'TilakPuniyathati', 'Sadbhavandiwas', etc.

College propagates human values through various pathways - Academic writing, short-term course on 'Parliament' and Page to Stage etc. Propagation of the Fundamental Duties and Rights of the Indian citizens through Seminars, Conferences, Expert talks, Poster making competition, organizing various forms of legal aid and legal awareness camps to impart awareness of such issues. Activities like World Population day, Hiroshima – Nagasaki Day focusses on universal peace and population control awareness while activities like Beach clean-up, making of paper bags, etc aims towards better environment. Lately, the college is also introspecting its contribution towards achieving Sustainable Development Goals.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE
Address	Parvatibai Chowgule College of Arts and Science (Autonomous) Gogol, Margao - Goa.
City	Margao
State	Goa
Pin	403602
Website	www.chowgules.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Shaila Ghanti	0832-2722222	9423315655	-	principalchowgules@gmail.com
IQAC / CIQA coordinator	H.s.s.nadkarni	0832-2722016	9923686557	-	hns001@chowgules.ac.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, Prior to the Grant of	23-06-1962

'Autonomy'				
Date of grant of 'Autonomy' to the College by UGC		19-06-2014		
University to which the college is affiliated				
State	University name	Document		
Goa	Goa University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	23-01-1988	View Document		
12B of UGC	16-01-2013	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Parvatibai Chowgule College of Arts and Science (Autonomous) Gogol, Margao - Goa.	Urban	13.71	21697.79

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	BSc,Computer Science	36	HSSC	English	73	73
UG	BVoc,Computer Science	36	HSSC	English	60	52
UG	BSc,Geology	36	HSSC	English	41	41
UG	BA,Geography	36	HSSC	English	26	26
UG	BSc,Geography	12	HSSC	English	16	16
UG	BA,Psychology	36	HSSC	English	93	93
UG	BA,English	36	HSSC	English	92	92
UG	BA,Hindi	36	HSSC	English	42	42
UG	BSc,Biotechnology	36	HSSC	English	72	72
UG	BA,Economics	36	HSSC	English	72	70
UG	BSc,Mathematics	36	HSSC	English	2	2
UG	BSc,Mathematics	36	HSSC	English	49	49
UG	BA,Mathematics	36	HSSC	English	2	2
UG	BSc,Chemistry	36	HSSC	English	159	159
UG	BSc,Physics	36	HSSC	English	63	63
UG	BA,Marathi	36	HSSC	English	12	12
UG	BA,French	36	HSSC	English	6	6
UG	BA,Konkani	36	HSSC	English	35	35

UG	BA,History	36	HSSC	English	46	46
UG	BA,Portuguese	36	HSSC	English	10	0
UG	BA,Philosophy	36	HSSC	English	5	5
UG	BA,Sociology	12	HSSC	English	91	91
UG	BSc,Botany	36	HSSC	English	57	57
UG	BSc,Biochemistry	36	HSSC	English	65	65
UG	BVoc,Multi media	36	HSSC	English	60	19
UG	BVoc,Multi media	36	HSSC	English	60	21
UG	BSc,Zoology	36	HSSC	English	93	93
PG	MSc,Computer Science	24	B.Sc. in Computer Science. BCA. PGDCA	English	40	31
PG	MSc,Geography	24	B.A. or B.Sc. or M.A. in Geography or PGDGIS	English	40	17
PG	MA,Geography	24	BA or BSc with Geography	English	40	16
PG	MA,Psychology	24	B.A. in Psychology	English	40	17
PG	MA,English	24	B.A. in English	English	40	10
PG	MA,Hindi	24	B.A. in Hindi	English	40	19
PG	MA,Economics	24	B.A. in Economics or B.Com	English	40	6

PG	MSc,Chemistry	24	B.Sc. in Chemistry	English	40	32
PG Diploma recognised by statutory authority including university	PG Diploma, Computer Science	12	Any Graduate	English	30	7
PG Diploma recognised by statutory authority including university	PG Diploma, Geography	12	Any Graduate	English	20	17
PG Diploma recognised by statutory authority including university	PG Diploma, Zoology	12	B.Sc in Life Science	English	20	7
Doctoral (Ph.D)	PhD or DPhil, Geography	0	BA or B.Sc in Geography	English	4	4
Doctoral (Ph.D)	PhD or DPhil, Hindi	0	B.A.in Hindi	English	3	3

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				17				45			
Recruited	1	1	0	2	9	8	0	17	13	32	0	45
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				27			
Recruited	0	0	0	0	0	0	0	0	12	15	0	27
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				47
Recruited	32	15	0	47
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				34
Recruited	16	18	0	34
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	4	5	0	4	7	0	22
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	5	3	0	3	7	0	18

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	7	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	13	25	0	38

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	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	23	0	37

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	6		9		15

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	401	0	0	0	401
	Female	899	1	0	0	900
	Others	1	0	0	0	1
PG	Male	42	4	0	0	46
	Female	102	0	0	0	102
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	2	9	0	0	11
	Female	14	5	0	0	19
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	4	0	0	0	4
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	6	6	9	5
	Female	13	11	14	14
	Others	0	0	0	0
ST	Male	21	23	22	25
	Female	36	41	47	47
	Others	0	0	0	0
OBC	Male	33	37	41	44
	Female	82	105	106	103
	Others	0	0	0	0
General	Male	361	402	429	452
	Female	764	932	929	998
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1316	1557	1597	1688

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biochemistry	View Document
Biotechnology	View Document
Botany	View Document
Chemistry	View Document
Computer Science	View Document
Economics	View Document
English	View Document
French	View Document
Geography	View Document
Geology	View Document
Hindi	View Document
History	View Document
Konkani	View Document
Marathi	View Document
Mathematics	View Document
Multimedia	View Document
Philosophy	View Document
Physics	View Document
Portuguese	View Document
Psychology	View Document
Sociology	View Document
Zoology	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
39	39	37	35	33
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 22

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1480	1681	1590	1549	1307
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
573	558	538	531	332
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1827	1960	2211	1955	1439
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
706	872	748	663	465
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
91	91	84	77	80
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
91	91	84	77	80
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1198	681	669	627	589
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
832	693	655	638	539
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 49****4.4****Total number of computers in the campus for academic purpose****Response: 177**

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
122.39304	307.31645	401.81090	326.53281	216.79060

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The College began to function as an autonomous institution from the academic year 2015-16. We offer a range of undergraduate, postgraduate degrees, postgraduate diploma programmes and a doctoral programme. The new course structure through Autonomy provided students an opportunity to study under the Choice Based Credit System (CBCS). The Curriculum design is what makes Chowgule College unique. The Uniqueness is an integrated and holistic Curriculum that consist of four components aimed at developing global competency, employability skills, soft skills, technology skills, research skills, value orientation and social responsiveness in students. The Components are;

1. **Core Courses:** This consist of the core and elective courses of the given major specialization with the core courses focussing of building a strong foundation in the given major and Elective Courses aimed at generally exposing the students to the application (Skill) and varied specializations within the umbrella of the given specialization.
2. **Foundation Courses:** This component has courses for example Languages, Academic Writing, Research Writing, Statistics, Cyber Security, Environmental Studies Interdisciplinary courses and Skill Enhancement Courses. These courses aim at building global, national and local competencies along with research skills and technology skills.
3. **Extra-Curricular:** This consists of 4 broad extra-curricular activities. The activities are: NCC or NSS, Performing Arts or Music, Sports and Community/Social Outreach and Exchange Programmes. The aim is to ensure holistic development aimed at achieving the outcome of value orientation and social responsiveness along with building global, national and local competencies.
4. **Internship:** The duration of internship is a minimum of four weeks or 120 hours. Students can ideally choose to do their internship during any of the first four semester breaks of their studentship. The Internship programme is mandatory for all the students, the aim of internship is focused on the outcome of employability skills and soft skills.

The highlights of PCCAS curriculum design during 2015-2020 has been the unique Student Exchange and Teacher Exchange programmes both Academic and Cultural for global exposure. This has given scope for Credit accumulation and International Mobility of both Students and

Teachers. During this tenure, there was credit transfer between PCCAS and Waseda University, Kansai University-Japan and Porto University-Portugal and Student-Teacher Exchange Programme with Tullinge and Bromma Gymnasium-Stockholm (Sweden), Waseda University, Kansai University (Japan) and Porto University (Portugal). The other highlight is the Community Outreach Programme under the banner of Social Credits aimed at building a socially responsible citizen.

The various components of the curriculum encompasses the synchronisation of the Vision-Mission of the College with the Programme Outcomes, Programmes Specific Outcomes, Course Outcomes and the Global, National and Local needs. The Curriculum is operationalized by using the Blooms Taxonomy that propels the design in establishment of precise and measurable outcomes relating to the PO's PSO's and CO's based on the Outcome Based Education (OBE) and Learning Outcome Curriculum Framework (LOCF) vis-à-vis the teaching-learning and evaluation. The Curriculum is designed by involving all the stakeholders ultimately leading the students for their upward mobility in education/life or for the purpose of employment.

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

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 38

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 38

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 24.77

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
111	120	137	212	205

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.	
Response: 18.21	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 629	
1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.	
Response: 3454	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).	
Response: 97.44	
1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.	
Response: 38	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

The College takes utmost interest in the implementation and internalization of Gender, Environment and Sustainability, Human Values and Professional Ethics through the undergraduate and postgraduate curriculum. The Curriculum is enriched at different levels, first through proper courses offered by the different departments of the college, second through foundation courses by the college in general and third through various talks and workshops. The curriculum designed in this regard ensures both professional competencies and general competencies (social, ethical values, human values and environment sensitivity).

Gender: 39 Courses

The College through varied departments integrates courses both core and electives in Gender or Gender related issues. These courses not only help the students to internalize and comprehend the concepts and theories involved in the social construction of gender but also lays emphases on the approaches to deal with gender and gender related issues. The course curriculum also integrates theory with practices by providing students with opportunities to experience various issues of gender through field and community activities. The courses are further enriched with the help of workshops, seminars and competition for the students.

Human Values and Professional Ethics: 198 courses

1. Human Values: The College propagates human values through the varied foundational, interdisciplinary and elective courses offered by the departments. The courses are aimed at fostering honesty, integrity, transparency, accountability, confidentiality, objectivity, respect, obedience to the law and tolerance to each other.
2. Professional and Social Ethics:

The college also tries to foster professional and social ethics through its varied 4 credit foundation, interdisciplinary and elective courses. For Example the Academic writing and Research Writing course. In addition to these courses the curriculum designed relating to component (D) Extra-Curricular activities i.e. National Service Scheme (NSS) and the College and departmental club outreach programmes mandates students to complete 60 hours to earn two credits in an academic year by undertaking several activities aimed at nurturing the spirit of humanity and human values through social/community outreach programmes.

Environment and Sustainability: 100 courses

The college understands the need for sustainability by focussing on the prerequisite of Clean and Green Environment. The College as a part of the foundation course component has compulsorily introduced a 4 credit course on Environment studies. This helps in the propagation and fostering of clean and green environment for sustainability. The course is enriched by undertaking practical activities and assignment aimed at achieving this goal. Apart from the foundation course there are several departments that understand the need towards environmental sustainability and ensures the same through varied courses and activities in the respective departments.

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

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 0

1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 46.69

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 691

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 79.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
435	681	669	628	580

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
655	845	825	745	680

File Description

Institutional data in prescribed format (Data Template)

Document

[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: 32.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
187	237	238	222	190

File Description

Institutional data in prescribed format

Document

[View Document](#)

Link for 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:

COUNSELING AT THE TIME OF ADMISSION:

PCCAS adopts the practice of conducting counselling session before the applicant commits to a particular subject. Once the applicant has applied for admission to a Course, a Faculty from the Department counsels the applicant. The Faculty explains in detail the course structure, content and scope. The Faculty answers any queries the applicant/parents may have. If Faculty finds there is a need for professional counselling, then such applicants are referred to professional Counsellors appointed at the Student Support Services(SSS) of the College. Students who are indecisive are administered Aptitude Tests by Counsellors, who also guide them in terms of career choices, vertical mobility wrt educational programmes to pursue after UG, and also put them across to other Course coordinators if they would like to have more information about other courses.

ADMISSION BASED ON MERIT:

Departments like Computer Science & Life Sciences admit students to their courses based on merit.

COMPETENCY TEST(CT):

From 2018-2019 the Institution has adopted the practice of administering CT at the commencement of semester. The CT enables the course teacher to understand the basic subject knowledge of the students and later based on the scores obtained at CT they devise an action plan.

CONDUCT OF ORIENTATION/INDUCTION & INTERNATIONAL EXCHANGE PROGRAMMES:

This programme acts as a platform for students to understand the Course and other Curriculum information(Honors Programme). They are also made aware of the various National/ International Exchange Programmes with the Partnering Institutions. This exchange programme is offered only to Advanced Learners, who do not have any back logs. They are also offered/allowed extra credits participating in these programmes. Such students are given an opportunity to pursue International Credit Transfers.

REMEDIAL & BRIDGE CLASSES:

Remedial classes are conducted for students who score marks below an unacceptable level. Students are assigned various tasks like reading material, watching videos and answering questions/ completing task sheets. Faculty also re- explain certain concepts upon request from the student; Provisions are made in their Teaching Schedule to conduct such classes; as well as Remedial Bridge classes for subjects without a mathematical background at higher secondary. In case of Departments that have students enrolled from non-English medium of instruction, special programmes are tailor made for this purpose.

ONLINE COURSES/MOOCs:

Advanced learners are encouraged to take up online classes, answer the certification provided on SWAYAM/NPTEL/Open Course Ware. The College is a recognized Nodal Center for SWAYAM/NPTEL courses. There is provision in the marksheets of such students to display the same as extra credits. Students are also motivated to participate in presentations and seminars at State and National Level and display their research projects in such platforms.

ASSISTANCE IN ACADEMIC WRITING:

Individual sessions are conducted by the Writing Center (WC) of the College for improving the writing skills of the students. The College encourages the students who are good in skill-based activities, idea generation and have entrepreneurial spirit to display the same through Incubation and Innovation Centre(IIC).

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

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

Response: 16.26

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

2.3 Teaching- Learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**

Response:

- The Governing Body has approved over 16 different teaching-learning and evaluation methodologies at the Institute. All these methods are well documented in the **Teaching-Learning and Evaluation Handbook prepared by the IQAC**. In order to ensure that there is no discrepancy in the usage of the various methods this handbook is made available to all faculty wherein the name of the method, the way it is to be use, how and when such details are exhaustively discussed and elaborated.
- Faculty have **published Research Papers** on Teaching-Learning Methodologies that justify effectiveness of the same.

