



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE OF COMMERCE AND ECONOMICS

**ST. JOAQUIM ROAD, BEHIND ITI BUILDING, BORDA-MARGAO, GOA
403602**

www.gccem.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Government College of Commerce and Economics was established by the Government of Goa in the year 2010. The College was born out of the need to realize the goal of 'inclusive education' for the academic empowerment of the marginalized and disadvantaged students in the vicinity. The College is affiliated to the Goa University, offers the Bachelor of Commerce Programmes (Honours) in Accounting, Cost and Management Accounting, and Business Management and is also a component of a Research Cluster. Located in Borda- Margao, the College imbibes the city culture and truly represents a microcosm of India - A blend of students of different religions, castes, and gender. Pursuit of excellence is the hallmark of the Institution.

In the initial seven years of its existence, the College was housed in the premises of the Government Multipurpose Higher Secondary building. In the year 2017, the College shifted to its new premises – An environmentally friendly building equipped with ICT-enabled facilities and smart classrooms used by all teachers. The College adopts a universal admission policy denying no student access to higher education. Powered by faculty which is a blend of youthful energy and experience, the College promotes the synergy between the students and teachers to make the teaching-learning process more fruitful. Our students have excelled in academics and sports. Master Heramb Parab donned the India colours as a member of the Indian team which won the Youth Asia Cup held in Sri Lanka in 2016, bringing laurels not just to the Institution but to the country at large. Miss Tejaswini Durgad and Miss Sindiya Naik have played cricket at the National Level.

The College also publishes its own Research Journal QUEST- the Peer-Reviewed Journal of Multidisciplinary Research. The dynamic NSS Unit of our College is actively involved in a galaxy of extension activities. Our staff have served as frontline workers in the fight against Covid-19.

Through its engagements both academic and otherwise, the College endeavours to fuel both staff and students with '*wings of fire*' with an objective of active realization of the College's Mission and Vision.

Vision

"We intend to be a leading Institution in providing quality education and equal opportunities to heterogeneous student community from diverse backgrounds."

Mission

"To offer holistic and interactive academic environment to the students from diverse backgrounds, enabling them to develop academic, interpersonal and technological skills and empower them to achieve their highest potential for adapting to the competitive global society."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Locational advantage ensuring easy accessibility to students and faculty.
- A blend of experienced and young dedicated and highly qualified faculty.
- More than 60% of our faculty are females.
- ICT- enabled classrooms.
- Certificate courses and skill enhancement programmes offered to students.
- A well-equipped library supplemented with a book bank facility.
- Library automation.
- Conduct of Academic and Administrative Audit.
- Organization of capacity- building programmes and boot camps to promote entrepreneurship among students.
- Registered Alumni and Parent Teachers Association.
- Organization of seminars, conferences, workshops and Faculty Development Programmes.
- Development of e-content by faculty of the College for the Digital Integrated System for Holistic Teaching and Virtual Orientations (DISHTAVO), an online e-learning platform of the Directorate of Higher Education, Government of Goa.
- Inculcation of social consciousness and a good value system among students.
- Positive teaching-learning outcomes.
- A relatively high gross enrollment ratio of females, SC/ST/OBC and minority students.
- Commitment to realization of National Priorities.
- Good work culture.
- Attention to diverse needs of the student community – counseling, medical facilities, mentoring etc.
- A holistic idea of education, which manifests itself through student participation in curricular and co-curricular activities.
- A good academic profile.
- Universal admission policy.
- Student centric activities – internship, extension services and sports development.
- Democratic, decentralized and transparent functioning.

Institutional Weakness

- A mono faculty College.
- Space constraint.
- Limited number of classrooms.
- Lack of soft skills among students.
- Procedural delays.
- Sports facilities need improvement.
- The Placement Cell of the College needs to be strengthened in terms of its outcomes.

Institutional Opportunity

- Growing student strength.
- Young faculty with relentless drive, willing to work beyond official timings.
- A faculty- friendly Research Policy.
- Introduction of skill - based Certificate Courses.
- Introduction of Online Courses.
- Expansion of academic programmes through:

- Introduction of IGNOU courses.
- Setting up of a Night College.
- Post graduate programme in Commerce.

Institutional Challenge

- Competition from a number of Colleges in the vicinity offering the Commerce programme.
- The College is located adjacent to the Multipurpose Institution, an established Government Educational Institution that has been in existence for decades. Gaining recognition and visibility and establishing an identity independent of the Multipurpose Institution in which our College was housed for most of its young existence, is a major challenge.
- Broad basing the academic programmes.
- Increasing competency among the students in the age of artificial intelligence and making them job - ready for the digital century.
- Optimal utilization of available resources.
- Improving public perception of the College.
- Internet connectivity issues experienced by students created difficulty for the students to attend online lectures conducted during the Pandemic.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College being an affiliated Institution adopts the curriculum of Goa University. The faculty of the College finds representation in the Board of Studies and other academic bodies of the University and have been involved in the exercise of designing the course curriculum/syllabus. The College offers a three-year Undergraduate Honours Programme in Accounting, Cost and Management Accountancy, and Business Management with a total of 79 courses on offer across six semesters as of 2020-2021. It introduced the Choice Based Credit System in the academic year 2017-2018. The College operationalizes the curriculum through a gamut of curricular and co-curricular activities aimed at not just adding value to the curriculum but also sensitizing the students to cross-cutting issues such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. The College uses Moodle and the IAIMS (Integrated Academic Information Management System) as its Learning Management Systems. Lecture Plans are uploaded on the IAIMS Portal. E-Content is made available for the benefit of students on Moodle. The Internal Quality Assurance Cell (IQAC) of the College prepares the Perspective Plan/College Development Plan at the commencement of the academic year based on inputs received from the faculty. Activities are then organized in consonance with the Perspective Plan prepared and the Goa University Academic Calendar.

The College has also in its young existence introduced courses that are in tune with the objective of facilitating student employability. Students have benefitted from short-term certificate courses in Tally and Entrepreneurship offered by the College. Feedback sourced from various stakeholders – students, teachers, alumni, and parents has conditioned the introduction of quality initiatives to further the realization of the College Mission and Vision.

Teaching-learning and Evaluation

The College was established by the State Government to meet the educational needs of the disadvantaged sections of society and has a blend of students drawn from different castes and religions, catering mostly to first-generation learners. It ensures equity and has student representation from different socio-economic and cultural backgrounds. The College offers its students a large number of facilities to enhance their learning outcomes- smart classrooms; ICT-enabled classrooms; Student-centered learning, problem-based learning, case studies, outcome-based learning, and participative learning are an integral part of the teaching pedagogy at the College. Quizzes, debates, discussions, role-play, skits, creation of blogs, presentations, movie making, creating business plans, field trips, industrial visits, and other such innovative practices have been adopted by the teachers in order to make the teaching-learning process more innovative, productive and efficacious, keeping in mind the needs of both advanced and slow learners.

Faculty upload e-content on MOODLE -the Learning Management System employed by the College. Lecture Plans are uploaded at the start of each semester by each course teacher on the IAIMS Portal. Details of each lecture delivered as also the attendance of students is captured on the IAIMS Portal.

The teaching fraternity of the College is a meld of youth and experience with an average teaching experience of **twelve years**. In the current academic year, eight of its seventeen full-time faculty hold doctorate degrees.

The College adopts the examination system laid out by the Goa University. The system of evaluation is continuous and robust. The average pass percentage of the students at the final year examinations in the last five years is 80%. While the faculties serve as mentors to the students, the College also has a qualified counselor on campus who attends to the emotional and psychological needs of the students.

Research, Innovations and Extension

Faculty of the College keep abreast with the latest developments, innovate, continuously seek improvement in their work and strive for individual and institutional excellence through their research endeavours. The full-time faculty have published their research output. The College is one of the participating institutions in the Research Cluster formed by the Directorate of Higher Education with two recognized Research Guides and three Research Scholars. In a span of five years, the College has organised **Seminars, Conferences, Workshops, Certificate Courses, Faculty Development Programmes at the International, National, State and Local Level.**

The College has initiated several measures to create an eco-system for innovations and the transfer of knowledge. It has inked MoUs with the Centre for Innovation and Business Acceleration (CIBA), Verna-Goa, **and has also set up an Intellectual Property Rights Cell consequent to the MoU with Lawmate.in, a legal firm that has set up a help desk in the College to provide legal expertise to entrepreneurs with respect to IPRs.** Seminar/FDP on Intellectual Property Rights and Industry-Academia Innovative practices has also been organized. A gamut of extension activities is carried out by the students under the aegis of the NSS, which sensitize the students towards community issues, gender disparities, and social inequity; develop in them humane values, commitment to the society and, attributes of good citizenry.

The College serves as the connective tissue between Industry and academia through the compulsory winter internship programme. Students intern with various commercial and industrial units during the winter break, benefitting through on-the job training and exposure to the actual work environment.

Infrastructure and Learning Resources

The mono-faculty Government College provides a conducive environment that serves as a catalyst to enhance the teaching-learning process. All the classrooms are ICT enabled, and are equipped with smart classroom solutions. Smart Boards have also been installed in the Seminar Hall, the Library, the IT Lab and the Commerce and Economics Laboratory. The College has a Multipurpose hall, an Audio-Visual Room with a lecture capture facility, a medical room, a Commerce and Economics Laboratory; IT laboratory with a student computer ratio of 5:1, WIFI facility, etc. The College shares a playground with the Multipurpose Higher Secondary. Nets for Cricket practices are also available in the campus, under the guidance of Sports Authority of Goa (SAG) coach. The Library of the College is well equipped with Library Management System (LMS) Software, e- Granthalaya 4.0, a barcoded collection of books, an Online Public Access Catalogue (OPAC) and has a collection of over **6075** books. It subscribes to journals, magazines, and newspapers both national and local in English as also the state language. A book bank facility is also available to students of the College.

Student Support and Progression

The College has facilitating mechanisms such as the Grievance Cell, Anti Ragging Cell, Internal Complaints Committee, etc. where students can address their grievances. The Scholarship Committee ensures that needy students from the reserved category avail Freeships and Government Scholarships. **In the five-year period 2016-17 to 2020-2021, Rs. 21,84,293 (Rupees Twenty One Lakhs, Eighty Four thousand Two hundred and Ninty -Three only) has been disbursed to two hundred and thirty students by way of scholarships, freeships, and monetary assistance.** Cash prizes are instituted by the faculty to promote academic excellence and scholarship. Value added courses, skill development programmes, capacity-building initiatives, and guest lectures are an intrinsic part of the course curriculum. Remedial and extra classes are conducted regularly.

Students of the College are actively involved in cultural and sports activities conducted both within and outside the College, representing the Institution at the University and State level. The Institution encourages student participation in co-curricular activities to facilitate the development of their skills and competencies. Vertical progression of our alumni is visible in the students pursuing higher studies and taking up employment. Given the socio-economic profile of our student mass, a large number of our students tend to enter the job market post their graduation.

Governance, Leadership and Management

Being a Government College, the Institution per se is answerable to the Directorate of Higher Education, Government of Goa. The Principal is the Institutional Head. Democracy, decentralization, transparency and participative management are the pillars around which the governance of the College is centered. Activities of the College are executed through a host of Committees both Statutory and Non-Statutory. Student leadership and participation in the decision- making process is encouraged. The Student Council essays a pivotal role in the planning and organization of co-curricular activities.

E-Governance is exercised in areas of operation for Planning and Development; administration; Finance and accounts; Student admission and support and Examinations.

The Institution provides a plethora of welfare measures to its faculty. Teachers attend faculty development

programmes/workshops and seminars on a regular basis to upgrade their professional competence. Teacher performance is appraised each semester through a system of student feedback. Besides, faculty is also required to submit Annual Confidential Reports recording their performance in the academic year.

Resource mobilization is essentially through the government which provides the requisite funds to the Institution and also through student fee receipts. The College has also been able to generate resources internally through registration fees and sponsorships. The financial transactions of the College and administration are subject to administrative audit respectively which is carried out by the Directorate of Higher Education. The teaching - learning outcomes are evaluated through academic audits.

The IQAC of the College has been instrumental in introducing and implementing a number of quality initiatives to enhance the teaching-learning process and ensures the overall realization of the Course Outcomes and the Mission and Vision of the College.

