

SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

THE CUNCOLIM EDUCATIONAL SOCIETY'S COLLEGE OF ARTS AND COMMERCE

THE CUNCOLIM EDUCATIONAL SOCIETY'S COLLEGE OF ARTS AND
COMMERCE, SHRI. PIO F. LAWRENCE COMPLEX, CUNCOLIM, SALCETE, GOA

- 403703

403703

www.cescollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Cuncolim Educational Society was founded on 02nd October 1963. While pursuing noble motto, to begin with, the Primary and Secondary Schools imparting Education through the medium of Marathi and English, were established at this historic Cuncolim, Salcete-Goa., to meet the fundamental Educational needs of the younger generation in and around Cuncolim in particular and South Goa in general of the newly liberated Goa from the Portuguese Colonial yoke in the year 1961.

From these humble beginnings and further with the establishment of Higher Secondary School with the faculties of Arts, Commerce and Science, in the year 1982, this society has virtually grown into one of the well known Educational Societies of South-Goa. With the passage of time, as Education gaining the momentum steadily and became the priority of the Goan Society. Considering the long-standing demands of the people especially from the student's community at this part of Goa., to provide them with career-oriented Universal level of Education, soon after, this Society has been ventured into annals of Higher Education with a full-fledged Degree College of Arts and Commerce, in the year 1987. The College is located in the village of Cuncolim, Salcete Taluka of the South-Goa District, State of Goa. The College has undergone A & A of 1st Cycle on 23rd July 2012.

Vision

“To infuse, nurture and develop lasting values of secularism, democracy and leadership in our students through quality education.”

Mission

“To impart quality higher education to our students, so as to foster their development by providing knowledge that will build up enlightened citizens, a progressive society and a vibrant nation while giving due consideration to the young aspirants of higher education.”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 1.The major strength is the teaching faculty.
- 2.The central location and easy access have greater significance and advantage.
- 3.Equal access and encouragement is given to the male and female students of backward and economically weaker sections
- 4.Use of computer technology (ICT), books, journals, library facilities and E-books

5.The library is updated, N-LIST facility is made available to the stakeholders.

6.Effective leadership of the principal and supportive management.

7.Transparent admission process.

8.Formation of Alumni Association on 21st August 2016.

9.The gradual growth of students strength.

Institutional Weakness

1.Limitations with reference to infrastructuresports,

2.The absence of linkage and collaboration with industries.

3.Limitations with relation to undertaking major and minor research projects

Institutional Opportunity

1.Scope for the involvement of stakeholders.

2.Scope for complete use of campus infrastructure.

3.MoUs and collaborations.

4. Environment-related /Community outreach/extension service through NSS/other Cells.

5. Introduction of skill-based courses, core courses and generic courses under CBCS.

Institutional Challenge

1.Greater fractions of Students are first generation learners.

2.Limited academic programmes.

3.Countering competition from neighbouring colleges.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College believes in providing quality education to students. The College has an effective mechanism to implement the curriculum designed by the affiliating University. Teachers are members of academic bodies, the board of studies and subcommittees of affiliating university and as such, they contribute to the curriculum designing and development. The College encourages teachers to participate in workshops and seminars. The college offers 07 programme combinations under Bachelor of Arts and 02 programme combinations under Bachelor of Commerce. Academic flexibility is offered to students by providing them choice under elective, optional, allied and foundation group. The students are made aware of the importance of social commitment and values by offering papers that address issues regarding gender sensitivity, environment, sustainability and human values.

Teaching-learning and Evaluation

The College provides wide access to the students of different socio-economic and educational background. The students are given required guidance at the time of admission for selecting papers/subjects/course. Teaching methods include students' centric and participatory learning such as field trips, guest lectures, and industrial visits. ICT based teaching is stressed upon. Students are encouraged to participate in co-curricular and extra-curricular activities. Course outcome and Programme outcome are measured by applying different ways.

Research, Innovations and Extension

The College encourages Research and extension activities. Five teachers and the College Director of Physical Education and Sports have been awarded P.hD degree, similarly, teachers have presented papers at state and national level seminars. They have published research papers in various journals. The NSS unit of our College has undertaken several extension activities involving faculty members and students. Major activities include Swachh Bharat Abhiyan, blood donation camps, tree plantation, awareness on Ethical voting, also demonstrated the modes of e-banking, free medical camp in adopted, village. All these activities are conducted to inculcate the values of social obligation and commitments towards the society.

Infrastructure and Learning Resources

The College has sufficient infrastructure and learning resources for conducting classes, co-curricular and extra-curricular activities. ICT facilities are provided as teaching aid. E-books are made available to students through N-LIST, facility. The infrastructure facilities are maintained and utilized properly.

Student Support and Progression

Financial assistance is provided to needy students through students' aid fund and other schemes of Government of India and State Government. The student support facilities like internal complaint committee, ragging committee, grievance committee are constituted. Our students have participated in State and National level

sports and received a number of awards. The NSS unit of the College effectively carries out extension activities. Students' council conducts activities that were beneficial to the students.

Governance, Leadership and Management

The functioning of the management is transparent and follows a participative decision -making process. The planning of human resources, performance appraisal and up-grading of professional competence are carried out through proper mechanism. The college follows established procedures for planning and allocation of financial resources. Internal audit and external audit are in place. The IQAC is functional and follows a participatory approach to decide, monitor and review quality parameters from time to time

Institutional Values and Best Practices

The College admits students from surrounding villages. Our students are good at sports and athletics. Therefore, College makes sincere efforts to promote sports culture as one of the attributes for personality development under the best practice. The students are encouraged and trained to participate in sports activities organized by the University and other recognized bodies. Our students have participated in a number of National and State levels sports activities. The College organizes blood donation camp annually and ensures social responsibility under the title 'Donate blood and save a life'. Anti-plastic awareness is created by NSS unit, by distributing paper bags made by the NSS volunteers, awards to the meritorious students by teachers, the adoption of Morpilla village, the formation of an interdisciplinary cell for co-curricular and extra-curricular activities, alumni felicitation are also the institutional best practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	THE CUNCOLIM EDUCATIONAL SOCIETY'S COLLEGE OF ARTS AND COMMERCE
Address	The Cuncolim Educational Society's College of Arts and Commerce, Shri. Pio F. Lawrence Complex, Cuncolim, Salcete, Goa - 403703
City	Cuncolim
State	Goa
Pin	403703
Website	www.cescollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Savita S. Nadkarni	0832-2865210	9881662304	0-0	cescac21@yahoo.co.in
Associate Professor	Sarala V. Katageri	0832-2758013	9423882713	-	saralakatageri@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	01-08-1987			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Goa	Goa University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	08-02-2010		View Document	
12B of UGC	08-02-2010		View Document	
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	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	The Cuncolim Educational Society's College of Arts and Commerce, Shri. Pio F. Lawrence Complex, Cuncolim, Salcete, Goa - 403703	Semi-urban	0.76389	1557.36

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics	36	XII	English	66	37
UG	BA,Political Science	36	XII	English,Hindi	66	62
UG	BA,Hindi	36	XII	English,Hindi	66	58
UG	BA,Sociology	36	XII	English	66	64
UG	BA,Geography	36	XII	English	66	60
UG	BA,Konkani	36	XII	Konkani	66	53
UG	BA,History	36	XII	English	66	62
UG	BCom, Costing	36	XII Commerce	English	66	38
UG	BCom, Accountancy	36	XII Commerce	English	66	38

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				10				9			
Recruited	0	0	0	0	4	6	0	10	4	5	0	9
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	1	1	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				18
Recruited	11	7	0	18
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	3	0	1	0	0	6
M.Phil.	0	0	0	1	2	0	0	2	0	5
PG	0	0	0	1	1	0	2	2	0	6

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1		16		17

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
Certificate	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	202	0	0	0	202
	Female	339	0	0	0	339
	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	0	1	1	0
	Female	4	1	3	3
	Others	0	0	0	0
ST	Male	113	99	87	85
	Female	116	115	98	84
	Others	0	0	0	0
OBC	Male	13	9	8	15
	Female	39	38	31	27
	Others	0	0	0	0
General	Male	76	67	60	86
	Female	137	122	142	148
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		498	452	430	448

3. Extended Profile

3.1 Program

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

Response : 160

Number of self-financed Programs offered by college

Response : 0

Number of new programmes introduced in the college during the last five years

Response : 0

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
498	452	430	448	474

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

2016-17	2015-16	2014-15	2013-14	2012-13
244	221	211	220	232

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

2016-17	2015-16	2014-15	2013-14	2012-13
117	125	138	123	170

Total number of outgoing / final year students

Response : 673

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
35	34	34	34	29

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

2016-17	2015-16	2014-15	2013-14	2012-13
19	19	18	19	20

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

2016-17	2015-16	2014-15	2013-14	2012-13
19	19	18	19	20

Total experience of full-time teachers**Response : 332****Number of full time teachers worked in the institution during the last 5 years****Response : 98****3.4 Institution****Total number of classrooms and seminar halls****Response : 17****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
19.69377	30.45339	24.50517	24.93860	23.90928