- Based on the **Academic Audit Report(AAA)**, it is indicated that a minimum of four methods are used by every Department. These methods not only diversify teaching but also help induce critical and cognitive thinking by involvement of the students.
- The traditional teaching methods are coupled with ICT enabled presentations and E-Content to explain the concepts. The e-resources are made available to the students on a Learning Management System(LMS) named **CLAAP(Chowgules Learn Anytime Anyplace)** that runs on MOODLE/Google Classroom.
- Most accepted by the students is **Blended Learning**. Faculty use Flipped Classroom strategies with the general idea that the responsibility of learning is owned by the students. These methods ignite the sense of creativity and group work among the students. This method is practiced by Departments of Geology, English, Sociology, Biotechnology and Psychology. POGIL is another student-centered and group-learning instructional strategy that is widely used by Chemistry Department.
- Inculcating Research Aptitude in the students is of utmost importance. The students of Second year have a **Research Writing Course** wherein they have 30 hours of theory sessions and this is followed by a practical phase guided by the Department Faculty. The students are asked to refer to the research articles and give a summary report to their respective course teachers of the department. The Faculty conduct viva to judge the extent of understanding of the students. This enables the student to explore the realms of applicative research. Research projects done by Final Year students are displayed on **Science Day(Prerna Diwas)**.
- **Experiential and participative learning:** This method is mainly used in skill-based courses/practicals. The Faculty employs various activities, tasks or experiments. A practice of well-defined field visits is encouraged wherein the Faculty predefines the purpose and objective of the visit, the actual process, mechanism and conduct of the field trip is outlined and then a post-field trip report is prepared by each student. Thereby, this allows the students to learn the process and record results through experience. A field/site visit provides an opportunity for the students to relate classroom learning to field observation. These activities also give the students the opportunity to learn troubleshooting in case undesired results are obtained.
- Every faculty practices **BLOOMS Taxonomy** during teaching-learning process and also in evaluations.

At the end of each academic year the College organizes a programme known as **Positive Chowgules** wherein each department showcases at least two teaching-learning and evaluation methods that have worked best for their students.

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

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

Response:

Continuing the legacy of being pioneers on using cutting edge technology in the teaching-learning process since early 2000, the College **uses ICT enabled tools and resources** in its teaching-learning and evaluation process keeping in mind Educational Pedagogy. In view of this we can proudly say that 100% Faculty use ICT in theory Teaching-Learning, Evaluation and Academic Administration process. The College has always **benchmarked Institutions** of International repute like MIT, Harvard, Georgia Tech, Boston University and Waseda University for their Course Delivery. It borrows best practices from these world class Institutions and internalizes them to cater to their own student needs.

- With an aim to experiment, innovate, explore and upgrade teaching-learning process at the same time not compromise on **Quality** in Higher Education, the College has been able to **Standardize templates**, go through many iterations and cycles of changing/ upgrading versions of its LMS and Lecture Plans; ICT Tools; Evaluation Modes; Class Policies and incorporate new learning strategies to suit the needs of students.
- The College has always been proactive and instrumental in integrating ICT in teaching- learning. In the year 2009, the Institute started using its own online teaching learning platform called **CLAAP** (Chowgules Learn Anytime Any Place) through MOODLE and in recent years, also incorporated the use of Google Classroom. With time we have made amendments to the content organisation by addition of new sections like Course home, Course Page, Class Policies, etc. Institution has empowered and encouraged teachers to integrate teaching with ICT through workshops and training programmes.
- In the year 2017, the College was the first in the State of Goa to establish a **Centre for Teaching and Learning** (CTL). The CTL takes initiative in organizing guest lectures, providing hands on training/ workshops to Faculty. The Institution purchased G-suite and merged all the email-ids and drives with Google. This was an added advantage because each teacher was provided with unlimited drive space to store their teaching- learning content. Teachers could conveniently share the links to these resources to the students.
- As a part of the teaching learning process the department of English introduced an **audio / video recording** of some of their lectures, film screening was done to develop the skill of critical writing in the students with an innovative idea of using the same to assess the students.

- Most of the departments made use of **ICT enabled teaching-learning** and used tools like Google Classroom, Moodle, Jam board, Mentimeter and Smart Board that aid in effective communication and demonstration.
- Due to the **pandemic**, there was a need to **transition into online modes of teaching, learning, and assessment**. As the teachers of the institute are well versed with LMS, this transition was relatively easier and smooth. During the lockdown period, most teachers were able to complete the syllabi and conduct effective evaluation of students using various web tools like google forms and record lectures through OBS. The Faculty are also involved in contributing to the state level **MOOC of DHE called Dishtavo**.

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

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

Response: 16.26

2.3.3.1 Number of mentors

Response: 91

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

The College has a well-structured system of preparing and adhering to the **Academic & Teaching Plans**.

- In the beginning of the academic year each Department finalizes their activities for the year. Once the activities are shortlisted these are reflected in the academic planner that is laid out by the college. This **Academic Planner** is made available to all the staff members and students so that they can be aware of the activities happening across various departments. College adheres to the Goa University calendar with 15 weeks of teaching (90 instructional days). This is then micro scaled to individual teaching plans.
- At the **commencement of the semester**, every Faculty is expected to create a **Course Page on CLAAP**. All the necessary information about the course (Course Details and Schedule, list of mandatory and supplementary readings, Class Policies, Assessment Modes with tentative dates, etc) are made available in the introductory segment of the course page.
- One of the important components of this introductory segment is the **Teaching Plan**. Teachers make a Teaching Plan outlining the sequence of the 45/60 lectures that will be conducted for that particular course. This plan includes the Lecture Number, Unit Name, Topic that will be covered, the mandatory and supplementary reading for the concerned topic. This lesson plan also includes the links to YouTube Videos or PowerPoint slides that the teacher will use for teaching that particular topic. The schedule of revision lectures, assessments and feedback on assessments are also indicated in the teaching plan. The OCW (OpenCourseWare) offered by MIT was referred to get an idea about organizing the course related material on Google Classroom/Moodle. Some Faculty also make an **Exhaustive Lesson Plan** which gives the students a central hub to access all the course related Materials, Schedules, References and Links to lecture notes. This plan also enables teachers to plan the assignment of appropriate number lectures to teaching of modules, Assessments, Self study classes, Tutorials and Feedback. Overall, the Teaching Plan enables the teachers to plan their semester systematically and helps the students to access all the information pertaining to the course content in a single document.
- With an aim to **ensure Quality and Effectiveness** of the teaching-learning and evaluation process at the time of **Academic Audit**, the adherence to the number of lectures/practical's taken vis-à-vis those assigned by the BoS is looked for and explanation sought for any variances. The Dean then compiles and prepares a consolidated Academic Audit Report of its respective discipline and submits it to the Principal for necessary action, planning and compliance.
- Apart from this information, all the **Course-related resources** (Lecture notes, research articles, videos, weblinks) are also made available to students in an organized format. LMSs mentioned above allow teachers to create a centralized repository of various sources of information to ensure that the students are introduced to real-time research and other relevant information. This kind of information has helped the students to take the leap from a defined higher secondary text book content to research-based learning.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 36.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
33	32	30	27	32

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for 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: 8.85

2.4.3.1 Total experience of full-time teachers

Response: 805

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 70

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
48	146	54	71	31

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 2.02

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	84	23	87	2

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

As per the UGC guidelines and in accordance with the provisions of GU Statute SC-15.27 related to Autonomy with regards to examinations, the College Examination Committee(CEC) is headed by the Chief Controller of Examinations (the Principal), a senior teaching faculty as Controller of Examination (COE), and three/four regular teachers as members.

The Examination Cell (EC) performs all the functions related to examinations. These include scheduling of the examinations, preparation of relevant timetables, and conduct of all examinations. The records of all assessments made by Faculty are analysed to prepare and declare the results on the official website of the college. Confidentiality is maintained at all levels.

EXAMINATION PROCEDURES AND REFORMS

1. Evaluation

Formative and Summative modes of evaluation for students through the conduct of **Continuous Assessments(CA)** (at least TWO per semester) and **ONE Semester End Evaluation (SEE)** per course have been in place from the academic year 2015-16.

2. Verification Procedure

For the students admitted to the college under various programmes from the academic year 2015-16 until 2017-18, the college had initiated a process of verification of answer books by students on demand; every student is provided with an opportunity to verify the marks allotted to him/her on the assessed answer book. Herein, a student was allowed to check the answer book in person with respect to allotment of marks to every question answered, and totaling of the allotted marks. This process was conducted after the declaration of results of SEE for students who had sought to verify an assessed answer book after paying the requisite fees for the purpose.

3. Repeat Examination

After the end of every SEE, spanning a gap of at least 15 days from the declaration of results and the verification process, a Repeat examination was conducted for unsuccessful students who were not able to procure the required number of credits. In accordance with the policy adopted by the college, no Grace marks were allotted to either secure the minimum marks required or to improve his or her grade.

Decentralization of Examination

In view of the initiation to bring in a reform in the process of examination system vide **Statute SC-15.28**, the AC of the college decided to delegate some powers to departments, so that they could handle the varied patterns of assessment of courses taught by them in a more effective way for the UG Programmes through the **Ordinance AO-4** with effect from the academic year 2018-2019. As such, a course faculty is empowered to choose a mode of assessment that they find suitable for the course; the entire process is monitored by EC.

Also, as a part of this newly adopted system, Faculty, on completion of an assessment, shares/ discusses the performance of every student based on the assessed answer book. **This procedure fitted well to substitute the earlier Personal Verification process.**

Besides simplifying the earlier Centralized process of conduct of examinations, has considerably reduced the number of grievances from students towards assessment enhancing the Examination Management System (EMS).

PATTERNS OF ASSESSMENT

The following are the approved patterns of assessments from the year 2018:

1. CA only;
2. CA and SEE; and
3. CA, Mid-Term Assessment and SEE.

The Governing Body of the college has approved 15 different types of assessment modes for the purpose of evaluation from the teaching learning handbook.

Responsibility of monitoring the assessment: HOD and the concerned Dean.

RETAKE EXAMINATION

The concept of Retake examination (conducted within 15 days of the declaration of the regular semester results) helps students save a year rather than wait for another semester to give the exams. Following are the reasons for retake examinations:

1. Students deputed for national/international events
2. Medical reasons
3. Unforeseen emergencies
4. Students who have fulfilled the class attendance policies but have not acquired a pass grade.

RESULT PROCESSING

The records of all assessments are submitted to the Examination Cell from time to time for the purpose of processing of results. The mark sheet of each student is subsequently printed under the close supervision of the COE; and issued to the respective student. The entire process is computerised by software developed in College.

Thereafter, the entire results of every successful student, covering all the semesters, are then submitted to the GU for the award of the Degree.

PROCESSES INTEGRATING IT

- The different methods of assessments are informed through CLAAP.
- Centralized time table uploaded.
- Allocation of blocks to students and supervisors.
- Processing results
- Declaration results
- Issuing mark-sheets
- Online SEE was conducted from the academic year 2019-2020 on account of the COVID-19 pandemic. During this time the Faculty uploaded their SEE Question Papers in CLAAP and students had to submit their Answer Sheets via CLAAP. Also in Courses that followed E-Portfolio as an Assessment Mode, students created their own Blogs, Google Classrooms and Moodle Courses to showcase their assignments, etc all at one location. Faculty had to display their marksheets of all Internal evaluations on CLAAP before the commencement of SEE. Discrepancies if any could be communicated to the Faculty. Thus the Examination Process continued seamlessly even during pandemic.
- The last question for any SEE irrespective of whichever Mode is followed has to be of Higher Order Thinking (HOTs). This is done to encourage thinking skills in students. And during the pandemic continuing to have such a Question Paper was very useful to prevent students from just not only rote learning but searching information from the internet.
- In view of Outcome Based Education (OBE) each Faculty is encouraged to map each question in the Question Paper to Course Outcome (CO). The mapping is done through Spreadsheet templates that have been provided to Faculty. There is a 'Learning Outcomes-based Curriculum Framework' LOCF Portal designed by the College that offers a structural approach for Storing, Updating and generating Reports of the data related to CO. This portal is designed to offer an organized storage and retrieval mechanisms of CO files for each course offered in the institution and access it whenever required.

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

2.6 Student Performance and Learning Outcomes

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

Response:

In order to enhance the teaching learning process, PCCAS took initiative in 2019 to implement the **Outcome Based Education (OBE)** framework as per the UGC Guidelines issued in 2018. Every Department in the College had already prepared a Mission Statement and so the 'Learning Outcomes-based Curriculum Framework' i.e the **LOCF Document** has become the guiding principles for mapping COs and POs. This is a unique way in which the College has managed in trying to implement its mission among all the stakeholders of education associated with the Institution, the State, the Nation and Global Citizens at large. The College has organized various training sessions for all Faculty members by renowned resource persons. OBE is being implemented in a phased manner in the College from First Year students onwards. The college has finalized and approved the Programme Outcomes, Programme Specific Outcomes for various programmes offered by the College in its respective BoS.

This LOCF document is placed before the Academic Council for final approval The LOCF document has been displayed on the College Website.

The College organized a series of workshops and training programmes for faculty to get trained in OBE by inviting resource people and also deputing faculty to get trained.

The faculty were then urged to frame Course Learning Outcomes (CLOs) to be central to the course curriculum of their department. They had to articulate these statements in words what students will achieve in each course and how their learning will be measured.

Next, a Learning Outcome (LO) had to be framed. This LO should be a statement that is measurable, observable, and specific that clearly indicates what a student should know and be able to do as a result of learning. The Faculty had to keep in mind that a well-written learning outcome should involve Action verb, Subject content and Level of achievement.

The LOs were generated using Bloom's Cognitive Taxonomy. A level of achievement would identify how proficient students need to be in a task. **The LOs are shared with learners for the purposes of transparency and expectation setting by displaying it on the website and they are also detailed in the Course Syllabus of each and every Course that the College offers.** Doing so makes the benchmarks for learning explicit and helps learners make connections across different elements within the course.

Since LOs are statements about the key learning takeaways, they can be used to focus the assignments, activities, and materials within the course. Providing feedback to students regarding their achievement of the learning outcome is important for both the student and to the teacher.

In view of Outcome Based Education (OBE) each Faculty is encouraged to map each question in the Question Paper to its CO. All this mapping is done through Spreadsheet templates that have been provided to every Faculty. This process of articulating appropriate COs has been evolving since its inception based on the experiences of the faculty and students. Regular amendments are key to achieve the best results of this process.

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

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

Response:

The College has initiated the process for Attainment of COs. In view of OBE each Faculty is encouraged to **map each question in the Question Paper to its Course Outcome**. All this mapping is done through Spreadsheet templates that have been provided to every Faculty. There is a 'Learning Outcomes-based Curriculum Framework' **LOCF Portal** designed by the College that offers a structural approach for Storing, Updating and generating Reports of the data related to Course Outcomes. This portal is designed to offer an organized storage and retrieval mechanism of CO files for each course offered in the institution and access it whenever the need be.

The assessment process in **College uses direct and indirect measures** to measure the attainment of each outcome.

To assess each course, we use CLOs defined for that course. For example, in Course A, we defined four CLO's (LO1 to LO4) that need to be met to successfully achieve that outcome at a minimum target performance level for a course. In each course, we assess the level of achievement of each course outcome. The data are then combined to analyze and evaluate the program level achievement of each program outcome. If any student outcomes are not met, action is taken for improvement.

