

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)

Institutional Preparedness for NEP 2020 during the A.Y. 2022-23

Institutional Preparedness for NEP 2020	Action Taken
1. Multidisciplinary / interdisciplinary:	
a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution.	1. ODL through ABC registration 2. Clustering of colleges 3. Interdisciplinary approach by offering courses across Disciplines.4. Multidisciplinary approach by exchanging students from Humanities and Social Sciences with Sciences and Vice-versa.
b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.	Offering Science degrees by clubbing courses in physical, chemical, earth, natural sciences. Offer technology degrees by clubbing courses in computer science with mathematics. Degree in Engineering: NA Degree in Mathematics is offered with a multidisciplinary option towards Data Science.
c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain	Yes, the institution offers flexible and innovative curricula that includes credit-based courses in the areas of community engagement and service, environmental education and value based education towards the attainment of a holistic and multidisciplinary education. The courses focussing on community engagement and service includes: Socio-Religious Reform Moments in India (History); Exploring Diversity of India (Geography); Community Engagement and Social Responsibility, Social Institutions in India (Sociology); Semacho Sambhal-Samagic Zhapsaldarki (Konkani). Environmental Education includes: Environmental Studies (Geography); Swach Bharat ani Paryavaran (Marathi). Value based includes: Kautilya's Arthashashtra (economics)
d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.	Adopting the Credit based curriculum Framework for Undergraduate Programme proposed by UGC the college has prepared the Programme structure in such a way that : i. The number of credits earned by the student remain constant throughout the semesters (20 credits per semester) with the levels of teaching learning maintained at 100 at first year, 200 at second year, 300 at third year. ii. All foundation level course are proposed upto semester III so that a student can focus on the domain knowledge courses at higher semesters. iii. Skill Enhancement courses are introduced upto Semester III so that upon exit a student can seek employment. iv. A multidisciplinary approach is achieved by offering courses of Humanities and Social Sciences to students of Sciences and vice-versa.
e) What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges?	The college has set up the Research and Development Cell involving Research Advisory Council wherein the Collaboration and community committee investigates the matters involving society's issues and challenges.
f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.	1. Groupings of Subject Disciplines for better choices. 2. Flexible Programme Structure offering multiple entry and exits. 3. Clustering of departments within college for an Interdisciplinary approach.
2. Academic bank of credits (ABC):	Academic Bank of Credits (ABC) is a National-level facility to promote flexibility of curriculum

a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.	framework. Interdisciplinary or multidisciplinary academic mobility of students across HEIs in the country with appropriate credit transfer mechanism.
b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.	The college has registered with National Academic Repository (NAD) for storing online all the academic awards viz. certificates, diplomas, degrees, mark-sheets, creditsearned by the students etc. By registering with ABC the college is provided with variety of services including credit verification, credit accumulation, credit transfer or redemption and authentication of academic awards.
c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.	To align with NEP 2020 the college will facilitate the students to select multidisciplinary courses by allowing them to enrol for the courses offered by other HEIs and vice versa. In view of the above the college have registered for ABC.
d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.	Majority of the students were facilitated to register for ABC through Digilocker.
e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.	
3. Skill development:	
a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework	The College offers BVoc in Software Development designed for Skill development in alignment with National Skill Qualification Framework. The Institute has taken utmost care in framing the Syllabus and has handpicked appropriate topics keeping students in view of various background. The Courses are designed in Such a way that multiple entry and exit is allowed.
b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.	The programme develops students in understanding English Language and making students ready to communicate in English. Students are given exposure in the field of Accounts, those who are from the non-Accounting Background. The Institute has hired Industry Experts to teach Specialised courses in Web Development, Mobile App Development, etc.
c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.	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).
d) Enlist the institution's efforts to:	
i. Design a credit structure to ensure that all students take at least one vocational course before graduating.	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 humanistic, ethical, constitutional values of honesty, integrity, transparency, accountability, confidentiality, objectivity, respect, obedience to the law and tolerance to each other

<p>ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.</p>	<p>Professional and Social Ethics: The college also tries to foster professional and social ethics through its varied 4 credit foundation, inter-disciplinary and elective courses. For Example the Academic writing and Research Writing course are aimed at establishing Scientific Temper. In addition to these courses the curriculum designed and 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. The College through varied departments integrates courses both core and electives in Gender or Gender related issues so as to propagate the humanistic value of equality.</p>
<p>iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners.</p>	
<p>iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.</p>	
<p>v. Skilling courses are planned to be offered to students through online and/or distance mode.</p>	
<p>e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.</p>	<p>Environment and Sustainability: 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.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</p>	<p>Indian Culture and traditions. The College always takes pride in the Local Culture vis-à-vis the Indian Culture and has taken care to promote and propagate the same through the B.A. programmes. The B.A programmes in Hindi, Marathi, Konkani, Sociology History and English have a course or two to promote Indian and Goan Culture and also students activities. Given below are the list of Courses in B.A Programmes and the Activities;</p>
<p>a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc.) into the curriculum using both offline and online courses.</p>	<p>1. Hindi: Hindi Natak (Course) Hindhi Saptah (Student Activity) 2. Marathi: Marathi Natak and History of Marathi Literature in Goa and Kavya Sandhya (Student Activity) 3. Konkani: Study of Konkani Street Play and Study of Konkani Folklore (Courses) Shrujanoutsav (Student Activity)</p>
<p>b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.</p>	<p>4. Sociology: Understanding Goa's Culture (Course) and Goenkarponn (State Level Activity) and Goan Day (Student Activity)</p>
<p>c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution.</p>	<p>5. History: Goan Heritage and Culture (Course) visit to heritage sites in Goa (student activity)</p>
<p>d) Describe the efforts of the institution to preserve and promote the following:</p>	<p>6. English: Goan Literature (Course) and Goan Day (Student activity)</p>
<p>i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)</p>	
<p>ii. Indian ancient traditional knowledge</p>	
<p>iii. Indian Arts</p>	
<p>iv. Indian Culture and traditions.</p>	

e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.