

PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)

BEST PRACTICES (2016-2020)

2016-2017

BEST PRACTICE I: STUDENT TEACHER-BONDING:

1. **The Practice:** There are three broad activities that are the foundation of student teacher-bonding:

i. Mentor – Mentee Meet:

The college organizes a mentor mentee meet every year so that students (mentees) are being properly guided and are given personal attention. The meet focuses on targets to be set by the mentees for their academic performance and in also developing a mentor-mentee rapport. Mentees can share their thoughts about anything and discuss whatever they want in this safe zone. The mentees meet their respective mentors regularly for necessary, help, advice, guidance or just a listening ear. Mentors can also run interventions with their mentees or their teachers when needed.

ii. Departmental / external activities and competitions:

Each department organizes various departmental activities wherein the faculties supervises or monitors their students to organize activities that would give a push to their organizational abilities. Several departments conducted activities as under:

Department of Biotechnology - Annual Exhibition Cum Event “SYNAPSE”, chart making competition on “Good Laboratory Practises”,

Department of Botany - Intercollegiate event „PLANTICA“, Science Fest,

Department of Chemistry – KYNESIS'

Department of Computer Science – Intercollegiate IT festival “I-RIX”,

Department of English - “Shakespeare Festival - The Bard by the Mandovi 2016”, Pegasus, Cosfest Goa 2016 -Bringing Pop Culture to Life, Literati! 2016, Omega 2016, study tour to Kala Ghoda Festival 2017

Department of Economics – Intercollegiate event - Revelations“,

Faculty of Languages and Literature - „Twenty First Intra -Collegiate Poetry Recital and presentation Competition – „Kavya Sandhya 2017“

Department of Geography - Observed “World Population Day”- the Theme: “Girls with Dreams become Women with Vision”, Observed Hiroshima-Nagasaki Day, Intercollegiate event “Geographize”.

Department of Geology - Intercollegiate event – Nebula

Department of Hindi - Tulsi aavam Premchand Jayanti, “Hindi Saptah”, Swarchit Kavita Vachan Competition, Parvati vachan Mandir

Department of History - *Panel Discussion* on 'Sensitization of HIV AIDS'

Department of Konkani - Celebration of 141st Birth Anniversary of Shennoi Goembab, Observed the death anniversary of Dr. Madhavi Sardesai, well known Konkani Writer and Critic, Vachan Mandir program on “Pavsachyo Kavita” , Srujanotsav-2016“, Meet the author.

Department of Marathi - Marathi Bhasha Diwas, Lokmanya Tilak Punyatithi

Department of Mathematic – “Mathemagic“

Department of Philosophy - Essay writing, debate and quiz competitions

Department of Physical Education & Sports – 54th Annual Athletic Meet

Department of Psychology - Mind Kraft, Discussion Forum on the theme - Underachievers; From Caterpillar To Butterfly

Department of Sociology - Intercollegiate event – Goenkarponn, “SOCIOFIESTA”, *intra-class competition* on „Resurrection of women Sociologist“

Department of Zoology - Intercollegiate event - 'SYMBIOSIS'

iii. Educational Tours / treks / visits to respective related field:

These Educational Tours / treks / visits enhance the knowledge of the students as they explore practical work ethics and professionals. These visits develop strong bonding and understanding between the faculties and the students.

- i. The Department of Zoology organized field *trip* to National Centre for Antarctica Ocean Research (NCAOR), Bhagwan Mahavir Wild Life Sanctuary, Mollem, study avain biodiversity of Ratnagiri, Ambolim“, ICAR - Old Goa and Ela farm - Old Goa and to Cutbona fishing jetty and fish landing centre
- ii. The Department of Geography under their Club “GLOBE (Geographers' Loving Our Beautiful Environment)” organized a Monsoon Trek to Mainapi Waterfalls at Savoi.
- iii. The Department of Economic (through Economics Forum) organized a field trek to

Netravali wildlife Sanctuary.

- iv. The Department of Psychology conducted a *field trip* to Sethu – Family Development Center in Sangolda and Kripa Foundation – a rehabilitation center in Anjuna.
- v. The Department of English organized a study tour to Kala Ghoda Festival 2017.
- vi. Our College NCC Unit conducted Summer Trek.
- vii. The Department of Sociology organized its annual *field Trip* to Morpirilla Tribal village in Quepem Taluka.

2. **Evidence of Success:** Large numbers of students participated in these activities which were aimed to help identify, and nurture the leader in them. Soft-Skill development, independence of the students in decision making, entrepreneurship skill development, human resource management are observable during the lead-up to inter-school and higher secondary and inter-collegiate competitions. Through the various activities it is observed that student-teacher rapport increases leading to a better dynamic between the two.

BEST PRACTICE II: POSITIVE CHOWGULES

Positive Chowgules is a recent initiative to bring together all the departments of the college with the sole intention of sharing what they consider their best practises of the year. This is organized at the end of every semester. Departments present and share their best practices in terms of academics, evaluations, teaching methodologies, extra-curricular activities, and motivational strategies. This encourages collaborations between departments once they identify areas they need to work on.

Some of the stand-out practices followed by the departments are:

- Evolved teaching methodologies which involve blended learning, student-centred learning, cooperative learning strategies, flipped classroom methods, experiential Learning
- Evolved assessments - interactive quizzes, use of Audio and Audio-visual submissions, posters, role-play, plays, debates, discussions, term-papers, project based assessments etc.
- Encouraging students to try their hand at research through the conduct of Seminars, Conferences and workshops, as well as sending students out to present at various Seminars, Workshops and Conferences.
- National level seminars, conferences and workshops organized which tie -in with

syllabus content to give students insights into current thoughts and research in their areas of study

- Extra-curricular events, tie-ups, based on the students' major-minor programme choices for better grounding in their subject areas.
- Consultancy services as a means of teaching, training and study - Many departments are offering consultancy services as a means of training their students.
- Internships within departments - along with consultancy services another area of training is the internship credits. A few departments have taken interns within the departments especially those interested in the teaching field.
- Extensive of ICT within classroom from using cell-phones/laptops to complement classroom teaching to the recording of practical demonstrations to assignment submissions as well as SEE assessments through Learning Management Softwares - Google Classroom/Moodle (CLAAP)

2017-2018

BEST PRACTICE I: TEACHING- LEARNING & EVALUATION

Teachers experimented with modern teaching learning methodologies commensurate with new courses that were introduced through the autonomous structure. New modes of assessment were also adopted at the continuous assessment component of evaluation as well as the Semester End Examination. Some of them are as listed under -

- Open Book Exam (OBE)
- Multiple Choice Questions
- Presentations by Students using power points
- Short-Answer Questions
- Assignments
- Case study
- Poster/Chart / Model
- Concept / Mind Maps
- Submission of portfolio at the end of Semesters