To calculate CLO attainment, the following process was used:

1. What is the CLO mapping to a question?
2. What is the class strength?
3. What are the total Marks of the questions mapped to a particular CLO?
4. What is the CLO threshold? – 60% or 6 marks out of 10 marks 5.
5. What are the total marks scored by students for each CLO?

The Following Steps have been used:

Step 1: Map the CO to the questions mentioned in the CA/ SEE Question Paper.

Step 2: Calculate the total marks scored by the student in the CA/SEE with respect to CO.

Step 3: Finalizing the Threshold for Each CO.

1: Each CO can have a different threshold value.

2: Threshold can be decided based on

- Average percentage scored by the students of the previous batch OR
- Eligibility Criteria of the Programme.

Calculate the total marks for each CLO and compare it with the threshold assigned for each CLO.

PROCEDURE ADOPTED FOR CO ATTAINMENT IN COLLEGE:

Three internal tests (Two CAs and one SEE) conducted based on COs.

Class performance activities consisting of subjective and objective tests/ presentations/ assignments/ multiple choice question quiz/any other activity related to COs conducted.

A common format of programmed excel sheet is used for finding average attainment of COs.

This Excel sheet consists of the following parameters: Question wise CO mapping, marks distribution, Individual and Consolidated mark statement, Level of attainment and Action plan

Three target levels: Low, Moderate and High attainment

Level 1(Low) 0-30%

Level 2(Moderate) 31-60%

Level 3(High) 61% and above

Attainment level of all COs of a course is displayed in a table format wherein it is then later tallied against the designated target level defined by the institution.

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

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 82.16

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

Response: 456

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

Response: 555

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

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

Response: 3.26

File Description	Document
Upload database of all currently enrolled students	View Document
Upload any additional information	View Document
Link for any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Besides being an academic institution focusing on quality education, PCCAS is actively involved in encouraging research. With the implementation of Autonomy, the goals and objectives of the research committee were redefined, more oriented towards on attaining quantitative and qualitative milestones.

A strategic plan was prepared for promoting and strengthening research through short term, mid-term and long-term goals, accordingly action plan for execution was prepared. This also included strategies to contribute to the society through various extension services and community outreach activities.

1.Promote research Culture:

Considerable efforts were made to promote and strengthen research on the campus. Research committee initiated and conducted multiple programmes to sensitise and promote quality research and create conducive research environment for faculty and students (*Refer Mindmap uploaded*). A Course on 'Research Writing' was introduced as compulsory component of the curriculum for making students understand process of research. Various workshops and orientations were held periodically to foster research ethics and promote quality research. Students and teachers were encouraged to present or publish their research works. Necessary infrastructural support and financial assistance was provided to enhance research skills of teachers and students. Research awards and certificate of appreciation were initiated by the college management to reward teachers who demonstrated excellence in research. To ensure smooth implementation of qualitative initiatives, research policies and guideline documents were formulated.

1. Research Promotion Policies:

'Research promotion policy' of the college describes the facilities and provisions for conducting research on the campus and initiatives for promoting research culture on the campus. Other policy documents related to research are:

- 1.Promotion of Research Culture
- 2.Promoting Research excellence
- 3.Availing seed money
- 4.Initiating linkages
- 5.Promoting research proposal submission
- 6.Research Ethic Policy
- 7.Consultancy Policy
- 8.Plagiarism policy
- 9.IPR policy
- 10.IEC policy

Thus, myriad measures were taken to create awareness on research related ethical requirements. 'Research Ethics Policy' was formulated to govern the standards of conduct of research on the campus, encompassing ways to avoid Plagiarism; Research Publication Ethics and Quality Publications (UGC-CARE list). College also formulated 'Institutional Ethical Committee' as per the guidelines of ICMR which looks into the procedures of issuing Ethical Clearance for research projects. IEC policy document is formulated for understanding ethics and procedure for seeking ethical clearance for research. These policies are revised periodically and duly approved by the academic council of the college (*Refer Policies uploaded*).

1. Research Portal:

The college believes in consistency of quality of processes across the institution. A research portal was created on the college website in 2016. It serves as research E-database and displays all research promotion policies and data related to research, ethics, consultancy and extension activities on the campus. The portal also displays information on research publications, books authored, projects funded and various community outreach activities carried out by the faculty and students of the college as part of social responsibility.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 1.58

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
0.025	0.46027	6.90821	0.39878	0.092

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 1.65

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
02	02	02	01	00

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 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: 162.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
13.51	38.82	10.90	97.8	1.5

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

3.2.2 Percentage of teachers having research projects during the last five years

Response: 10.17

3.2.2.1 Number of teachers having research projects during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12	11	9	9	2

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 8.79

3.2.3.1 Number of teachers recognized as research guides

Response: 8

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**Response:** 30.35**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	7	6	2

3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
22	22	22	21	21

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

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

With the formulation of the strategic plan, to promote and strengthen research, multiple initiatives were taken to create an ecosystem for encouraging innovations, enhancing infrastructure and disseminating information (*Refer Mindmap uploaded*). Some of the innovative initiatives undertaken are:

1. Develop World class infrastructural support for research:

The college has strengthened its research infrastructure by obtaining funds to create conducive research environment and promote research works on the campus. Specialised research labs and Central research lab was established.

1. **Specialized Research labs:** such as Geographical information services Lab (GIS), Photogrammetry Lab, Human Genetic Research lab, Analytical Lab and Plant Physiology lab are available. Post Accreditation, three new research facilities were introduced. Central research Lab, Plant tissue culture lab and Environmental lab.
 2. **Central Research Lab(CRL):** CRL was established in 2018, to strengthen and upgrade available science research facilities to advanced research & training to enable researchers to take up challenging research projects. It harbors high-end research instruments viz Gel Doc, Tissue culture facilities etc. This was funded through RUSA and DBT star college scheme.
1. **‘Institutional Innovation Cell (IIC):** To systematically foster the culture of Innovation among the students, IIC was established. IIC conducts competitions and workshops to encourage startups by students. Students are encouraged to participate in Hackathons/Club Activities.
 2. **DBT STAR College Scheme:** Conscious efforts were made to obtain funds for infrastructure development, encourage innovation and promote scientific temper. The college was awarded DBT star college scheme in 2017 (Rs. 123 lakhs), the only college in Goa to get this grant. Under this scheme, innovative programmes were organized such as App based projects, science concept exhibitions, seminars and workshops for faculty, staff, students and community.
1. **Research Discussion Forum (RDF):** RDF was established in 2016, to encourage interdisciplinary research. Researchers were encouraged to present their research and area of expertise to faculty with aim of identifying potential collaborators for drafting interdisciplinary research project proposals. 04 interdisciplinary projects were granted funds.
 2. **Industry-academic linkages:** The college has initiated linkages with institutions and companies, for industry-academia research activities and internships. After autonomy, more than 15 MoUs and 105 linkages were initiated with state/national/international institutions.
 3. **Extension and Consultancy works:** The institution encourages consultancy services which contribute to the society. College has a consultancy policy framed to serve as guideline for execution and revenue sharing. Consultancy services are offered in the department of Geography, Zoology, Computer science, Geology, Counseling centre and Studio. Various extensions works engaging government institutions, civil society and community organizations were undertaken (*Refer mindmap for details*).
 4. **Research Awards:** College Management has instituted Research award - ‘Best Teacher-Excellence in Research and consultancy’ for faculty members with highest 03year cumulative API score in research, since 2010. This is for appreciating the contribution made by researchers and also to promote quality research.

Community activities: Besides the NSS unit, departmental outreach activities were promoted. This benefited the less privileged and marginalized section of society. It also brought awareness on health issues and contributed in improving the quality of education in the neighboring schools/colleges.

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

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.**Response:** 95**3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
21	20	19	18	17

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

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: B. 3 of the above

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

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 0

3.4.2.1 How many Ph.Ds are registered within last 5 years

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 8

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

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

Response: 0.59

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

2020-21	2019-20	2018-19	2017-18	2016-17
03	09	16	09	13

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

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
07	12	06	09	12

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

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**Response:** 4.29

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**Response:** 4.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response:** 16.88**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1.18	1.64	4.28	9.78

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**Response:** 40.82**3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	6.38	9.07	25.37	0

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities**3.6.1 Extension activities are carried out in the neighbourhood community, -sensitising students to social issues, for their holistic development, and impact thereof during the last five years****Response:**

In pursuit to add value to education and make the students more responsible, departmental activities and participation in NCC, NSS and sports has given the needed impetus to develop life skills - self-confidence, ethics, team work, time management leadership and sensitiveness to societal issues. This ensures holistic development of the students(*Refer Mindmap uploaded*).

For Holistic development:

1. Industry Academia Linkages: Various Departments organize Industry-Academic lectures/seminars to bridge the industry-academia gap. Internships are a compulsory component for students to enhance their employability skills.
2. MoUs and Linkages: MoUs and linkages were initiated with institutions and companies, for encouraging research activities, resource and expertise sharing. Accordingly, Collaborative workshops, seminars, conferences and activities were conducted.

3. Student Club Activities/ events: There are more than 40 student activity clubs. Besides this, departments too have subject specific student managed clubs such as 'Birders club', 'G-L-O-B-E', 'Nebula', 'Club H-U-M-A-N', enabling students to take responsibilities and exhibit leadership skills, enhance organizing skills and foster team spirit.
4. Academic and Cultural Exchange Programmes (ACEP) : ACEP is a flag ship programme that provides global exposure to students through initiatives like international exchange programmes. More than 250 students benefited from this programme. International faculty also visits the campus to share their expertise.

For sensitising students to social issues: Strategic plan of sensitising students towards environmental and societal issues include measures to contribute to the society through various community outreach activities and extensions works.

1. Green Initiatives on the campus/surroundings:

1. Butterfly garden: It harbors host plants to propagate butterflies on the campus. Presence of many species of butterflies on our campus is an indication that the Chowgule college campus is clean and healthy.
2. Bird houses: were installed on the campus to promote bird diversity.
3. Composting: The campus harbors a shredder and composting unit for degrading the organic material produced on campus. Canteen waste is also composted by Vermicomposting.
4. Awareness initiatives for Energy and water conservation: Students have stuck posters to sensitize individuals to save electricity and water.

1. **Community outreach:** Besides the NSS and Departments, carry out community outreach activities. As a consequence, the community outreach activities increased from 25-35/year to 65-75/year. Some of the activities conducted are:

1. Colva Beach cleaning with 'Kamfar' Environmental solutions, Mumbai.
2. Directorate of Health Sciences: As a part of Institutional social responsibility, the Faculty of Department of Zoology participates in annual 'National Deworming Day (NDD) and Mop Up Day(MUD)' programme of Directorate of Health Science, Govt. of Goa.
3. Honorary services: are offered to government bodies and Institutions. PCCAS is identified as 'Technical Support Group' by the Goa State Biodiversity Board, and has helped in preparation of Policy document to declare Curtorim Village as 'Biodiversity Heritage Site' the first BHS in Goa. IQAC also conducts workshops for neighboring colleges for knowledge and resource sharing.
4. Awareness Programmes: Various awareness programmes related to health and environment were conducted as part of social responsibility towards the community.

Other initiatives for Community: For instilling environment concern, various awareness programmes on Garbage disposal, Single use plastic, pollution of aquatic habitats, composting etc.

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

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years**Response:** 16**3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	4	1	2

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response:** 248**3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
56	65	63	41	23

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during

the last five years

Response: 177.01

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
2877	4342	3303	2198	1081

File Description	Document
Reports 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

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 149.2

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2020-21	2019-20	2018-19	2017-18	2016-17
59	295	133	134	125

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with

ongoing activities to be considered)

Response: 41

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
02	10	08	09	12

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The core of any academic institution is to formulate a good curriculum supported by adequate infrastructure that would enhance the Teaching – Learning process. The basic requirements are ICT enabled classrooms, well-equipped laboratories, Conference rooms, and Auditoriums.

? There are seven Academic Blocks (A to G) and Library.

? Block A is designated for 27 Laboratories.

? Blocks B to G have 47 classrooms and 5 Laboratories;

? Out of which 37 classrooms and 25 Labs are equipped with LCD Projectors.

? The entire campus has Wi-Fi connectivity.

? There are classrooms with 60 and 80 seating capacity to conduct compulsory and foundation courses.

? Classrooms with smaller capacity to conduct Core/Elective Courses.

Apart from the existing laboratories, to augment the demand for new programmes and courses, additional laboratory infrastructure was added during the last five years:

- Analytical Chemistry Laboratory.
- Geo-Environmental Laboratory.
- Biochemistry Laboratory
- Plant Tissue Culture Lab in Botany.
- Central Research Lab for all Life Science research work.
- Psychology Laboratory.
- Two Computer Labs for B.Voc. Programmes.
- Renovated the Tissue Culture Lab in Biotechnology

The College has gone beyond this to enrich the learning experience of the students by developing specialized centres:

? Centre for Teaching Learning.

? Central Research Lab.

? Student Support Service.

Centre for Teaching Learning: The main objective of setting up of the Centre for Teaching and Learning (CTL) is to educate faculty to integrate ICT in Higher Education effectively; develop e-content; innovate, implement and share different ICT tools in teaching; conduct research related to use of ICT, learning analytics, Mobiles, LMS, etc.

Central Research Lab: CRL helps the students to get hands on exposure to molecular research techniques, working of instruments and their application, to increase their chances of employability in research and diagnostic centers. It is a centre for enabling students and faculty to carry out their practicals and research, which require usage of specialized equipment and laboratory setup.

Student Support Service facility: Student Support Services is a unique student centric facility at College for improving student's skills and abilities to widen their academic scope. The Student Support Services encompasses:

- ? Writing Centre (the first in Goa).
- ? Career and Personal Counselling Centre.
- ? Centre for Portuguese Language & Culture.
- ? International Exchange Programme Office
- ? Statistic centre.

It helps students improve their communication, particularly writing skills, analytical skills, knowledge on new careers and educational options, improving their personalities, learn foreign language skills and exposing them to cultures and lifestyles of different countries of the world helping them to be truly global citizens.

There are two Auditoriums with Public address systems, LCD projectors and ACs:

- ? Upper Auditorium – 140 seating
- ? Lower Auditorium – 90 seating

Examination Cell: Being an Autonomous College, independent Examination Cell was established. All examination related works are carried out in this cell.

All the facilities above have adhered to statutory body requirements.

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

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

Response:

The College over a period of time ensured that adequate facilities for extracurricular and co-curricular activities enabling the students to not only to participate in various activities but also earn their Non-Evaluative credits.

Cultural Activities:

Auditoriums: There are two air-conditioned auditoriums with capacity of 140 and 90 with area of *155.25 Sq Mtrs (13.5mtrs x 11.5mtrs)* and *115 Sq Mtrs (11.5mtrs x 10mtrs)* respectively developed in **2008**. This facility is used for various curricular and extracurricular activities.