Institutional Values and Best Practices

The College is sensitive to issues of gender equity, environmental consciousness and sustainability, inclusiveness, professional ethics, National consciousness, and addresses the same through the organization of a variety of programmes. The College has put in place energy conservation and waste management practices. A Green Audit, Energy Audit, and Environment Audit has also been carried out. The installation of solar panels in addition to the use of LED bulbs and lighting has enabled the Institution to reduce electricity consumption. Atmospheric Water Generators have been installed in the College which convert moisture into portable water. The campus is Divyangjan friendly and provides a number of facilities for the differently-abled. Activities organized by the College through the NSS and other bodies, develop in the student community attributes of good citizenry, and National consciousness and facilitate the process of Nation-building. Many initiatives of the College such as the internship programme; measures towards promoting a cleaner and greener environment; Book Bank facility and the publication of the College Research Journal have been institutionalised and have become Best Practices of the College. The College has also introduced several **smart initiatives**. A robust and comprehensive QR Code based tagging system for all the plants in the campus has been implemented. Using this system students, faculties or visitors to the College can scan the QR Code on their smartphones and access accurate information regarding any plant - from its scientific name to its medicinal value without having to depend on any external source or reference books.

The College has also introduced a smart and robust navigation system/Digital campus tour augmented with virtual reality. This smart navigation system enables the users in finding paths to specific locations on campus and offer them a 360 degree view of the campus environment via augmented reality.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE OF COMMERCE AND ECONOMICS
Address	St. Joaquim Road, Behind ITI Building, Borda-Margao, Goa
City	MARGAO
State	Goa
Pin	403602
Website	www.gccem.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Gajanan V. Madiwal	0832-2700555	7083097639	-	drgajananm@gmail.com
IQAC / CIQA coordinator	Elizabeth J. Henriques	0832-2514261	9822182230	-	henriquesliz@gmail.com

Status of the Institution	
Institution Status	Government

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	02-06-2010

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	16-05-2016	View Document
12B of UGC	03-09-2019	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 autonomydoc_1655787429.pdf
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	St. Joaquim Road, Behind ITI Building, Borda-Margao, Goa	Urban	0.858164	897.4065

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	BCom,Commerce	36	H.S.S.C	English	35	35
UG	BCom,Commerce	36	H.S.S.C	English	55	55
UG	BCom,Commerce	36	H.S.S.C	English	42	41

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	1				4				12			
Recruited	1	0	0	1	1	3	0	4	4	8	0	12
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	3	10	0	13
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	3	0	1	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	2	0	4	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	3	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0		7		7

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	183	1	0	2	186
	Female	188	0	0	0	188
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	2	4	4
	Female	4	3	3	3
	Others	0	0	0	0
ST	Male	10	9	15	20
	Female	25	29	30	28
	Others	0	0	0	0
OBC	Male	10	8	8	6
	Female	10	11	9	11
	Others	0	0	0	0
General	Male	162	136	146	118
	Female	149	116	128	123
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		374	314	343	313

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The College adopted the Choice Based Credit System (CBCS) in the academic year 2017-2018. In the four years of its introduction, the number of courses on offer have increased from 57 in 2017-2018 to 79 in 2020-2021. The Commerce Programmes consist of multidisciplinary courses across disciplines of Mathematics, Law, Economics, Communication, Environmental Studies, Computer Applications besides Commerce-related courses. The College thus offers a flexible curriculum under the choice-based credit system in which learners can choose from a range of courses based on their competencies. Students are encouraged to explore inter-disciplinary research areas for their project work during the final</p>
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	<p>year semesters. Faculties of the Institute collaborate with each other to conduct various academic multidisciplinary activities for students of all years.</p>
2. Academic bank of credits (ABC):	<p>The College is under the process of providing students with the Academic Bank of credits option, and is awaiting directives from Goa University for implementing structural changes required.</p>
3. Skill development:	<p>The College has a Skill Development Cell which takes the initiative of planning and organizing various skill - based courses. Courses in Communication Skills; Advanced Tally with GST; Digital Marketing 3D Printing; Personality Development; Self Grooming; Devnagri Typing; Hand embroidery and tailoring; Mushroom cultivation; TCS iON Career Edge-Young Professional Online Self-Paced Course, aimed at helping job seekers to improve their core employability skills such as communication, collaboration, business etiquette, financial and digital literacy, have been organized during the assessment period and beyond. In the current academic year, the Directorate of Higher Education in collaboration with Tata Consultancy Services (TCS), Association for Computing Machinery (ACM), India & Google CS Education, conducted 'Kaushalya Saptak' : a Skill development vacation camp for school children from 8-13th November, 2021, aimed at providing essential skills including Computational Thinking, Coding, and Communication Skills to children from ages 8-14 years as also the Youth Employment Programme (YEP) designed for preparing youths especially from the weaker sections of society for employment by filling the required skill gaps. In accordance with the National Education Policy (NEP) 2020, we have plans to develop adult education curriculum framework for literacy, basic education, vocational skills, and beyond, among communities from the Margao City. The curriculum framework for skills education and development will include at least five types of programmes in line of NEP 2020, each with clearly defined outcomes such as : (a) foundational literacy (b) critical life skills (including financial literacy, digital literacy, health care and awareness, child care and education, and family welfare); (c) vocational skills development (with a view towards obtaining local employment); (d) basic education (including preparatory, middle, and secondary stage equivalency); and (e) continuing education (including</p>

	<p>engaging holistic adult education courses in basic technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills), besides promoting MOOC courses among students. The Career Guidance and Counselling Cell of the College conducts programmes to acquaint students with the career opportunities available.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>While the medium of instruction in the College is English, the teachers often engage lectures in the local language Konkani. The students of the College are Goan by domicile but they hail from different states across the country. Hindi is therefore a language that is also spoken in the College campus. The NSS unit of the College celebrates “Hindi Diwas”. The College, tries through organisation of various programmes to imbibe in the student community, knowledge of Indian culture and respect for the cultural ethos the country represents.</p>
5. Focus on Outcome based education (OBE):	<p>With the objective of realizing the goal of Outcome-Based Education, the following steps have been initiated at the level of the College: • Designing of Programme Outcomes (POs); Programme Specific Outcomes (PSOs) and Course Outcomes COs). • A Faculty Development Programme on Outcome Based Education. • Adoption of Blooms Taxonomy. • Assignment matrix for POs and COs. • A Programme for measuring attainment of COs and POs has been designed and is being implemented from the current academic year.</p>
6. Distance education/online education:	<p>The Faculties are well versed with the latest digital tools such as Google classroom and Microsoft Teams to digitally interact with students and engage them with effective online teaching and webinars. Certain classes were held in the hybrid mode along with blended learning. The pandemic necessitated the online conduct of classes which were ably conducted by all faculty. Faculty of the College have been actively involved in the DISHTAVO Project (Digital Integrated System of Holistic Teaching and Virtual Orientations) of the Directorate of Higher Education with fifteen of the teachers inclusive of the visiting faculty, having created a total of one hundred and twenty-one e-modules. Faculty have also supported the DISTAVO initiative in the capacity of coordinators’ and by vetting e-content. The</p>

DISTAVO Channel makes available open access to e- resources in all courses of Arts, Science and Commerce Programmes affiliated to the Goa University, spanning all six semesters. The College recognizes the importance of Distance Education and the need to provide an opportunity to enable students access to education without the necessity of a regular classroom attendance. As such, the College has already applied and received approval for postgraduate programmes in the disciplines of Public Administration, History and Political Science under IGNOU. The process has been delayed on account of the Pandemic. We also intend introducing a number of Certificate Courses through the IGNOU Platform.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
79	66	66	57	61
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
321	314	343	313	202
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
184	184	184	214	184

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
120	80	47	65	34

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	13	14	11	8

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
17	15	16	13	10

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 11

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
39.39	70.4	137.89	225.14	8.75

4.3

Number of Computers

Response: 86

4.4

Total number of computers in the campus for academic purpose

Response: 78

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 Government College, a mono faculty College offers Honours Programmes in Financial Accounting, Cost and Management Accounting and Business Management. The General B.Com Programme was offered to the students till 2018-2019. The College is affiliated to the Goa University and adheres to the curriculum prescribed by it. For the effective implementation of the curriculum the College initiates the following actions:

1. Prior to the commencement of each semester of the academic year, teachers prepare lecture plans which guide them to efficiently implement and execute day-to-day course content and complete the syllabus effectively within the given time frame. As of 2020-2021, lecture plans in respect of the courses taught are uploaded by the faculty on the Integrated Academic Information Management System (IAIMS). At the end of each lecture, the teachers record details of the lectures engaged in the academic planner/IAIMS portal. The academic planner has been in use since the inception of the College.
2. All Teachers upload e-content on Moodle prior to the start of the week facilitating a flip classroom experience.
3. Teachers and students have ready access to the syllabus, the POs, PSOs and COs which are available on the College website, the IAIMS Portal, and in the College library.
4. Each teacher is provided with the time-table prior to the commencement of each semester. This ensures that the teacher is well prepared to deliver the lecture. The time-table is also displayed in each classroom.
5. All teachers make use of ICT- interactive smart boards, LCD projectors, laptops, audio system, Wi-Fi and other teaching aids such as films, documentaries, blogs, etc. to enhance the effectiveness of lecture delivery. Online lectures have been engaged during the Pandemic using Google meet and MS Teams.
6. The College Library serves as a repository of resources for both students and faculty. The book bank facility enables economically disadvantaged students affordable access to library resources.
7. Students are actively involved in subject-related group discussions, peer learning, presentations, assignments, industrial/field visits, internships, outreach activities, and seminars and organization of activities.
8. Teachers engage Remedial classes for the academically weaker students.
9. The Final Year students are encouraged to take up projects involving field data collection, instilling in them a quest for research.
10. To enable students to acquire employability skills and imbibe skill sets, the College conducts various short-term certificate courses.
11. Students are sent for a two-week winter internship programme to get hands-on training and practical insights into the working of the industry.
12. Faculty regularly attend and organize curriculum-related workshops/seminars/conferences/capacity

building and training programmes which keep them abreast of the latest developments in their courses and enables them to upgrade their knowledge quotient. The inputs derived from these training programmes enhance lecture delivery. Resource Persons are also invited to interact with the students on a regular basis.

13. The conduct of IT, Business Communication, and Business Law Practicals improve the working knowledge of the students in the cited subjects.

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

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

Response:

The College adheres to the academic calendar of the Goa University. The College prepares its own Academic Calendar based on the University Calendar. The Academic calendar serves as the guide for planning and executing various programmes in the College. The various committees/cells of the College chalk out programmes based on this academic calendar.

At the beginning of the academic year, each teacher receives a copy of the Committee List prepared by the Head of Institution The IQAC, based on the activities proposed by the faculty in charge of various committees/cells prepares a Strategic Development Plan/Perspective Plan for the academic year which is then circulated to all the faculty as also all members of the IQAC for approval. The Plan of activities is also discussed at the IQAC Meeting. Inputs from the external members of the IQAC are incorporated. The finalized College Development Plan for the academic year is then uploaded on the College website for information of students and other stakeholders. Faculty and In-charges of various committees of the College – Student Council, ICC, Gender Champions, Nature Club and others then organise activities in consonance with the Strategic Development/Perspective Plan. At the end of the academic year, an Action Taken Report based on the Perspective Plan is prepared by the IQAC. An academic calendar with timelines is also uploaded on the College website.

The CIE is an integral part of the teaching-learning process and it helps the teacher to evaluate the performance of the students in their respective courses. Students are continuously evaluated during the academic year. The examination comprises of two components – the Intra Semester Assessment (ISA) and the Semester End Examination (SEE). Two ISA's are conducted in each course in each semester during the period specified for the same by the Goa University. A third ISA is conducted for students who fail to answer the mandatory two ISA's. All the ISA's are completed prior to the commencement of the SEE as per the University guidelines. The SEE is conducted at the end of each semester strictly adhering to the timelines specified by the affiliating University. The First Year and Second Year SEE is conducted by the College through the Examination Committee in line with the Goa University Calendar, keeping to the timelines specified by the University. The TYBCom SEE is conducted in the College as per the timetable fixed by the University itself. However, during the academic years 2019-2020 and 2020-2021, due to the Pandemic, the final year examinations were conducted at the level of the College itself, strictly adhering to

the examination circulars and timelines issued by the University from time to time. All Information related to examinations is conveyed to the students both orally and in the form of notices well in advance.

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

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

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

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.

Response: 03

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years**Response:** 19**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
07	03	04	03	02

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 28.1**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
160	53	95	59	55

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

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

The College adheres to the curriculum prescribed by the affiliating University. It does not have the flexibility to introduce courses of its own. However, within the programme itself, several courses offered to the students incorporate cross-cutting issues relevant to gender, women issues, environment and sustainability, human values and professional ethics.

Courses such as Cost and Management Audit, Insurance, Accounting, Business Communication, Business Management, Information Technology, General Management and Business Law touch upon **Professional Code of Ethics**.

Environmental Studies is a compulsory course offered to students of Semesters I and II. The course content makes the students aware of the **natural resources, ecosystems, and their linkages to society, livelihood, environment, and conservation**. Field visits support the theoretical learning of the course.