Number of computers**Response : 58**

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.751

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.0106

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution ensures effective curriculum delivery through a well planned and documented process. The institution holds regular staff meetings to develop and deploy quality action plans for effective implementation of the curriculum. Departmental meetings are held in order to design effective plans, allotment of workload to every faculty based on their specialization, teaching experience and other personal traits and execution of effective measures for curriculum delivery. Time-Table committee prepares time-table, which is placed in the staff rooms and also in the respective classrooms. Teaching plans are designed by every faculty for the timely completion of syllabus, within the academic calendar issued by the university. Provision of the classroom for every class and division. Provision of LCD Projector in several classrooms. Provision of computers and internet facility for the students in the library and I.T. laboratory. Provisions of books, journals, magazines and other periodicals and references for the effective teaching-learning process. Teachers adopt innovative teaching modes like presentation, discussion, assignments, class tests, debates, field work, field trips, industrial visits, workshops, seminars, etc, in addition to conventional teaching mode. To facilitate all-round personality development of students, students are encouraged to participate in co-curricular and extra-curricular activities, organized by the college and other institutions. Organizes workshops to devise or modify curriculum as per the university guidelines. Teachers are motivated to attend refresher and orientation programs in order to enhance their academic knowledge and skills. Teachers are encouraged to participate in the workshops organized by Goa University and other institutions for the revision or modification of curriculum. Apart from university curriculum to enrich the quality of education, the college also organizes seminars, workshops, orientation programs, guest lectures, career guidance talks, quiz competition, essay competition, spelling bee, and presentations, at the Departmental Level. Special programs are held by the institution through Student's council, Sports council, N.S.S Unit, Wallpaper committee and Women cell. Educational Tours or trips are organized at industrial units, historical places and also at various geographical and other locations, as per the need of the curriculum.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 1

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 84.21

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	4	4	4

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 0

1.2.1.1 How many new courses are introduced within the last five years

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 9

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 39.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
220	192	156	171	175

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

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The institution has made continuous efforts to integrate cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the curriculum by offering related papers in B.A and B.com. programs over the years. Gender Studies course emphasis on concepts, evolving perspectives, theoretical paradigms on feminism and women's empowerment. The underlying features of the course are Feminism, Gender, Gender and power, Gender theories and Women's Empowerment. Women issues in India course addresses the key issues relating to women's empowerment and status in India. The various issues and problems of women in India and measures to improve the living conditions of women, both by the government and non-governmental agencies are studied in women and society in India course. It mainly emphasis on social institutions and gender, violence against women and action for change

Introduction to Man’s physical World course mainly focuses on geography as an interdisciplinary science, the study of man and environment relationship and domains of Geography. Environmental Education course appraises students with different environmental issues, eco-system, conservation of biodiversity, environmental pollution & social issues and the environment. Geography of Cultural Environment course covers culture, environment, and regions, the geography of language and religion and contemporary issues like gender, inequality, race-ethnicity, and equality. History of Ecology and Environment: Goa course focuses on ecology and environment, Goan landscape, eco traditions of Goa, threats to Goan ecology and environment and environment protection and law. Geography of Natural Resource Development course mainly covers world agriculture, world fisheries, ferrous and non-ferrous minerals and conventional and traditional energy resources. Geography of India paper emphasis on the distribution of India’s resources according to states and highlights the study of Indian climatic characteristics and transportation. Climatology and Oceanography course covers weather and climate, the significance of climatology, the atmosphere, and its composition. Geography of world resources and their development provides an overview of resource geography and its interface with the environment and emerging trends in resource utilization of Goa. Business Environment course appraises students to different aspects of the environment. Economics of Resources course covers issues in the realm of environmental economics and sustainable development.

Human Rights course seeks to familiarize the students with the basic concept of human rights, its global and national context. Self Development course addresses the key issues related to self-development of an individual, particularly the youth. It tends to build self-confidence, positive thinking, and srational-approach among the students.

Apart from the curriculum, the college organizes seminars, guest lectures, field trips, competitions, and orientations, in order to create practical awareness on these issues among students. The teachers participate in the seminars and workshops on cross-cutting issues. The students are also encouraged to participate in workshops and competitions organized by other institutions.

The NSS unit of the college organizes different programs to address cross-cutting issues such as Cleanliness, tree plantation in the form of Vanamahotsava and rallys in the local and surrounding areas.

File Description	Document
Any Additional Information	View Document

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

Response: 0

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 00

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 23.49

1.3.3.1 Number of students undertaking field projects or internships

Response: 117

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

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

File Description	Document
Any additional information	View Document
URL for feedback report	View Document



Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.13

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	0	1	1

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 71.91

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
498	452	430	448	474

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
720	720	660	600	540

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 45.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
116	103	95	99	97

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The college ensures transparent admission process and as per the norms laid down by Goa University and Directorate of Higher Education (DHE), Government of Goa. We adopt a policy of first come first served. Our college is committed to provide quality and value based education to a large section of students coming from the surrounding villages, most of whom are first generation learners.

In the inaugural orientation programme the Principal orients students regarding the various facilities available on the campus, academic and examination schedule, curricular, co-curricular and extra-curricular activities and other courses. The teachers conduct interaction on subject to understand the level of knowledge and skills of students. The teachers apprise and revise the basics of the subjects and the prospects of that programme opted for.

The learning level of students is assessed through regular interaction between the students and teachers and also through Intra Semester Assessment (ISA). The college augments the intellectual capability of advanced learners by involving them in organising and participation in workshops, seminars, guest lectures and presentations and other activities. Curricular, co-curricular and extra-curricular activities and competitions such as elocution, quiz, poster making, soft skills, employable skills, poetry and computer skills are conducted. The teachers provide additional reading and learning material to advanced learners in the form of reference books, journals, websites, etc. in order to make them more competitive.

Our teachers undertake lot of efforts in enhancing the learning ability of slow learners through remedial teaching, extra coaching, personal attention and interaction.

Peer teaching by advanced learners is encouraged which in turn makes them confident and learn more. Team assignments and team project work includes slow, average and advanced learners so that the advanced learners motivate others for better performance. Project work enhances the reading and writing skills, develops social consciousness, cultivates analytical skills, scientific temper, creativity and critical

thinking.

The teacher mentors motivate the advanced learners to compete with others. The mentors identify the slow learners and guide them in the appropriate direction / way to improve their learning aptitude.

The college has a Counsellor who interacts with the students with specific problems and issues. The Counsellor has adopted appropriate therapies to help and guide the students to improve their academic growth and make them emotionally strong.

2.2.2 Student - Full time teacher ratio

Response: 26.21

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.2

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	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:

To promote students centric learning process and to enhance students' ability to understand the classrooms are equipped with LCD projectors with a screen. Teachers adopt a wide range of techniques and strategies to make learning student-centric. Since the majority of our students come from rural places we identify the uniqueness and potential of every individual learner.

Students are provided with an opportunity to learn through experiential techniques by way of reference/ field based assignments, powerpoint / oral presentations, case studies, role plays, surveys which are also modes of evaluation under Intra Semester Assessment (ISA) component of 20% of weight-age. Field / industrial visit, study tours within and outside the State are undertaken as a part of practical learning.

Students are exposed to participative learning through group discussions, debates, group exercises, quizzes, discussion on current issues /affairs. To encourage participative learning and to develop an insight into the subject and emerging areas of interest seminars, workshops, guest lectures, inter-class and inter-collegiate activities /competitions are organized by the departments, NSS, committees, and cells of the institution.

The compulsory Project paper of 100 marks at the third year promotes and inculcates problem identifying and problem-solving learning ability among the students. Students are encouraged to take projects that are field-based / survey based that develop in them various aptitudes such as research methodologies, data collection, independent learning, communication skills, creativity and data analysis.

In social sciences and languages, extensive study is based on participative and interactive methodologies.

The courses like accountancy, mathematics, statistics, costing and economics involve problem identifying and problem solving methodologies.

The library, which is the support system for student-centric learning, is equipped with an adequate number of books, journals, periodicals, newspapers and other academic and career-related study material.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 19

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 29.29

2.3.3.1 Number of mentors

Response: 17

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Our institution encourages holistic development of students. In order to encourage and promote creativity among the students, our college organizes curricular and co-curricular events of inter-collegiate / inter-class nature. Faculty members motivate and help the students to participate in various activities and competitions organized by other institutions.

The faculty adopts teaching methods that cherish creative skills and critical thinking among students.

The assignments for Intra-Semester Assessment (ISA) and project topics given to third-year students are research based that give an opportunity for critical analysis, data collection, and analysis, field work, teamwork and presentations by using ICT.

Students participate in seminars, workshops, camps, and competitions in and outside the State which augment their confidence level, creativity, and analytical skills. Exhibitions and bazaar days such as; 'Swadeshi Mela', and 'College Bazar Day', 'Photo exhibition' are organized by the departments and committees to develop organizing, innovative, creative, entrepreneurial and marketing skills of students.

To nurture socio-eco and health consciousness among the students' environmental awareness programmes, blood donation camps, AIDS and health awareness and consumer awareness programmes are organized.