The above have now been standardized by the IQAC, and the process of creating a handbook has been initiated to be completed in the following year. Teaching- Learning

Methods have also evolved as autonomy is maturing. A few of the teaching learning Processes as well as Evaluations adopted by the departments have been delineated:

S.NO	Departments	Teaching -Learning Processes	Examination/ Evaluations used
1.	Botany	-Experimental learning, Activities involving research and presentation by students	- Open book - Assignment Writing
2.	Chemistry	- Process Oriented Guided Instructive Lecture (POGIL)	- Assignment Writing
3.	Computer Science	- Use of ICT tools and ICT based material (ppt, pdfs, websites, YouTube videos, etc.) - Use of resources available in the LMS interactive activities of Quiz, Chat, Assignment, etc. - Encouraging Group discussions, Brainstorming, Case studies, Debates and Quiz's in class - Lectures with the help of power point presentations specially prepared for every course. - Questions based on Blooms Taxonomy - Problem Solving and POGIL during classroom sessions (PGDCA)	- Online Certifications(Spoken Tutorial, Mumbai-IIT)were conducted and marks scored by Students were considered as Continuous Assessment Marks - Poster Presentation for Continuous Assessment
4.	Economic	- Interactive lectures, Discussion Forums, Debates, Seminars, Guest lecture, Experiential learning, Case study, Presentations, and Problem based learning, Peer learning, Assignments, Research Writings, and Projects.	- Open book test - Paper review - Multiple Choice Question - Case study - Seminars - Assignment writing

5.	English	<ul style="list-style-type: none"> - Lecture Method with teaching aids - Interactive Methods - Discussion model - Inquiry Based model - Cultural knowledge model - Experiential Learning through... <ul style="list-style-type: none"> - Constructivist model - Application model - Audio lectures/Video Lectures for flipped classroom model 	<ul style="list-style-type: none"> - Open Book Examination - Online Multiple Choice Questions - DST (Digital Short Story Telling) - Interactive Newsletter - Online MCQ for self-study - Short tests after each unit completion - All students shown answer books after tests - SEE - submission of term papers - SEE- Submission based/Applicative - SEE- portfolio method
6.	French	<ul style="list-style-type: none"> - Games for the students, Debates, Discussions, Quiz, Presentations, Dialogues. 	<ul style="list-style-type: none"> - Open Book Examination
7.	Geography	<ul style="list-style-type: none"> - Inculcating Writing Skills amongst students, communication and presentation skills, on-field teaching and learning - Cognitive mapping - Problem Based Learning (PBL) 	<ul style="list-style-type: none"> MCQ Assignment writing Field reports
8.	Geology	<ul style="list-style-type: none"> - Field visits to places of geological importance to encourage experiential learning. - Visits to reputed institutes like NIO and NCAOR to get hands on experience on research tools as well as motivating interaction with scientists. 	<ul style="list-style-type: none"> - Open book test - Presenting self-made documentary films on the geological features seen in Goa and other places around Goa. - Assignment based on observations of geological features during field visits. - Submission of Portfolios based on field- based courses.
9.	Hindi/ MA. Hindi	<ul style="list-style-type: none"> - Assignments - Group discussion/Debates - Student's presentation - Street plays - Role play - Participation in seminars/workshop - Story telling methods 	<ul style="list-style-type: none"> - C.A. – Assignment, Written Exam, Paper Presentation & Multiple Choice Questions
10.	Konkani	<ul style="list-style-type: none"> - Lecture Method, Discussion Method and Presentation Method 	<ul style="list-style-type: none"> - Projects and Assignments by using ICT

11.	Mathematics	- problem solving and self-learning	- open book tests, multiple choice tests and presentations
12.	Marathi	- Group Discussion - Presentations - Self-learning - Field work	- Assignments - Multiple Choice Questions - Written Exam - Open Book Test
13.	MA. Psychology	- Experiential learning through case studies and practicum	- Open Book Examination
14.	Physics	-Peer Instruction Teaching Method	- Assignments in the form of working models
15.	Psychology	- street play, dumb charades, debate, bake or paint, review of literature, essay writing, movie review, survey, movie/book presentation related to topics covered in the syllabus.	
16.	Sociology	- Experiential learning	- Globalization and New Media (Digital Story Telling): Students create a documentary using pictures or videos. - Teaching Sociology: Theory and Practice: students demonstrate their teaching skill in a class allocated to them. - Introduction to Qualitative Research Methods: S.E.A is based on the development of a research proposal.
17.	Students Support Service	- Google Classroom	- Online Multiple Choice Questions.

18.	Zoology	<ul style="list-style-type: none"> - Problem based learning. - Group learning activities. - Projects - Interactive learning - Devised protocol for conducting practical – enabling higher order thinking. - Research publications related to teaching learning: 	<ul style="list-style-type: none"> - Devised rubric for continuous assessment of practicals. - Continuous assessment of courses of the department includes „Problem based learning activities“ as component for each assessment to evaluate thinking and analytical skills of students.
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Standardized Practices to ensure quality of Teaching-Learning and Evaluations:

A well-defined plan for each course, course outline and pre-class reading through the Flipped Learning Methodology that is facilitated through CLAAP and Google Classroom is being adopted as a policy by the college keeping in view the confidentiality involved in the organization and conduct of a Semester End written exam every teacher prepare two sets of internal question papers in accordance with Bloom,s taxonomy along with detailed answer keys. Marking schemes / rubrics are devised for courses having submission-based Semester end exams, Term

Papers based SEEs, or portfolio based SEEs. Through a Central Evaluation System of assessing and cross-checking of scores the results are prepared using automated software. An academic audit conducted at the end of a year intends to monitor the entire process of delivery of a course.

Complementary practices to academics – Value added Services, Research-based education, and Student Academic Tracking:

Certificate courses and value-added courses are offered to students through CCAPS (Chowgule Center for Applied and Professional Studies) besides some of the departments in the faculty of Arts the departments. An analysis of the results of the students is done and a tracking of the grades set in advance by the students is monitored through a mentoring system apart from that done at the department level. As a part of promoting a research culture amongst students, an encouragement is given to students to present their work related to projects either as papers or as posters at relevant forums.

BEST PRACTICE II: INTERNATIONAL EXCHANGE PROGRAMME

The college has instituted Exchange Programmes with institutes beyond the boundaries of the country. These programmes function at the following levels:

- a) Student & Faculty Cultural Exchange Programme (with Project Collaborations)
- b) Student Academic Exchange Programme & International Student Project Guidance
- c) Faculty Academic Exchange Programme
- d) MOUs with International institutes, Visits and Bilateral Programmes

The aim is commensurate with the vision and mission of the college to give opportunities to all, while endeavoring to be global leaders in education.