Economics of Resources, a course offered at Semester IV familiarizes the students with concepts and issues in **Environmental Economics and Sustainable Development**. It provides them an understanding of the use of economic resources and the growing global concerns due to depletion of natural resources.

Business Environment, a subject offered to students of SYBCom, besides acquainting the students with different aspects of **environment**, enlightens them on their **rights as citizens** by incorporating important legislations such as the Right to Information Act, the Consumer Protection Act and the Environmental Protection Act, as a part of the course content.

Some of the topics in the subjects like Economics, Corporate Social Responsibility, English, Environmental Studies and Business Law cover the concept of **Human values**.

Besides the above courses which are a part of curriculum, the College has organized several programmes through which students and faculty are oriented and sensitized about Gender, Environment and Sustainability, Human Values and Professional Ethics such as:

- Street Plays on “SAVE THE GIRL CHILD”
- Celebration of International Women’s Day.
- Encouraging women leadership on campus.
- Gender Champions have been appointed in the College.
- Awareness about sexual harassment, self-defense, sanitation and hygiene.
- Talks/workshops on personality development, Yoga, nutrition, self - esteem, climate change etc.
- Tree plantation programmes.
- Cleanliness drives; e-waste collection drives, workshops on waste management.
- Blood Donation Camps.
- Paper and Cloth Bag distribution.

- Awareness rallies on “HIV/AIDS” in association with Red Ribbon Club.
- In association with the El Shaddai Trust, contributions are made in cash and kind in support of orphaned and disadvantaged children.
- Under the banner of ‘Chalo School Mega Drive’, the College NSS students participated in a project of Adult Literacy, devoting an hour a day for one month, educating illiterate parents of primary school children from Margao.
- The College has a Code of Conduct which is adhered to by students and faculty.
- During the Pandemic, students distributed face masks, food supplies to the disadvantaged sections of society and created awareness about covid appropriate behavior practices. Staff of the College both teaching and non-teaching served the community as Covid Warriors.
- The National Anthem is sung in the College prior to the first lecture every working day, instilling a sense of patriotism and nationalism.

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

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

Response: 4.61

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

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

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 99.69

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

Response: 320

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

1.4 Feedback System

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

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

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

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

Response: A. Feedback collected, analysed and action taken and feedback available on website	
File Description	Document
Upload 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 Enrolment percentage (Average of last five years)

Response: 30.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
128	112	131	122	66

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
360	360	360	420	360

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 12.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	25	18	46	13

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The College predominantly admits first generation learners and focuses all its collective energies in value addition to the products that graduate from the Institution.

The College has its own system of assessing and addressing the needs of advanced and slow learners.

At the time of admission, the teachers and the Principal interact with the students and their parents individually, guide and orient them in their choice of courses. The marks obtained by the students in the qualifying examination give a fair idea about the aptitude and learning abilities of the students.

Students seeking admission to the T.Y.B Com are guided, based on their academic performance in respect of their choice of specialization - Accountancy, Costing and Management, offered by the College.

Mentors, through their personal interactions with the students are able to identify the students' academic capabilities.

The performance of the students in the examinations helps identify the student's needing improvement.

Once identified, different means are adopted to enhance the performance of both advanced and slow learners.

The needs of Advanced Learners are addressed through:

- 1.Intensive mentoring in individual courses by the concerned teachers.
- 2.Assigning course work and providing library resource material to these students.
- 3.Extra coaching and exposure to new ideas in these subjects.
- 4.Participation and presentation of research papers at seminars.
- 5.Contributing articles for the College magazine.
- 6.Use of focused group discussions, debates, quizzes, projects, sharing of newspaper links and application of ICT resources to engage the students in higher order thinking.
- 7.Advanced Learners also find representation on several Committees constituted by the College.

The needs of Slow Learners are addressed through:

- 1.Conduct of remedial classes and extra classes.
- 2.Mentoring by teachers.
- 3.Teacher interactions with parents.
- 4.Slow learners are also encouraged to participate in co-curricular activities, presentations, discussions which helps boost their confidence levels.
- 5.Participation in skill enhancement Certificate courses.
- 6.Provision of study material.

7. Organization of bridge course for First Year students with a non-commerce background in order to familiarize them with the course content.

8. Buddy Learning.

The mentors develop a personal connect with the students assigned to them, meet them regularly, counsel them and motivate them to participate in curricular and co-curricular activities. The College also has a professional Counselor on campus who engages with students and assists them in grappling with their academic and peer group pressures. In subjects like Accountancy and Mathematics, group study is encouraged. The groups comprise of a blend of academically advanced students and the academically weaker students with the former assisting the latter thereby facilitating the process of collaborative learning and enhancing the learning outcomes. All students irrespective of their academic proficiency are encouraged to meet their teachers to address any difficulties they may encounter in respect of the course study. The College also provides books to the students under the Book Bank Facility.

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

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

Response: 21.4

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Students are centric to the process of education in the College. All attempts are made to ensure that the educational experience of the students bears fruitful results. In addition to the lectures, a variety of student centric teaching methods such as experiential learning, participative learning and problem-solving methods are used to facilitate the student learning process. Interactive instructional techniques are employed to engage the students in higher order thinking.

Experiential Learning:

Students are given an opportunity to acquire skills, knowledge, and experience outside the classroom setting through internship, field trips and field research. The practical component of the Computer Applications, Business Communication and Environmental Studies courses ensures that the student is

‘learning while doing’. In the Business Laws Course, students study the nuances of legal drafting. The final year students of the College participate in a two - week internship programme, which gives them hands on experience of the course content they learn in a classroom. In the Project Paper students learn to conceptualize and construct questionnaires, collect primary data from respondents through interviews, discussions and observation, analyze the same and arrive at conclusions that could be beneficial to industry in particular and the society at large. The Project paper enables the student to get a better appreciation of the course content and an overall sense of civic discipline.

Experts from industry, finance and academia are invited to interact and share their expertise and experiences with the students.

Some of our students due to financial constraints, work part-time. ‘Earning while Learning’ helps the students to self- finance their education while simultaneously exposing them to the world of work.

Participative Learning:

Students are engaged in discussions, debates, role play, brainstorming sessions which develop in them a spirit of inquiry and independent thinking. As a part of the Intra Semester Examinations, students are called upon to make individual or group presentations empowering the students to take control over their own learning experience. Final year students work in groups for their Project Paper.

Through participation in extension activities, students develop a deeper understanding of their social and civic responsibilities. Students are encouraged to participate in the intercollegiate quizzes, seminars, and workshops.

The collaborative approach to learning is practiced on the campus as group study is encouraged, and is a common sight prior to examinations. Peer learning enables the students to tap into each other’s resources and skills in problem solving. Group study is common in courses with practical component such as Accountancy and Costing.

The students are also given an opportunity to enroll in certificate courses which enable them to improve their employability skills.

Online classes during the last two academic years have developed ICT competencies in both the students and teachers.

Problem Solving Methods:

Problem solving methods such as case studies, project work, creation of business plans, assignments, are employed in the teaching learning process. Courses such as Accounting, Mathematics and Statistics engage the students in critical and higher order thinking.

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

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

Response:

ICT has become an integral component of the teaching -learning process in the College. It is used to support the existing traditional pedagogical lecture method of teaching, facilitate teacher-student interaction and improve the teaching and learning paradigm. Teachers of the College have used ICT to communicate, create, disseminate, store and manage information.

While in earlier years the teachers supplemented the talk and chalk method of teaching with the use of overhead projectors, since 2017-18, the teaching -learning method is enhanced through use of a variety of ICT tools. The new College campus is equipped with state of art technology. All the classrooms in the College are Smart Classrooms with smart boards which are used by all the teachers.

The College uses Moodle as its LMS. Teachers upload e-content on Moodle prior to the commencement of the week so that the student gets acquainted with the course content to be covered during the week thereby ensuring a flip classroom experience.

Learning is a continuous process and the teachers of the College have also been trained in the use of ICT to facilitate the teaching -learning process. The teachers have attended workshops on MOODLE, Microsoft Teams, OBS and use of H5P to create interactive videos. The inputs derived from these workshops have since been incorporated as a part of the teaching pedagogy.

Teachers of the College have also been involved in the creation of e-content in various courses for the DISHTAVO (Digital Integrated System for Holistic Teaching and Virtual Orientations), an e- learning platform of the Directorate of Higher Education, Government of Goa. Students and faculty can access this educational channel using the link provided on the College website.

Teachers of the College also have access to e-resources made available by the library.

As a part of the Intra-Semester Examinations, students are called upon to make Power Point Presentations, create blogs and short video films enabling them to express their creativity and be better prepared to deal with the on-going technological change in society. Course related Webinars are also organized for the students.

The College Information Technology Laboratory and Commerce and Economics Laboratory equipped with internet connectivity are used by teachers for the practical component of their courses.

In the new normal, ICT has been used in the conduct of examinations.

PPT presentations, videos, interactive videos using H5P, creation of blogs, visualisers, Wacoms, platforms such as Google Meet, Google Classroom, and Microsoft Teams are used extensively by the teachers, thereby successfully integrating ICT into the curriculum.

ICT enabled teaching at the College: A Glimpse

Learning Management System	MOODLE, GOOGLE CLASSROOM
Administrative Management System	IAIMS
ICT Platforms	Google Meet, Microsoft Teams, Zoom, You Tube Channel, Instagram, College Website.
e-Content	DISHTAVO, Video links; Video clips, interactive videos using H5P, PPTs, online quizzes, online talks, Blogs
ICT Tools	Smart Boards; Virtual Classroom; Mounted Projectors; Visualisers; Smart Podiums; Laptops, Personal Computers, Audio, Wacom Tablet.
Internet Access	Free WI FI; Personal data packs
Software	OBS; H5P, Python
Operating System	Microsoft Windows

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

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

Response: 18.88

2.3.3.1 Number of mentors ?????????????????? ????????

Response: 17

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

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 85.4	
File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)				
Response: 40.46				
2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years				
2020-21	2019-20	2018-19	2017-18	2016-17
8	7	6	3	2

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)	
Response: 12.6	
2.4.3.1 Total experience of full-time teachers	

Response: 189

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

2.5 Evaluation Process and Reforms

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

Response:

The College conducts the examinations in adherence to the ordinances. A Statutory Examination Committee is constituted and is assigned the task of conducting the examinations as per the schedule and ordinances outlined by the university.

The process of examinations and evaluation in the College is continuous, robust and transparent. The examinations are segmented into (1) Intra Semester Assessment and (2) Semester End Examination.

Intra Semester Assessment (ISA): Two ISA's are conducted each semester. While the first ISA has a written format, the second ISA can take different forms – oral, quiz, presentations, assignments, short films, field work, blog creation etc. Each ISA is assessed for a maximum of 20 percent. Teachers ensure that students answer the mandated two ISA's which are a pre-requisite for appearing for the Semester End Examination. A third ISA is conducted for students who are absent for the two ISAs on permissible grounds.

Semester End Examination (SEE): The SEE is conducted at the end of each semester. While the question papers for the SEE for the first and second year students are set by the teachers in the College itself, the SEE for the Final Year Students is conducted by the Goa University with the academic years 2019-2020 and 2020-2021 being partly an exception.

Besides, the ISAs and SEEs conducted in each semester, a **Supplementary/Repeat Examination** is also conducted to allow students with backlog papers to clear the same.

In the courses of Business Laws, Computer Applications, Business Communication and Spoken English, students are also assessed based on their performance in **practicals**.

In order to facilitate the conduct of examinations in the College, three committees have been constituted:

1. Examination Committee which conducts the Semester End Examinations
2. ISA Committee which is entrusted the task of conducting ISAs and
3. The Project Work Committee which oversees the completion, submission and assessment – both internal and external of Student Projects.

The College ensures transparency in the evaluation system by adopting the following mechanisms:

Assessed manuscripts of the ISA examinations are provided to the students for their perusal, enabling them to bring to the attention of the teacher anomalies in the evaluation if any.

Results are uploaded on the College website and hard copies of the same are also pinned on the College notice boards. Marksheets are distributed to the students during an Open Day where teachers discuss the performance of the students with their respective parent/guardian.

Personal verification of answer books is also available and ensures transparency in the evaluation system.

The College has a grievance mechanism where students can put forth their grievances related to assessment or evaluations and seek redressal of the same.

Heads of Departments as a part of quality check, scrutinize the question papers set for any errors and omissions before submission to the Examination Committee.

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

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

Response:

Mechanisms available in the College to deal with examination related grievances include:

A] Various Committees and cells constituted to address examination related grievances

The Examination Committee is entrusted not just with the task of timely and efficient conduct of examinations as per the university calendar but also serves as a mechanism that students can approach to address examination related queries and problems.

The College constitutes a Grievance Redressal Cell to deal with various grievances including examination related grievances and address the same in a timely and effective manner.