To encourage and stimulate the skills of organizing, involvement, innovation, teamwork, and creativity among the student community the departments of Political Science and Economics have constituted an interdisciplinary cell, ARRA Cell. The name ARRA is derived from the first two alphabets of Arthashastra and Rajyashastra. The Mission of the cell is 'Advocate Humanity and Strengthen Nationality'. The cell organizes seminars, workshops, study tours, debates and discussions to achieve its objectives.

Students are motivated to contribute creative/analytical articles, posters, poems and write-ups for college magazine 'Cuncolean', wallpaper 'SahityaSudha', interactive board 'Political Feats' and 'CHAT' from time to time.

Our faculty adopts various innovative methodologies to make teaching-learning more student-centric and result oriented. These include:

- Delivering lectures through powerpoint presentations, short films, audio-video clips, an autobiography of eminent personalities.
- Organising field trips, study tours, and industrial visits.
- Conducting workshops/orientation programmes on writing good Project Reports in the third year, SPSS, on Remote Sensing, on GIS, on writing Devnagari script on the computer, on 'KavyaVachan'.
- Summer camps are conducted in the month of April.
- Encourage group discussions, quizzes, question bank on current affairs, case studies, group/individual presentation, and peer teaching as a part of the teaching-learning process.
- Computer, Wi-Fi, INFLIBNET, and NLIST facilities are provided in the library.
- The short-term certificate course is conducted in Tally ERP 9.
- Short term course in Sanskrit Shibir is conducted.

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	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 11.7**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
03	03	03	01	01

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years**Response:** 17.47

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

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 5.26**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 21.08

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	4	4	4	4

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The semester system is implemented by the institution in accordance with the Goa University guidelines and ordinances. The examination schedule for semester V and VI is provided by the university and the evaluation is centralized. The schedule for Intra Semester Assessment (ISA - Semester I to VI) and Semester End Examination (SEE - Semester I to IV) is provided by the College Examination committee under the guidance of IQAC.

Information regarding examination scheme, repeat examination, and verification is provided in the College Prospectus. During the academic year inaugural address the Principal orients the students regarding the scheme of examination and evaluation process.

Notices, circulars, ordinances, time-table (ISA and SEE) and other information related to examination are circulated in the classrooms and among the faculty and displayed on the Noticeboard.

The teachers brief the students regarding the pattern of examination/evaluation process in their respective subjects. The faculty, especially the newly recruited, is made aware of the examination/evaluation processes during the staff meetings, orientation programmes, and workshops.

The college provides an opportunity for personal verification of marks in accordance with Goa University Ordinance.

Reforms initiated by the institution:

- Intra Semester Assessments are conducted as per the formats provided by the Board of Studies in each subject such as tests, assignments, presentations, orals, field work and others.
- Apart from the mandated two ISAs, another ISA is given, as per the examination ordinance, to the students who have missed the written test due to genuine reason (medical grounds, participation in State/ National /International sports, events, etc.)
- The assignments/presentations for ISA are ICT based and field-based so that the students improve the ability to analyze, critical thinking and creativity that leads to effective learning.
- The internal evaluation is transparent and students centric.
- The college ensures timely declaration of results, particularly Semester II and IV so that the students get sufficient time to study for the Repeat Examination conducted in the month of May-June.
- To ensure the quality of question papers and proper weight-age the question papers are scrutinized by the head of the departments followed by the Examination committee / IQAC.
- For the smooth and timely conduct of ISA, time-table, sitting and block arrangements and supervision chart is prepared by the Examination Committee.
- The topic for the Projects and subsequently the Project Reports submitted by the third year students are scrutinized/examined by the Project Committee and IQAC for necessary suggestions and improvements.
- The project guides conduct mock/internal viva-voce for the students to prepare and build confidence in students for the external viva-voce.
- To speed-up preparation of results and minimize human errors the college has acquired software to prepare the results and generate individual mark-sheet with grace marks.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The university ordinances are strictly followed in the conduct of Intra Semester Assessment and Semester End Examinations. To ensure smooth conduct of the examination /evaluation process the institution has constituted the following statutory bodies:

- 1.Examination Committee.
- 2.Unfair Means Inquiry Committee.
- 3.Examination Grievance Committee.
- 4.Project Committee.

These committees meet regularly for the smooth conduct of examination and timely declaration of results.

The examination time-table is circulated in the classrooms and displayed on the notice board at-least 3 weeks before SEE and 15 days before ISAs.

The university ordinance mandates answering two compulsory ISAs out of which one must be written test and the other may include different modes such as seminars, assignments, presentations, field work, group discussions, quizzes and orals that promote analytical and critical thinking and communication skills. The third ISA is given on genuine grounds (medical grounds, participation in State/ National /International sports, events, etc.) so that students take ISAs seriously. The statement of marks of ISA is displayed on the college notice board.

The subject teacher personally monitors the progress and performance of the students. Remedial classes, extra coaching classes, and peer teaching are conducted for slow learners and underperformers.

To ensure transparency the students who are not satisfied with their marks in SEE are allowed to apply for personal verification of marks as provided under Goa University Ordinance.

The students having any issues /complaints regarding examination /evaluation /results can refer in writing to the Examination Grievance Committee.

The theory subjects carry a weight-age of 20% of the maximum marks for ISA and 80% for SEE.

For the subjects with practical component, the ISA carries a weight-age of 15 marks, the practical component carries 25marks and SEE carries 60 marks.

Completion of the Project Report writing and the conduct of Project Viva-voce is monitored by the Project Committee. The project paper at third year carries a weight-age of 50% each for internal and external evaluation.

Question papers are submitted on time and confidentiality is strictly maintained.

Invigilators and examiners are instructed to consider internal examinations and assessment as seriously as external examinations.

Any malpractices during the examination are referred to the Unfair Means Committee.

ISA marks are given to the students by the concerned teachers directly. This enables the teacher to identify the slow learners and give special attention to them to improve academically.

The mentors monitor the mentees individually and provide guidance, help them in enhancing their academic performance and overall development. The performance of the students is discussed with the parents by the mentors during the Parent Teachers Association meetings and whenever the parents personally meet the subject teachers.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

Our institution ensures a smooth and fair conduct of examinations. In order to deal with examination related grievances, the college has constituted an Examination Grievance Committee in accordance with the Goa University Examination ordinance. This committee investigates into the written complaints made by the students to the Principal regarding the conduct of examinations of Semester I to IV.

Transparency is maintained by showing the assessed answer sheets of Intra Semester Assessment to the students in the classrooms. The model questions and answers are discussed by the teachers in the class.

After the declaration of results of Semester, I to IV any student not satisfied with his/her marks can apply for personal verification of answer sheet, in the format provided by the college office, within a week of declaration of results. As per the Ordinance, verification is done in the presence of the student, subject teacher, and the Principal.

A student having grievances regarding examination/results/evaluation, within 15 days after the declaration of results, can apply in writing to the Principal which is then forwarded to the Examination Grievance Committee. After considering the reply of the concerned party, the committee recommends a course of action in writing to the Principal, who then informs the student regarding the findings of the committee and take appropriate action.

Since the evaluation of Semester V and VI are centralized, the students of Semester V and VI can apply for re-evaluation to the university in a format provided by the University. The college office forwards the application to the University.

In accordance with the Goa University Ordinance, the college has constituted the College Unfair Means Inquiry Committee that investigates into the cases of unfair means and malpractices at the First Year and Second Year B.A./B.Com examinations.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

In the month of March/April, the University sends a Circular regarding Academic term for the coming academic year which is provided in the Prospectus. The IQAC prepares the Institutional Plan for the coming academic year. Accordingly, the departments, committees, and cells prepare their activity plan which is provided in the Prospectus.

The examination schedule and Time-table for Semester V and VI are provided by the university and the evaluation is centralized. The examination schedule and Time-table for Semester End Examination I to IV and the Intra Semester Assessment for Semester I to VI are provided by the College Examination Committee and evaluation are done internally by college teachers.

The Examination Committee timely and very efficiently conducts the Continuous Internal Evaluation (CIE). The committee conducts a meeting at the beginning of each term and decides regarding the schedule of examination, time-table, modes of ISA, dates for submission of question papers and statement of marks.

For the smooth conduct of ISA and SEE, the work and responsibilities are distributed among the members of the examination committee. SEE for semesters I to IV are conducted along with semester V and VI.

Utmost care is taken to see that the examination dates do not clash/overlap with activity dates.

Notices regarding the examination schedule/time-table are circulated among the students and teachers.

Notices regarding last dates for submission of question papers and statement of marks, supervision schedule and any other information regarding the conduct of examination/evaluation is circulated among the teachers.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The course outcomes are broadly reflected in the statement of vision, mission, and objectives of the college which are communicated to the teachers and students by displaying them at prominent places in the college campus, website and Prospectus.

The course outcome, course objective, syllabus and other related aspects are discussed by the members of the Board of Studies while preparing the new courses.

Each course has a well-defined syllabus, extended syllabus, objectives, duration for completion of the course, marks weight-age and references which is approved by the respective Board of Studies and Goa University.

During the inaugural address/induction programme at the beginning of the academic year, the Principal orients the students regarding the vision, mission, objectives, core values and Programme Outcome. The head of the departments/ senior faculty in each department conveys the Programme Specific Outcome and Course Outcome to the students.