Quad: In 2008, Quad - a multipurpose arena in A Block was developed for cultural and sports events. (size *315 Sq Mtrs (21mtrs x 15mtrs)*).

Tiger Activity Centre:

The "Tiger Activity Centre" established in **2018-19** aims at providing space for extracurricular activities for staff and students. The centre houses work place for student and sports council, Tiger Club Management board, extracurricular activity management committee and staff activity club.

Yoga, Games (Indoor and Outdoor) and Sports (Gymnasium, Yoga Centre etc) :

The college sports policy and non-evaluative credits in extracurricular activities provide adequate motivation to our student community to participate in extracurricular activities through their graduation. State of the art sports infrastructure and a well designed annual weekly sports programme sets the perfect platform for college sportsmen to participate in maximum intercollegiate sports tournaments through an academic year.

Tiger Multi Sports Courts: This has facility for Games such as Volleyball, Throwball, Tennis, Tennicoit, Handball, and Basketball established in **2007**. It has an area of **1800 Sq. Mtrs (60 mtrs x 30 mtrs)** and a pavilion of sitting capacity 500 persons. Made up of Epoxy surface and fitted with portable sports fixtures, is used for multiple sports activities and large Cultural Events.

Tiger's Domain – Artificial Football Turf: The college has the distinction of developing the first artificial football ground in India in **2006** which was re-carpeted in **2017**. As per FIFA standards it has playing ground area of **7000 Sq Mtrs (70 mtrs x 1100 mtrs)**. The turf also provides space for college students to conduct fitness activities as well an assembling area, during disasters.

Tiger's Ghol – Indoor rubberized surface sports arena: Established in **2008** and has a surface area of **800 Sq Mtrs (40 mtrs x 20 mtrs)**. This facility provides space for indoor sports such as Futsal, Badminton, Zumba, Aerobics and Yoga Activities.

Chowgule Sports Centre: The Chowgule sports centre was constructed in **2007** and has a area of **1500 Sq Mtrs (50 mtrs x 30 mtrs)**. This facility houses a fitness centre (**900 Sq Mtrs (30 mts x 30 mtrs)**), a tartan rubberized Athletic track (**150 Sq Mtrs (3 mtrs x 50 mtrs)**) and wooden floor facility (**200 Sq Mtrs (10 mtrs x 20 mtrs)**) for Yoga, Zumba, Martial Arts and Aerobics.

Cricket Nets: Two outdoor cricket nets were constructed in **2012** of area **280 Sq Mtrs (7 mtrs x 40 mtrs)**. Regular cricket practice is conducted here.

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

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**Response:** 93.88**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 46

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**Response:** 21.68**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
9.20704	91.70460	121.55279	89.30058	29.13689

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

- Name of the ILMS software – **BIBLIOTHECA (In house College Library Management System)**
- Nature of automation (fully or partially) - **FULLY**

- Version – **2019**
- Year of automation – **1992**

Introduction:

The library policy is designed to provide maximum benefits to the users of the Learning Resources Centre (LRC). The Library has a collection of 46,684 books and journals. It subscribes to 70 Scientific and Academic journals. The special collection includes books, extensive reference materials, 576 VCD'S, and a rare photo collection. The Library possesses more than 3227 bound volumes, and about 1130 UG/PG dissertations. E-Resources from Open Access International and National can be accessed through the library portal. It also purchases local and national newspapers daily. Book exhibitions to facilitate the purchase of books are conducted every year.

MISSION

The library mission is to enable and enrich the teaching, learning and research endeavours of the college by delivering flexible access to extensive and relevant information resources by providing quality services and facilities.

Facilities Available

1. **Reading room facility:** This facility can accommodate 100 readers at a time. The reading facility is available on a first-come-first-served basis.
2. **Referencing and cyber facilities:** The entire library is Wi-Fi enabled. For referencing it has 99 cubicle space and 25 cubicles with computer terminal. These work places provide seamless access to digital learning resources of the LRC and beyond.
3. **Digital library of India:** The Library has access to Digital Library of India, a part of the online service provided by Indian Institute of Science, Bangalore Million Book Project. Students and faculty can access more than 1.5 million books in English and other Indian languages.
4. **Shodhaganga@inlibnet** – This facility provides open access to various Ph.D. theses, and Synopses of the Indian Universities
5. **INFLIBNET- N-LIST:** This facility provides an authorized access to the registered faculty and students of the college for the N-List program
6. **E-ShodhSindhu:** The college provides access to E-ShodhSindhu, a Consortia for Higher Education E-Resources.
7. **Cubicle space for Researchers:** To create a conducive environment for research the library has restricted entry through biometric to the special research cubicles where research scholars can utilize the library services like journals, internet facilities and referencing materials.
8. **Other Open Resources:** 'N' numbers of open source databases are available, for Books, Journals, Research, Translation, and Citation guide etc. like **JSTOR ORG, SCIENCE DIRECT, CONNECT JOURNAL.**

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

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	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:** 4.08**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)**

2020-21	2019-20	2018-19	2017-18	2016-17
4.42137	5.57821	3.56811	3.44081	3.40117

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 2.23**4.2.4.1 Number of teachers and students using library per day over last one year****Response:** 35

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 has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

There has been consistent effort in scaling up the IT Infrastructure facilities on the campus in a phased manner. The IT Infrastructure encompasses a spectrum of facilities utilized by all stakeholders. This has enabled an efficient technology based interface between students, faculty and community.

Office of Information Technology (OIT):

In 2008, a dedicated department was started to design and implement IT infrastructure. It is responsible for hardware and software design, development and maintenance. The OIT also has an in-house software development cell for the functioning of Administration and Academic activities.

Prior to academic year 2015-16 the college had its own LMS (MOODLE), Website, Online Admission process, Intercom facility, Surveillance Camera (CCTV) and Biometric attendance for staff. Over the years after 2015 there has been consistent addition and up-grade of existing IT infrastructure.

Smart Card System: The existing smart card system was upgraded with a new Interface Android terminal for cashless payment in the Canteen, Library and Coop (Student facility store). Payment through J2ME terminals were replaced with new advance android terminal in the Canteen.

Mobile App: An Android Mobile App (*in June 2017*) was developed by OIT for the use of online facilities. Chowgule mobile App was available on play store *from June 2018*.

Online Admission System with Payment Gateway:- The cashless payment of fees an Integrated Payment gateway for Admission System was introduced *from June 2017*.

Firewall: The existing firewall, Cyberoam was upgraded with 500 ING, with 3 years subscription, from *December 2017*. This was upgraded in 2019, to Sophos-SG430, which supports 700 congruent users with better Internet speed and high security.

Online College Administration and Academic Management System: The college has its own centralized information system to maintain the record for attendance, library, news & articles, events, facility booking, online recruitment etc. apart from a well managed Website. (www.chowgules.ac.in). Features were updated on a regular basis.

Thermal Printer: A new high speed thermal printer was installed in *June 2018*.

WiFi Network: College campus is equipped with wifi network from *January 2012*. An Upgrade of the WiFi infrastructure was done on *January 2018* by replacing 5 routers (with 2Mbps) and adding 2 Enterprise Router with high speed and higher configuration (1Gbps). The present Internet Bandwidth is 124 Mbps.

Interactive Smart TV and Projector: Under Centre for Teaching Learning a new Audio-Visual room with state of the art Interactive Smart TV was added. 20 Projectors were upgraded in *2017-18*.

B.Voc. Labs: A new Computer Lab was designed with Local Area Network for B.Voc. Programmes in *June 2018*.

Server/Storage/Intranet: College procured high performance dedicated Enterprise Server in *June 2018*, used for storing and managing College information system and website. The College also has separate NAS (Network Access Storage) 4 TB and 2 TB mirroring NAS for storing digital media of events, activities conducted daily and various other multimedia data.

UPS: Replacement of UPS was done in 2017 and 2020. Currently it has 40 KVA systems to support power backup to the entire college for about 4 hours.

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: 8.36

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

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

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 76.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
108.76463	210.03364	276.69000	233.79142	184.25254

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	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:

Policies for utilizing Physical Facilities:

Adequate infrastructure is one of the key requirements for any institution to provide quality education. The college management is very supportive in developing and augmenting infrastructure as and when required.

Classrooms and Laboratories: The College has adequate number of spacious and well ventilated classrooms equipped with ICT facilities. The College Timetable Management Committee prepares the timetable for the entire college including allotment of classrooms. Subsequently, the concerned department prepares the timetable to conduct practicals in the Laboratories, which are used for research purposes too.

Auditoriums: There are two auditoriums with capacity of 150 and 90 participants, one Audio Visual Room and a model Classroom (Flipped Learning Classroom). All these facilities have to be booked online through the college website.

Policies for the Maintenance of the Infrastructure:

The college aims at maintaining the campus infrastructure in a proactive manner. Major works are always budgeted and approved by the management whereas minor maintenance is carried out by college with help of its designated estate office of the college. The college has set up committees like tender committee and purchase committee to follow the procedures and guidelines as per the pattern of assistance given by various agencies (government and non-government). The college has a designated maintenance office (Estate Department) to oversee maintenance and civil works.

1. Maintenance of Entire Campus Infrastructure is carried out by Estate Department of the College under the guidance of the College Management and Administration, Finance Committee, Tender/Purchase committee of College.

a) Minor Maintenance process such as electrical, ACs, LCD Projectors, gas pipe lines for Labs, Carpentry, Plumbing, Repairing civil work is done by getting quotations from different parties, scrutinised by Tender/Purchase committee.

b) Major Maintenance process such as civil, plumbing, carpentry, electrical work is done by budgeting, taking financial approval from Finance Committee and executing by the Estate Department. A consultant is also appointed for monitoring the undergoing projects.

c) The Laboratory equipments are maintained by the concerned department by budgeting and getting approval from the principal every year.

Under Autonomy, as per the UGC guidelines, the college constituted a Finance Committee. The Committee is responsible for allocating the budget prepared by various departments as per the strategies adopted.

The Principal requests all Heads of Departments to prepare the Departmental Annual Budget proposal for each Academic Year. At the end of every Academic Year, during the annual departmental meeting with Principal, the Head of the Department presents a statement of expenditure of the current Academic Year. The budget proposal for the next Academic Year is also presented. After healthy discussion and justified changes, Principal accepts the proposal to be submitted to the Finance Committee

of the College. Monthly budget review meetings are conducted to monitor the utilisation of the allotted funds.

Finance Committee prepares the General Expenditure Budget for the Development and Maintenance of the Infrastructure of the College.

With respect to Management budget and expenses, Principal proposes the college budget with the Management Committee for approval. Once approved he reports every month the Actual and Budgeted expenses to the Management Committee. The Expenditure statements are audited every month.

Major heads of the budget undergoes the following procedure:

- The items/work to be purchased / carried-out is advertised for inviting tenders in the local Newspapers and/or in the college website.
- After receiving tenders till the date announced all the vendors are invited on the day of opening the tenders. The tender committee opens the tenders in front of the vendors. The vendors are allowed to go through all the tenders received.
- From the comparative statements prepared, the purchase committee decides with justification, the vendor to be given purchase/work order.
- The members of the Finance Committee monitor the monthly utilization of the budget allotted under various heads.
- As per the progress of utilization of the funds and the strategies adopted, the finance committee mobilize and optimize the resources utilized.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 3.81

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)

2020-21	2019-20	2018-19	2017-18	2016-17
27	114	79	36	41

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

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

Response: 1.37

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)

2020-21	2019-20	2018-19	2017-18	2016-17
22	39	23	12	11

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 29.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
216	713	791	262	304

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

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies

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

Response: A. All of the above

File Description	Document
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: 2.98

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

2020-21	2019-20	2018-19	2017-18	2016-17
31	21	7	9	9

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

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

Response: 37.17

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 213

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

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	11	9	5	3

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	11	9	5	3

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 17

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	10	0	4

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

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

Response:

The students' and sports council of college are elected in accordance with the rules and guidelines of Goa University. The college conducts elections in the month of July and the newly elected council undertakes its responsibilities after the inauguration of students' council every year. The unique aspect of the creation of the Sports Council is its representation from all the sports clubs/bodies run in the campus. Thus, over 20 sports are represented through students who are actively participating in the sports themselves. This invests a lot of responsibility in the students, as they not only look to the day-to-day running of various sports' clubs, but also to create the sports-people of the future.

Both councils abide and fulfil the aims, objectives of the council, while also fulfilling the various functions of the councils. The councils are expected to not only budget the year in terms of activities and events that are organized at the institution level, but also budget their participation in events organized by other institutions. This has amounted in a number of high-profile victories in cultural events across the state. The councils organise a variety of Intra-college, and Inter-collegiate events as part of their larger responsibilities:

1. Literary Festival
2. Social Outreach festival, Art, culture and Music Festival
3. Voice of Chowgules
4. Chowrang (College annual gathering)
5. Cultural day

6. Fun Week
7. Teacher's Day
8. Tiger Sports Fiesta
9. Fitness test & Body evaluation test
10. Walkathon
11. Marathon
12. Plogging
13. Campus Run
14. Tower Run
15. Tathastu (Inter-Collegiate)
16. Tiger Olympics (Inter-Collegiate)
17. T. Y Prom night (Post Farewell)

The Councils play an active part in the organization of College level events as well from Founders Day celebrations, to celebrating Independence Day, Republic Day and Goa Liberation Day.

Students of the General body, and from the Students' Council are nominated and selected for the various bodies below:

1. IQAC
2. Anti-Ragging and Students' Disciplinary Committee
3. Collegiate Student Grievance Redressal Committee (CSGRC)
4. Gender Champion committee
5. Internal Complaint Committee (Standing Committee On Prevention Of Sexual Harassment)
6. College Anti Ragging and Disciplinary Committee
7. College Extracurricular Activity Committee
8. College Magazine Committee
9. NSS Advisory Committee

They actively participate in the bodies as and when required. Apart from the above bodies, the general member body of the Student's Council are active as General Secretaries in various Clubs (Sports and Cultural). This is an outcome of the decentralization and Non-evaluative Credit policy as administered in the college.

The positive outcome of the above is seen in the robust all-round development in all students as independent decision-making is not relegated to a handful of students, but is the privilege of a larger student body

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

5.3.3 Average number of sports and cultural events / competitions organised by the institution per

year

Response: 59.2

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
25	114	54	42	61

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The Alumni Association of the institution has been registered under the name " Alumni Association of Chowgule Tigers" (AACT) in 2019 there have been proper by-laws formulated for smooth functioning of the alumni chapter. Alumni has been registered in 2019 (Reg. No. 47/GOA/2019)

Our alumni play a significant role in the institute non-financially and in the recent years financially as well. Prior to Autonomy and through Autonomy our Alumni have contributed their time and efforts in a decentralized manner with their affiliations to the departments that they graduated in. Alumni have also directly helped students in need, as and when required.

Officially our alumni are part of statutory bodies of the institute in our Academic council and all the board of studies of each department. They have been instrumental in the shift of focus to skill development in our curricular endeavours, through active feedback in their statutory capacity. Their inputs can be seen in the courses that have been devised as well as in the self-financed courses, and postgraduate programmes.