Student & Faculty Cultural Exchange Programme

The exchange programme with Swedish institutions aims to establish collaboration between the students and faculty of the respective institutions and provides an opportunity to understand the culture, traditions, food and socio-economic life in Sweden. The history, biodiversity and other aspects of Sweden are covered through lectures and enhanced through field trips.

As part of the Sweden Exchange Programme 2017-18, 18 students and three faculty member of the college, Mr. Kumaresh Pillai, Ms. Liesl Silva and Ms. Sharmila Menezes visited Tullinge and Bromma Gymnasium, Stockholm, Sweden from 6th September to 22nd September, 2017. Our students stayed with the Swedish students who were selected to reciprocate the visit to Chowgule College in November- December, 2017. The students attended lectures on Swedish history, cultural exchange, flora and fauna, preservation biology, equality and so on. They visited important historical locations in and around as a part of the exchange programme. Students also gave a performance on "India Day" that was organized to showcase Indian Culture.

On a reciprocate visit, 18 students and five faculty from Tullinge and Bromma Gymnasiums, visited Parvitibai Chowgule College from 25th November to 8th December, 2017. Swedish students stayed with families of our students to experience Indian social life. The programme schedule included sessions on yoga, interactive lectures on Goan Heritage, Industries in Goa, Livelihood strategies of Tribals in Goa, Ethnic Medicines, Goan Cuisine and Indian Classical Dance/Music. Students were taken

on field visits to orphanage, old age home, and other institutes and house that court Goa's cultural heritage.

Projects Collaborations

During the academic year 2017 – 2018, the research component of the programme included two projects carried out by our students and members of faculty in collaboration with *Tullinge* gymnasium (Stockholm, Sweden). A brief account of the projects is provided below:

A preliminary comparative analysis of soil microbes in Goa and Sweden

The project was aimed at conducting a preliminary microbial analysis of soil samples from Sweden and Goa and to compare the microbial colonies formed along specific parameters.

It was interesting to note that while the microbial colonies from soil samples in both countries displayed similarities in size, texture and pigmentation, there were differences in the type of margin and in the optical property, indicating that the species found in these regions vary from each other. Further characterization tests would reveal information with respect to Gram character, biochemical nature, motility and other characteristics of the soil microbes.

Student Academic Exchange Programme

- a) Ms. Aarati Joshi, SYBA (English/French Major) got selected at Waseda University, Japan for a one year course in advanced Japanese language during academic year 2017-18 under the academic exchange programme. She was awarded JASSO scholarship to complete her course over the year.
- b) Ms. Charmaine Pereira, SYBA (English Major) was selected to pursue her study at Kansai University, Japan for two semesters for the year 2018 – 2019 under the Student Academic exchange programme.
- c) Dr. Nandkumar Sawant guided and mentored Ms. Kata Murányi, a Research Scholar from Institute of Geography , University of Pécs , Hungary for her Short Study on „Creative Economy of the Portuguese Speaking Countries and Territories, Ex-colonies“, 31st December 2017 to 16th January 2018. Ms. Kata Murányi also conducted a workshop on Mapping of Urban Neighborhood's for students of MA Geography on 12th January 2018.

d) Dr. Nandkumar Sawant provided guidance to Ms. Klara Nordström, a Graduate Student from University of Stockholm, Sweden, for her Research Project on Tourism and Women Empowerment, 16th January to 16th March 2018.

Faculty Academic Exchange Programme

Under this initiative the college endeavor's to associate and bring in foreign faculty members to give our students an edge. This is in its initial stages and therefore has seen foreign faculties and delegates visiting the institute.

a) Professor Gilda Machado from Portugal is providing her services to this college and is in-charge of the department of Portuguese and conducted the Portuguese Language Course for 78 students for the full academic year.

b) Prof. Jose Manuel Peres Jorge, University of Porto, Portugal visited the Department of Economics, from 7th to 19th August, 2017. He addressed the students of Economics on exchange rate systems and international banking and exchange rate and international resource management.

c) His Excellency, Mr. Hai Kwang Lee, Acting Ambassador of Republic of Korea (South Korea) to India, visited the college on 27th of October, 2017 to give a talk on Korea-India relations as a part of the Embassy's public diplomacy programme. His lecture touched upon deep historical and cultural linkages between the two countries that date back more than two thousand years. He added that Korea's focus on education is significant and showed keen interest in strengthening bilateral relations between the two countries in collaborative research and higher education.

d) Prof. Paula Guerra from University of Porto, Portugal visited the Dept. of Sociology, from 30th January to 12th February, 2018. She took up lectures on *Sociology of Religion* and *Introduction to Schools of Sociological Theory* for the sociology students. Prof. Guerra also conducted a workshop on *Introduction to Qualitative Research* for students and members of faculty of the college.

e) Professor Christopher Gallager from International Christian University, Japan taught a course: Academic Writing for the academic year 2017-18. He also conducted few workshop and was the resource person for the National Conference

f) A *workshop* on Conflict Mediation by Ms. Ana Martins, (Psychologist) was conducted for faculties to learn and validate specific skills, such as cooperative negotiation, assertiveness, communication, active listening, creativity and problem solving, which are important tools that can promote the improvement of interpersonal relationships and pedagogical methods. Similarly, Dr Patrick Mc Namara conducted a

workshop on Art of Meditating.

MoUs with International institutes, Visits and Bilateral Programmes

Under this initiative MOUs, Visits and Bilateral programmes are organized and sought after to continue our vision to be leaders in education.

- a) An MoU has been signed between University of Porto, Portugal and our College for cultural exchanges between both institutions for a period of five years. An addendum was also signed at the same time for academic exchanges during this period.
- b) Dr. Nandkumar Sawant received a grant by ICSSR, New Delhi, for a visit to Thailand from 14th – 27th March 2018, to carry out his Research Project on Effects of International Tourism Related Activities on the Social and Economic Life of the Adjoining Rural Hinterlands: A Comparative Study of Goa (India) and Chonburi (Thailand) in the Globalized Era“ under the ICSSR-NRCT Bilateral Programme.
- c) Dr. Nandkumar N Sawant and Shri. S.S. Adsul (Department of Marathi) attended the International Scientific workshop on „Urbanization and Regional Development in Russia and Europe“ on 19th& 20th April, 2018 at RUDN University (People’s Friendship University of Russia), Moscow, Russia. They jointly presented a paper on „Goa’s Urban Landscape: does it retain Lusophone Identity?