The Course Outcome is made aware of to the faculty members and discussed in the departmental meetings.

The respective subject teachers convey and sensitize the students regarding the course objectives, course outcome, evaluation pattern, weight-age and other course-related information in the classrooms.

A copy of the Programme Outcome, Programme Specific Outcome, and Course Outcome along with a copy of syllabus of each course taught under each department is kept in the college library for the reference of students and teachers.

The mentors discuss regarding the Programme Outcome, Programme Specific Outcome and Course Outcome with the mentees and with the parents during the Parent Teachers Association meetings.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The college adopts and follows the examination and evaluation pattern as prescribed by the Goa University. The attainment of POs, PSOs, and COs is measured specifically on the basis of performance of students in the ISA, SEE, practical and project.

Evaluation modes for ISA include presentations, orals, assignments, written tests, field work and objective type questions.

Course outcome in the SEE is evaluated through a structured question paper covering the entire syllabus under the course as specified by the respective subject Board of Studies.

After the declaration of results of each ISA and SEE, the faculty members analyze the results of students in their respective departments, discuss the same with the students and adopt corrective measures to improve and enhance the performance of students.

In the staff meetings, the results are analyzed and counteractive measures are undertaken. The faculty very diligently keeps a track of the progress of each student in their department.

Mentors maintain a record of the results of mentees and accordingly guide and help them to improve their performances.

POs, PSOs, and COs are assessed and analyzed through the curriculum feedback taken from the teachers, students, parents, and alumni. The opinions and suggestions expressed regarding curriculum are communicated in the BOS meetings and departmental meetings at the university by the faculty.

POs, PSOs, and COs are evaluated and indicated thorough students progression i.e., alumni pursuing higher education, employed suitably as well as their accomplishments in different ventures.

To measure and achieve course outcome the college organizes seminars, workshops, field/industrial visits, study tours, guest lectures, competitions and other activities related to the curriculum. The college also deposes the students for seminars, workshops, competitions and activities organized by other institutions.

2.6.3 Average pass percentage of Students

Response: 71.55

2.6.3.1 Total number of final year students who passed the examination conducted by Institution. Response: 83	
2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution Response: 116	
File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process Response: 3.37	
File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description

List of project and grant details

Document

[View Document](#)

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.2.1 Number of research projects funded by government and non-government agencies during the last five years

File Description

List of research projects and funding details

Document

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Our institution has taken various initiatives for creation and transfer of knowledge to the students. College is organizing field trips, industry visits in order to give them practical knowledge of the subjects. Students are encouraged to take research-oriented projects in order to cultivate analytical skills. Assignment for ISA is also research oriented. Transfer of knowledge is also done with the help of the workshops on research methodology, guest lectures and students are encouraged to participate in the seminars which are organized

by the College through various department and associations/cells on a regular basis. College also subscribes to subject journals, e-journals and other online resources to update the knowledge of the students. There is no separate incubation centre in the College but wi-fi facility is extended to the students in order to facilitate e-learning

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document

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

Response: 0.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	01	05	06	07

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

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The College conducts extension activities through the NSS unit in the neighboring villages. Extension activity covers the aspects of education which emphasizes community service. NSS unit has conducted several activities like blood donation camps, rally for road safety, tree plantation, Swatch Bharat Abhiyan, aids awareness programmes and visit old age home. Extension activities are also conducted in the adopted village of Morpirla like e-banking, street play on aids, free medical camp, and Swatchh Morpirla Abhiyan. NSS volunteers have also participated in the awareness programme under systematic voters education and electoral participation (SVEEP), under the Cuncolim Municipality, Cuncolim. NSS unit has also conducted extension activities in association with Cuncolim Municipality under “Swatchh Cuncolim” programme. The extension activities organized by the College create an awareness among the students about their social obligations. Students are also sensitized about the social issues. Special camps are conducted in the neighboring villages that enhance their communication skills, leadership qualities, team spirit and also the value of service before self-students and sensitized about the gender issues, gender equality, problems of the community and initiatives in understanding problems and providing input for resolving the various social issues. Students develop a sense and commitment towards the society that makes them responsible citizens and contributes towards their holistic development.

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 46

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last

five years

2016-17	2015-16	2014-15	2013-14	2012-13
08	19	07	07	05

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 74.82

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
373	378	385	333	245

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 0

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document

3.5.2 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: 1

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

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 universities etc. during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The college has adequate infrastructure facilities for conducting the existing programs. The college has upgraded the existing premises and made provision for additional infrastructure to introduce CBCS, which is implemented from the academic year 2017-18. The college infrastructure comprises of five blocks. In block I, on the ground floor there is college administrative office consisting of Principal's cabin, Administrative cum Accounts Office. 1st floor has examination room and committee room. On the 2nd floor, there is NSS room and storeroom. Block II comprises of nine classrooms. In Block III, the ground floor has sports room, canteen, and ladies common room. 1st floor there are two staff rooms and one classroom. On the 2nd floor, there is two classroom. In Block IV – on the ground floor there is a library, which is an important component of the academic activity. The College library consists of i) Books stacks (issuing, reference, technical, and lending section) ii) Periodicals, study, browsing, xeroxing facility and iii) Newspaper stands in the gallery. Apart from reading the material, the library is equipped with computers with free internet browsing facility and xeroxing facility. The reading section has a sitting capacity of 60 students. The college library is connected to Wi-Fi, automation software (Koha). The NLIST facility is also available in the college library. On the first floor, there is college audio-visual hall which is used for national/state level seminars/workshops, competitions, programmes, guest lectures and co-curricular/extra-curricular activities. On the second floor, there is one classroom and three subject laboratories. IT laboratory/ classroom is equipped with 20 computers with internet connection and has the seating capacity of 40 students. It has internet browsing facility for students and teachers for project paper and other study material. English laboratory having air-conditioned and is equipped with TV, computer, sound system, DVD, Recording system and LCD projector and a screen. A well-equipped Geography laboratory with capacity for 50 students, also used as a classroom, is available on the Second floor of Block-IV. The laboratory is equipped with maps, instruments, cupboards, toposheets, weather maps, aerial photographs, satellite images, pocket stereoscope, mirror stereoscope, globe, and charts. In Block, V has a toilet for boys and girls. In all, there are 16 classrooms in various building blocks. The college ensures the best utilization of existing premises.

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

Response:

The college provides sports facilities for indoor and outdoor games and encourages participation of sportspersons at the university, national and international level. The college provides equipment facilities for indoor and outdoor games. Indoor activities like Carom, Table-tennis, and Badminton are organized at the inter-class level/individual level. The college has its own playground for Tennikoit and Sapaketakra. The college uses football playfield of the Government of Goa with the permission of Directorate of Sports and Youth Affairs. The activities like athletics and football practice of the college are made on Government football playfield with prior permission of the authorities. For activities like Kabaddi and Kho-

Kho, the college uses open space available in the vicinity. The college organizes yoga demonstrations under the guidance of yoga expert and the College Director of Physical Education and Sports for enhancement of physical and mental fitness of the students and staff. The College has students' council headed by teaching faculty as chairperson and other teachers and student are members. Teachers are nominated by the Principal, whereas students' representatives are elected by the students. The student council conducts various cultural activities. Students' council also depute students to participate in various intercollegiate and university activities organized by other Colleges and other departments of Goa University.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 70.59

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 12

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 72.17

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
14.50812	22.07436	18.45812	17.45812	16.58812

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

College library caters to the learning needs of the student, teachers, administrative and multi-tasking staff. The library has a collection of 7888 books. The library has library advisory committee with a librarian as convener and faculty members nominated as members of the committee by the Principal. This committee meets to discuss the functions, requirements, utilization of resources and other matters pertaining to the library. The library is normally opened from 7.30 am. to 2.00 pm. The timing is extended by an hour in the afternoon during examination days. The library follows open access both for borrowing and reading. Teachers and students who visit the library enter their names in the register maintained in the library. Library card is issued to the students on which three books are issued. Teachers and students have free access to the library computers along with internet facilities. Library provides xeroxing facility for the students and faculty. The library facilities are optimally used. The library ensures purchase of books and journals on the recommendation of the teachers. Newly arrived books are displayed on a special rack kept for the purpose. The library is situated on the ground floor therefore physically disabled students can also access it. Priority is given to such students in locating and issuing of books. Care is taken to provide the necessary facilities to such students. The library takes feedback forms from users for providing better services. The Library does not have automated Integrated Library Management System (ILMS). Library maintains attendance register, accession books register, issuing book register, student's physical attendance register, and E-library register. The college library connected with Wi-Fi, automation software (Koha). The NLIST facility is available in the college library. The college library has succeeded in transmitting all the physical list of books in electronic form and even the new records are updated.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Sr.No.	ACC.NO.	LANG	T/R	TITLE	PUBLISHER	AUTHOR	YEAR	1	1513	ENG	Ref	WEBSTERS
				THIRD NEW INTERNATIONAL DICTIONARY	Britannica	Gove	1986	2	1514	ENG	Ref	WEBSTERS
				THIRD NEW INTERNATIONAL DICTIONARY	Britannica	Gove	1986	3	1515	ENG	Ref	WEBSTERS
				THIRD NEW INTERNATIONAL DICTIONARY	Britannica	Gove	1986	4				
				THE NEW ENCYCLOPAEDIA BRITANICA : PROPAEDIA	INC.	Goetz	1991	5	1517	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 1 INC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 1	INC.	Goetz	1991	6	1518	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 2 INC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 2	INC.	Goetz	1991	7	1519	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 3 INC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 3	INC.	Goetz	1991	8	1520	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 4 INC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 4	INC.	Goetz	1991	9	1521	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 5 INC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 5	INC.	Goetz	1991	10	1522	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 6 INC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 6	INC.	Goetz	1991	11	1523	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 7 INC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 7	INC.	Goetz	1991	12	1524	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 8 INC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 8	INC.	Goetz	1991	13	1525	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 9 INC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 9	INC.	Goetz	1991	14	1526	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 10 INC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 10	INC.	Goetz	1991	15	1527	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 11 INC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 11	INC.	Goetz	1991	16	1528	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 12 INC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MICROPAEDIA 12	INC.	Goetz	1991	17	1529	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 13 INC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 13	INC.	Goetz	1991	18	1530	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 14 INC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 14	INC.	Goetz	1991	19	1531	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 15 NC.
				THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 15	NC.	Goetz	1991	20	1532	ENG	Ref	THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 15 NC.

ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 16 INC. Goetz 1991 21 1533 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 17 INC. Goetz 1991 22 1534 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 18 INC. Goetz 1991 23 1535 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 19 INC. Goetz 1991 24 1536 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 20 INC. Goetz 1991 25 1537 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 21 INC. Goetz 1991 26 1538 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 22 INC. Goetz 1991 27 1539 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 23 INC. Goetz 1991 28 1540 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 24 INC. Goetz 1991 29 1541 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 25 INC. Goetz 1991 30 1542 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 26 INC. Goetz 1991 31 1543 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 27 INC. Goetz 1991 32 1544 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 28 INC. Goetz 1991 33 1545 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA: MACROPAEDIA 29 INC. Goetz 1991 34 1546 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA : THE RELATIVE INDEXA-K INC. Goetz 1991 35 1547 ENG Ref THE NEW ENCYCLOPAEDIA BRITANICA : THE RELATIVE INDEXL-Z INC. Goetz 1991

4.2.3 Does the institution have the following:

- 1.e-journals**
- 2.e-ShodhSindhu**
- 3.Shodhganga Membership**
- 4.e-books**
- 5.Databases**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 1.84

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.53627	1.72762	2.15761	2.58267	1.18611

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 8.32

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 43

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT facilities of the college comprise of Desktops, laptops, Internet in Library, IT laboratory, Staff rooms, and college office. Proper standards/norms are followed while selecting, purchasing, setting and maintaining of all computing and other types of equipment. The college IT teachers and instructor provide training and guidance to the end users. Antivirus programme is installed. A requisition/complaints book is kept in the office so that if there are any faults in the devices mentioned above the librarian, lab instructor, teachers and other staff members can enter it in the register maintained for this purpose. The college office immediately reports it to the Principal. The necessary measures are immediately taken.

4.3.2 Student - Computer ratio

Response: 8.59

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 23.13

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)

2016-17	2015-16	2014-15	2013-14	2012-13
5.00000	6.000000	6.00000	5.75000	5.50000

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Response:

The assessment of the physical, academic and support facilities in the college is done by considering the input provided by teaching and non-teaching staff. Suggestions of stakeholders are also sought. IQAC of the college reviews the available facilities and recommends on the basis of feedback received. The recommendation of IQAC is placed before LMC. Local management committee assesses the physical, academic and support facilities in the college and accordingly decisions are taken.

The college has maintenance committee. A register maintained in the college office to record the maintenance and repairs required on day to day basis. Class representatives, teachers, librarian, college Director of Physical Education and Sports, and office staff are informed to record in the maintenance register, the details of the required repairs and maintenance. On the basis of input received, the maintenance committee informs to the authority regarding the need for the maintenance.

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 the last five years

Response: 30.5

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
189	182	121	116	96

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 2.62

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
24	0	0	21	17

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

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

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 32.06

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

2016-17	2015-16	2014-15	2013-14	2012-13
176	152	145	140	125

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during

the last five years**Response:** 0**5.1.5.1 Number of students attending VET year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the students benefitted by VET	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**Response:** Yes

File Description	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:** 12.16**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
5	9	28	14	30

File Description	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:** 31.62**5.2.2.1 Number of outgoing students progressing to higher education****Response:** 37

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**Response:** 2.5**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
8	5	6	6	4

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities**5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.****Response:** 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	01	00	00	00

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

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

Response:

There shall be a Student's Council consisting of elected General Secretary of students to be elected representatives by the Principal. And there shall be an elected class representatives, nominated Lady representatives by the Principal. The Student Council will have convenor/chairperson nominated by the Principal. The chairperson of the student council will be a Teacher.

FUNCTIONS OF THE STUDENT COUNCIL:

1. To plan students council activities of the year with the guidance of Chairperson of students council.
2. To organize activities as per the plan of students council and take guidance of chairperson.
3. To fully cooperative with the chairperson of the student council and teacher.
4. To help inactivity report of General Secretary of Student Council.
5. To obey all rules, regulations, notice of the college.

College strongly believes in Democratic System of conducting various curricular and extra-curricular activities of the college. Every year Principal constitutes Students Election Committee, convenor the committee and along with committee members (teaching staff) conduct student council election by inviting students to file the nomination for General Secretary and Class Representatives. Afterwards, all the norms of election procedures were followed, i.e. scrutiny, withdrawal of candidature, an announcement of the final list of students who are eligible to contest, and accordingly counting of votes and final declaration of GS and CR's of the college.

College also conducts elections to represent at the University level, namely University Class Representatives and University Faculty Representatives. The election notification is received from the University, this notification confirms the date of filing the nomination, scrutiny, date of withdrawal, date of election and timing of counting. Every year college sends Two (2) UFR's and Six (6) UCR's to University, after completing the normal formalities.

The student representatives are also nominated by the Principal on following committees such as IQAC, RUSA, Anti-ragging committee, Student grievance redressal cell, college magazine, Lady representatives. Many students are also nominated directly by the chairpersons of the committees i.e. Sports, NSS, Vasundhara Nature Club, Wallpaper and Magazine Committees and other important committees.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 19.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
24	19	20	16	18

File Description	Document
Number of sports and cultural activities / 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 non financial means during the last five years

Response:

Though the Alumni Association of CES College of Arts and Commerce, Cuncolim is active since 2016-17, it is registered under Registrar Co-operative Societies on 23rd January 2018.

it has the following objectives, structures, and functions.

Objectives:-

1. To Co-operate with College in carrying out the activities for the benefit of the students and College.
2. To work towards the achievements of better result and placement of the students.
3. To have better interaction/relation between teachers and Alumni which will help for the improvement and development of the College.
4. To raise finance to be used for the benefit of the students.
5. To organize educational, cultural and sports activities for the benefit of the students.
6. To help in improvement of the college.
7. To help needy students in kind or finance.
8. To take the problems of the students to the higher authorities on the recommendation of Principal.
9. To suggest, recommended ways and means for better teaching and functioning of the college.
10. To carry out any other activities in the interest of the students, staff, and college with their prior permission from the Principal of the College.

Constitution:- The Alumni shall be constituted as follows

General Body Meeting: To be presided by Principal and Alumni President.

Alumni Committee shall consist of the following;

1. President
2. Vice President
3. Treasurer
4. Convenor-Teacher
5. 09 Alumni Members
6. 05 Teacher Members.

Functions of Committee: The Convenor of Alumni Committee in coordination with Principal and in consultation with the Alumni Committee President, shall be convened the same. The other functions of committee are;

1. To undertake activities for the development and benefit of College and students.
2. To carry out activities to improve existing position of the college.

3. To carry out the activities to raise finance for the college.
4. To help needy students in terms of finance/books etc, that will help to pursue higher studies.
5. To carry out any other activities in the interest of the students and institution.
6. All the activities have to be carried out with the Permission of the Principal
7. While convening Alumni General Body Meeting the Alumni Committee Meeting, Principal would have to be informed and if Principal permits, the activities would be carried out.
8. College Alumni bank account will be open in the name of Principal of the College, Convener of Alumni Association and a teacher member of the Association. an account will be operated by the Principal and any one of the other signatories i.e. Convener or Teacher member.

In this connection, in all four Alumni meetings are held in the following days;

1. 29th October 2019.
2. 3rd May 2017.
3. 5th November 2016.
4. 21st August 2016.

File Description	Document
Any additional information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 2

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any 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:

Our Vision: To infuse, nurture and develop lasting values of secularism, democracy, and leadership in our students through quality education.

Our Mission: To impart quality education to our students, so as to foster their development by providing knowledge that will build up enlightened citizens, a progressive society, and a vibrant nation, while giving due consideration to the first generation learners.