In their non-statutory capacity all departments are in active touch with their alumni and they contribute their time as

1. Resource persons for workshops
2. Guest lecturers in areas of their expertise
3. Career and experiential advisors
4. Academia-Industry linkage advisors
5. Employability Skill enhancers

Each year the departments organize a variety of events where our alumni take centre-stage aiding their ex-departments with their knowledge, experience and expertise.

At the institutional level various get-togethers and contributions from our alumni have been organized:

1. Alumni re-union
2. Alumni Chai pe Charcha
3. Bar Camp
4. Alumni Connect (Newsletters)

The alumni act as brand ambassadors of the college and the Institute is collating their experiences in an annual newsletter and through a link on the website, which contain archival photos of the activities organized by the departments with them. Departments finally also have informal meet-greets and get-togethers annually.

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

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

Response: E. <2 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

The governance is reflective of an effective leadership demonstrated through institutional planning and development, preparing specific strategies to improve the quality of higher education and cater to the holistic development of the learners. The focus of the governance is multidimensional with emphasis on high standards of academics with relevant courses and skills, promoting research and providing opportunities for students' skill development and global exposure, liasoning with stake holders, branding of the institution, streamlining and monitoring administrative processes, need based infrastructure development for creating conducive learning environment and plan the financial management.

Vision

“To be among the global leaders in imparting relevant education of the highest standards in a disciplined and conducive environment”

Mission

“To continue to be pioneers of change using cutting-edge educational inputs and technology, providing equal opportunities to all and inculcating social and moral values that will transform the society and the nation at large”

The Vision and Mission statements aim at broadening the Education, knowledge and skill sets of the students with focus on making them more employable and sensitizing students to the social issues and inculcating values to demonstrate commitment to the society and environment. Further, specific courses such as academic writing, research writing and statistics are made mandatory. To provide global exposure, exchange programme were initiated with 06 international institutions, visit of international visiting/ faculty was encouraged, and policy for international academic credits transfer was formulated. Based on the Vision, value systems are directed to orient the students to inculcate transparency in behaviour coupled with high ethical and moral standards. Our equal opportunities endeavours seek to transform society by empowering the students and the faculty through community outreach programmes, mentoring and departmental extension activities, student club activities which provide equal opportunities to the students. Equal opportunity is practiced during admissions and employment to candidates and imposes no restrictions on the basis of gender, socio-economic status and physical abilities. The institution has thus followed the stated policy of its quest for excellence in its vision and mission statements.

Participation of Teachers in Decision making: Effective leadership is reflected through various institutional processes which is deployed through decentralized and participatory governance.

Top-Bottom approach used for governance also reflects participative role of teachers in decision making. The Principal conducts meetings at the commencement of the semester to discuss the vision and plan for the academic year. Suggestions and feedbacks on the same was sought from all faculty members before finalization of the same.

Bottom-Top approach of participative decision making is reflected from the following. At the end of the year, departmental review is conducted by Principal with each department to take feedback and propose tentative plans for the next academic year. The plans received from all departments were then considered for the Academic Calendar preparation for the upcoming year. Faculty members participate in decision making through various committees of the college. Faculty members are also permitted to offer general feedback and opinions on various administrative and academic matters.

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

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

Response:

Effective leadership is reflected through various institutional processes which is deployed through decentralized and participatory governance. The College follows an effective democratic management system through participative decision making.

Various academic responsibilities are shared by faculty members who hold academic and administrative positions to assist in the academic and administrative functioning of the college. For the administrative affairs, the principal is assisted by two vice principals for administrative affairs. Since autonomy demands deeper engagement of academic matters, four Deans were appointed as academic head (Deans for Faculty of Languages, Social sciences, Life sciences and Physical & Natural sciences) to look into the planning and functioning of qualitative matters of academic programmes. This is reflection of decentralization management to ensure smooth functioning. The Academic Deans co-ordinate with respective heads of the department and take responsibility for academic planning and audit of the programmes and courses. They also restructure the curriculum and course pattern based on changing needs of the educational scenario

Subsequently, it was prudent to add more functionaries and statutory committees to co-ordinate specific activities. Accordingly, co-ordinator for international exchange Programme, Placement Officer, co-ordinator for PG Programmes and co-ordinator for student affairs, were also appointed. Their roles and responsibilities were well defined. This controller of examination is responsible for smooth conduct of examination, formulating guidelines for examinations and timely declarations of results. Co-ordinator of Student Affairs monitors the student related activities, various college club activities and supports their welfare measures in the college. The Liaison officer coordinates and monitors the extension activities to create social awareness among students. The other initiatives include Centre for Teaching – Learning, Academic Industry Interface, Innovation and incubation cell, Institution Innovation Council (IIC- MHRD), The coordinator for International exchange Programme works for promoting international collaborations, academic credit transfer, co-ordination of student exchange Programme, hosting of international faculty on the campus. The management has also appointed HR for smooth liaising between the principal and the management.

Statutory Bodies:

- The Governing body, Academic Council, Boards of Studies, Finance Committee and Controller of examination were formulated as per the autonomous guidelines.

Non-Statutory Bodies:

- Various committees of the college function and execute various academic, curricular and extracurricular activities. They have well defined guidelines for functioning.

File Description	Document
Any additional information	View Document
Link for strategic plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Ten year strategic plan with the action plan was prepared for achieving the objectives.

Case Study: *Effective Deployment of Five Year Strategic plan of ‘Research, Consultancy and Extension activity Committee’ (RCEA)*

From 2015, the 'Research, Consultancy and Extension Activities committee of the college (RCEA-PCCAS) redefined it's goals. Short term and long term goals were laid .The plan also included strategies to contribute to the society through various extension services and community outreach activities.

1. Strategic Plan:

Short term goals of RCEAC:

1. Create conducive research environment
2. Promote research on the campus
3. Encourage research publications and Interdisciplinary research
4. Create Research Policies
5. Encourage community outreach activities at the departments

Long term goals of RCEAC:

1. Initiate international collaborations for research
2. Obtain funds for research infrastructure development
3. Create Portal for research.

1. Deployment:

1. **Planning:** The RCEAC is given autonomy to prepare its annual plan considering the goals to be achieved. Based on the annual goals, the Principal gives pointers to the Heads of the departments. HODs make an annual plan in consultation with all faculty members, considering the requirements of the programme to conduct various activities. The budget plan is then submitted to the principal / management for approval. Thus the college involves all faculty members in planning its research and extension activity works .
2. **Execution:** Periodic meetings were scheduled for execution of all the works and monitor the progress and achieve its objectives.

1. Milestones achieved:

The IQAC/ RCEA-PCCAS initiated and conducted multiple programmes to sensitize and promote conducive research environment for faculty and students. Initially the focus was to promote research on campus.

1. Created conducive research environment:

- Committee conducted several workshops to promote quality publications, understand ethical issues, academic integrity, plagiarism, scholarly communications, writing research papers, research data management on global platform, IPR, patents etc.
- 03 new Research laboratories were initiated post accreditation.
- College established IIC for encouraging innovation and startups.

1. Created Research Policies:

- 11 research related policies were formulated.
 - Freedom and transparency in operation is observed through various guideline and policy documents governing the processes.

1. Created Research Portal on the Website:

- Research Portal created serves as research E-database and displayed all research promotion policies and data related to research, ethics, and consultancy and extension activities on the campus.
- The portal displays information on research publications, books authored, projects funded and various community outreach activities carried out by the faculty and students of the college as part of social responsibility.

2. Increased Research activities for past 05 years :

- 50 research paper were published in UGC/WoS journals, 145 papers were presented, 46 Books/Chapters published, 28 projects/grants received 527 conferences attended, 263 extension activities organized, faculty were invited as resource person for 255 events and Community outreach activities conducted were 237.

1. Outcome:

A significant number of faculty members are actively involved in by, undertaking research projects, publishing and presenting their research findings, providing consultancy and carrying out collaborative research activities.

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

PCCAS is managed by the Chowgule Education Society (CES) as aided institution of Directorate of Higher Education, Government of Goa, affiliated to Goa University. The College has a defined organizational structure. Important matters such as drawing Institutional Policies, starting of new Programmes, upgradation of infrastructure and construction of new buildings are decided by the Executive Board of Management.

The organogram depicts the current organizational structure. The Principal, Vice - principals, Deans Heads of the departments, Controller of Examination, Librarian, Sports Director, Estate officer and Management

Support Staff.

The Principal is the academic & administrative head who monitors the overall functioning and responsible for academic & administrative functioning , finance and institutional growth. For efficient functioning, the day to day administration is coordinated by two Vice Principals (VPs) and academic administration at the faculty level is coordinated by the Deans of each of the faculty. Academic Quality initiatives like academic audit processes and faculty performance appraisals are initiated and streamlined by the IQAC. Head of the department (HOD) takes the responsibility of managing the academic programmes in the department. The principal takes the review of the progress of the college with regular meeting with the Vice Principals, Deans and Heads of the department. The major decisions taken are communicated to the staff of the Departments by the respective HoDs. HODs conduct meetings (D1/D2) with the department faculty for smooth execution of the processes. Inputs are taken during the meeting for continuous improvement of the system.

The Controller of Examinations is responsible for the conduct of the end semester examination and publication of results on time. The Director of physical education is responsible for participation of students in sports events, functioning of the clubs activity of the students and the functioning of the students' affairs. The Librarian takes responsibility for maintenance and Upgradation of library resources and facilities. The Office Superintendent coordinates the functioning of the administrative staff for work allotted to them. The multitasking staff in different groups according to the duties assigned to them.

There are other student support department that are managed by respective faculty. The management has appointed a cadre of staff : HR, Estate Officer, Internship officer. Purchase officer and accountant to assist and ensure smooth functioning of the autonomous college . The Controller of Examinations is responsible for the conduct of the end semester examination and publication of results on time.

The college being autonomous, the following structure is followed: Governing Body, academic council ,Board of Studies and Finance committee. Apart from there are various committees in effective management of the college .

Appointment of the staff: The college strictly follows the procedures and norms as put by the UGC , Goa University and Directorate of Higher Education , Government of Goa , for the appointment and promotion of the staff under aided structure. Even for the self- finance staff , strict regulations are followed for appointment and payment as per the DHE notification. All appointment are purely on merit basis .

File Description	Document
Any additional information	View Document
Link for 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
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

Well being of the institution depends significantly on the basis of the welfare measures and the support system provided by the institution. With this, as the focus, the institution has a tradition of offering provision of multiple welfare measures to its major stake holders . Following are College has several welfare measures for the staff to develop and upgrade their professional and administrative competency. Apart from, encouragement for their excelling in academics and research, due care is taken to ensure their wellness, enabling them to optimize their true potential.

Welfare schemes for academic and research Enhancement

1. Duty Leave for attending conferences and seminars
2. Financial support to attend and present research papers at conferences and seminars or attend workshops in the domain subject
3. Free wi-fi facility on campus and email address using the domain name of the institution are

provided to all the staff members.

4. Research cubicles and specialized labs for research
5. Awards and certificate of appreciation for exemplary work in research.
6. Sabbatical leave and study leave to Pursue PhD or higher education.
7. Leave for undertaking Overseas research Project or attending overseas conference.
8. Adjustment of timetable for faculty pursuing PhD and also research assistance for research/Project work .
9. Duty leave and financial support for faculty accompanying students under international exchange Programme.

Welfare schemes : Wellness and financial

1. Group Insurance schemes.
2. Child care Leave
3. Jobs on compassionate grounds are given to family members of the non-teaching staff.
4. Availability of Loan facility through Madgaon School Complex-
5. Financial Support to needy Non teaching staff through fund raising.
6. Awareness programmes for Teaching and Non-Teaching Staff especially health and wellness
7. Personal Counseling for teaching and non teaching staff .
8. Commutation of Pension.
9. Reimbursement of fees and medical bills
10. Training for improving computing, communication skills and office filing systems. (Non-Teaching)
11. Workshops and training Programmes for teaching staff on Wellness.
12. Earned Leave encashment.
13. Concession in fees for fitness center and physio center.
14. Reimbursement of medical bills and tuition fees.
15. Safety gadgets like lab Coats, hand gloves, safety goggles to all teaching and non-teaching staff working in laboratories .
16. Separate bed rest rooms facility for female faculty and male faculty, both teaching and non-teaching staff.

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

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

Response: 21.69

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	28	21	18	12

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

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

Response: 11.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	13	15	8	4

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	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: 10.42

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise

during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	07	05	09	10

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization**6.4.1 Institution conducts internal and external financial audits regularly****Response:**

PCCAS has a system of financial audit that works at various levels. This encompasses internal as well as external audit.

At the departmental level, Prior to the commencement of the academic year, each department tentatively makes a financial budget for the purchase of books and equipments or conduct of events. Accordingly, respective departments are allocated the funds. This is monitored on the monthly basis by the accountant appointed by the management. This funds are largely received as non salary grants, received from the government for the aided Programme.

In the context of other funds, the finance section guided by the management / Principal is responsible for managing the funds received through students service charges, self finance courses, endowments, sponsorship and contribution from benefactors and through funded projects etc.

On completion of the project, utilization certificate and audited statement of accounts are forwarded to the funding agency. For all government transactions the PFMS is utilized. The financial transactions for expenditure are made through cheques/NEFT and funds are received through cheques, DD and NEFT. This

procedure for financial transaction is more effective and ensures greater transparency with the proof of transaction details.

The College accounts are audited regularly by the internal as well as the external auditors. The internal audit is conducted annually by Bandekar and company, a firm of chartered accountants appointed by the Management. The external audit is conducted by the state government auditors covering the grants received from the State government. The mechanism for internal and external audit adopted by the College is as follows. The accounts department of the College prepares the statement of accounts which is sent to the firm of chartered accounts for the purpose of conducting the audit. The firm subsequently deposes personnel to verify the authenticity and admissibility of the recorded transaction and the correctness of the records. Subsequently to this the audit report is prepared by the firm and given to the College. The audit statement reports that the auditors have obtained all information and explanations required for the purpose of the audit, that proper books of accounts as required by the law have been kept by the College, and that the Balance Sheet and Income & Expenditure accounts are in agreement.

External audit is conducted by the state government. The state government conducted external audit in the year 2019 – 2020

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

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

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)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

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

Response:

There are an array of sources of funds received by the college

- a). The main sources are fees, grant-in aid salary, fees from the self-financed Programmes and interest from banks.
- b)The other sources of funds are Autonomous Grant, RUSA , DBT
- c) In addition, funds are mobilized through schemes and projects from governmental and nongovernmental agencies like funds received through research Project proposals from funding bodies.
- d) For the conduct of events, short term courses, seminars and conferences funds are raised through the sponsorship from Government and Non-Government agencies.
- e) Funds are also generated through consultancy and corporate training by the faculty/ department.
- f) Endowment contribution from retiring staff, sponsorship from benefactors, alumnae, well-wishers and organizations.
- g) Some of the well-wishers and philanthropists of the College support the institution by contributing funds for social development through student based activities
- h) Significant contribution of funds is also received from Chowgule Education Society(CES)
- i) Additional fees for the development and maintenance of infrastructure and providing facilities for the holistic development of students referred as “Student Service Charges”.