The Head of Institution is always available to hear the grievances and give justice to the student community.

B] A system of verification of marks is available wherein within a period of seven days of the declaration of results of the SEE, students are given the opportunity to apply for personal verification of their marks, on payment of the fee prescribed. At the time of verification of marks, the student applying for the same is handed over the assessed manuscript in the presence of the concerned teacher and the Head of Institution/Convenor of the Examination Committee. The student is given the opportunity of perusing through the manuscript. This practice ensures transparency in the system of verification. The process of

verification is time bound.

All of the above mechanisms available deal with examination related issues in a timely and efficacious manner. In order to ensure efficient, timely and just redressal of grievances, the statutory committees are constituted as per the ordinances of the affiliating university and comprise of senior faculty members.

The College Unfair Means Committee is constituted to look into grievances of malpractices during examination. After the primary inquiry is conducted by the committee, the Report is then forwarded to the Goa University for further action.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

The University has defined the Programme Outcomes of the Bachelor of Commerce Programme in its curriculum. However, the teaching faculty of the College under the aegis of the IQAC, have also constructed Programme Outcomes, Programme Specific Outcomes, and Course Outcomes. The Programme Outcomes indicate the attributes and skill sets the outgoing students will imbibe from the Institution. The Programme Specific Outcomes have been formulated based on the three specialization papers offered at the Third Year Level – Accounting; Costing and Management. The Course Outcomes are constructed based on the syllabi provided by Goa University. At the end of the three-year Commerce Programme, the student is expected to be equipped not just with course- related knowledge but also with lifelong livelihood skills.

Mechanism of Communication:

The College ensures that the students and faculty are aware of the Programme outcomes, Programme Specific Outcomes and Course Outcomes and leaves no stone unturned to ensure that the course outcomes are realized.

The **Programme Outcomes, Programme Specific Outcomes and Course Outcomes** of the Honours Programme in Commerce offered by the College are communicated to the teachers and students through the following mechanisms:

The POs, COs and PSOs are uploaded on the College website.

The Course Outcomes are uploaded by each teacher on the IAIMS Portal as a part of the lecture plan for

each course.

Orientation of freshers at the commencement of the Academic Year.

The syllabus copy which clearly specifies the course outcomes are made available to the faculty member prior to the commencement of the academic year so as to enable preparation. Further a syllabus file is available and maintained in the library for perusal and reference anytime.

The teachers were earlier provided with academic planners wherein details of day- to- day course coverage and achievements of Course Objectives needed to be specified. In the academic year 2020-2021, the teachers had to post these details on the IAIMS Portal.

Reference to contents of POs is also available to students and faculty through the prospectus, a copy of which is possessed by every student. The cost of the prospectus is reasonable and therefore within affordable limits of the student community.

Announcements related to activities that give realization to the Course Objectives of the College are made through the Public Address System as and when the need arises.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional information	View Document

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

Response:

The Institution evaluates the attainment of Programme Outcomes, Programme Specific Outcomes and Course Outcomes through the following mechanisms:

- Monitoring and evaluating the performance of the students in the Intra-Semester and Semester End Examinations. At the end of each semester, the results of the students in the examinations are analyzed and their performance is evaluated. Students needing improvement are counseled by the teachers and their mentors.
- Through the conduct of ISAs and SEEs. In the case of ISAs, it is mandated by the university to conduct at least two ISAs. But if the students don't meet the learning standards, additional ISAs are given in order to ensure that the student is given an opportunity to meet the basic learning requirements.
- As an initiative towards Outcome Based Education, the College has developed an in-house programme for Assigning and Measuring Attainment of Course Outcomes (COs) and mapping COs to Programme Outcomes (POs). The programme was used during the academic year 2020-2021. Reports of the mapping of COs to POs and levels of academic attainment have been generated.

- Participation of the students in co-curricular and extra-curricular activities is monitored by the Teachers/Mentors as well as by the Student Council.
- Encouraging the participation of students in sports at both the intra and extra- mural levels.
- The College also has a feedback mechanism wherein students evaluate the teachers in each of the courses they teach. This feedback serves as a guideline for the teacher to self-evaluate his/her performance.
- Tracking student progression into higher studies and employment.
- The College strives to attain the Programme Outcomes by organizing various short-term courses; talks by eminent resource persons; internships; conduct of remedial classes; engagement of students in various outreach and extension programmes; organization of various curricular and co-curricular activities; organization of personality development programmes; field visits and developing a research culture among the students through the Project Paper.
- A spirit of entrepreneurship is sought to be inculcated in the students by organizing entrepreneurship boot camps in association with the Goa State Innovation Council. Entrepreneurs are invited to interact with the students on a regular basis. A few of our students in fact operate their own enterprises.
- At the Annual Prize Distribution Function, meritorious students and those who have excelled in cultural activities and in sports are rewarded. Best NSS Volunteer, Best Sports Person, Best Cultural Person, Best Outgoing Allrounder are some of the prizes awarded to deserving students. Teachers of the College award cash prizes to students securing the highest marks in their courses. These awards serve as incentives for the students to exhibit their potential and excel.

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

2.6.3 Average pass percentage of Students during last five years

Response: 79.75

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

2020-21	2019-20	2018-19	2017-18	2016-17
120	78	26	58	30

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

2020-21	2019-20	2018-19	2017-18	2016-17
124	81	66	72	35

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.58	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1.51	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

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

Response: 20

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

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

3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 103

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
47	30	8	14	4

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.2 Research Publications and Awards

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

Response: 1.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	8	3	0	1

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

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 1.56**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
8	4	2	0	5

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

3.3 Extension Activities**3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

Through its extension programmes, the College aims at using its physical and human resources to discharge its responsibilities towards society, the neighbourhood and the nation as a whole.

Better Environment, Better Tomorrow: The NSS Unit of the College has conducted multifarious activities with a view to develop students' responsibility towards the environment, community and society at large. These activities include;; mega cleanliness drives under the banner of Swachh Bharat; pet bottle collection; campaigning against plastic; making and distribution of cloth bags and paper bags to locals; planting of one hundred and twenty five fruit bearing saplings at Dharmapur Village, South Goa and e-waste collection drives in the year 2020 and 2021. A total of 1,190 kilograms of e-waste was collected and handed over for recycling; contribution towards underprivileged children in both cash and kind through the El Shaddai Trust.

Healthifying Society: Students have been involved in Blood donation camps, health camps, celebration of Yoga Day, awareness programmes on HIV/AIDS and distribution of Deworming tablets.

Chalo School: Students of our College participated in the Chalo School Mega Drive organized by the Butukak Memorial Trust (BMT), an NGO working for the benefit of underprivileged student community. Thirty-five students and a faculty member after successful completion of a training programme, conducted classes for underprivileged children and adults at the Government Primary School, Moti Dongor, Margao, teaching them to read and write. Through this extension and outreach activity, students were sensitized to develop social values and contribute to social good.

Our Nation- Our Duty: The College has also essayed a pivotal role during the Pandemic. Faculty of the College served as Covid Warriors and were an integral part of the vaccination drives. Our students too, as responsible citizens tailored and distributed masks; created awareness about the Aarogya Setu App and Covid Appropriate Behaviour protocols. They also distributed food supplies to the needy during the lockdown.

Since the establishment of the new College building, its premises have been used by the Election Commission for conduct of Parliamentary and Assembly Elections. Our faculty too have contributed to the democratic process by effectively performing election duty assigned to them.

Three of our Faculty members have also been appointed by the Directorate of Higher Education, Porvorim as 'Mentors' for the conduct of NET/SET Classes which are attended by potential aspirants from across the State. Students are also involved in fund raising during National emergencies.

Training Programmes The College through its Memorandum of Understanding with the Goa Institute of Public Administration and Rural Development (GIPARD) organizes various activities to create awareness among the Anganwadi Workers drawn from Anganwadi's located in various villages of South Goa District. In a span of three years since 2017-18 to 2020-21, a total of twenty-five workshops/ awareness programmes on malnutrition, anemia and alcoholism have been organized. The College provides all logistic support; material and human resources to organize these programmes as a part of its extension and outreach endeavours.

File Description	Document
Paste link for additional information	View Document

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

Response: 6

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	3	1	0

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response:** 49**3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
12	3	4	16	14

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years**Response:** 74.17**3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
182	125	255	313	202

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.4 Collaboration**3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years****Response:** 101**3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job**

training, research etc year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
04	17	23	38	19

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**Response:** 9**3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	5	1	1

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Classrooms: The College has well-furnished, Information Technology enabled and well-ventilated classrooms. The classrooms are smart classrooms, featuring technology such as smart boards, mounted projectors with projector screens, Wi-Fi connectivity, audio system, specialized softwares, audience response technology, networking, assistive listening devices and a smart podium.

Library: The Library is fully automated with Integrated Library management software E-Granthalaya 4.0 which gives a user-friendly interface for searching resources in the Library, along with its positions and availability status. The Library has Web-OPAC for providing remote access to its resources.

Commerce and Economics Laboratory: The Commerce and Economics Laboratory is an intrinsic component of the learning tools available to the students of the College and is equipped with a Smart Board and 20 desktop computers. The main objective of the Laboratory is to provide knowledge of the subjects, practical exposure (Budget, Stock Market Trading) to the students, and to give them an experience in managing events. The Lab is also used to impart knowledge about- PAN cards, bank formalities, LIC, postal services, and Income tax.

Information Technology Laboratory: The laboratory is well equipped with 22 computers and 12 laptops with internet connectivity. The Lab is used to conduct practical classes for the students as well as Workshops and Webinars.

Seminar Hall: The College has an air-conditioned Seminar hall with a seating capacity of hundred students. This Hall is equipped with Smart Board, Smart Podium, Mounted Projector, Mounted Camera and Audio-Visual devices.

Multipurpose Hall: The College has a Multipurpose Hall with a seating capacity of five hundred plus. The Multipurpose Hall is equipped with a stage, audio visual system, Green room facility, LED lights and is well ventilated.

Facilities for the Specially-Abled: The Institution has facilities such as ramp, lifts, and separate washrooms on each floor for the differently abled. Tactile pavers are also present on each floor, in order to guide the visually impaired to various parts of the building.

Security and Safety: The College building is in a gated complex, well-guarded by security guards with guard cubicles at the entrance of the Institution. Moreover, the entire building is under CCTV surveillance.

From safety point of view, each floor of the Institutional building has fire extinguishers and fire alarms. Doors of each room are glass paned. Water hose is present on the ground floor. Almost all of the rooms in the College building have two exits.

Computing Equipment: The College has laser printers with Scanner, Barcode Printer, Barcode Scanner and Photocopier Machines.

30 KWp Rooftop Solar PV Power Plant: A Solar Panel of 30 Kilowatts of Direct Current power is installed on the building rooftop.

The College houses a Staff room, Principal's Cabin, Office, a Medical room, Counseling Room, IQAC Record Room, and a Cluster Research Centre. There is a Server room, a Control room for electrical equipment etc. and a Canteen facility. Apart from these facilities, there is the Bio-metric system for attendance, Wi-Fi Facility, generators, inverters, air conditioning facility, Sanitary pad incinerators, sanitary napkin Vending Machine, Water filters and Atmospheric Water Generators.

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

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

Response:

a] Sports

The Institution has a fair amount of participation when it comes to sports and cultural activities. Support for co-curricular activities from the Institution has been a major motivating factor for the same.

- The Institution has two playgrounds of 3200 sq.mts. and 4000 sq.mts. respectively. They were extensively used by students for cricket and football, since the establishment of the College in 2010.
- Courts are also available for Kabaddi, Kho-Kho, Volleyball and Badminton.
- The College has a Multipurpose Hall that is ideal for sports and indoor games. Students practice table tennis, chess, taekwondo and yoga in the Multipurpose Hall.
- Basic fitness equipments for students are also available in the gymkhana store.
- Sports specific equipments for athletics, cricket, handball, taekwondo, judo are also available for use.

b] Cultural Activities

Audio Visual Room

The Audio-Visual room is a well-ventilated virtual classroom equipped with a smart board and podium, with a facility for lecture capturing, video conferencing, and live transmission of lectures and interactions with participants from remote locations; Wi-Fi connectivity, Audio Visual system, mounted projector, mounted camera, air conditioning, a seating capacity of a hundred people and a stage.

Multipurpose Hall

The Multipurpose Hall of the College is equipped with a stage, Audio-Visual system, large seating capacity of five hundred, Green Room facility, LED lights, and is also naturally ventilated.