MEMORANDUM OF UNDERSTANDINGS 2017-18

S.N	MOU With	Department / Our College	Remarks
1.	Infiswift Inc, now renamed as Aximsoft Corporation, California, USA	Computer Science	The company have sponsored to set up the Embedded Systems Lab in the department by sponsoring the lab equipment worth of Rs. 1,20,980/- consisting of Arduino Uno R3 Kits, with various sensors and actuators (8 nos); Raspberry Pi3 (10 nos.) and Arduino MKR 1000 - IoT Board (10. Nos).

2.	Centre for Incubation & Business acceleration (CIBA), Verna, Goa	Computer Science	- Signed the MoU with CIBA on 8th March 2018.
3.	Manovikas English Medium School, Margao	Psychology	MOU signed in the month of December, 2017 for tenure of 5 years.
4.	Goa Institute of Public Administration and Rural Development (GIPARD), Old Goa	Geography	MoU signed in the year 2017 for a tenure of 2 years. Organized one day Training Programmes on Malnutrition, Anaemia and Alcoholism were organized by GIPARD for Angadwadi workers, Panchayat Members of South Goa District at Parvatibai Chowgule College on 9 th & 11 th August, 1 st September, 2 nd , 3 rd & 6 th November 2017 respectively
5.	The University of Porto & Goa University	PCC	MoU signed in the year 2018 for tenure of 5 years. Our college with University of Porto. Dr. Paula Tavares, Associate Professor, University of Porto, Portugal visited our College for Faculty Exchange programme from 30 th January, 2018 to 12 th February, 2018. She mentioned her keen interest and focus on socio-cultural studies and also conducted a workshop on "Introduction to Qualitative Research Methods" from 01st to 07 th February, 2018.
6.	Parishkar College of Global Excellence, Jaipur	PCC	MoU signed in the year 2018 for tenure of 3 years.
7.	Sophia Girls' College (Autonomous),	PCC	MoU signed in the year 2018 for tenure of 3 years.

	Ajmer, Rajasthan		
8.	Rayat Shikshan Sanstha's Dahiwadi College, Dahiwadi, Satara	PCC	MoU signed in the year 2018 for tenure of 3 years.

Review meeting dated 9th September, 2017 was held between the MoU colleges to review the activities conducted under the MoU during the last academic year 2016-17 and to also plan activities for the academic year 2017-18. Collaboration was aimed at two different levels : at departmental level, the invited colleges aimed to have collaborative activities with the various colleges with whom our college had signed a MoU and at institutional level, organizing seminar on best practices in the institution, NAAC Brainstorming workshop etc.

COLLABORATIONS AND LINKAGES, 2017-18

SN	Collaborations With	Department / The College	Remarks
1.	Goa Institute of Public Administration and Rural Development (GIPARD), Ela, Old Goa	PCC	Organized a One Day <i>Awareness Programme</i> on “Malnutrition, Anemia and Alcoholism” for Members of Panchayat and Anganwadi workers and on 2 nd , 3 rd and 6 th November 2017.
2.	Goa Marathi Academy	Department of Marathi	Organized an Inter High School & Higher Secondary Competition known as „Navankur Kalamahotsav“ with the theme of the program was „Marathi Musical Drama“ on 12 th January, 2018.
3.	Academy of Solution focused Approaches and Research	PCC through Department of	Organized a two days <i>workshop</i> on „Solution Focused Practices“ on 10 th & 11 th March, 2018. The Resource Person was Dr. Jaseem Korrakot,

	(ASFAR) India	Psychology	Clinical Psychologist.
4.	Goa Writer	Department of English	Organized a workshop on “Creative Writing”
5.	CIBA	Department of Computer Science	Organized a <i>Talk</i> on „Incubation Centre“ by Mr. Amey Karmali, Manager, CIBA for the Students of department on 19th July, 2017.
6.	Sangath	Department of Psychology	Organized a Health and Wellness screening campaign“ in our college campus As part of project AMBIT (that seeks to develop an intervention that can be delivered over the mobile phone, for drinking problems)
7.	All India Progressive Forum (AIPF), Delhi	Department of Economics	Organized an ICSSR Western Regional Centre, Mumbai, sponsored <i>National Level Seminar on Globalization, Finance Capital and Markets: Impact on India“</i> held from the 1 st to 3 rd December 2017.

SN	Linkages With	Department / The College	Remarks
1.	Systeme, Anwendungen und Produkte (SAP)	Department of Computer Science	- Three officials of SAP interacted with the students of T.Y.B.Sc. Computer Science of their Scholar @ SAP program opportunity is provided to students to work with SAP after their graduation and earn an MTech degree in Software Engineering from BITS Pilani during their working period.
2.	CinnamonTeal, Margao	Department of English	- Internships is provided to our students

3.	CIBA, Verna	Department of Computer Science	<ul style="list-style-type: none"> - Organized a meeting to discuss signing MoU between both the parties on 12th July 2017. - Seven faculties of Department of Computer Science along with sixty two students from Computer Science, B.Voc & M.Sc-IT visited CIBA on 2nd August 2017 for three hours.
			- A workshop on Ideation was organised by CIBA at Verna for the students of Department of Computer Science to take their first step towards self-employment on 9th January 2018. Faculties also interacted with Mr. B. S. Revankar, Ex. Director at Center for Entrepreneurship development, Karnataka on various ideas in shaping up the students to become future entrepreneurs.
4.	Four Higher Secondary Schools in Goa	B. Voc Com. Sci. Department	- organized one day Technical Event "Technobit " on 31st January 2018
5.	Goa University	Physics department	- Visited Goa University to perform experiment on Study of characteristics of GM tube and determination of its operating voltage, plateau length/slope" 16th March 2018.
6.	Department of Geography, Dahiwadi College, Dahiwadi, Satara, Maharashtra	Geography Department	- Organized a National Seminar on Emerging Technologies in Remote Sensing and GIS – It"s Development and Applications" on 3rd February 2018.
7.	Department of Geography, Laxmibai Sitaram Halbe	Geography Department	- Organized a National Workshop on Geospatial Technologies for Earth Resources Management, on 17th March 2018.