The institution was established with the objective of providing education to the marginalized sections of the society. The students studying at this college are predominantly from rural areas and from families, who never got an opportunity even to avail elementary education. It is our endeavor at this college, to identify the academic fragilities of these first generation learners and help them overcome their deficiencies in knowledge and skill. Through its vision and mission statement, the college aims to provide the best opportunities to the students, to instill in them a sense of perseverance and an indomitable will, so that they evolve into responsive and responsible citizens. In this endeavor, the Principal, who is the head of the institution, is vested with controlling and disciplinary powers. The Principal is assigned the task of monitoring the functioning of the college and discharges his/her functions in partnership with the teaching faculty and non-teaching staff. He/ She is the head of the academic affairs of the college and reports to the Management. For the accomplishment of the perspective plans, there is a Local Managing Committee comprising of the Members of the Governing Body, with the Principal as the Ex-Officio Secretary and two Teacher representatives, which serves as the link between management and academics. Regular Staff /Departmental/Committee /cells/associations/unit meetings are held wherein inputs/suggestions/opinions/views of the teachers/students pertaining to discipline, participation in various activities, academics, are discussed, under the supervision and guidance of the IQAC. Meetings between the Management and the teaching and non-teaching staff are also held.

6.1.2 The institution practices decentralization and participative management

Response:

The IQAC along with the Heads of the Department and other faculty members chalk out an action plan for the institution. Accordingly, the departmental plan for the academic year is prepared by each department. Apart from the Statutory Committees, the College constitutes Committees for the execution of various co-curricular/extra-curricular activities.

For example, There is a duly elected Students Council of the College, which is headed by a faculty member. The Council also comprises of teachers nominated by the Principal. The Council as a student body decides the various co-curricular activities. At the meetings of the student's council, the views/suggestions /opinions/inputs/feedback provided by the student members are given due consideration. By

organizing various activities, the council provides a platform for students to showcase their talents. All these activities are planned and executed by the student's council with the Chairperson and approval of the Principal.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

To provide a greater exposure to students and to widen their horizon of knowledge, field trips/ study tours are organized. Special Guest lectures are arranged to enlighten the students on different topics envisaged in the syllabus. These are planned well in advance and executed.

Case Example: Every academic year the Department of Geography conducts a study tour/ field trip for students as specified in the syllabus by the Board of Studies. The students are required to sign an indemnity bond and they are accompanied by the teachers. A study report is prepared and submitted to the Principal.

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The Principal of the College is the head of the Institution, all heads of the departments give suggestions to the Principal on all academic and other matters related to College development. The management representative visit regularly/ joint meetings are conducted to discuss the issues relating to the infrastructure and College development. The Principal and Staff provide input regarding infrastructure and academic requirements to the local managing committee. The Principal communicates regarding responsibilities to head of departments/convenor of the committees. The decisions and policies related to students, at academic as well as co-curricular activities discussed in different bodies, are conveyed to them and implemented to the benefit of the students. Faculty members conduct various

seminars/workshops/industrial visits/guest lectures for the overall development of the students. And the report of the same is submitted to the Principal and IQAC. The matter pertaining; to the Institution in general like academic requirements, teaching-learning aid library facilities, examination and other are discussed in the staff meeting conveyed by the Principal, decisions are arrived at after taking the suggestions and opinion by an individual teacher.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Under the intimation of Local Managing Committee (LMC) and IQAC, on 2nd September, 2015, a proposal was prepared and forwarded to UGC Western Region, Pune, to organize 'One Day National

Level Workshop', on "MSME's Issues Problems and Challenges", and to get financial assistance at the tune of Rs 90000/-. Since there was no communication from the UGC Western Region, the College decided to conduct the Workshop.

In this connection Convener of the Conference and Organizing Committee Secretary jointly issued a notice to core committee members regarding the meeting on 4th February 2016, at 12.45 pm in the Principal's Cabin. In the meeting core committee strongly felt that the proposed 'Workshop' should be considered as 'Seminar', the theme of the Seminar was "*Micro, Small and Medium Scale Enterprises: Issues, Problems, and Challenges*". In the Core Committee meeting, it was decided unanimously that, Mr. Abhay. Keni, President CIA (Cuncolim Industries Association) and Prof. A. A. Mulimani, Chairman, Departments of Studies in Geography, Karnatak University, Dharwad shall be Chief Guest and resource person respectively.

In the Staff meeting held on 3rd February 2016, various committees were formed and responsibilities were assigned to the staff members.

The seminar was conducted in five sessions. The first session was started with Inauguration of the Seminar at the hands of Chief Guest, Resource Person, Management Members and other dignitaries. During this session Chief Guest Shri Abhay Keni, President Cuncolim Industries Association addressed the gathering,

During the Second session Professor, Arvind A. Mulimani, Chairman, Department of Studies in Geography, Karnatak University Dharwad, addressed the delegates as a resource person.

Third and fourth were technical sessions pertaining to MSME's Challenges and Opportunities in Present Era of Globalization and Issues related to MSME's. Dr. Avinash A. Raikar, Associate Professor, Department of Economics, CES College was the Chairperson for third Technical Session in which eight participants presented papers.

Dr. Apoorva A. Marathe, Associate Professor, Department of Economics was the Chairperson for fourth Technical Session in which seven participants presented papers.

The **Valedictory Function** was chaired by Prof. A. A. Mulimani, Chairman and Head Department of Studies in Geography, Karnatak University Dharwad, Officiating Principal Dr. (Smt) Savita S. Nadkarni and Organizing Secretary Dr. Prakash R. Morakar, Associate Professor, Department of Geography, CES College of Arts and Commerce, Cuncolim, Goa.

The above mentioned National Seminar was attended by fifteen participants presenters, 30 participants and 79 students from CES College. Duly filled feedback forms were collected from the participants and analyzed for further improvement.

The seminar ended with National Anthem.

6.3 Faculty Empowerment Strategies

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

The College is a Private Government Aided Institution. Certain Welfare measures applicable to the state Government employees are applicable to the staff of this College. The following leave (as per Central/State Government pattern) is applicable to them:

- Medical / Half -Commuted Leave /special medical leave
- Maternity Leave
- Paternity Leave
- Child Care Leave for Women (2 years)
- Incentive for promoting small family norm
- Encashment of balance earned leave at the time of retirement.
- Bonus to non-teaching staff.
- Reimbursement of Registration fees for attending Conferences/ Seminars, etc.
- Medical reimbursement as per rules.
- Time-bound promotion Scheme
- L.T.C facility,
- G.P.F. Advance and withdrawal facilities, as per Rules.
- Group Insurance for staff and students.

Besides these, the institution conducts health camps and awareness programmes for the employees. Annual blood donation camps are organized by the NSS Unit. The Staff Association provides financial aid to non-teaching staff members as and when required.

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: 31.41

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	4	7	6	11

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**Response:** 8.43

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	1	1	1

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff**Response:**

At the end of every academic year, faculty members are required to fill and submit the Performance Appraisal Forms/ API Formats. The I.Q.A.C scrutinizes these formats and forwards the same to the principal. The inputs are provided to the concerned faculty for better appraisal. The PAF/API forms the

basis for Career Advancement. Further, upward mobility of the faculty, is decided on the basis of the recommendations of the Screening Committee, in accordance with the Statutes of the Goa University. Promotions for the non-teaching staff are time bound.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

As per the norms set by the government, the College is practicing the conduct of Internal as well as External financial Audits on a regular basis. Since the inception, the accounts of the college are operated jointly by the Principal of the college along with either Chairman or Secretary of the Governing Body. Therefore, we keep on apprising the management about the financial position of the college on a regular basis. The external auditor appointed by the college conduct the audit of the college accounts to verify the correctness in view of accounting principles and as per the Rules and Regulations provided by the Government/University under Grant-in-Aid pattern. Errors and/or shortcomings, if any, found during the course of audit are rectified in consultation with college Accountant/Head-clerk with due consent from the Principal. The Audit Report including the observations/ remarks/suggestions as raised and prepared by the external Auditor is being placed before the Members of Local Managing Committee during the meeting for their verification and approval. In the subsequent year, the College takes all the steps to comply with the observations /remarks/suggestions to maintain accuracy and transparency in college financial management from time to time. The Audited statements of accounts as submitted under the report by the external Auditor and as approved by the Local Managing Committee of the college is referred to the Government for the scrutiny/record and for claiming Grants as entitled under Grant-In-Aid pattern

File Description	Document
Any 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) (INR in Lakhs)

Response: 0.75

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0.7	0	0	0.05

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

The college is managed by the Cuncolim Educational Society and is an aided institution. The college is recognized under Grant-in-Aid pattern by the state of Goa. Salary and non-salary grants are received from the state government. Fees received from the students are deposited in the college account and a certain percent of it is forwarded to the Goa University (as per the guidelines laid down). The scholarships for students received from the government are directly credited to the account of the students. Financial assistance is provided by the management as and when required.

The budget for each academic year is prepared by the college and placed before the Local Managing Committee for approval. Before the conduct of any activity; a department forwards a provisional budget to the Principal for approval. The same is approved in consultation with the Accounts section. After the conduct of the activity, the concerned department submits a statement of expenditure incurred. The college has availed grants from UGC and RUSA under the College Development Scheme. The college also has a project monitoring committee. The college utilizes fully the grants for the purpose it is being sanctioned.