The College also organizes various cultural activities such as Savishkar, Annual Day, Freshers Party to welcome the First-Year students, Farewell Party for the final year students, Abhudhay, an Inter-Collegiate event, Ghumat Utsav Competition, Mando Competition, singing, dance, mime, skits, fashion shows, etc. This Hall is extensively used by other Institutions and organisations for organizing various activities such as meetings, sports events and cultural programmes. The Multipurpose Hall was also notified as a Vaccination Centre by the Government of Goa during the Pandemic.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 11

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 50.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.93	32.26	93.64	207.63	3.52

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

The College Library is a Centre for academic learning, and plays a vital role in supporting the educational objectives of the Institution.

Our main goal is to help Library patrons to effectively use Library resources. The Library functions as an open access system for its patrons.

As a part of automation :

- The Library has a barcoded collection of books.
- The College has also provided students and staff with barcoded Identity Cards.
- E-Granthalaya 4.0, an Integrated Library Management System (ILMS), developed by
- National Informatics Centre, Ministry of Electronics and Information Technology, Government of India, has been installed and is used for day-to-day Library processes.
- Library is enabled with Wi-Fi facility.
- Online Public Access Catalogue (OPAC) is also made available to the users on College website
- (https://eg4.nic.in/GOVCOLLEGE/OPAC/Default.aspx?LIB_CODE=GCCEMLIB) .
- Library Visitors System (Check In/Check Out)
- Library subscribes NLIST

(<https://nlist.inflibnet.ac.in/>) and DELNET (<https://delnet.in/>)

- Syllabus, question papers and various helpful links have been uploaded on the Library page of the College website. <https://gccem.ac.in/amenities/Library/>
- Access to publications of the faculty and students of the Goa University <http://irgu.unigoa.ac.in/drs/> and access to National Digital Library (NDL) <https://ndl.iitkgp.ac.in/> is also available.

Description of Library

The Library has resources such as books, periodicals and CD's. The total collection of books in the Library is 6075, which includes 2662 circulation books, 1079 reference books, 519 complimentary books and 1815 Book Bank books.

Books include literature books (biographies, autobiographies, success stories, novels, etc.) authored by eminent writers, in various languages namely: English, Marathi and Konkani, books on Goa (Goan history, culture, flora and fauna), books for competitive examinations, dictionaries, manuals, year books, encyclopedia, etc. The Library also has a collection of rare books and continuous efforts are in place to add to the collection.

Services provided by the College Library include:

Library orientation to new members; Online Public Access Catalogue (OPAC); User Login ID of E-Granthalaya 4.0; Circulation (Issue/Return); Reference Services; Book Bank Facility; Display of new arrivals; Reprographic services; Facility to reserve books in cases where demand for the same is more; Current Awareness Services; Project Reports are made available to students for reference; Question papers and Syllabus are uploaded on the Library web page; Library access to former students of this College; Access to e-resources; Similarity checking of the research work using the link of Urkund provided to the Librarian by the Goa University.

	2020-21	2019-20	2018-19	2017-18
Automation Status	Name of software : e-Granthalaya Nature of automation: Fully Version : 4.0	Name of software : e-Granthalaya Nature of automation: Fully Version : 3.0	Name of software : e-Granthalaya Nature of automation: Fully Version : 3.0	Name of software : e-Granthalaya Nature of automation: Fully Version : 3.0

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

4.2.2 The institution has subscription for the following e-resources

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

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 4.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.93	6.80	10.66	0.63	0.52

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response: 6.55

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

Response: 22

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:

In the initial years when the College was housed in the Multipurpose building, there were a total number of five personal computers and twelve laptops which were financed through the MPLAD scheme. Having shifted to the new College premises, efforts have been initiated to improve the IT facilities available to faculty and students.

- 17 new personal computers have been added in the IT Laboratory.
- 20 new personal computers have been added in Commerce and Economics Laboratory. It consists of various Open-source software such as Libre office, Inkspace, Python, Pycharm and Audacity.
- The College has acquired three LED display screens and Smart boards have been installed in every classroom, in the Commerce and Economics Laboratory, in the Seminar Hall and in the IT Laboratory. Each Smart Board consists of two inbuilt PCs (Android and Window). There are 11 such Smart Boards that have inbuilt PCs. The Smart Podiums in the Seminar Hall and classroom No.001 have inbuilt PCs. All the Classrooms are also equipped with mounted projectors.
- Internet Facility: The College has Internet connectivity of Goa Broad Band Network (GBBN) provided by the Government (40 MBPS); a dedicated BSNL Line and Jionet Wifi Connectivity.
- Antivirus has been installed on all systems and is regularly updated

File Description	Document
Paste link for additional information	View Document

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

Response: 4.12

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

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and**

academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 49.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
37.46	38.14	44.25	17.51	5.23

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response:

The College has established norms and systems for the maintenance and utilization of physical infrastructure. An 'Infrastructure Maintenance and Development Committee' is constituted in order to oversee and monitor the infrastructural facilities in the campus. The Committee comprises of both teaching and administrative staff. A register is also maintained in the office where staff and students note infrastructural lacunae or any damage to the physical assets of the Institution. The College office then contacts the concerned Government Departments and ensures that the problem areas are addressed within a specified period of time.

Annual Maintenance Contracts (AMCs) have been executed for various Equipments and software e.g., Elevator, Air Conditioning, CCTV, photocopier machine, Fire extinguishers, Solar PV Rooftop System of 30 KWp, and Internet facilities with Quick Heal Internet Security 12 Users License.

The various departments such as the Library, Sports department, IT Section and Commerce and Economics Laboratory have specific utilization policies that facilitate optimal and constructive usage of facilities available. Students of the College are also expected to adhere to the rules and regulations with respect to the usage of the classrooms.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 11.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	45	32	37	29

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

Response: 4.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	7	26	9	10

File Description

Document

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

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

Response: A. All of the above

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

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

Response: 61.79

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

2020-21	2019-20	2018-19	2017-18	2016-17
374	129	101	115	172

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 1.84

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	3	1

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

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

Response: 40.83

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 49

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

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

Response: 0

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

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

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

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

File Description	Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 11

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	4	3	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

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

Response:

The College believes in creating a conducive environment to enable students to develop their skills and competencies and promote holistic development. Students are able to develop leadership qualities by being an integral part of various committees that are constituted by the College every year. Students of the College find representation on the following committees:

1. **Student Council:** The Student Council comprises of the General Secretary, the Cultural Secretary, the Sports Secretary, the Ladies representative (elected exclusively by the girl students) and the Class representatives who are democratically elected by the students. In 2020-2021, however, the members of the Council were nominated due to the Pandemic. Once the Council members take oath, they represent the student community and participate in the decision-making process. The Council also comprises of faculty members who guide the student body in the organization of various programmes. Student Council meetings enable the members to discuss, deliberate, put forth their viewpoints, put across the problems faced by the students, plan out and implement various programmes throughout the academic year. The Student Council organizes academic, social and cultural activities for the students. SAVISHKAR, an inter-class cultural event organized by the Student Council provides a platform to the students to explore and exhibit their talents and creativity. In 2018-19 and 2019-2020, the Student Council of the College organized an Inter-Collegiate Mega Cultural Event "Abhudhay". The Council also organizes Inter-Collegiate Carol Singing Competition, Ghumat Aarti Competition, Fun Week, the Annual Prize Distribution Function and other such curricular and co-curricular events. The Student Council gives an opportunity to students irrespective of gender to hone their organizational capabilities and leadership competencies. The College takes pride in the fact that in the five year assessment period, two of the General Secretaries were ladies.
2. **The Internal Quality Assurance Cell (IQAC):** The Ladies Representative of the College as also an ex-student are members of the IQAC. They engage in the deliberations and decision making during the meetings thereby being an integral part of the various quality enhancement initiatives implemented by the College.
3. **Internal Complaints Committee:** The Ladies Representative of the College is also an active member of the Internal Complaints Committee and assists the Committee in conducting programmes to sensitize and create awareness among the students of the College on issues related to sexual harassment.
4. **Anti-Ragging Committee:** The members of the Anti-Ragging Committee of the College comprise of students of both genders.
5. **NSS:** Students are pivotal to the NSS. The plethora of activities organized by the NSS Unit of the College enable the students to develop their personalities. Active participation in extension and outreach activities facilitates the students in developing a sense of social responsibility and a commitment to serve the Nation.
6. Students of the College also find representation in the Student Grievance Redressal Committee, Gender Champions and various other Non-Statutory Committees.

File Description	Document
Upload any additional information	View Document

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

Response: 33.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	42	32	41	24

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The Alumni Association of the College was set up in the Year 2015. The Alumni Association was registered under the Societies Registration Act, 1860 (Central Act 21 of 1860) on 27th April 2018. Generally, meetings of the Alumni Association are held and various programmes discussed. The alumni visit the campus on regular basis and keep track of the latest development in the College. Assistance of the alumni is also availed of at different points of time, particularly, in the organization of the Sports Day of the College where the alumni are active participants. The faculty of the College personally keep in touch with the alumni. Whatsapp groups are used to post job advertisements and information related to events being organized in the College.

Given the fact that the students of the college largely belong to the economically weaker sections of society, a minimal amount not exceeding Rs. 100 is contributed by the alumni as membership fees of the association.

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

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Institution's distinctive characteristics as defined in the Vision and Mission Statements:

OUR VISION

"We intend to be a leading Institution in providing quality education and equal opportunities to heterogeneous student community from diverse backgrounds."

OUR MISSION

"To offer holistic and interactive academic environment to the students from diverse backgrounds, enabling them to develop academic, interpersonal and technological skills and empower them to achieve their highest potential for adapting to the competitive global society."

Being a Government College, the management of the College rests with the Directorate of Higher Education, Government of Goa. Nonetheless, the College enjoys autonomy in designing and implementing its plans of action. The Principal is the academic and administrative Head of the Institution and shoulders the responsibility of administering the Institution. Along with the faculty and students, he leads in achieving the core objectives enunciated in the Mission and Vision statements of the Institution.

Democracy, decentralization and transparency are the three fundamental pillars intrinsic to the functioning of the College. Regular meetings are convened to ensure effective decision-making and implementation of the same. The activities of the College both curricular and co-curricular are carried out through numerous committees both statutory and otherwise which are constituted at the commencement of each academic year by the Head of the Institution. Students are an integral component of a number of these committees. Committee members strive relentlessly in implementing the duties and responsibilities assigned to them with the express intent of realizing the declared goals of the College as stated in its Mission and Vision statement.

The academic planner enables the faculty to chalk out their plan of lectures and activities in advance as per the semester schedule.

The Mission Statement indicates the desire of the College to not just educate the children but help and encourage them to develop academic, interpersonal and technological skills and empower them to achieve their highest potential. Thus, the Institution believes in developing a holistic approach to education striving to develop the overall personality of the students.

The College also believes in participatory management and provides an opportunity to the students to exercise and explore their leadership skills. The democratically elected Students Council provides scope to the Gen- next of the College to don the mantle of leadership and be a part of the decision-making process.

In addition to planning events that contribute to college spirit, the Student Council is the voice of the student body. It shares students' ideas, interests and concerns with the College teaching staff. Students also find representation in student bodies like Sports Council and NSS.

A sizable proportion of the student population of our College is drawn from the economically and socially disadvantaged sections of society. The College thus makes education accessible to the deprived lot and acts as an enabler to their economic independence and decent social placement. Students who have financial constraints receive scholarships from the government as also the Institution.

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

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

Response:

Decentralization and participative decision-making process in our College has become one of the major practices followed in order to implement various strategies for effective functioning of the College. Attempts have been made to increase the level of participation in decision-making through the formal incorporation of various committees. Suggestions made by stakeholders i.e., teaching staff, non-teaching staff, alumni, parents and representatives of students are incorporated and implemented in the action plans of the College. The academic and other activities of the College are planned and executed by the various departments and committees constituted for the purpose.

Case study of the functioning of the Student Council:

The Institution practices decentralization and participative management through various committees particularly through the Students' Council. Various curricular activities are organized granting greater power and authority to teachers and Student Council members thereby increasing organizational efficiency and meeting administrative goals. The focus of student-based management has been driven by the need to improve student achievement, and to bring about comprehensive educational changes. It is important to have students participating in different College activities for efficacious achievements of the College in matters like planning and participation in co-curricular activities. Student Council involvement in decision making refers to the work of student representatives in decision-making where student/teachers contribute to the process by expressing their views, through negotiations and other such mechanisms. The Student Council essays a pivotal role in matters of planning and organizing co-curricular activities. All the activities are planned by the Student Council after taking into account the suggestions given by the Student Council members. Organization of the activities is entirely done by the Student Council members. Participation of the students in planning and executing cultural activities helps in enhancing qualities and skills like creativity, leadership, confidence and problem solving.

Decentralization and participative management in the Student Council manifests itself in the form of:

- Free and fair elections.
- Formation of the Student Council.
- Regular meetings of the council members with the Convenor. Discussions centered on student's suggestions.
- Decision making by the Student Council.
- Execution of decisions taken in the form of activities by students.