As per the Institutional Policy, the College does not receive any donations for admissions, recruitments and any infrastructural development on the campus.

For the government grants received, the Principal, in consultation with the management, is responsible for planning and assessing expenditure for college/department/activities as per the pattern of assistance. As a practice, every year, each of the Departments submits a list of requirements. After scrutiny, the viable proposals are forwarded to the Purchase Committee for further implementation. The tender Committee is headed by Principal as the convener and a few senior faculty, teaching and non teaching, as the members. Requirements of all the departments for Glassware, Chemicals, Computers, and Stationery etc are sought. Subsequently, tenders are floated in local dailies. Interested manufacturers/suppliers send their quotations within 15 days of the advertisement. A date is fixed for opening of tenders. Interested parties/suppliers are invited to be present for the opening of tenders. Once the tenders are opened the concerned departments have to prepare comparative statements. In case no party or less than three parties have quoted under a particular head quotations are sought from other suppliers. After preparing the comparative statement, the same is scrutinized and signed by the purchasing committee and orders are placed accordingly.

For the other funds, especially student’s service charges and amount received from self financed programmes, At the beginning of the financial year, every department makes a presentation the principal

with a tentative budget and the justification for the same . The same is scrutinized by the management and accordingly month wise fund is sanctioned. This budget is basically for the departmental student's activities, faculty engagement in academic and research deliberations and infrastructural requirement. There is separate budget allocation for library and department of physical education. The Principal allocates department wise budget for the purchase of books and journals.

All the funds generated are accounted and audited.

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

The NAAC Peer Team Recommendations were taken into consideration and following are the incremental initiatives undertaken during this assessment

1. Curriculum designing: CBCS was introduced to enhance domain subject knowledge, Ability enhancement courses and skill development in the students.
2. Creation of documents: LOCF, Policy Documents, T-L-E handbook.
3. Decentralization functioning: Examinations and admissions are examples.
4. Introduction of new programmes at undergraduate and post graduate level.
5. Memorandum of Understanding and collaborations with regional, national and international organizations/institutions.
6. Adoptions of multiple methods of teaching – learning and Evaluations
7. Introduction of club system.
8. Introductions of various policy documents : Research related Policies, IT Policy,
9. Participation in National Level Ranking: The College has participated in Assessment and Ranking by National Bodies such as MHRD's National Institutional Ranking Framework (NIRF) : Listed in the band of 100-200 for two years, Atal Ranking of Institution's Innovational Achievements (ARIIA) and Institution's Innovations Council (IIC): 4.5 star (band 6-25)
10. Feedback and audits : AAA, environmental audit , gender audit , teacher's feedback, review of newly appointed staff, feedback from the stake holders etc
11. Creation of specialized centers : Centre of Teaching Learning, Translation centre ,Centre for South Asia Studies, student's Support Services, Innovation cell,
12. International outlook of the college .

The two practices that were institutionalised as an effort of the IQAC are as follows

1. Teaching-Learning Process:

Apart from curriculum designing, the core focus of autonomous college is to evolve and innovate teaching-learning-evaluation process. In the teaching-learning process. IQAC was responsible for monitoring the adherence of the faculty by developing:

- a) Guidelines for preparing learning resources: format with plan/ course plan, course schedule, objectives, learning outcomes, assessment modes, evaluation dates etc was provided.
- b) Using Multiple methods of teaching: Training was given to faculty to use multiple student centric of teaching learning.
- c) Improving quality of Teacher in teaching: Review meetings with faculty were conducted to monitor and assessment of newly appointed faculty by IQAC. "Positive Chowgules" enabled faculty to showcase teaching learning method practiced by faculty in different departments.
- d)

during the induction Programme to discuss evaluation modes and guidelines.

1. Holistic development of the students : Students engagement through various activities

- Students are motivated and made responsible for planning and execution of college events, which builds their self-confidence and polishes their organizational skills.
- The newsletters by various departments provide an opportunity for students to learn and exhibit their skills and knowledge in designing, thereby giving them an opportunity to understand journalism and writing.
- The college collaborated with various organizations for the benefit of the students, which promoted opportunities for internship / on job training / practical exposure and projects. This enabled to develop professional skills.
- International exchange programme , study tours and field tours for the students. This develop cultural understanding, team building and collaboration.
- Club system has encouraged students to develop self -confidence, management skills and learn a skill.

File Description	Document
Any additional information	View Document
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:

The IQAC plays vital role in planning and keeping continuous check on various aspects of teaching learning processes, restructuring the courses with respect to the feedbacks received on making the curriculum more employment focused, considering the needs of the employment sector. There are continuous efforts being done to train teachers and make them adopt student centric teaching-learning pedagogies. IQAC also actively monitors and reviews all the teaching-learning-evaluation processes for consistency and quality.

Example 1: Review of T-L-E processes through Academic Audit:

College has devised protocol for conduct of academic audit considering the achievement of the main objectives laid down by NAAC to ensure quality. The IQAC and the Deans play a vital role in conducting this process effectively every year. Academic Audit is conducted faculty wise by each Dean, to check for conformation to the academic standards prescribed by the college. The academic audit encompasses verification of teaching-learning- evaluation processes, innovations and research done by individual teachers. Deans from all Faculty, then submit a consolidated report indicating observations, examples of exemplary practice, noting of areas for improvement and suggestions in their respective faculty. Parameters monitored are teaching learning pedagogies used, standardized evaluation methods as per handbook given by IQAC, types of resources provided to students on College Moodle platform, adherence to examination guidelines given by examination committee/IQAC, research outcome on T-L-E processes and feedback received. This report is then submitted to the Principal/IQAC coordinator for necessary action. Based on the observation, an action plan is prepared. Academic audit thus plays an important role in keeping a check and monitoring the quality of Teaching-Learning- Evaluation processes.

Example 2: Review of T-L-E processes through Feedbacks received

IQAC monitors the T-L-E processes through multiple review mechanisms. Various Review mechanisms include Academic Audit, Departmental review, teacher's assessment, student's Satisfaction survey, "Positive Chowgules" and Assessment of New teachers.

- **Feedback through SSS:** The Student satisfaction survey is carried out annually as per the guidelines of NAAC. The survey is conducted online by sharing the link with the students, the notice for which is uploaded on the college website. The feedback received from the SSS is consolidated into a annual report and deliberated by the IQAC. Necessary action plan is then shared with all the Deans for implementation with the aim of improvising the T-L-E processes.

- **Students Feedback of Courses, Teachers and Teaching methodologies:** This feedback form was designed by the IQAC primarily focusing on monitoring and reviewing 04 aspects of T-L-E. These are Course Content and relevance, Teacher's performance, Teaching-Learning-Evaluation processes and infrastructural support. This feedback is conducted online biannually semester-wise. The feedback received was then compiled and action plan was prepared by each teacher. The feedback and action plan was then presented before the Departmental review committee consisting of the Principal, Dean and IQAC coordinator.
- **Feedback from other stakeholders:** Feedback on course curriculum was obtained from employers and alumni. The same is reviewed by the Board of Studies of specific programme for necessary action.
- **Teachers feedback from Academic audit:** feedback is received from teachers as regards the course content. The same is then deliberated in the IQAC and necessary action plan is prepared by the Deans which is then shared with Heads of the departments.
- **Departmental reviews:** As an IQAC initiative, Principal conducts departmental review at the end of year to take a review of the academic and curricular activities conducted at the department. During the review meeting the feedback of teachers is presented and action plan and strategies are planned for execution.
- **Review of Newly appointed teachers:** During the year, 2019-20 review of all the new appointment was undertaken, wherein 10 parameters were assessed and accordingly report was prepared. Following the review, orientation and training programmes were conducted to enhance the skills of the teachers.
- **Positive Chowgules:** was an initiative to review and understand the TLE methodologies practiced in each of the departments by faculty members. The focus was on innovation on methods practiced, procedures followed, outcome and problems faced meetings

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	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:

In sync with the mission of institution, various measures have been taken for promotion of gender equity and sensitization by integration in the curriculum.

1. Curricular

- The institution offers various courses on Gender equity such as, 'Contemporary Issues of women in India', 'Women and Society in India', 'Representation of Gender and Sexuality in Literature', 'Women's Writing in India', 'Hindi Mahila Lekhan', 'Geography of Population Growth', 'Labour Economics' and 'Gandhian Economic Thought'.
- Through these courses, the students become morally and socially responsible as female students realize their self-worth and male students understand the importance and respect women.

2. Co-curricular

- Institution promotes gender sensitization through co-curricular activities like workshops, conferences, seminars, guest lectures, street plays, discussion forums, talking tree series, guest lectures, poster exhibitions, counselling, etc.
- Under the sports programmes students can avail two credits with sixty hours of contact practice or training
- International celebrations like Women's Day and World Population Day are observed.
- 'Gender Equality Audit in 2018-19' was conducted to figure out the opinion of students on gender equality and to come up with possible solutions if any rights are violated. Based on the outcome of the survey conducted on campus, the institution with pride declares that 'We are gender neutral educational institute'.

3. Gender neutral administrative process

Admission process is carried out with utmost transparency offering equal opportunity for students as reflected in the increase in number of female students being admitted. Also, there is a majority of women staff on campus.

- The institution constituted the following committees to provide a conducive environment:

1. Institution Grievance Redressal
2. Anti-Ragging
3. Sexual harassment prevention cell
4. Student's Disciplinary
5. Women Welfare and SC /ST Students Welfare
6. Safety and Disaster Management

7. Mentoring

8. Hostel

- Policy Prevention of sexual harassment is implemented since 2015 to ensure and create a safe environment on campus.
- Convenors of the various committees are duly empowered to carry out their functions.

4. Facilities for women on campus

- Institution provides safety and security environment with CCTV surveillance throughout the campus and security arrangement.
- Students and staff wear identity cards at all times and outsiders are checked by security staff.
- Common room facility is available for female staff.
- Washrooms are provided with sanitary napkin vending and disposal machine for the safe and hygienic disposal of sanitary napkins.
- Institution has Counseling center and mentoring system for students to take care of academic, emotional, social and cognitive development.
- Accommodation facility for about 20 girls and 35 boys outside campus with security services is provided, monitored by the Hostel Committee.
- Well-equipped sports facilities, gymnasium and fitness centre, are available on campus.

Activities conducted for safety and security on campus

- Safety and disaster management committee periodically conducts workshops and mock drills on safety during emergency situation on campus in association with Fire and Emergency services, Police and Health Department, Government of Goa.
- Awareness programs on Human rights, Rights of women in domestic problems, Cyber security awareness programs are conducted periodically.

In this way the institution provides a safe environment.

File Description	Document
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
Annual gender sensitization action plan	View Document

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

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

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

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

Response:

The institution has provided various facilities for the management of degradable and non-degradable wastes:

Solid waste management

- The administrative supervisor ensures that the waste in each floor is collected at designated time interval of the waste generated by all sorts of routine activities that includes paper, plastics, glass, metals, foods, etc.
- Separate dustbins are provided in the campus for dry waste and wet waste.
- Housekeeping staffs employed by the institution collect the waste from different locations, segregate systematically into degradable, non-degradable and finally dispose to the Municipality.

Liquid waste management

- The various liquid wastes generated from canteen, laboratories and washrooms are drained to the Margao Municipal Sewage system.
- Proper drainage system is arranged for all the buildings of the campus.

Laboratory waste management

- The institution is committed to the proper management of hazardous wastes to minimize the risk to students, faculty and staff, including laboratory personnel working with hazardous materials and to

reduce the risk of release of hazardous material to the environment.

- The institution has framed guidelines for the safe disposal of chemical and biohazard wastes and all the stakeholders have responsibility to comply with these guidelines to ensure safety at workplace.
- The link for the 'Policy on Laboratory Waste Disposal Procedures' on institutional website;

E-waste management

- E-waste generated in the institution includes non-functional monitors, CPU, UPS, printers, key boards, Compact discs and pen drives, etc. through E-waste collective drives. At the end-of computers useful life, they are collected from different locations of the campus by designated technicians. They are inspected by the authorities and it's open for disposal through contractors or vendors.
- The departments spread the awareness among all the students, teachers and other staff about the harmful consequences of e-waste in various ways. For example, the foundation course on Environmental Science and the Department of Computer Science encourages students to present case studies on E-waste such as 'The quantity of E-waste generated in the college every year', 'E-waste: a monster in disguise', 'E-Waste: Management and control', 'What exactly leads to the generation of E waste?'
- The Office of the Information Technology take initiative in spreading awareness among all the students, teachers and other staff about the harmful consequences of E-waste through presentation.

Curricular and Co-curricular activities conducted for promotion of management of wastes

- Also, The Institution offers a Skill enhancement course on '**Waste Management Techniques**' and Generic elective course on '**Vermicomposting technology**' with the objective of understanding the importance of waste management and familiarizing with the techniques involved.
- There has been a progressive increase in the number of students projects that focus on waste management techniques for a sustainable environment. Also, various activities such as workshops, poster competitions and awareness programs were organized.

File Description	Document
Geotagged photographs of the facilities	View Document
Any other relevant information	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
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional 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
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	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: A. Any 4 or all of the above

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

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
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View 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:

The institution has always been at the forefront of sensitizing students to the cultural, regional, linguistic communal and socioeconomic diversities of the state and the nation as evident from the activities conducted:

Cultural

- ‘Tathastu’ is the annual inter-collegiate event that showcases the talents hidden away in the colleges of Goa thus creating an inclusive environment.
- Other annual subject day celebrations include Pegasus, Synapse, Nebula, Revelations, I-RIX and Geographize.

Regional

- ‘Goenkarponn’, Goan cultural event
- ‘Cosfest Goa’, Cosplay competition of its kind in the state
- Portuguese Day
- Goa liberation day
- ‘Birth Anniversary of Shennoi Goembab’, Konkani writer and activist
- ‘Tulsi Evam Premchand Jayanti’ to commemorate the birth of noted Hindi authors Goswami

Tulsidas and Munshi Premchand.

- Conferences/Seminars/ Workshop/ talkswere organized:
 1. Interdisciplinary International Conference on 'Regional Cooperation, Conflicts and Constructiveness in South Asia: Strengthening SAARC'
 2. Indo-Sri Lanka Students Seminar on 'Changing Geographies of Cultural Landscape (India and Sri Lanka)'
 3. National Interdisciplinary Conference on 'Women Empowerment and Society in India (with special reference to Goa): Prospects and Challenges',
 4. National Seminar-Cum-Conference on 'Environment and Tourism: Dimensions and Perspectives,
 5. Talks on "Gandhian Thoughts and Values and its Relevance in Today's Life", 'The Role of the youth towards Social Responsibility and Social Work' by Fr. Joseph H Pereira, 'Women in Gandhian Satyagraha' by Prof. Vidhya Shah.