6.5 Internal Quality Assurance System

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

Response:

The IQAC has been formed in the academic year 2013-14 as per NAAC guidelines and working with the primary objective of promoting internal quality assurance systems. It has been contributing significantly since its inception through strategies and processes.

The participative function of IQAC has resulted in the formulation of strategies in accordance with the vision, mission, objectives, and targets of the institution. With the help of framework of institutional and other activities through the academic calendar, the activity plan and plan of action is institutionalized.

To promote quality in education IQAC has initiated the organization of workshops, seminars, summer camps, career guidance lectures, field trips, study tours, extension activities, eco-friendly activities, community-related activities, up-gradation of the library with physical and e-resources.

Thorough feedback from all stakeholders continuous monitoring of the activities is made possible to ensure

student-centric quality education. IQAC has encouraged participation of teachers in workshops, seminars, research work, and more specifically working on Ph.Ds. with a twin objective of ensuring innovations in teaching-learning and use of ICT methods and artificial intelligence in future. IQAC takes a holistic approach towards student-centric education at the institution as the number of female students is on the rise, the number of ST students is also on the rise and most of the students belong to lower middle-income groups.

IQAC, thus, tracks the need for best quality standards through the regular follow-up with the management for all stakeholders.

1. Formation of an Inter-disciplinary Cell ARRA:

The IQAC initiated formation of an inter-disciplinary cell ARRA, a first its kind in the state of Goa that blends merits of Economics and Political Science. It has specifically taken a holistic approach towards ensuring better social and ethical values among young citizens. It was inaugurated on 5th of October, 2016 with a Mission 'Advocating Humanity and Strengthening Nationality' among the students.

The objective of the cell is to encourage and stimulate the organizing skills of the student, ensure awareness and involvement in understanding and resolving social, economic, geopolitical, environmental issues, and thus promote teamwork. Since its inception, the cell has organized a state level seminar, workshop and a field trip that has benefitted the students.

1. Adoption of Morpilla Village:

The IQAC initiated the adoption of Morpilla village to promote the social outreach programmes. Accordingly, a MOU between the college and the Panchayat of the Morpilla was signed on 26th December 2016. The NSS unit of the college has organized a health awareness and a dental camp. Special awareness programme on Government Welfare Schemes, Forest Reservation Rights, motivating self-help groups and highlighting the importance of franchise were organized. Shramadan for tree plantation drives, cleanliness drives under Swachh Bharat Abhiyan has been successfully conducted. The institution extends academic support to the NSS unit to organize activities and do the followup.

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

Response:

IQAC reviews the teaching-learning process, structures and methodologies of operation annually. To promote student-centric process and to enhance student ability the IQAC insists on assessment of the quality of students admitted in the programme. The students are guided by the teachers through syllabus, subject combinations, electives and allied areas of the degree programmes. The strategies and plans of teaching-learning and evaluation are reflected in the teaching plans of the every subject teacher submitted at the beginning of the academic year. The students are given theoretical knowledge and trained by way of academic, curricular, and co-curricular activities. The teachers adopt experiential learning, participative and problem solving methods for students progression and employability. To enhance quality in teaching-learning the teachers are encouraged to use ICT method. To achieve this, the classrooms are equipped with

LCD projectors and the library is equipped with physical and e-resources. The IQAC verifies the learning outcome continuously and periodically at the end of the declaration of the results of ISA and SEE. The IQAC initiates the reforms in teaching-learning and evaluation through student feedback and analysis of results department-wise.

IQAC regularly makes observations, recommendations, regarding student intake, teaching-learning, evaluation, with the teaching members and management in staff and LMC meetings. IQAC continuously supports and encourages curriculum up-gradation and improvement by way of participation of teachers in BOS meetings, workshops, and committees for framing of syllabus. IQAC initiated a workshop on CBCS at the institution.

Teaching-learning Reforms initiated by the IQAC

- ICT based ISA assignments are given to the students to improve their analytical ability, critical thinking, problem solving, and decision making for effective learning.
- IQAC and the Project Committee assess the titles and areas of Project work undertaken by the third year students. It closely monitors the project work and insists on primary research work. It scrutinizes the Project Reports with the help of committee and makes necessary suggestions for improvement.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 2.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	4	4	3	0

File Description

Document

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)**Response:**

Faculty members are members of BOS in various subjects as well as other subcommittees and have attended workshops on the restructuring of courses during 2013-14 in a phased manner. Further, teachers are involved in as BOS members and participants in a framework of the syllabus for the purpose of a switch over to the Choice Based Credit System. They have attended meetings and given valuable inputs for the designing of the CBCS curriculum. The CBCS curriculum has been implemented w.e. f the academic year 2017-2018. The Sanskrit Sambhashanshibir had been initiated and a short-term course on 'Tally ERP-9' for commerce students has been started. Alumni and parents, teachers, students feedback on the curriculum in a structured format is taken. Improved Teaching learning methods include use of e-resources, DST, websites, e-learning, videos, Remote sensing, Voluntary career guidance, Improvement in learning the skill through workshops on Research methodology, summer camps and gender sensitization workshops. The placement cell is put in place. The students' progression from UG to PG is considerable. A Software for examination committee is acquired from 2013-14 to prepare the F.Y.\S.Y. results. Upgradation of library infrastructure includes Wi-Fi facility in the library. INFLIBNET is acquired and subscription for N-LIST is made 6 faculty members have acquired Ph.D. during last five years, three are pursuing and teachers have published papers and books. Two MOUs have been signed that includes signing MOU with Morpirlla Village and another with MICE. Upgradation to the existing premises has been done through RUSA grants. CES Alumni Association is registered to strengthen the educational activities.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 6

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	1	1	0

File Description

List of gender equity promotion programs organized by the institution

Document

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Safety and security:

While entering the college premises it is mandatory for the students enrolled at this institution to wear the ID card issued by the college. This helps to keep a check on the entry/presence of unscrupulous elements on the campus. There are watchmen deployed on the campus during the day and at night. The identity of any visitor to the college is first ascertained /checked by the watchman and then communicated to the college office. During major events like Annual Social Gathering and College Elections, police assistance is sort. The campus is under CCTV surveillance. The college has an Anti-ragging Cell with a senior teacher as in charge. Students can report directly any incident of ragging.

Counseling

The teaching faculty has been counseling the students from time to time. All regular/mentors teachers use their expertise to help and guide the students. From the year 2016-17, the college has appointed a counselor. The counselor visits the college thrice a week and the students are encouraged to take the advantage of this facility. Counseling is done on one to one basis. The counselor has counseled 25 students during 2016-17,

which has helped them improve their performance.

Common Room

There are separate washrooms for girls. The facility of a special common room is also available to the girl students.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 8979

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 0

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 8979

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

* Solid Waste Management Steps including:

Waste management is undertaken in accordance with the guidelines laid down by the concerned authorities. The Cuncolim Municipal Council regularly collects dry and wet waste from the campus. No nonbiodegradable waste is generated on the campus as the programme runs are Arts and Commerce. Each classroom/staffroom/office/ library is provided with a dustbin which is regularly emptied. The campus is plastic free.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rainwater harvesting is a good scheme, but in and around our College campus there is not much scope. Presently it is very expensive, because, College premises gets plenty of water for drinking and other sanitary purposes. The local Government i.e. Cuncolim Municipality provides water through pipelines and the supply of water is uninterruptedly provides throughout the year. In near future, the governing body of the college will definitely think over the scheme. and practice.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Every classroom is provided with bins, which are regularly cleaned. Use of plastic by the students on the campus is discouraged. Cleanliness drives and plastic free drives are undertaken by the NSS Unit. NSS unit undertook the initiative of making paper bags and distributing them to the vendors in Cuncolim market. Tree Plantation Programmes are held annually. As a part of Swatch Bharat Abhiyan, the NSS Unit undertook a week-long project 'NitalGoem' initiated by Bisleri International Pvt. Ltd in collaboration with Directorate of Sports and Youth Affairs. Eco-friendly visits/trekking/awareness workshop is organized on a regular basis. The college campus is notified as a no smoking zone.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**Response:** 0.51

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.04	0.21	0.09	0.08	0.23

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above**B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 17

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	3	4	2	3

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 16

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	4	4	4	0

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 3

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Yes,

The college celebrates all national days, including Goa Liberation Day, Gandhi Jayanti and also Teachers

day. Besides this the following programmes were organized:

- 238 students, two programme officers along with four faculty members participated in Run for Unity Programme held to commemorate the initiative of Shri Sardar Vallabai Patel, in uniting India.
- The NSS unit in association with MARG organized an event “Mahatma Gandhi in Our Goa. It was held with the objective of motivating students, youth and citizens to derive inspiration from Gandhiji and strengthen the fundamentals of harmony, tolerance and civic sense
- The department of Konkani celebrated the birth anniversary of Dnyanpeeth Awardee Shri.Ravindra Kelekar.
- During the academic year, 2014, the college in association with Konkani Bhasha Mandal organized “Shenoy Goybab Kathamala”

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Yes,

The institution in an effort to inculcate human values and professional ethics in students, organizes guest lectures, summer camp, workshops, visits, field trips, study tours, collection and donation of money on Flag day competitions befitting the theme. The NSS unit and departments undertake extension activities through student participation. Students are encouraged to imbibe virtues of honesty, integrity, courage, discipline, team work, confidence, compassion, and creativity. During regular lectures teachers speak to students on the human values and professional ethics.