The Student Council of the College has been instrumental in organizing a plethora of activities providing a platform to the students to explore and exhibit their creativity, talent and potential.

- The Council organized Savishkar – a Four Day inter-class cultural event in 2016-2017, 2017-18, 2018-2019 and in 2019-2020. However, during 2020-2021 due to the Pandemic, the Student Council activities had to be organized online.
- Abhyuday – An All- Goa Inter-Collegiate mega event was organized by the Student Council in the years 2018-2019 and 2019-2020. This event enabled the members of the Student Council to hone their leadership skills.
- The Student Council over the years has also organized several Inter-Collegiate events such as the Carol Singing Competition; Ghumat Utsav; Vegetable carving etc.
- The Council has also been instrumental in organizing curricular activities such as webinars/talks/business plan competitions/essays.

File Description	Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Perspective Plan of the Institution: Case Study

It is important to acknowledge that students are interested and engaged in using technology. Classroom Technologies help students and teachers in the process of receiving and giving education systematically. Technology helps in acquisition of knowledge and skills and it improves their knowledge retention. **This created the need for the Institution to integrate some forms of technology in the classroom in order to make teaching and learning more effective.** A step in this direction was the drafting of a Strategic Plan by IQAC aiming towards converting all nine classrooms into smart classrooms. Subsequently as per the Strategic Plan, the Directorate of Higher Education provided the necessary assistance in order to facilitate the change. The smart classrooms thereby provided enhanced learning and teaching opportunities for students and teachers.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

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

Response:

College Policies:

The College has designed various policies which govern and condition the working of the Institution. These policies pertain to the use of infrastructure, equipment, classrooms, research, mentoring, gender, quality assurance, teaching-learning and innovation, Policy for Divyangjan, Green campus, Sports, and Library.

Administrative Set-up:

The Principal is the academic and administrative Head of the College. The Principal, teamed with the academic and administrative staff of the Institution strives continuously to achieve excellence at every level to show case the College as a role model. Being a Government Institution, the College and its administration is directly accountable to the Office of the Directorate of Higher Education, Government of Goa. The implementation of the policies is routed through various committees constituted by the College each academic year.

Committees:

Committees are set up to look after various aspects of the functioning of the College. Every academic year the Principal issues an annual committee list assigning different duties to staff. The committee members are actively involved in organizing various programmes during the course of each academic year. The College has an Internal Quality Assurance Cell (IQAC) and has framed quality policies in consultation with the stakeholders of the College. The IQAC prepares an annual perspective/development plan of activities for the College, based on inputs received from the various committee in-charges/other stakeholders and strives to ensure fruitful realization of the planned activities. The College also has an RTI Committee which functions within its scope and ambit.

Student representative bodies also work for the holistic development of the student community. Students Council, Sports Council and NSS unit along with the elected/nominated student members plan and execute various activities which are an integral part of College education.

The Staff Welfare Committee organizes programmes aimed at promoting a sense of fraternity and wellbeing of the staff.

Recruitment and Promotions:

While the regular faculties of the College are appointed by the State Government the contractual and visiting teaching faculties are appointed by the Directorate of Higher Education strictly adhering to the

prescribed recruitment norms. Files for confirmation/promotion of staff both teaching and non-teaching are prepared, scrutinized and then forwarded by the College office to the concerned Government Departments for further action.

Procedures:

Service rules prescribed by the Government of Goa are strictly adhered to.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The following Schemes are offered to the teaching as well as non-teaching staff for promoting their welfare:

- Study leaves to pursue Doctoral Programmes.
- Travelling allowance/Dearness allowance.
- Reimbursement of registration fees for seminar/conference/workshop.
- Leave travel concession (LTC).

- Reimbursement of medical bills.
- Reimbursement of tuition fees of children of the regular staff.
- Group insurance scheme.
- Maternity benefit.
- Paternity benefit.
- Child care leave for women staff.
- G.P.F. Advance and withdrawal facilities.
- House building Loan.
- One time House Building Advance Settlement Scheme.
- Government Quarters.
- Reimbursement of landline bill amount to the Head of the Institution.
- Work from home for pregnant women during pandemic.
- Discretionary holidays to celebrate local feasts/festivals.
- Free WiFi with 1 GB data every day.
- Allowance for Uniform for multitasking staff.
- Disabled friendly toilet, ramp and lift facility.
- Independent workspaces with cabinets and cupboards for each faculty member.
- Separate, clean and well-maintained washrooms for gents and ladies.
- Medical room facility with first aid,
- Provision of safety kits to faculty during conduct of offline examination during the pandemic.
- Provision of Sanitary pad vending machine with incinerators.

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

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

Response: 10.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	7	0	0	0

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 8.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	15	7	4	0

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 52.84

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	10	7	3	4

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

The College has a set mechanism for performance appraisal of its human capital.

At the end of each semester, Teacher Feedback is taken from students. From the academic year 2018-19 the feedback is being taken in online mode from students. Feedback received with respect to teachers' performance, campus, infrastructure, and curriculum are then analyzed and necessary action taken to remedy deficiencies noted.

Being a Government Institution, every employee both teaching and non-teaching has to fill in the Annual Performance Assessment Report (APAR) annually. The APARs are scrutinized by the Reporting Officer in the case of the non-teaching faculty. The APARs are then reviewed by the Principal, who then forwards the same to the Director of Higher Education with remarks, these remarks condition staff eligibility to higher scales/grades.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Being a Government College, the funds required by the Institution are sanctioned by the Directorate of Higher Education at the beginning of every financial year based on requisition. The Accountants working in different government departments are drawn from the Accounts Cadre, Directorate of Accounts, Government of Goa. They function as internal auditors and are responsible for handling and managing the accounts of the departments where they are posted. All accounts of the College are scrutinized by the Accountant. The Principal, as a Drawing and Disbursing Officer is the signatory for all the documents prepared by the accountant. All bills external as well as internal are cleared through Electronic Clearing

Service (ECS). At the end of the financial year excess funds are surrendered to the Directorate of Higher Education.

The External audit of the accounts of the College for the last five years has been carried out by the Prabhu Bam & Associates, Chartered Accountants, Margao-Goa.

Activities that are funded by government organizations and the accounts of the NSS have also been audited through external auditors.

The Office of the Comptroller and Auditor General (CAG) also conducts an external audit as per their schedule.

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

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Annual statements of accounts	View Document

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

Response:

The College mobilizes funds by way of fees paid by the students at the time of admissions. Students also pay examination fees. While a major part of the former receipts is credited in the government treasury, the latter are used to conduct the Intra Semester, Semester End and Supplementary Examinations. The examination fees of students appearing for the semester V and VI examinations are collected by the

affiliating university. Funds are also generated by collecting registration fees from the alumni of the College. The College has generated funds by renting out the College Hall to private organisations.

Financial requirements of the College are met through the Government. However, the College has on two separate occasions in its brief history, applied for and obtained equipment in the form of computers/laptops through the Member of Parliament Local Area Development (MPLAD) Scheme. Sources of internal generation of funds also include registration fees towards workshops organized by the College and also sponsorships from organizations, entrepreneurs' and philanthropists.

The College intends mobilizing funds through ICSSR and other such organizations. Efforts towards developing linkages with corporate entities and philanthropists to mobilize resources will be augmented.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The IQAC was established in the year 2012. Through IQAC, consistent actions are taken to enhance the quality of teaching learning outcomes of the Institution. Two best practices institutionalized as a result of IQAC initiatives are:

I] Initiatives towards introduction of Outcome Based Education

The IQAC of the College has initiated several measures to introduce and implement **Outcome Based Education** in the College, albeit, the efforts are in a nascent stage.

In 2018, three faculty of the College attended a workshop organized by the Directorate of Higher Education, Government of Goa on Outcome Based Education.

The IQAC of the College then convened an interactive session where these three faculties elucidated on the modalities of constructing the Course Outcomes, Programme Outcomes and Programme Specific Outcomes to the other staff members. The COs, POs and PSO were then drafted and formalized.

In-House faculty of the College- Mr. Alroy Mascarenhas, based on inputs received from a Resource Person of the Directorate of Higher Education designed an excel programme/matrix for assigning and mapping the COs to the POs and measuring the level of student attainment based on their performance in the examinations. The Programme which is still being fine-tuned has been used for the academic year 2020-2021. Analysis of the mapping of COs to POs and levels of academic attainment have been completed.

II] Academic and Administrative Audit

1. Academic Audit

The Academic Audit has been carried out in order to assess the effectiveness of the operationalization of the curriculum provided by the University. The Audit has also served as a tool to measure the adequacy, competence as well as the continuous professional development of the faculty who teach the various courses offered in the College.

The IQAC of the College in one of its meetings in the year 2018 decided to subject the teaching-learning processes adopted in the College to an academic audit. A request was made to the Directorate of Higher Education, Government of Goa to carry out an academic audit for the College. The team comprising of eminent academicians appointed by the Directorate of Higher Education carried out the audit for the academic years 2016-2017 and 2017-2018 in August 2018. Several suggestions made by the team of auditors have since been implemented.

Academic audits were also carried out by a team appointed by the Directorate of Higher Education for the academic years 2018-19; 2019-2020 and 2020-2021. Annual Reports in the formats provided by the Directorate of Higher Education were prepared and supported with documentation. The audit team scrutinized the same and also interacted with the faculty.

2. Administrative Audit

The IQAC has also initiated measures to review the administrative procedures and processes in the College through Administrative Audits. The audits were also carried out by a team of auditors appointed by the Directorate of Higher Education. The basic objective of the audit was to assess the efficacy and effectiveness of the administrative procedures. Recommendations made by the auditors have facilitated streamlining of the processes and procedures in the College office.

File Description	Document
Upload any additional information	View Document

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

Response:

Following initiatives are undertaken to review the teaching learning process:

Example 1:

I] Training Teachers in use of Digital Tools and Platforms in Education

Technology plays a vital role in education in the digital era. The IQAC of the College has initiated several measures to train the faculty in the use of tools of technology.

With an objective of improving the quality and access to learning resources, the IQAC initiated measures to introduce a Learning Management System in the College. A Faculty Development Programme on Moodle was organized by the IQAC in July 2018. Shri Onkar Ainapur, Senior Faculty of Computer Science of the Government College of Arts, Science and Commerce, Quepem, Goa was the Resource Person. The FDP was organized to familiarize the faculty with MOODLE. Subsequently, in the academic year 2019-2020, Moodle was installed on the College website. A series of workshops were organized for the faculty by Dr. Kissan Gauns Dessai, in-house faculty in Computer Science in the use of MOODLE. Participants were provided with hands-on training session on creation of user profile and definition of courses and user enrollment in the courses, how to set course description, course plan and uploading of different types of course content in weekly format. Participants also learnt how to set an online quiz. The teachers of the College have been using MOODLE to upload e-learning resources in a diverse range of formats. Use of Moodle has ensured cohesion and equitable access to e-learning resources for all students.

The Internal Quality Assurance Cell (IQAC) of the College also organised a training programme for the faculty of the College on “How to obtain Student Feedback of Teachers using Moodle”.

The IQAC organized two Workshops cum training programmes for the faculty in the “Use of Microsoft Teams in online lecture delivery”.

The first workshop/training programme was held on the 31st of August 2020 wherein teachers were provided practical training in how to install the Microsoft Teams App and create class-wise teams. A follow up workshop was conducted on 10th of November 2020. At this workshop/training programme the faculty were given practical training in:

- Creating a Channel.
- Uploading Power Points/Videos and other e-content as class material.
- Scheduling meetings.
- Sharing of Power Points/Desktop/videos and other documents.
- Conducting live lectures.
- Generating attendance records.
- Creating and uploading assignments, quizzes etc, and resending the same with feedback and assessed marks.

Faculty of the College have used the above programme in the delivery of lectures as also submission of assignments by students.

Example 2:

II) Feedback from Stakeholders

Students, Parents, Teachers, Alumni and Employers are important stakeholders of an educational Institution and their feedback is vital to understand the lacunae in the curriculum and the overall performance of the Institution. This unbiased feedback enables the Institution to introduce initiatives and

put in place corrective measures to enhance the Institutional performance outcomes.

The IQAC of the College seeks feedback from the following stakeholders:

1. **Parents:** Parents provide feedback on the facilities available in the Institution, the teaching -learning process, infrastructure etc.
2. **Students:** Students share their opinions on the curriculum and its transactions; on the use of ICT by the course teachers and on the performance and proficiency of the course teacher.
3. **Teachers:** Feedback was sought from the teachers in respect of the course content and its relevance under the Choice Based Credit System.
4. **Employers:** Employers are requested to share their views on the performance of our alumni working in their organizations and give suggestions which the Institution can incorporate so as to improve the employability of our students.
5. **Alumni:** Feedback on the syllabus, the curriculum and its transactions is also sought from the alumni.