Linguistic

- Poetry recitation programs such as:
 1. 'Kavya Sandhya' for Hindi
 2. 'Shrawandhara' for Marathi
 3. 'Vachan Mandir' for Konkani
- Language days are observed such as:
 1. 'Hindi Saptah'
 2. 'Marathi Bhasha Divas'
 3. 'Srujanutsav', a weeklong festival of creativity in Konkani
 4. 'Shakespeare', an english literary festival
- Workshops were organized on 'Konkani Shudh Lekhan and Adhyapan' and 'Devanagari Typing'
- Seminars on writing skills, meet with the writers, days allocated for linguistics reading, talks on poetry writing skills.

Communal socio-economic and other diversities

- 'Sociofiesta', an inter-collegiate event that connects sociology to the daily activities of Goan life.
- Panel Discussion on "Language and Early Education in Goa: Burning issue of Medium of Instruction"
- Seminar on Learning Disabilities and Attention Deficit Hyperactivity Disorders
- Awareness program on "Postal Banking and its Benefits".
- Guest lecture on the topic 'Relevance of Sociology in our Life'
- Student's projects related to social issues such as:
 1. 'Working women; Crime rate: An Economic study in Salcete taluka',

2. 'Women in informal sector: A case study of households in South Goa'
3. 'Women in Goa: Turning Challenges into Opportunities'
4. 'A Comparative Study of Menstrual Hygiene Among Tribal Women in Goculdem Village and Women in Azadnagar Slum'

- Various departments organize field study and tours to visit industries, within and outside Goa for exposure of different cultures.
- The following National and International exchange programmes helps students understand the socio-cultural diversity under MOU:

1. National Exchange Programme with S.S. Jain Subodh P.G. Mahila Mahavidyalayaat Jaipur.
2. International Socio-cultural Exchange Programs with other institutions such as:

- Tullinge Gymnasium and Bromma Gymnasium at Stockholm, Sweden;
- Kansai University and University of Waseda at Japan
- University of Sri Jayewardenepura, Sri Lanka

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

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

Response:

The institution sensitizes the students and the employees to the constitutional obligations about values, rights, duties and responsibilities and constantly works upon to nurture them as better citizens of the country through various curricular and extra-curricular activities. The college has framed policies that reflect core values, code of conduct which needs to be followed by all.

1. Curricular activities

The curriculum offers courses as a small step to inculcate constitutional obligations among the students such as:

- Introduction to Constitution of India
- Gandhian Economic Thought
- Moral Philosophy
- Practical Ethics
- Value Education

- Philosophy of Human Rights
- Applied Philosophy
- Certificate course on Legislative Assembly.

2. Extra-curricular activities

- Institution celebrates national festivals and invites eminent personalities to emphasize on the duties and responsibilities of citizens through talks.
- The institution encourages participation of students in Sports, NCC and NSS at National level to strengthen nationwide bond and relation.
- The institution takes pride of nurturing successful leaders among the students by conducting the Student Council election annually.
- The elected representatives are given leadership training and delegate the responsibilities of organising college programmes with the support of other student volunteers.
- Staff and students participate in the national celebrations, flag day, Gandhi Jayanti, Constitution Day, take oaths and pledge for the cause of the nation.
- The institution conducts awareness campaigns, orientation programmes, seminars and workshops to sensitize the future leaders to inherit human values coping with the constitutional obligations.
- Ethical Values, rights, duties and responsibilities of citizens are some of the topics that are enlisted in Elocution/ Debates activities organized by various departments.
- Various community outreach programme activities are conducted for inculcating values for being responsible citizens as follows:

1. 'Beach Clean-up drive'
2. 'Chalo school mega drive' to create awareness on social issues amongst the school children
3. 'Swachh Bharat summer internship programme' organized by Directorate of Higher Education in collaboration with Ministry of Human Resources Development
4. Visit to old age homes and orphanages
5. Meet with differently abled children
6. Camps on 'Blood donation', 'Mindful leadership'
7. Workshop on 'Human rights'
8. Van Mahotsav day
9. Awareness program on

- 'India post payments bank financial services'
- 'Nutrition and Healthy Eating habits'
- 'Voter's rights'
- 'Waste management'

10. Sanitation campaign 'Swachhata hi seva', 'Seva Din' and 'Swach Bharat Abhiyan'

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

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

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

Response: A. All of the above

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

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

Response:

Institution celebrates national and international commemorative days, events and festivals.

1. NATIONAL DAYS

- **Kargil Vijay Diwas** is observed every year on 26th July to commemorate the Anniversary of Kargil war victory. Talk on the achievements of the soldiers during the Kargil war and a documentary was screened.
- **Independence Day** is celebrated every year on 15th August to mark freedom of India from British rule. Institution encourages students to remember the national leaders and their sacrifices towards the country through NCC parade, Flag hoisting, singing of patriotic song and street plays.
- **Gandhi Jayanti** is observed every year on 2nd October to understand the ideology of our great leader Mahatma Gandhi wherein pledge is taken and all students and staff actively participate in the

'Cleanliness drive - Shramdaan' conducted on campus after taking Swachhta oath.

Beyond campus activities include:

1. 'Prabhaat-Feri' - rally aimed to spread the message of cleanliness to the society through various posters and slogans
 2. 'Street plays' and 'cleanliness awareness drive' for people of slums.
- **Surgical strike day** is observed on 5th October to commemorate surgical strike done by Indian Army. NSS unit organised 'poetry writing' and 'greeting card making competitions' on the theme "I Support Indian Army for Surgical Strike".
 - **Rashtriya Ekta Diwas** (National Unity Day) is observed annually to commemorate the birth Anniversary of Sardar Vallabh Bhai Patel wherein pledge is taken and talks on the unity are conducted.
 - **Constitution Day** is observed on 26th November every year. The preamble was read and a brief talk about the 'rights and duties and their relevance in our lives' was conducted followed by pledge taking.
 - **Armed Forces Flag Day** is celebrated by NCC unit on 7th December annually wherein the day is dedicated towards collection of funds from staff for the welfare of the Indian Armed Forces personnel.
 - **Voters Day** is celebrated on 25th January wherein the students are made aware about their duties and rights as a loyal citizen.
 - **Republic day** is celebrated on 26th January every year, commemorating the adoption of Indian constitution. The celebration includes the marathon, NCC parade, flag hoisting, singing patriotic song and spreading a warm message of nationalism in a speech by the Principal.

2. INTERNATIONAL DAYS

- **International Yoga Day** is celebrated on 21st June every year. Institution organizes yoga camp and a speech is conducted to make everyone aware on importance of balanced life.
- **World Population Day** is observed annually on 11th July wherein several lectures and activities are organized on themes such as, 'Family Planning is a Human Right', 'Family Planning: Empowering People', 'Developing Nations', 'Little Girls with dream become Women with vision' and 'Vulnerable Populations'.
- **Hiroshima Nagasaki Day** is observed on 9th August every year to mark the atomic bombings on the Japanese towns of Hiroshima and Nagasaki. Lanterns were lit to commemorate the anniversary of the bombing and various activities were conducted.

The staff and students come together under one umbrella to celebrate these occasions and spread the message of unity, peace, love and happiness throughout.

File Description	Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

BEST PRACTICE –I

1. Title of the Practice: Teaching-Learning and Evaluation Pedagogy

2. Objectives of the Practice

Being an autonomous institution, there has been an urge of experimenting with various teaching-learning and evaluation methods.

- To shift from teacher centric to student centric through various teaching methodologies
- Development of team work and communication skills
- Encourage critical thinking
- Inculcate research aptitude
- To make students employable
- To encourage students towards innovations
- To make students socially responsible and environmental conscious

3. The Context:

- Lecture method is a one-way channel of communication of information which creates only passive learners hence there is a need to shift the passive learning to active learning using various teaching pedagogies.
- As there is a need to shift from theoretical based learning to applied knowledge the shift in teaching-learning process is needed that will enable students to face real life problems to ensure the holistic development of students.
- Effective active learning is carried out through blended interactive mode of learning for development of team work, critical thinking and communication skills.
- Instilling research aptitude that shall enable them to prepare well for vertical progression.
- Multiple modes of evaluation are required to cater to the different types of learners wherein traditional evaluation method was not suitable.

4. The Practice

- Institute has organized several workshops on Bloom's taxonomy, Information

Communication Technology (ICT) in teaching and various Modes of Assessments for enriching faculty.

- Bloom's taxonomy is widely used by all faculty as a powerful tool with the objective of developing cognitive skills in students.
- Teaching-Learning methodologies includes interactive, inquiry-based, debate, group discussions, field study, case-studies, cooperative learning strategies, Mind Maps for creativity, project-based and experimental methods, flipped and blended learning with model making and problem-based learning to encourage collaborative learning.
- As Institution is a recognized nodal center for SWAYAM/ NPTEL courses, advanced learners are encouraged to take these courses offered by premier institutions of the country.
- Learning Management System (LMS) have been used in the Institution since 2010 wherein MOODLE is a mandatory ICT tool widely used.
- Faculty create course page on the LMS (Google Classroom/MOODLE) wherein Course Details and Schedule, List of Mandatory and Supplementary references, Class policies, Assessment schemes, etc are made available.
- Lecture notes, research articles, videos, web links are made available to students that has helped the students to take the leap from a defined text book content to research-based learning.
- ICT enabled Teaching-Learning Process with use of LCD projectors is used regularly for conducting classes, practical sessions, seminars, workshops.
- Institution has a Centre for Teaching-learning with audio visual facility comprising of smart board being used by many faculties.
- Institution has a vibrant culture of instilling inquisitiveness and scientific temper amongst the students through a number of activities which include:

1. Hands-on sessions in the laboratories
2. Periodical guest lectures on topics relevant to employment skills by personnel from respective organizations / industry
3. Off campus internships and study/laboratory visits to distinguished academic institutions and industries make the students industry ready.

- As a preparation for the new academic year and uncertainty over the beginning of the classes due to pandemic, faculty explored various ways and means of reaching out to students with ease using an all-inclusive approach.
- Video Recording Software's were used prepare videos to be made available to students via LMS.
- For face-to-face interaction, Google meet and its various extensions like meet attendance and full screen shot were used. The hardware tools like stylus pen, graphic tablet, HD camera, lapel mike was used by the faculty in self-learning mode to make the e-learning effective.
- All academic activities are aimed at elevating the students' knowledge, skills and build confidence in them.

5. Evidence of Success

- Along with faculty, student's adaptability to technology and new modes of learning brought them in par with global learning experience.
- The institution now has a vast repository of offline videos. In order to maintain quality and standards, the Centre for Teaching Learning (CTL) of the institution has prepared a handbook to help Faculty that contains guidelines/formats to display courses in the LMS and tips on effective design of slides.

- The Internal Quality Assurance Cell (IQAC) of the institution has prepared two Handbooks on Teaching-Learning (TL) Methods and Assessment Handbook.
- Twelve research papers on the success of use of various modes of evaluation were published.
- Faculties were invited as resource person to conduct workshops Teaching-Learning and Evaluation in other educational institutions within and out of the state.
- Institution periodically prepares Academic Audit report that indicates there was no discrepancy in administering the various teaching learning assessments.

6. Problems Encountered and Resources Required

- Issues related to Internet connectivity proved to be a hindrance for effective delivery of online lectures, timely submissions and access to the LMS.
- Faculty needed to be trained continuously on the various options that are available for teaching, learning and evaluation.
- Various challenges that were faced during the initial stage was in identifying the various modes of assessments and how each mode of assessment can be effectively used by the course teacher as per the need of the course outcome.
- Multiple types of learners needed to be oriented properly thereby motivating the students to use ICT.
- Extended hours of working by faculty towards implementation and successful execution of the teaching learning and evaluation pedagogy.

BEST PRACTICE - II

1. Title of the Practice: GLOBAL EXPOSURE

2. Objectives of the Practice

- In sync with the mission and vision statement, the institution being at the forefront of education, has responded to the changing educational and employment scenario by offering need-based, industry-relevant and society- driven courses.
- Providing a global exposure to students and faculty and providing them opportunities to experience academic environment, current research, industrial and cultural facets to prepare them for a dynamic international career.
- The institution is committed to attain betterment so as to reach the next level whereby our students can seek both education, employment and open doors to possibilities for future global collaborations.

3. The Context

Being autonomous, one of our bench marks was to attain international standards and bring about significant change on campus amongst the students and faculty in the context of changing educational scenario.

- Identification of renowned international universities and having a Memorandum of Understanding
- The design of global exposure programs for students to get an academic and cultural exposure with

the intent to create and promote a collaborative academic and research platform at some of the finest universities in the world.

- Financial support through fellowships and funded projects.
- Training and motivating the students towards successful collaborative research projects.

4. The Practice

The global exchange programmes provide a platform for improvement in communication skills, self-esteem, creativity and leadership ability in students which are key attributes to nurture successful future global citizens.

- The practice begins with signing of MOUs with International Institutions such as:

1. Waseda University, Japan
2. Kansai University, Japan
3. Bromma Gymnasium, Stockholm, Sweden
4. Tullinge Gymnasium, Stockholm, Sweden
5. University of Porto, Portugal
6. University of Sri Jayewardenepura, Sri Lanka
7. La Re Union, France

- The MOUs comprises of the following programmes:

a) Student and Faculty Academic and Cultural Exchange Programme

- The visits are organized to understand historical, culture, socio-economic, governance and sustainable waste management system followed in the respective countries.
- Lectures, hands on laboratory practical sessions and short-term research projects are being carried out.
- Educational and field visits to industries and universities to understand current research, career and job opportunities
- Any scientific publication that results from this collaboration is typically authored by the student and the project advisors from the two institutions.

b) Transfer of Credits (Academic and Non-evaluative)

- The Inter-Institutional transfer of credits help the participating students avail credits for academics.
- Students earn two credits as this programme has been incorporated into the autonomy curriculum under non-evaluative credits.

c) Visits

- The faculty visits from various countries facilitates the collaboration that help develop plans for a student and faculty exchange programs.
- They also create a greater bond amongst the institutions and are a future powerful recruitment and retention tool.

d) Bilateral Programmes

The objective is to increase the level of internationalization of higher education, establish academic cooperation and implement it through exchange of students and academic researchers based on the international agreements.

5. Evidence of Success

In compliance with MOUs the following accomplishments were seen:

1. A total of eight Student and Faculty Academic and Cultural Exchange Programme were conducted wherein 176 students and 39 faculty have benefitted.
2. A total of eight incoming, three outgoing and one full time faculty have benefitted from Faculty Exchange Programmes.
3. Seven outgoing and three incoming students have availed the academic transfer of credits
4. Three research scholars visited from Stockholm University, University of Pecs, Hungary and University of Reunion Island, France.
5. Three International Faculty had official visits for the following:

- To promote Korea-India relations as part of the Embassy's public diplomacy program
- To promote academic and cultural collaborations

6. One faculty from International Christian University, Japan was on a sabbatical visit

7. Under Bilateral Programmes, the following were carried out:

- Two faculty visited RUDN University (People's Friendship University of Russia), Moscow, Russia for paper presentation.
- One faculty visited Mahidol University, Salaya, Thailand for Research project.
- Indo-Sri Lanka Students Seminar was organized.