Teachers are encouraged to participate in lectures, workshops, seminars and training programmes dealing with human values and professional ethics. They also participate in the extension activities conducted by the institution. In this endeavor, the stakeholders and other local beneficiaries, patrons, invitees, participants are involved.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. To motivate students to participate in sports and be ambassadors/representatives of their institution and the nation at the State/National/Inter-National level. To encourage sportspersons to be role models to their peers, and thus inspire the students who have got the potential, to take up sports. To prove that through sports, one can imbibe a spirit of showmanship, a sense of discipline, capacity for teamwork, an opportunity to learn from success and failures, strike a balance between study and sports, reduce stress and increase feelings of physical and mental well being. To prove that the qualities which a sportsperson has acquired on the playground, will naturally be exhibited by him/her in other spheres of life.

Although our college is located in a semi-urban area, the students admitted are mostly from rural areas, with minimum or no facilities and motivation for sports. We believe that sports provide students a platform to interact, compete, socialize, respect one another and stay physically and mentally fit. Sports also provide students an opportunity to develop self-esteem and skills of sportsmanship and thus help them to be responsive and responsible citizens.

The college has a sports Council, comprising of students, teachers and the college Director of Physical Education. The sports council, in consultation with the Principal, shortlists and selects the sportspersons to be recognized for their participation and achievements. The distinctness of our practice is that we present our sportspersons as role models to the other students and recognize their achievements at the state, national and international level, in the presence of the public.

2 To inculcate in students a sense of fellow feeling and make them realize that it is an act of generosity that could help save lives as there is no alternative to human blood. To impress upon students that one can remain healthy through blood donation and that it is a gift of life that a healthy individual can give to others in their community, To make them realize that an act of blood donation benefits both the donor and the recipient To make students aware of their social responsibility.

The institution also seeks to provide blood to the Blood Bank attached to the Goa Medical College, and Hospicio Hospital, Margao. The college informs the authorities of the Blood Banks about their intention to conduct a camp. Accordingly, a date convenient to the team of doctors is finalized. The NSS unit informs the stakeholders regarding the schedule of the camp. Those willing to donate blood are required to register their names. The team of doctors orients the volunteers and donors about blood donation. The entire exercise blood donation is carried out under the complete supervision of a team of doctors only after checking the health parameters of the donors.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Our institution is committed to impart quality education to students so as to foster their development by providing knowledge and skill to enable them to face the global challenges. The Students enrolled at this college are predominantly from rural areas, and belonging to families of first generation learners. The college offers Bachelor of Arts and Bachelor of Commerce. Two programmes under Bachelor of Commerce and seven under Bachelor of Arts. Our focus is to serve students of different backgrounds and abilities, through effective teaching-learning . The interactive and participative, ICT based approaches have been used. Students are given the wide option for choosing elective papers. The papers that address cross-

cutting issues relevant to gender, environment, human values are included in the course curriculum. Workshops for Students are organized on regular basis to provide them additional knowledge/information thereby widening their horizon. The College has conducted a number of workshops focusing various curriculum-related areas like Assignment Writing, Interpretation of Aerial Photography, Toposheets, and Remote Sensing, Children Literature, Economics for Nation building, Art and Animation, Teaching devnagri script and writing research projects. The College also has conducted seminars for the benefit of students, these are 'Ensuring Accountability' in Goa 2030: Challenges and opportunities, 'Chitrangi', a Literary and sociocultural event for women and a national seminar on MSMEs, with focus on make in India. Tally ERP '9' a Certificate course is also conducted for the benefit of the student. Students are encouraged to use e-resources, NLIST, and e-books. The Industrial visits, fields/study trips are conducted to give exposure to our students. The Career orientation is provided to the students. The Guest Lectures, Presentations, and Exhibitions are organized on topics like GST ,e-banking, International Migration, Insurance, Capital and Debt Market and Swadeshi Mela. The Students are encouraged and a proper guidance is provided to them to participate in Intercollegiate ,co-curricular/extracurricular activities. Interdisciplinary 'ARRA' Cell is formed for the benefit of the students. These activities have enabled the students to enrich academic knowledge. The Students were given ample opportunities to participate in Sports events for their overall development. The Students' Council is functioning to provide a platform to our students to showcase their talents in various fields. The N.S.S. unit has conducted a number of extension and outreach activities like Swatchhta Abhiyan, Ethical voting, blood donation, consumer awareness programmes and e-payments. These activities have helped the students to inculcate social responsibilities and vlaues which will transform them in good citizens.

5. CONCLUSION

Additional Information :

The college has introduced CBCS from the Academic Year 2017-18, for BA/BCOM Programmes.

College is planning to introduce skill based and short-term courses.

Concluding Remarks :

The College caters to the needs of students from Cuncolim village and surrounding areas. A large number of students admitted are from disadvantaged sections of the Society. The college makes sincere efforts to provide all benefits to them. The College is committed to holistic development of the students and to make them responsible citizen of our nation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7</td> <td>8</td> <td>6</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Remark : As per the proof provided by HEI</p>	2016-17	2015-16	2014-15	2013-14	2012-13	4	7	8	6	13	2016-17	2015-16	2014-15	2013-14	2012-13	2	2	4	4	4
2016-17	2015-16	2014-15	2013-14	2012-13																	
4	7	8	6	13																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
2	2	4	4	4																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 20</p> <p>Answer after DVV Verification: 0</p> <p>Remark : No proof attached</p>																				
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 1</p> <p>Answer after DVV Verification: 00</p> <p>Remark : Since Tally cannot be claimed here. The number has been changed to 0.</p>																				
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise</p> <p>Answer before DVV Verification : A.Any 4 of the above</p> <p>Answer After DVV Verification: B.Any 3 of the above</p> <p>Remark : Parents feedback is not relevant to Curriculum</p>																				

2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 30 Answer after DVV Verification: 19</p> <p>Remark : There are ONLY 19 teachers in the Institution</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 672 1046 801"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>6</td> <td>5</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 884 1046 1014"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>03</td> <td>03</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Remark : The numbers have been changed according to the proof.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	6	5	6	5	6	2016-17	2015-16	2014-15	2013-14	2012-13	03	03	03	01	01
2016-17	2015-16	2014-15	2013-14	2012-13																	
6	5	6	5	6																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
03	03	03	01	01																	
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 545 Answer after DVV Verification: 83</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 664 Answer after DVV Verification: 116</p> <p>Remark : This metric requires only the current data. Hence, the numbers are changed.</p>																				
3.2.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1854 1046 1984"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2016-17	2015-16	2014-15	2013-14	2012-13	0	1	0	2	0										
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	1	0	2	0																	

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

Remark : As per HEI Response

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	5	7	9

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	01	05	06	07

Remark : The numbers have been changed accordingly.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
12	0	05	01	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

Remark : No proof attached

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

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
424	370	309	283	228

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
189	182	121	116	96

Remark : The numbers have been changed according to the HEI response and the SSR.

5.1.3	<p>Number of capability enhancement and development schemes –</p> <ol style="list-style-type: none"> 1. For competitive examinations 2. Career counselling 3. Soft skill development 4. Remedial coaching 5. Language lab 6. Bridge courses 7. Yoga and meditation 8. Personal Counselling <p>Answer before DVV Verification : D. Any 4 of the above Answer After DVV Verification: E. 3 or less of the above Remark : The option has been changed according to the proof.</p>
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5.2.3	<p>Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)</p> <p>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2016-17	2015-16	2014-15	2013-14	2012-13	2	0	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13							
2	0	0	0	0							

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
8	5	6	6	4

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
8	5	6	6	4

Remark : The numbers have been changed according to the proof.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
5	7	5	2	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	01	00	00	00

Remark : The numbers have been changed according to the proof. Participation certificates cannot be accepted.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	0	1	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

Remark : The proof given is related to the budget and not the number of professional development programs organized by the institution, hence the number has been reduced to 0.

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2	4	1	1	2

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	1	1	1

Remark : The numbers has been changed as per the proofs provided year wise .

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
0	0.7	0	0	0.25

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0.7	0	0	0.05

Remark : As per the documents provided the total grants received has been changed .

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual

	<p>Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements</p> <p>2. Academic Administrative Audit (AAA) and initiation of follow up action</p> <p>3. Participation in NIRF</p> <p>4. ISO Certification</p> <p>5. NBA or any other quality audit</p> <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Since the proof is provided only for one of the above, the option has been changed .</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 947 1046 1081"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>16</td> <td>4</td> <td>7</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1160 1046 1294"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> <td>4</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Remark : There is no specific proof.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	8	16	4	7	5	2016-17	2015-16	2014-15	2013-14	2012-13	5	3	4	2	3
2016-17	2015-16	2014-15	2013-14	2012-13																	
8	16	4	7	5																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
5	3	4	2	3																	

2.Extended Profile Deviations

<p>Extended Profile Deviations</p>
<p>No Deviations</p>