Since 2018, the IQAC of the College gathers feedback through online mode.

Action taken based on feedback received:

1. Various skill enhancement courses have been introduced.
2. Personality development programmes have been organized.
3. Talks by industry experts and resource persons have been organized.
4. A clean campus has been ensured.
5. In the case of Feedback received from students in respect of course teachers, the same is communicated to the teacher concerned and if necessary, the teacher is counseled by the Head of Institution.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

“A gender-equal society would be one where the word ‘gender’ does not exist: where everyone can be themselves.” – Gloria Steinem (Social Activist & Journalist)

Following the above axiom, the Government College of Commerce and Economics, Margao, shares certain values and principles, such as equality, inclusion, and respect for human dignity, and is committed to teaching future generations the same values by being a role model. We believe that education works not just to impede gender inequality, but also change women’s lives in the direction of gender and social equality.

The Institution takes several initiatives to promote gender parity:

In order to increase awareness about Gender Issues the College appoints one of the lady faculty as Nodal Teacher and two students as ‘Gender Champions’. The Gender Champions organize activities such as poster-competitions, skits, poetry recitations, short film making, essay writing, street plays, rallies and elocution competition to facilitate gender sensitization. Several committees constituted by the College have representation for girl students.

Various talks on gender sensitization are organized in the College. Students and faculty also participate in workshops/seminars organized by other institutions on gender related issues.

Apart from the talks and the workshops, our students’ and the faculty members participate in the rallies/walkathons too.

Measures to ensure creation of safe, secure and conducive environment for our girl students include:

- Every student entering the campus has to compulsorily wear his/her identity card.
- The Anti-Ragging Committee is constituted in the College. The College has in place an Internal Complaints Committee to address any grievances of sexual harassment.
- Signages creating awareness about ragging/sexual harassment at workplace and the redressal mechanisms are displayed in the campus.
- The College campus is gated and is manned by security personnel.
- A visiting register maintained at the cubicle occupied by the security guards ensures identification and verification of all entrants into the campus.
- The entire campus is under CCTV surveillance.
- Almost all of the doors of the classrooms and administrative section have glass paneling ensuring visibility and therefore safety.
- Any student leaving the campus before time is mandatorily required to make the requisite entry in the ‘Leaving Early Register’ detailing the date and time of exit; roll number; parent’s contact number and reason for leaving early which is then signed by the Principal/Teacher. This

mechanism enables the Institution to track the movement of the students.

- A Complaint box is installed on the campus where students can drop in their written complaints/grievances if any.
- A professional Counselor is available on campus three times in a week.
- Mentors have been appointed for the students. These mentors interact with the students and develop a rapport with them which facilitates redressal of their problems.

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

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

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

Response: C. 2 of the above

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

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

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

Response:

Solid Waste Management

The College believes in the adage 'Cleanliness is Godliness'. Efforts to keep the campus clean are intrinsic to the work culture in the Institution. Dust bins are placed in each classroom. The College also has four ministerial staff who are assigned the task of cleaning the campus. Regular campus cleaning drives are conducted by the NSS volunteers of the College. The waste generated in the campus is segregated, placed in bins which are then collected by the Margao Municipal Council workers on a regular basis through its door-to-door garbage collection programme. Besides, the College also has a tie up with Goa Waste Management Corporation, a Government of Goa undertaking to whom waste in the form of paper, cardboard and plastic is handed over for recycling. The College waste is connected to the Sewerage System of the Public Works Department, Government of Goa. The use of plastic in the campus is discouraged.

The College is not just conscious of its obligations to keep its campus clean but extends this responsibility to the neighborhood too. Cleanliness drives are conducted in the vicinity regularly. Talks and workshops are organized where students are taught the art of making environment friendly bags which are then distributed to enterprises in the locality. Besides, NSS volunteers are also involved in the collection of empty milk packets which are then sent to the Goa Dairy, Ponda for recycling.

Liquid Waste Management

Liquid waste from the washrooms flows into a large soak pit through pipes. Rain water drains out through the storm drains and finds its natural flow ensuring no water stagnation in the College premises.

Biomedical Waste Management

The College does not have an in-house medical facility/clinic. In case of medical emergencies, the staff and the students are taken to the nearby hospital for treatment. Sanitary pad incinerators are installed in each of the washrooms on each floor and are used by the students and faculty for disposal of used pads.

E-waste Management

A separate bin has been earmarked for collection of e-waste in the campus. The College has a tie-up with 'Karo Sambhav' Pvt. Ltd., a Producer Responsibility Organisation to whom the e-waste is supplied for recycling. The NSS volunteers play a significant role in collection of electronic waste from the vicinity. The College conducted e-waste drives in association with Karo Sambhav in 2019-2020 and 2020-2021 and succeeded in collecting and handing over 590 and 600 kilograms of e-waste for recycling. Advertisements are also put in the local newspapers sensitizing the locals and the activity is extended in neighbouring cities and villages thereby facilitating the collection of electronic waste.

Hazardous Chemicals and Radioactive Waste Management

The Institution is an exclusively undergraduate programme in the Commerce stream, there are no labs where chemicals are used. Therefore, hazardous chemicals are not generated in the campus.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: E. None of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

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

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

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

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

Response:

The College is peopled by students of diverse social and economic backgrounds, of students belonging to different religions, gender and caste groups. Being a government Institution, the College adheres to an open admission policy.

The College believes that tolerance and harmony act as agents of change in a society and to imbibe these values amongst students, days like Constitution Day, Rashtriya Ekta Diwas, Surgical Strike Day, International Yoga Day, International Literacy Day, Environment Day, and International Women's Day

are all observed in the campus. These celebrations help to enhance the students' love towards the nation and build a strong bond amongst them.

Apart from the traditional system of teaching and learning the College acts as a centre for many activities. Skill enhancement courses, informative talks, practical training sessions, are also provided along with the regular teaching and learning process. The internship programme for students gives industry exposure and instills a scientific approach to issues and problems of the society. The teaching faculty make an earnest effort to understand the cultural and racial characteristics of the students. Teachers make an effort to accept and appreciate the ideas and opinions of the students.

Communication skills and soft skills also form a part of the curriculum. Library Committee, Eco Club, Internal Complaints Committee, Gender Champions, appointment of Ladies representative of the College aims at reducing vulnerability, empowering women and girl students and ensuring tolerance and harmony towards the societal norms and building human capital with a better cultural and regional inclusion.

Field trips, industrial visits, cycle trips give an exposure to the students about the real time experience, make them adapt to one another to create tolerance and harmony in the institution.

Emphasizing the importance of tolerance and harmony, locals are invited to unfurl the national flag on the occasions of national days. Celebration of Mother Tongue Day, Goa Statehood Day, Revolution Day also help in developing regional and linguistic harmony.

The Student Council, NSS Unit and the NCC volunteers organize and participate in activities such as Carol Singing Competition, Rakhi Making Competition, Ghumat Aarti Competition, Star Making Competition, Rangoli, Mehendi Competition etc. for developing tolerance and harmony. Guest Speakers are also invited to share their expertise and knowledge with the students.

Book bank facility is provided to the students of our College for each semester. Financial aid is also being provided through Student's Aid Fund, Bursary Scheme and through other scholarships. The SC/ST Cell looks after the scholarships of the economically weaker section and the students belonging to these communities. The College provides cash rewards for the meritorious students for securing highest marks in the subject, which is sponsored by the respective subject teachers.

Under the Ek Bharat Shreshta Bharat Programme, the College has organized the following programmes: screening of films on places to visit in Jharkhand, discussions on festivals of Jharkhand and its education system. Screening of short films on the culture, tradition and customs of Jharkhand State with respect to marriage were also the topic of discussion after screening the same.

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

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

Response:

The College is a collective hub of diversities considering the regional, linguistic and socio- economic background of the students as well as staff. It sensitizes the students and employees as responsible citizens, as they are obliged to adhere to the institutional code of conduct, values, rights, duties and responsibilities.

Several of the courses taught in the college incorporate values, rights, responsibilities and citizen duties as a part of the course content. On all the national days the Institution hoists the national flag at the hands of prominent personalities, who are localities and who have been a great inspiration to the students as well as the teaching and non-teaching faculty members. The staff (Teaching & Non-Teaching) are also encouraged to give a speech during the same and express their views.

Informative talks, yoga demonstrations, various competition like rangoli, logo designing, T-shirt painting revolve around the theme of social causes and issues.

The College takes initiatives in organizing various events like Induction Programme/ Orientation programme, guest lectures by eminent personalities for moulding the students to become responsible citizens, thereby sensitizing them to the Constitutional Rights, duties and obligations. Talks on environmental protection and awareness are also conducted. Staff and students together take the Constitutional Pledge on the occasion of the Constitution Day.

The Code of Conduct is prepared for staff and students and they are obliged to follow the same. Apart from that, there are certain rules and policies in place, and everyone strictly adheres to the same.

Students of the Second Year B.Com file an RTI as an assignment in the subject of Business Communication -II.

The Institution organizes 'Traffic Awareness' talks and rallies, talks on drug abuse and sexual harassment etc. for the benefit of students. Competitions on the theme revolving around rights, responsibilities, social issues, which are held in the College create awareness amongst the student community at large.

Donations in terms of cash, books, old clothes, groceries etc. to the charities, helping the family of the deceased employee are also taken up from time to time.

Different signboards are placed in the entire campus conveying the message of no plastic zone, awareness among the same is created and use of paper bags and cloth bags is promoted by the Institution.

Signages in each classroom like - *switch off lights and fans, save water*, help in students staying alert about their surroundings.

During the Pandemic, students of the College essayed a pivotal role in creating awareness of the need for observance of Covid Appropriate Behaviour norms; stitched and distributed cloth masks as also groceries and supplies to the needy residents of the locality. The College Staff supported the State Government efforts to address the needs of covid patients. Many of our faculty served as covid warriors: two of our faculty were appointed as Incident Commanders,

Faculty were involved in the vaccination programme; Multi- tasking staff were assigned duty in the Covid Centres.

File Description	Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

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

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

Response: C. 2 of the above

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

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

Response:

One of the core values of the College is to develop a holistic approach to education. Besides the normal classroom study mandated by the curriculum, initiatives are implemented to imbibe in the student community values of peace, brotherhood and fraternity.

Each instructional day on campus begins with the playing of the national anthem. Diversity is celebrated. religious harmony and integration are promoted through celebration of various religious festivals.

The Indian Flag flies high on all National Days. To foster a spirit of fraternity with the community, on National Days, locals are invited to hoist the National Flag and participate in the ceremony.

A number of activities are carried out at the level of the Institution to acknowledge the role essayed by

important personalities in the history of our country and also to commemorate days of national significance.

- Organization and participation in Patriotic Singing Competitions organized within the College and also at the Inter-Collegiate level.
- Celebration of Constitution Day and organization of talks on the Constitution of India.
- Celebration of Goa Liberation Day and all National Days.
- Observation of Gandhi Jayanti by participating in massive cleanliness drives.
- Observance of National Deworming Day wherein deworming tablets are distributed to the students in the age group 19 years and below.
- Celebration of International Yoga Day
- Celebration of Youth Week in commemoration of the birth anniversary of Swami Vivekananda.
- Celebration of Hindi Diwas and International Mother Tongue Day.
- Observance of International Literacy Day, International Day of Non-Violence and International Day of Persons with Disabilities
- Observance of National Sports Day
- Surgical Strike Day
- Rashtriya Ekta Diwas
- World Environment Day
- Ambedkar Jayanti

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

7.2 Best Practices

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

Response:

BEST PRACTICE I

Title of the Practice

Promoting a culture of Research through publication of the College Research Journal QUEST

Objectives of the Practice

1. To contribute to the process of developing knowledge in different fields of study.
2. To provide an opportunity to teachers and research scholars to get their research findings published

3. To disseminate information and knowledge to readers of the Journal.
4. To promote an interest in research among in-house faculty.

The Context

One of the laudable achievements of the College is its unbridled efforts at initiating and promoting a research culture in the institution and beyond. The College has framed a College Research Policy towards this goal. In pursuit of excellence and in keeping with the goal of promoting research and dissemination of research findings to the community, the College takes pride in publishing 'QUEST-The GCCE Peer Reviewed Journal of Multidisciplinary Research'

The Journal bears an ISSN (2395-2768) and till date five volumes of the Journal have been published. The publishers strictly adopt ethical publication practices. The papers received are in the initial instance filtered for plagiarism and then submitted for peer review.

The College invites academicians, research scholars, and students to contribute research papers for publication in the Journal.

While research has become an integral component of a teacher's career, publication of research inputs also facilitates in the career advancement (CAS).