	College, Dodamarg,Sindhudurg, Maharashtra		
8.	Systeme, Anwendungen and Produkte (SAP)	Computer Science department	- Officials visited college to interacted with the students of T.Y.B.Sc. Computer Science of their Scholar @ SAP program opportunity is provided to students to work with SAP after their graduation and earn an MTech degree in Software Engineering from BITS Pilani during their working period.
9.	Annasaheb Dange College of Engineering & Technology Sangli- Maharashtra	PCC	- A delegation visited to understand the functioning of an Autonomous College, the teaching learning methodologies and evaluation methods. A brief information on Academic Autonomy & course structure, Role of Examinations, functioning of the Student Support Services and the Role of Office of Information and Technology was provided to the delegations.
10.	University of Porto, Portugal	Department of Economics & Sociology	- Delivered a series of lectures in Economics and Sociology subject from 7th to 19th August, 2017 & 30th January to 12th February, 2018 respectively.
11.	National Institute of Oceanography (NIO)	Department of Geology	- 20 Geology students of S.Y.B.Sc. were demonstrated the workings of the various equipment's used in some of the laboratories and also could interact with the scientists.
12.	Acting Ambassador of Republic of Korea (South Korea)	PCC	- Three Korean delegates, Mr. Hai Kwang Lee, Acting Ambassador of Republic of Korea (South Korea), Mr. Rew Seong Won, Staff of Embassy, Business and Commercial department

			, Mr. Soyen Park, Ph.D., Senior Researcher visited our college for promoting Korea – India relation in Academic and Exchange Programme on 27th October, 2017.
13.	Consulate General of Israel college	PCC	- Mr. Yaakov Finkelstein, Consulate General of Israel college to discuss further academic and research collaborations on 29th November, 2017
14.	Gogate Jogalekar College Ratnagiri	PCC	- Professor Tulshidas B. Bokade, Dr. Rama Achuta Sartape, and Dr. Yasmeen K Aowte from Gogate Jogalekar College Ratnagiri visited to discuss about signing an MOU with the faculty members of the Department of Economics on 12th October, 2017.
15.	Iris Biotech GmbH, Germany	PCC	- Dr. Thomas Bruckdorfer, Chief Scientific Officer and Vice President, Business Development, Iris Biotech GmbH, Germany visited for a presentation cum interaction on “Synthesis of Peptides”, the carried out by his Research team. The Faculty of PG Chemistry, and M.Sc. Analytical Chemistry Students attended the presentation on 24th November, 2017.
16.	University of Nebrasaka, Omaha & University of Balkh	PCC	- Prof. Patrick McNamara, Director of International Studies and Programme, University of Nebrasaka, Omaha, along with 35 delegates consisting of intellectuals & researchers from University of Kabul; University of Nebraska & University of Balkh visited our college on 2nd January, 2018 to conducted a workshop on “Conflict Mediation” for the staff.
17.	Forest Department, Sub-Divisional Office, Aquem	Botany	- Organized a one day Exhibition on “Medicinal Plant” on 14th December 2017.

The following are the best practices revealed by the departments: **POSITIVE CHOWGULES**

DEPARTMENT	TOPICS ON BEST PRACTICES
TEACHING LEARNING	
1. Botany	1. 'Plant of the Week': Concept is to understand the subject at the initial stage by the First year students by doing their study on different plant/s in detail and displaying their understanding in form of presentation along with the live example. This programme is spread for a week long wherein the other year batches also get an excess to these plant information.
Chemistry and Matheatics	2. Process Oriented Guided Inquiry Learning (POGIL): Students need to know the learning objective concepts and prerequisites. This methodology is used to get students learn the subject on their own and with the help of their peer group members from within the group and the other groups in class enabling them to go further; from only book information to a processed information that is known and understood by their peer student fellows and vice versa.
3. English	3. Evaluation Reform: Instead of semester end examination, examine students with different ways like term exam, skill based, portfolio based, demonstrated based for teaching evaluations wherein they are involved in self-learning through research, group discussion, thinking higher orderly, comparing or doing analysis differently, acquiring skills or generating skills etc. Change in evaluation helps in teaching methodology as well.
4. Hindi	4. Role Play: Making students learn the language and subject by acting or being in a role; allows them to express and improve well in the language. Every student gets involved actively in demonstrating the act with understanding the concept well.
5. Konkani	5. Devnagari Typing course: This course is of 10 hours and a very unique in itself, as it involves technology use in the home language apart from the regular traditional methodologies.
	6. Workshop on „Shudha Lekhan“: This is a 6 hours course, enabling students to know the language and literature more intensively and improving their reading and writing skills, their creative and interest to do more research in the language.

	<p>Their upcoming plan to start short term course on „Basic Konkani learning“ of 30 hours.</p>
6. Geology	<p>7. Digital platforms and Flipped Classroom Techniques: Digital platforms helps students to acquire certain knowledge about the subject that enables the students to apply this knowledge in the flipped classroom methodology, wherein students are trained to be in groups, continuous similar rigorous activities further strengthens students to individually develop confidence in carrying the same act on his own (<u>Team pair Solo</u>), <u>three step interview</u> methodology is wherein student learns to understand the subject by speaking, listening, managing and noting the concept of the topic from three different angels of the participants and thirdly <u>Round Robin</u> methodology is wherein a group of students are given opportunity to present their opinions and share the knowledge or their understanding, this helps them encourage to speak up in the larger group.</p>
7. Marathi	<p>8. Project on Gomantakiya Marathi Literature: Students being engaged in supporting and assisting a literature person in developing and restoring the knowledge in a form of a book publication. This encourages the students to use their book knowledge into reality. It’s an exposure in terms of internship with a motivation of stipend being paid for implementing their knowledge practically.</p>
8. Physics	<p>9. Interdisciplinary Workshop: Students are exposure to other related subjects that are interdisciplinary and giving an wider prospects of understanding the subject from different angles and having more broader ways of applying their knowledge with different techniques.</p>
9. Sociology	<p>10. Connecting the Book – View with the field through experiential learning: Students get opportunity to apply their classroom or book knowledge in practice by actually observing and approaching the affected areas by implementing their knowledge through awareness camps, providing solutions or knowing the concept by actually visiting such socially affected areas or places.</p>

10. Computer Science	1. Summer camps and Software for Autistic Children: Understanding the sensitivity of the autistic children and the problems faced by the parents of such special children, an summer camp is organized wherein one child is supervised and trained by one tutor to make such children aware of their basic and regular necessities. It's a very challenging task for the tutor to teach and handle such child/ren. Understanding this problem, an software was developed with basics for the autistic children.
EMPOWERMENT	
11. Biotechnology	1. Startups: Students are encouraged to come-up with their ideas based on the subject and feasibility of the department to support and bring such idea to an implementation in a form of an startup. The department has been successful with one startup on LAN foods and next is process of formalities i.e. O'Fresco.
12. Computer Science	2. TechWeek: Students are given exposure to different technologies of areas in a week by having interaction with the resource persons from industries. Students attend the various days of the week's depending on their levels of interests. This encourages students to specialize in the areas of their interest and take up their projects based in the similar areas.
13. Geography	3. Interdisciplinary Internship Opportunities: Students get various opportunities through collaboration with organization leading to an interdisciplinary internship in different fields of areas e.g. GPARD.
14. Psychology	4. Continuous Assessment: Innovative ways of assessment has encouraged students and the faculties in the different to adopt different ways of teaching learning and evaluation.
15. Zoology	5. T.Y. project presentation and evaluations: Students go through a systematic process in submitting their T.Y. project enabling them to be confident enough to give a quality project. Similarly the evaluation process is well defined and structured this year enabling to cover all the areas of marking system by the internal as well as external examiner which enables transparency of marks given to a student.