8. Publications/ Newspaper articles

9. International scholarships received by students:

- Khorana Scholarship by University of Wisconsin Madison, USA
- Jasso Scholarship by Waseda University, Japan

6. Problems Encountered and Resources Required

- Develop linkages with various institutions
- The appointment of a competent authority to coordinate and development of international linkages was challenging.
- Up-scaling of infrastructure to accommodate international students and faculty and coordinating the programmes.
- Continuous funding for sustenance.
- Motivating students in order to take up collaborative projects which may culminate into publications.
- Sustenance of the programmes due to various global and regional crisis

7. Notes

This institution may become the lead institution in collaborating and sharing the resources (human as well as infrastructure) For example –Shree Mallikarjun Institution of Arts and Commerce Institution, Cancona located in a tribal area can become a resource to understand tribal culture, ethnomedicinal practices and tribal economy in context of India. Also, the participation in Goa Lok-utsav cultural festival would enable the international students and faculty understand the cultural practices of Goa.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

CURRICULUM DESIGN

- With the implementation of autonomy in 2015, Institution was able to design its own programmes, courses, methods of instruction as well as the evaluation system thereby enabling students to select courses of their choice based on their individual aptitudes and career goals through Choice Based Credit System.
- The mission of the institution is well integrated in the courses offered by various departments.

Steps involved in designing the curriculum

- Benchmarking trips to autonomous institutions of repute.
- Various workshops involving experts on curriculum design were conducted
- Establishment of the Governing Body, Academic Council and Board of Studies with a fair mix of academicians, industry experts and excelling alumni.
- The mission of all departments was prepared that propels the desired programme outcomes (POs) and course outcome (COs) and has also eventually led to the development of a Learning Outcome Curriculum Framework (LOCF) document.
- The course objectives and course outcomes, syllabus, pedagogy to be adopted and the assessment were clearly defined and measurable.
- Discussion/deliberation and approval from the Board of Studies (BOS)/ Academic Council/ Governing Body through meetings.

Thus, the curriculum and the designed programme/course was based on the inputs provided at the various levels i.e., Board of Studies, Academic council and Governing body.

Components of curriculum

- Curriculum that comprises of four components aimed at developing employability skills, research aptitude, global competency and socially responsible students are:
 - a) Core courses
 - b) Foundation courses
 - c) Extra-Curricular
 - d) Internship

Core Courses:

- This consist of the core and elective courses of the given major specialization with the core courses focusing on strong foundation in the given major and elective Courses aimed at exposing students to the application of skills.

Foundation Courses:

- This component comprises of Languages, Academic Writing, Research Writing, Statistics, Cyber Security, Environmental Studies, Generic elective and Skill Enhancement Courses.

Extra-curricular:

- The following extra-curricular subjects/ activities offered for undergraduates through clubs are Music, Dance, Sports for earning credits. Also, students earn credits through NCC, NSS, Life-skills, Fine Arts, Outreach Programmes and International exchange programmes.
- Under the International Exchange Programme, the student is permitted to join any study programme of another reputed institution /university overseas /within India with whom Institution has a Memorandum of Understanding wherein the minimum period of study will be one semester and a maximum of two semesters.

Internship:

- The internships are compulsory and an inherent part of the undergraduate curriculum.
- On successful completion of the internship programme a student earns four credits. Depending on the subject, internship work for a student may be explored and pursued in organizations outside the Institution such as a manufacturing plant / commercial firm / laboratory/ NGO / or in a department within the Institution.
- Also, to make students self-learners, Institution has adopted open online courses listed by the UGC under its Massive Open Online Courses (MOOCs) programme and offered on SWAYAM (Study Web of Active Learning by Young and Aspiring Minds).
- All of these four components ensure an ideal synchronization of the curriculum, the pedagogy and the assessment of the learning outcomes vis-à-vis the course/ programme outcome and mission of the department and institution based on local/national and global standards/needs.

- Thus, enabling students to take responsibility for their careers in acquiring new skills and develop a professional and ethical personality with appropriate attributes required for their upward mobility in education/life or for the purpose of employment.
- In order to prepare good global empowered citizens, institution takes utmost interest in the implementation and internalization of Gender, Environment and Sustainability, Human Values and Professional Ethics through the undergraduate and postgraduate curriculum.

Supporting facilities on campus

- ‘School for Foreign Languages’ promotes foreign language learning and culture. Experts and native speakers conduct Portuguese language courses for basic, elementary and intermediate levels that are conducted and certificates are issued by Instituto Camoes, Portugal.
- The first educational institution in the state of Goa to have launched the first of its unique ‘Translation Center’ to initiate students as well as teachers in translating different genera of literature and languages into other foreign languages and vice versa.
- The Centre for Teaching and Learning is the first in the State of Goa and one of the few Centers in the country. This Centre educates faculty on how to go about integrating ICT in Higher Education effectively.

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

5. CONCLUSION

Additional Information :

Best practices

1) Teaching-Learning and Evaluation: The core has been various student centric methods introduced from time to time that helped induce critical thinking, such as–blended teaching, flipped learning, MOOCs, POGIL, experiential learning, participative learning. Modes of assessments used are–open book exam, MCQs, student presentations, short answer questions, assignments, portfolios, case study, gobbet, poster/chart/model/concept/mind maps, practical, PBL, project-based learning, enact/skit/demo. LMS allows the faculty to create a centralized repository various sources of information to ensure that students are introduced to real-time research and other relevant information, which helped the students to take leap from defined text book content to self-learning and research-based learning.

2) Global exposure: of our students and faculties through academic and socio-cultural exchange programme is our unique best practise. It provides a global platform students and faculty, these programmes function at the following levels;

- i) Student and Faculty Cultural Exchange Programme
- ii) Faculty Academic Exchange Programme
- iii) Student Academic Exchange Programme and International Student Project Guidance
- iv) Mouswith International Institutes, Visits and Bilateral Programmes
- v) Transfer of Credits

PCCAS has collaboration and linkages with Waseeda University, Japan, Kansai University, Japan Porto University, Portugal, Nebraska University, USA, La Reunion University, France, Jayewardenepura University, Srilanka, Tullinge Gynasium, Sweden, University Of Pecs, Hungary, University of Stockholm, Sweden

Institutional distinctiveness

Curriculum Design is our institutional distinctiveness backed by the vision and mission of the college. These four integrated components (Core, elective, compulsory courses and non-evaluative course) of the curriculum help in the holistic development of the students that propels the achievement of the POs, PSOs and COs. That are in synchronization with the Global, National and Local Needs that ensures an ideal synchronisation of the curriculum, pedagogy and assessment of the learning outcomes vis-à-vis the course/PO and mission of department. The engagements with varied stake holders ensured that the curriculum was preparing the graduates/post graduates students with good communication skills, developed their problem-solving abilities, helped them to think outside the box. Also, it provides them with skills that aim at tackling the problems of “know how” and “know why”. It helps them develop a professional and ethical personality with appropriate attributes required for their upward mobility in education/life or for the purpose of employment.

Concluding Remarks :

With the 2014 University Grants Commission conferred autonomous status, this avant-garde institution is at the forefront of educational innovation in Goa. Our key focus has always been, and now even more so, to make education relevant, and essential to the current needs of society.

Highlights of the various criteria are as follows.

1. **Curricular Aspects:** The curriculum has been implemented based on the Choice Based Credit System (CBCS) as per UGC guidelines, as well as fundamentals of Outcome Based Education (OBE). Courses of all programmes are designed amalgamating foundational knowledge in core courses, and expanding it with elective courses. Our much vaunted Internship programme, and skill-based courses create employable students.
2. **Teaching-Learning-Evaluation (TLE):** Several FDPs were conducted to train Faculty to adopt novel TLE pedagogies. The institutional IQAC prepared reference handbooks of various TLE methods for faculty adoption and implementation. The examination cell made several reforms in students' assessment processes, with flexible modes of assessment.
3. **Research, Innovations & Extension:** Faculty members are actively encouraged to undertake research projects, as well as extension activities. Promotion of research culture, and the creation of several students' clubs have facilitated students' all-round development.
4. **Infrastructure and Learning Resources:** With initial Management funding to develop modernised infrastructure, the institution also utilized RUSA, and DBT funding to set up and equip Central Research Lab (CRL), Centre for Teaching and Learning (CTL), and AV Room, besides creating ICT facilities in classrooms and science laboratories.
5. **Student Support & Progression:** In keeping with the goal of adding value to education, and instilling responsibility among students, several academic, co-curricular, and extracurricular activities are organized - a platform in creating confident, sensitive, global leaders and team-players.
6. **Governance, Leadership & Management:** Decentralization has created an efficient synergy between the Institution and its departments leading to an increase in student related activities, equating to satisfied students.
7. **Institutional Values & Best Practices:** Autonomy has propelled our students globally through our international student academic and cultural exchanges, while all our students have benefitted tremendously with their interactions with visiting foreign faculty.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 40 Answer after DVV Verification: 38</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 36 Answer after DVV Verification: 38</p> <p>Remark : Observation accepted</p>																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>110</td> <td>120</td> <td>137</td> <td>212</td> <td>205</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>111</td> <td>120</td> <td>137</td> <td>212</td> <td>205</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	110	120	137	212	205	2020-21	2019-20	2018-19	2017-18	2016-17	111	120	137	212	205
2020-21	2019-20	2018-19	2017-18	2016-17																	
110	120	137	212	205																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
111	120	137	212	205																	
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>15</td> <td>12</td> <td>4</td> <td>35</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Observation accepted</p>	2020-21	2019-20	2018-19	2017-18	2016-17	02	15	12	4	35	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
02	15	12	4	35																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	0																	

1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 349 1046 483"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>645</td> <td>432</td> <td>88</td> <td>392</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 562 1046 696"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Observation accepted</p>	2020-21	2019-20	2018-19	2017-18	2016-17	48	645	432	88	392	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0																				
2020-21	2019-20	2018-19	2017-18	2016-17																																					
48	645	432	88	392																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
0	0	0	0	0																																					
1.3.4	<p>Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)</p> <p>1.3.4.1. Number of students undertaking field projects / internships / student projects</p> <p>Answer before DVV Verification : 491</p> <p>Answer after DVV Verification: 691</p>																																								
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1256 1046 1391"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1487</td> <td>1688</td> <td>1597</td> <td>1557</td> <td>1316</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1469 1046 1603"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>435</td> <td>681</td> <td>669</td> <td>628</td> <td>580</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1682 1046 1816"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1870</td> <td>2040</td> <td>1890</td> <td>1735</td> <td>1600</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1895 1046 2029"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>655</td> <td>845</td> <td>825</td> <td>745</td> <td>680</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1487	1688	1597	1557	1316	2020-21	2019-20	2018-19	2017-18	2016-17	435	681	669	628	580	2020-21	2019-20	2018-19	2017-18	2016-17	1870	2040	1890	1735	1600	2020-21	2019-20	2018-19	2017-18	2016-17	655	845	825	745	680
2020-21	2019-20	2018-19	2017-18	2016-17																																					
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2020-21	2019-20	2018-19	2017-18	2016-17																																					
655	845	825	745	680																																					

Remark : Observation accepted

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
31	32	30	27	32

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
33	32	30	27	32

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	48.66	18	23.66	15.50

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
48	146	54	71	31

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.025	0.461	6.91	0.40	0.092

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.025	0.46027	6.90821	0.39878	0.092

3.1.3

Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years**3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
02	03	04	01	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	02	02	01	00

3.2.1

Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)**3.2.1.1. 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:

2020-21	2019-20	2018-19	2017-18	2016-17
13.51	38.82	11.0	97.8	1.5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
13.51	38.82	10.90	97.8	1.5

3.2.2

Percentage of teachers having research projects during the last five years**3.2.2.1. Number of teachers having research projects during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	16	9	9	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	11	9	9	2

3.4.2

Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years

3.4.2.1. How many Ph.Ds are registered within last 5 years

Answer before DVV Verification : 7

Answer after DVV Verification: 0

3.4.2.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 8

3.6.2 **Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years**

3.6.2.1. 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:

2020-21	2019-20	2018-19	2017-18	2016-17
10	16	14	04	03

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	4	1	2

Remark : Observation accepted

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
56	63	62	41	23

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
56	65	63	41	23

3.6.4 **Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2877	4317	3323	2198	1081

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2877	4342	3303	2198	1081

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**

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

Answer before DVV Verification : 1

Answer after DVV Verification: 35

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

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)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
26	114	79	36	41

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
27	114	79	36	41

5.1.4 **Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
262	713	663	210	229

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
216	713	791	262	304

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.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	33	24	23	17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
13	28	21	18	12

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).

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	07	05	09	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
13	07	05	09	10

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

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : Observation accepted

7.1.4 Water conservation facilities available in the Institution:

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : Observation accepted

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>40</td> <td>38</td> <td>36</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>39</td> <td>37</td> <td>35</td> <td>33</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	40	40	38	36	34	2020-21	2019-20	2018-19	2017-18	2016-17	39	39	37	35	33
2020-21	2019-20	2018-19	2017-18	2016-17																	
40	40	38	36	34																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
39	39	37	35	33																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1487</td> <td>1688</td> <td>1597</td> <td>1557</td> <td>1316</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1480</td> <td>1681</td> <td>1590</td> <td>1549</td> <td>1307</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1487	1688	1597	1557	1316	2020-21	2019-20	2018-19	2017-18	2016-17	1480	1681	1590	1549	1307
2020-21	2019-20	2018-19	2017-18	2016-17																	
1487	1688	1597	1557	1316																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1480	1681	1590	1549	1307																	
2.4	<p>Number of revaluation applications year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>84</td> <td>23</td> <td>87</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	3	84	23	87	2	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
3	84	23	87	2																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	0																	

3.3	<p>Number of sanctioned posts year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 271 986 383"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>128</td> <td>144</td> <td>129</td> <td>116</td> <td>113</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 461 986 573"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>91</td> <td>91</td> <td>84</td> <td>77</td> <td>80</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	128	144	129	116	113	2020-21	2019-20	2018-19	2017-18	2016-17	91	91	84	77	80
2020-21	2019-20	2018-19	2017-18	2016-17																	
128	144	129	116	113																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
91	91	84	77	80																	
4.1	<p>Number of eligible applications received for admissions to all the programs year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 775 986 887"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1198</td> <td>1465</td> <td>1595</td> <td>627</td> <td>589</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 965 986 1077"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1198</td> <td>681</td> <td>669</td> <td>627</td> <td>589</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1198	1465	1595	627	589	2020-21	2019-20	2018-19	2017-18	2016-17	1198	681	669	627	589
2020-21	2019-20	2018-19	2017-18	2016-17																	
1198	1465	1595	627	589																	
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