The Practice

The first issue of the Journal was published in 2014. It was purely an in-house initiative comprising of research papers penned by faculty of the College. Due to financial constraints, this volume of the Journal was a bound volume of photocopies of papers written by the teachers.

The next volume of the Journal was printed encompassing the research findings of academicians and research scholars from across educational institutions in the State. The papers received were screened for plagiarism using the services of the Librarian of the Goa University.

In the third volume of the Journal the papers were not just filtered for similarity at the University using the URKUND Software but were then sent for peer review. Selected papers were published in the Journal volume.

Over the years, the College Journal has journeyed from being an in-house initiative to a peer reviewed Journal attracting research inputs from academicians and research scholars. In the fifth volume of the Journal, a cash prize for the best research paper was also awarded.

Invites for research papers are sent out to all Colleges in the State. The rules and norms for submission of the paper are also specified.

Once the papers are received the same are checked for plagiarism.

Papers with a relatively high percentage of similarity are rejected and the selected papers are then sent for peer review. The Reviewers of the journal include academicians with decades of experience in teaching and research and are drawn from within and outside the State.

Reviewers' comments are taken note of and communicated to the concerned researcher to make requisite modifications in the paper and resubmit the same.

The Journal is then sent for publication.

Evidence of Success

A Total of five volumes of the Journal have since been published.

Volume I:2014

Volume II: 2015

Volume III: 2016

Volume IV: 2019

Volume V: 2020

A total of 51 research papers have been published in the five volumes.

While 39% (20) of the total research papers published are of in-house faculty, academicians/researchers from other educational institutions from across the State and the Goa University have contributed to 61% of the total papers published in the Journal.

Publication in Peer Reviewed Journals was/is a mandatory requirement for award of a doctoral degree. Two of the research scholars whose papers have been published in the College Journal viz. Ms. Aida Dourado and Ms. Kajal Rivankar submitted their research papers published in the QUEST as evidence for award of their Doctoral Degrees by the Goa University which accepted the same. The papers published by them in our College Journal have since been uploaded on the Goa University Portal.

Problems encountered and Resources required

The Journal basically has an ISSN number. With the growing demand for Scopus and WoS indexed Journals, sourcing quality papers for publication in the journal has become an arduous task. The Journal could not be published in the years 2017 and 2018 due to the lack of response from researchers/academicians.

Another problem encountered is the escalating cost of publication.

Resources Required

Quality research inputs from academicians and research scholars and financial assistance to meet the increasing publication costs.

BEST PRACTICE II

Title of the Practice

Book Bank: Enabling Access to Learning Resources

Objectives of the Practice

1. To provide informational and educational assistance to students.
2. To help needy students procure books at no cost.
3. To provide access to learning resources.
4. To develop the student's learning ability.

The Context

Book Bank facility for 'Needy and Deserving Students' is one of the laudable facilities rendered by Government College, Borda, Library. This novel venture has facilitated the Economically Weaker Sections. This facility helps the students to pursue higher education in a cost-effective manner, without imposing much of economic burden on their families.

The Practice

The practice of lending text books to the students for an entire Semester started since the time of inception of the College. The Eligibility criteria for availing this facility is that the student should be a bonafide student of the College; should belong to the Economically Weaker Section; and should have a good academic record; and exhibit good behaviour. While in earlier years, a minimal amount was charged from the student, the fee was dispensed off with later.

A Notice is sent to the students in the beginning of the Academic Year. The application forms received are then scrutinized and the eligible students are provided with the text books. Each student can avail a maximum of eight books for the entire Semester, which have to be returned at the end of the Semester.

Evidence of Success

Year	Total number of the students in the College	Total number of students availing the benefit of Book Bank
2020-2021	374	294
2019-2020	314	246
2018-2019	343	245
2017-2018	313	222
2016-2017	202	142

Source: Compiled from Library Book Bank records.

The above Table indicates the number of students availing the Book Bank facility provided by the College Library, through the past few years. In the Academic year 2016-17, 70% of the students availed of this facility. For the Academic Years of 2017-18, and 2018-19, a total of 71% students benefitted from the

scheme. For the Academic year 2019-20, 78% students availed this facility. The Academic year 2020-21 saw 79% students taking the benefit of the Book Bank. This upward trend shows the popularity of the scheme among the students.

Problems encountered and Resources required

A change in syllabus requires new text books to be purchased, along with more book shelves. Apart from that there are many procedural rigidities to procure the books.

Resources required

Both human and material resources are required for the implementation of this practice.

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

7.3 Institutional Distinctiveness

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

Response:

The Government College of Commerce and Economics was established in the year 2010 in the Margao city of Salcette Taluka. The pioneer motive for establishing this Institution was to cater to the marginalised section of the society residing in and at the outskirts of Margao. Prior to the commencement of the Institution, quality education probably appeared a daunting and elusive task to many impoverished aspiring students. Low self-esteem and grades would make them balk their steps towards the mighty buildings of the reputed Institutions.

An analysis of the result of the Higher Secondary Examination indicates a growing number of students clearing the qualifying examinations in the Commerce stream in Margao city and the Salcette Taluka as a whole. Prior to the establishment of the College, there were a total of five Colleges located in the Salcette Taluka. While two of the Colleges in Salcette were limited by distance from the Margao City, of the three Colleges in the city itself, only two offered a programme in Commerce. However, these institutions had brand value making it difficult if not impossible for students with a low pass percentage to take admission. **It was this gap that the Government College of Commerce and Economics, Borda, has addressed.** Students with ATKT and low passing percentages at the qualifying examinations for whom doors to the prestigious Colleges in the city were virtually closed were welcomed with open arms in our College.

The founding of this Institution under the banner of the Government thus proved to be a safe haven to these marginalised students from all sorts of discrimination. Empathy towards the zealous first-generation learners was shown by admitting varied background students without discrimination of any sort. The

warmth exuberated at the time of admission buoyed them with the hope of achieving their aspirations of being a successful Commerce graduate. The ardour of the students to pursue their education was evident from the fact that, despite being a nascent Educational Institution with physical restraints such as no proper infrastructure, the initial intake of the students in its inception year was 105 which has been continuously increasing. The working time of the College, i.e., 1:30 pm to 6:15 pm, in earlier years too didn't deter them. Being sensitive to the varied background, special attention is bestowed upon identified students. Their financial crunch is lessened through various scholarships available.

The zealous staff goes an extra mile to motivate and encourage the students. Though ten years plus of perseverance and dedication towards nurturing and honing talent have lapsed, the initial objective of catering to the marginalized section of the society has not waned off. The caliber of the majority of the marginal students is refined and honed into laudable attributes by the end of the three-year term spent in this Institution.

The College exhibits distinctive attributes:

- The student population of the College although Goan by domicile originate from different states of the country – Karnataka, Maharashtra, Uttar Pradesh, Uttarakhand, Bihar, Rajasthan, Haryana, Kerala, West Bengal and Goa. The College represents a meld of different cultures and languages.
- The demographic profile of our student population suggests a judicious blend of students coming from diverse economic strata, religion and caste groups. Statistics indicate a large percentage of students from the minorities as also the SC/ST/OBC category. This is in consonance with the rationale with which the College was established.
- The College champions the cause of gender equality. 51 % of the students enrolled in our College belong to the female gender.
- While some of our students reside in the city of Margao itself, others travel to our College from the surrounding villages.
- A sizable percentage of the students belong to the economically disadvantaged sections of society.
- Some of our students due to economic reasons or otherwise take up part time jobs, learning and earning simultaneously.
- An average 40% of our students enrolled at the First Year during the assessment period had secured a pass class in the qualifying examinations while just about 10% students entered the College with a distinction.

Diversity is thus the essence and core of our College and it is this diversity that we celebrate. The trust area of our endeavours is to cater to this diversity in the manner specified below:

- The College adopts a universal admission policy, throwing open its doors to students of diverse academic performance.
- While the medium of instruction in the College is English, the students and faculty too converse among themselves in diverse languages.
- Every instructional day in the College commences with students and staff standing up and participating in the singing of the National Anthem which is played on the Public Address System, fueling feelings of unity and fraternity.
- The Student Council and other Committees of the College organize a plethora of cultural activities providing a platform to the students to showcase their talents. Folk dances, Mando, Carol Singing, Mehndi competition, Star Making Competition, Rangoli, Rakhi Making competition etc. promote sharing and assimilation of different cultures.

- Students belonging to the reserved and less privileged classes get the benefit of scholarships and financial assistance from the Student Aid Fund and other government scholarships.
- Various capacity building programmes, skill enhancement courses, personality development programmes, internship programmes are organized for the benefit of students.
- Students participate in various extension activities enabling them to apply the knowledge acquired in the classroom in real life situations and develop a spirit of social responsibility.
- The composition of the Student Council of the College is representative of the diversity that characterizes the Institution.

The College thus essays a pivotal role in realizing the goals enshrined in the Vision Statement that of *“providing quality education and equal opportunities to heterogeneous student community from diverse backgrounds.”*

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

5. CONCLUSION

Additional Information :

The College, during the academic year 2018-19, set up the **Research and Development Centre for Scheduled Tribes (RNDCST)**. The Centre prepared a study on Scheduled Tribes Community in Marlem and Gudi Paroda Wards of South Goa District.

In the year 2020, the Government of Goa commissioned a Study on “**Économic Revival Plan for the State of Goa**” through the Directorate of Higher Education and Goa Institute of Public Administration and Rural Development (GIPARD), Old Goa, under the provisions of the State Disaster Management Act. Teaching Faculty of the College were assigned the task of collecting data during the Pandemic from Ward members of the Aquem Baixo Village Panchayat in Salcette Taluka. Based on the data sourced from the respondents, a Report on the Economic Revival Plan of Village Panchayat of Aquem-Baixo, Margao, Goa was prepared and submitted to the Directorate of Higher Education and the GIPARD.

Two of the faculty of the College are recognized by the Goa University as Ph.D Guides and one from among them, namely the Principal is currently guiding three Ph.D Scholars. Four of our full-time faculty are pursuing their doctoral studies in Commerce.

The State Government in the year 2020, began constructing the new Multipurpose High School and Higher Secondary Building in immediate proximity of the College. As such, some of the sports infrastructure like the volleyball, basketball courts are no longer accessible to the students of the College

Concluding Remarks :

The Government College of Commerce and Economics has in a decade of its existence succeeded in establishing itself as a College with immense potential. In the years to come, the goal is to develop the College as an ‘Institute of Excellence’ focussing on qualitative improvement, upgradation of professional skills, soft skills, sports and the teaching -learning process. In keeping with the spirit of the New Education Policy, the College proposes to stress on the multidisciplinary approach with a view of providing the student a more holistic learning experience. The College plans to establish and strengthen links between academia and industry and imbibe in the students not only life skills but a healthy respect for diversity and plurality. It would be the endeavour of the College to improve the student strength and diversity by offering a bouquet of contemporary and relevant courses both offline and online, spanning different disciplines. Initiatives to develop and introduce new degree programmes leveraging the strengths and academic profile of faculty of the College are already in progress. The College strives to achieve the goals envisaged in the Vision and Mission Statements and in consonance with the core values of the Institution – promotion of equity; facilitating empowerment; promoting excellence, inculcating a good value system and furthering student learning.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per the supporting documents.</p>																																								
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>374</td> <td>314</td> <td>343</td> <td>313</td> <td>202</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>128</td> <td>112</td> <td>131</td> <td>122</td> <td>66</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>360</td> <td>360</td> <td>360</td> <td>420</td> <td>360</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>360</td> <td>360</td> <td>360</td> <td>420</td> <td>360</td> </tr> </tbody> </table> <p>Remark : Input edited as per the clarification documents.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	374	314	343	313	202	2020-21	2019-20	2018-19	2017-18	2016-17	128	112	131	122	66	2020-21	2019-20	2018-19	2017-18	2016-17	360	360	360	420	360	2020-21	2019-20	2018-19	2017-18	2016-17	360	360	360	420	360
2020-21	2019-20	2018-19	2017-18	2016-17																																					
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360	360	360	420	360																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
360	360	360	420	360																																					
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers</p>																																								

Answer before DVV Verification : 212

Answer after DVV Verification: 189

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18	13	5	16	14

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	3	4	16	14

Remark : Input edited as per the supporting documents.

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
192	185	253	199	171

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
182	125	255	313	202

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

--	--	--	--	--

2020-21	2019-20	2018-19	2017-18	2016-17
436	129	101	115	172

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
374	129	101	115	172

Remark : Input edited as per the Extended metric 2.1.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.15	1.83	3.57	1.14	0.37

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Input edited as per the supporting documents.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year-wise during last five years Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
374	314	343	313	202

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
321	314	343	313	202

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
64	64	52	79	52

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
184	184	184	214	184

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
120	78	26	58	30

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
120	80	47	65	34

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	15	16	13	10

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	13	14	11	8