BEST PRACTISE I: REFORMS IN THE EVALUATION PROCESS

2. Objectives of the Practice

- i. To provide the course teacher the choice to choose the best mode of assessment (from those approved) depending on the type of the course.
- ii. To provide the course teacher flexibility of scheduling the assessment, opting for deciding number of assessments and also in deciding weightage for the assessments.
- iii. To reform the assessment for the courses such as skill-based / spoken language courses where traditional evaluation method is not suitable.
- iv. To provide the students with an opportunity to have a retake examination who have missed on their exams due to specific reason.
- v. To cater/facilitate different types of learners.

3. The Context

Parvatibai Chowgule College is constantly pursuing excellence in Teaching, Learning-Evaluation so that it caters to different types of learners and also brings about qualitative change across the Departments. It was observed that assessment in few courses like skill based or spoken language courses was challenging with the use of the existing modes of assessments such as SEE. Therefore, there was a need to reform their assessment modes that will be appropriate to test student's skills. The college emphasis on use of multiple modes of evaluations to cater to the assessment of different types of learners.

Hence to acquaint the faculties with various assessments modes, IQAC has prepared a standard manual for the same that was approved by the Academic Council and the Governing body. Freedom is given to the faculty to choose suitable modes of assessments as per the defined guidelines given by IQAC wherein the process and rubric of assessment is clearly defined. 4. The Practice To enable faculty members to adopt different modes of evaluation, the IQAC of the college organized several workshops on 6th and 20th July, 2018 on Modes of Evaluation / Assessments. that explained about 15 different modes which are listed below:

- OPEN BOOK EXAM (OBE) - allow student to take notes, texts or resource material into an exam hall. It is focused on one's ability to find and apply information and knowledge and think

critically (assessing higher cognitive abilities of a student)

- MULTIPLE CHOICE QUESTIONS (MCQ) - are usually used as formative assessments

- STUDENT PRESENTATIONS - used to assess student learning in individual or group work/research projects. Presentation is an effective method to improve students at public speaking.

- SHORT – ANSWER QUESTIONS - are commonly used in examinations to assess the basic knowledge and understanding (low cognitive levels) of a topic before more in depth assessment questions are asked on the topic.

- ASSIGNMENTS - It is an instructional technique comprises the guided information, self-learning, writing skills and report preparation among the learner.

- PORTFOLIOS - is a developmental process thus, it is not only the product that the student or teacher assess upon but also the learning process in which the student develops during the given period.

- CASE STUDY - is to help students demonstrate the theoretical concepts in real –life issues.

- GOBBET - can often be a passage of literature, an image, a cartoon, a photograph, a map or an artifact which provides a context for analysis, translation or discussion in an assessment.

- POSTER /CHART / MODEL - is a process of showing content and the findings of a topic to an audience or a group of audiences at different times. It is often used to assess student learning in group research projects.

- CONCEPT / MIND MAPS - is a hierarchical form of structure diagram that illustrates conceptual knowledge and their relationships with a specific topic from general to specific concepts.

- ASSIGNMENT - involves methodical process of formulating an outline consisting of Abstract, Introduction, Discussion, Conclusion and Bibliography.

- PRACTICAL - provide students a comprehensive understanding of practical knowledge and also promotes research-based learning.

- PROBLEM BASED LEARNING - is a student-centred approach in which students learn about a subject by working in groups to solve an open-ended problem.

- PROJECT BASED LEARNING

- ENACT / SKIT /DEMO - help students to apply theoretical concepts to field activity, promotes team work spirit and critical thinking skills in solving problems. 5.Evidence of Success

- Various evaluation methods like Flipped classroom, Gobbet, experiential learning, assignments, problem based learning etc were adapted by various departments wherein through

these activities, the students developed team-work skill, conceptual skills, Improves critical thinking and became self-learners, Through the use of Experiential learning, students of Sociology made literate the illiterates under the paper title 'Sociology of education'. The students taught them basics like their names, signature, filling bank forms, etc. Student's progression in various foreign Universities indicates that our students are well aquatinted with the foreign T- L-E techniques as it was similar to us.

- Faculties have published their research finding on the success of use of various modes of evaluation: Sawant N N, Fernandes Dwayne, Patil V Ferrao A (2018) Student's Engagement In Learning: Student's Perspective Towards Assignment Writing, Research Journal For Interdisciplinary Studies,

- Faculties were invited as resource person to conduct workshops on assignment writing, hands-on workshop for the faculty members of Gogate Joglekar College, Ratnagiri Maharashtra on 'Problem Based Learning-Pedagogical tool for T-L-E' and workshop for faculty members of Carmel College, Nuvem Goa on 'Integration of Blooms Taxonomy in T-L-E'.

- Academic Administrative Audit Report (AAA) report indicates that on an average 5 types of assessment modes are used and also faculty member adhere to the process of declaring in advance the details of assessment dates, modes, rubrics on CLAAP/Google classroom. 6. Problems Encountered and Resources Required

- Various challenges that were faced during the initial stage such as identifying the modes of assessment, and how each mode of assessment can be effectively used by the course teacher as per the need of the course outcome.

- The problems encountered by the teachers are in terms of resources pertaining to the ITC tools, training to use the ITC tools.

- Multiple types of learners needed to be oriented properly thereby making the process time consuming.

- Motivating all the students to use the ITC is a challenge. • Extensive practice work is required on part of the faculty members to design the various teaching learning and evaluation hand in hand.

BEST PRACTISE II: INTERNSHIP INDUSTRY EXPERIENCE

2. Objectives of the Practice

- To provide training and experiential learning opportunities to the students for the development of skills with respect to their specific subject/course.
- To provide students with hands on experience that encourages and provides space to the development of professional identity and competency.
- To provide an opportunity to understand the developed skills like team work, time management, professional ethics etc. for the students with one's self and develop a sense of responsibility and accountability.
- To co-relate theoretical knowledge to practical/work environment situation.

3. The Context

There has been continual debate that graduate lacks skills to be employable. The present existing higher education is more theoretical and lacks instilling skills like team work, professional ethics, deep subject based knowledge and ability to learn new things. Therefore, an interface between institutions and industry is a way forwards Academia – Industry linkages through professional talks, individual visits, guest lectures are some of the possible options but internship is more valid and relevant in this context.

4. The Practice

Parvatibai Chowgule College of Arts and Science take pride encouraging students to undergo an Internship Learning Experience. Internships are compulsory under the under Non Evaluative credits. Though internship experience is minimum 120 hours, it equals to 04 credits. Here the students gain an opportunity to showcase or demonstrate their interests and skills with organizations within Goa, outside Goa or even abroad. Students undertake Internships with industries, Non-Government Organizations (NGO), Academic institutions or government organization. The College has a dedicated Internship Office that assists students in availing and deciding on various internship opportunities. Students are expected to make choices through guidance from the Internship Coordinator and the concern head of the department. The office has structured Internship policies. The Internship Program Coordinators are responsible for the providing the placements and contacts of various industries to the students for their internship. There is a mandatory workshop held for the students at the beginning of the semester prior to their internship to learn about the internship

program and the steps they must take before being allowed to participate in an internship.

The Pre-internship is as follows:

- a. Resume- Here the students are asked to produce a structured resume.
- b. Covering letter
- c. Health certificate from a Local General Practitioner declaring the student physically fit to undergo internship.
- d. Attendance sheet of Free 10 Meditation sessions attended at College After this a Personal/Group counseling session is done where the student are given guidelines before joining the organization.

The college then provides an Internship request Letter to the concerned organization. During the Internship the Internship office / department internship coordinator discusses students' performance and wellbeing with concern stakeholders. Necessary guidance and support is provided if required.

After completing the Internship Students are expected to write an Internship Report and submit an Internship certificate / Letter of Commendation from the organization confirming completion of minimum of 120 hour of Internship. The Internship program is one of its kind and probably the first in the general stream of Arts and sciences in Goa where students are exposed to real work environment and can get hands on skills required for the future. 5. Evidence of Success In the academic year 2018 – 2019, total student of 237 students have successfully completed their Internships in reputed organization in various sectors across the various parts of Goa and India. During post internships reviews, students have cherished the learning and the exposure while Industry reviews are every welcoming and appreciative of the high quality, dedication and professional attitude of our students. Considering trends indicate that students have been able to understand the importance of Internships and hence many of them have completed more than the mandatory hours.

6. Problems Encountered and Resources Required

- a. Motivation level of students – A few are not inclined to undertake internship program, this could be due to various factors like fear of corporate world and other social or family issues.
- b. To resolve the same we have started pre- internship orientation program, where students are now being trained on interview skills, work ethics and the internship hours , social skills, work

life balance

c. Time management by the students as they need to balance between their regular academic schedule and the internship period whenever there is an overlap between them. c. Lack of exposure: Students are not exposed to various internship opportunities and lack ability to explore new possibilities of internship.

2019-20

1. Title of the Practice: TECHNOLOGY INTEGRATED LEARNING

2. Objectives of the Practice

These are challenging times for students and Faculty in education because the reduction in attention span of students is evident and as a result, Faculty are constantly looking for ways to engage students. On their part, students too are also looking at multiple ways of acquiring knowledge, and critically analysing information that is being provided to them by the Web. The Web provides many avenues for the student to explore and learn in an environment suitable for them. The Web 2.0 and tools available on the internet offer a lot of potential to Faculty to use them in their Web-based practices for teaching, learning, and evaluation. Hence the objective was to incorporate Web based teaching tools in the teaching-learning and evaluation process.

Outcome: The students benefit because they are digital natives, technology-savvy, and looking for easier ways of understanding. The Faculty too are able to use these Information's Communication Technology (ICT) tools to facilitate the process.

3. The Context

Prior to the pandemic, all the Faculty have been using Learning Management Systems (LMS) like (Google Classroom/MOODLE) in organizing the content and providing resources to the students. The Smart Board was also used as an aid in effective communication and demonstration. However, during the pandemic, there was a need for transition into online modes of teaching, learning, and assessment on a larger scale, given the fact that the students and Faculty could no longer meet face to face. Since the Faculty were already extensively using the LMS, this transition was relatively easier and smooth. So, during the lockdown period, most Faculty were able to complete the portion using video conferencing tools, some recorded their lectures and made them available to the students via the LMS, emails and WhatsApp groups

(which they officially set up for this purpose/times). They also effectively evaluated the students using various web tools and modes of evaluation like e-portfolio, assignment and quiz.

Challenging Issues:

There were reported cases of inconsistencies in internet connectivity and internet speeds across the State and this was an issue for effective functioning. Ensuring learning and timely responses from all students was a challenge for the Faculty considering that there was no physical contact with the students. The Exam Department of the College framed some uniform rules, regulations and set up guidelines to be followed by Faculty and students (keeping in mind also students who face internet connectivity issues) so that there was no discrepancy in administering the assessments and also ensured that the assessments were conducted in a fair and all-inclusive manner by all.

4. The Practice

LMS have been used in the College since 2010. At the commencement of the semester, every Faculty is expected to create a course page on the LMS (Google Classroom/MOODLE) classroom. All the necessary information pertaining to the course (Course Details and Schedule, List of Mandatory and Supplementary readings, Class policies, Assessment schemes, etc) are made available in the introductory segment of the course page. 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 Faculty 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 defined higher secondary text book content to research-based learning.

Various other tools were put in use for obtaining an understanding of students' grasp on the subject matter. Some of these online applications include the apps provided within the Google suite subscription such as Jam board. During the lockdown when physical presence of Faculty and students on campus was not possible these LMS were further used to complete the portion through google meet and various resources were shared on Google classroom/MOODLE. Even evaluations were conducted effectively by the means of Google form, submission of assignments. Initially before the Google meet became popular faculties created videos on What Sapp and circulated them in kind of online interaction with students. Since What Sapp has certain limitations a switch over to telegram app was made. As a preparation for the new

academic year and uncertainty over the beginning of the classes, faculty explored various ways and means of reaching out to students using an all-inclusive approach. Video Recording Software like Open Broadcasting System (OBS) and Open Shot were used in combination on PC; Screen Recorder and Video Shows were used on the mobile to 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. Issues related to Internet connectivity proved to be a hindrance to effective delivery of online lectures and timely submissions and access to the LMS.

5. Evidence of Success

As a result of using web-based LMS students are acclimated to the use of technology. Faculty completed the portion in spite of the pandemic. Faculty used online methods like Google survey, assignments for conducting exams and also opens book examinations. Faculties were able to complete their Continuous Assessment (CA) and Practical Assessment (PA).

Along with Faculty, students' adaptability to technology and new modes of learning brought them par with global learning experience. The institute has now a vast repository of offline videos made using multiple mediums, the face-to-face Google Meet recordings and the E-resources shared with them on LMS. The support of add-ons in Google Chrome has helped to maintain the attendance records, screenshots and interactive presentation website like Mentimeter also has created a pool of documents. All this data is available with each Faculty in the course that they have taught. In order to maintain quality and standards, the Centre for Teaching Learning (CTL) of the college has prepared a handbook to help Faculty. It contains guidelines/formats to display courses in the LMS and tips on effective design of slides. The Internal Quality Assurance Cell (IQAC) of the college too has prepared two Handbooks namely one for Teaching-Learning (TL) Methods (wherein various TL methods are explained w.r.t the Methodology and use/application of the same) and the Assessment Handbook contains information on how to go about conducting various evaluations modes.

6. Problems Encountered and Resources Required

Integration of Web Technology Integrated Learning was a relatively seamless process due to the existing use of some web tools. In spite of this, there were a few flaws. The Faculty need to be trained more on the various options that are available for teaching, learning as well as evaluation

in an online/web-based environment. The use of apps for real time online classes has been beneficial. That being said, there is a need for tools that can be used to better interact with students as well to ensure better engagement during class.

One drawback of the practice was the inability to conduct practical as far as the science stream is concerned. However, A few dry lab practical's could be conducted online, because they were practical demonstration type experiments.

Another major setback is not being able to ensure the authenticity of student responses when evaluations are strictly online (especially due to the pandemic situation). But efforts are being made to incorporate, Viva-voce, or increase the percentage of higher order questions to induce critical thinking in students. Internet Connectivity issues have still remained a point of concern. Also, the pace of acclimatization of faculty to new technology is uneven. Since the resources are multiple and its usage depends upon the level of comfort and adaptability of faculty, there is non-uniformity in presentation without compromising the quality of the resources.

BEST PRACTISE II

1. Title: NON EVALUATIVE CREDITS FOR EXTRACURRICULAR ACTIVITIES THROUGH CHOWGULE COLLEGE STUDENT CLUB SYSTEM

Formulation and implementation of College Extracurricular Activity Policy and Procedures leading to effective management of extracurricular activities and events, Students' and Sports Council activities and events, and provision for Non Evaluative Credits for Extracurricular activities through Chowgule College Student Club System.

2. OBJECTIVES OF THE PRACTICE

This College Extracurricular Activity Policy is embodied in the following objectives;

- To set and maintain appropriate standards for conduct of extracurricular activities as they relate to all the students of the college.
- To maintain these standards by following statutory requirements, established best practices and guidance and, where and when appropriate, to review and improve these practices on a continuing basis.
- To ensure that all students and faculty members involved in extracurricular activities are informed of these standards by effective training, communication and supervision.

- To ensure extracurricular activity administrating responsibilities are properly assigned and that all faculties, student administrative bodies, club management bodies understand their responsibilities and discharge them with reasonable care.
- To encourage the participation of students in extracurricular activities and the promotion of effective joint efforts between students' administrative bodies and faculty consultation in extracurricular activity matters, and to see that suitable arrangements exist within the college to further such joint consultation.
- To abide by the college extracurricular policy and imply the same while collaborating with other institutions, organisation, agencies and to implement the same to all those individuals who attend any extracurricular activity or event in the college campus.

3. The Context

Contextual Features or Challenging Issues

The challenging issues that were persisting prior to implement this practice were;

- ✓ Only three options to students that is, NSS, NCC and Sports.
- ✓ No clear choice of organising and participating in activities.
- ✓ Repetition of activities by departments or student councils.
- ✓ No definite annual calendar of activities.
- ✓ No systematic budget planning and administrative procedures.
- ✓ Lesser involvement of student and faculties in college extracurricular activities.
- ✓ Overlapping of academic and extracurricular activities.

Challenging issues post implementation of this practice;

- ✓ Formulation of policy covering a massive set of activities involving a large number of students and faculties in administrative and supervising work pertaining to the activities.
- ✓ convincing student administrative bodies to follow a proper guideline in planning, proposing and administrating activities as per the policy

4. The Practice

Parvatibai Chowgule College of Arts and Science encourage the students to be regularly involved in extracurricular while pursuing curricular and co-curricular programs offered to them. College administration and faculty members strongly believe that when a student is actively involved in the community and other activities in high school, there is a good chance that they will be doing something similar in higher classes. Chowgule College like to be known

as hubs of activity, charity, art and culture, and it's largely the students that make them that way.

This policy lists various extracurricular activities that are presently being offered to the students and the guidelines for organization and administration for smooth conduct & governance of these activities. The policy also defines the role of college administration, faculty members, departments and student administrative bodies involved in organisation, administration and supervision of extracurricular activities and the events.

The extracurricular activities are divided in four major fractions, NSS, NCC, Sports and Other Extracurricular activities. NSS, NCC and Sports has a pre-defined curriculum/programme and is governed by NSS programme officer or NCC officer as per the directives of respective central and state agencies. Sports are managed by Department of Physical Education and Sports Management and is in accordance with the Inter Collegiate programme offered by Goa University.

The group of other extracurricular activities is further divided in to five sub groups. These sub groups are Healthy Lifestyle Activities, Literary Activities, Social Outreach Activities, Art and Cultural Activities and Life Skill activities.

These activities are managed by Student initiated and governed clubs under the supervision of faculty members. Clubs, active in similar functional area, are grouped together. Each group of clubs is supervised by a faculty adviser. Each club is under a supervision of a faculty member. As of now there are 62 affiliated clubs. The entire student club logistic management system is administered by College Club management board comprising of students.

The college extracurricular activity committee governs the entire programme as per the extracurricular activity policy. There is a provision of two hours per week in the college time table for club members to pursue the activity of their choice.

5. Evidence of Success

The student club system was introduced in 2010 so as to provide an opportunity to students to pursue activities of their choice. The students were empowered to manage their respective activity through formation of club in the functional area and from 4 clubs in the initial year

today there are 62 different clubs.

The total number of students enrolled for these clubs have increased from 68 in the year 2010-2011 to 1236 in 2019-2020. Implementation of non-evaluative credits in extracurricular activities from academic year 2015-16 and introducing social credits as an additional component from 2020-21.

The college academic council has formulated and passed an ordinance pertaining to allotment of 6 non evaluative credits in extracurricular activities in 2015 and formulating a policy of introducing 4 credits in other extracurricular activity and 2 social credits as compulsory from academic year 2021 -22.

6. Problems Encountered and Resources Required

There were no problems encountered in formulating the policy. However, few problems were encountered in implementing the same.

Notable problems encountered during implementation were;

1. Setting up of an office of students' affairs for handling registration and day to day monitoring of the activities by following guidelines as mentioned in the policy.
2. Training students to administrate respective activities and submitting details of the same using e-resources.
3. Merging activities of similar kind that were being organised by students' and sports councils, departments, NSS and NCC units, and college administration.
4. Students submitting data in the handwritten format instead of the prescribed e-format leading to doubling of work at the office of students' affairs.
5. Lack of communication between students of different departments.
6. Need of a specific website for displaying online options for joining clubs, enrolling for various activities offered by number of clubs and other college units and uploading of completed Non-Evaluative Credits.
