INSTITUTIONAL DEVELOPMENT PLAN (IDP 2022-2032)
FOR HIGHER EDUCATIONAL INSTITUTIONS IN GOA
As part of the implementation of National Education Policy-2020

1.   Institutional Basic Information

1.1.   Institutional Profile:

Name of the Institution	Dempo Charities Trust's Srinivassa Sinai Dempo College of Commerce and Economics					
Head of the Institution	Prof (Dr.) Manoj Kamat					
Contact Details	Email principal@dempocollege.edu.in	Cell No. 9922313267			Office 08322976647	
College Website	www.dempocollege.edu.in				AISHE Code: C-30828	
Name of the IQAC Coordinator	Dr. Sangeeta Chakrabarty	sangeeta.chakrabarty@dempocollege.edu.in			Cell No. 9326847473	
Name of the NEP Coordinator	Mr Anand Naik. Panvelkar	anand.panvelkar@dempocollege.edu.in			Cell No. 9422453224	
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Name of the TLET Coordinator	Dr. Prisca Braganza	prisca.braganza@dempocollege.edu.in			Cell No. 9049156944	
NAAC Accreditation Status	1st Cycle:		Grade: B	2nd Cycle		Grade: B
	3rd Cycle		Grade: A	4th Cycle		Grade:
NIRF Ranking	2020-21: No rank		2019-20: No Rank	2018-19: No Rank		2017-18: No Rank
UGC Recognition	2(f)	**Yes**	No	12 B	**Yes**	No
NBA accreditation	Yes		**No**			
Financial Status	Government /Aided: **Aided (BCom)**			Self-Financed: **BBA, MCom, IMCom, MTTM, PGDM-EM**		

Under National Education Policy (NEP 2020), would your institute prefer to be:	i. Constituent college of the State University ii. Autonomous degree granting college. iii. **Part of Higher Educational Institution (HEIs) cluster.**

1.2. Institutional SWOC Analysis:

Strengths:

i. The College is established by the renowned Dempo Group, a progressive and forward-looking management that has always provided need-based support in the advancement of curricular, co-curricular and extra-curricular activities of the college, and in the development of requisite infrastructure.

ii. Over the past six decades, the College has established itself as a premier institution of higher learning in Commerce. As an academic institution, the College is innovative and has successfully launched several programmes in niche areas of Event Management, Travel & Tourism, and Accounting and Finance that facilitate industry readiness and provide a platform for students aspiring for professional careers.

iii. Located in close proximity to the capital city of Panaji and near the satellite towns around the capital, the ideal location of the College is well suited for developing an effective network with stakeholders.

iv. ICT enabled campus with facilities of LCD projectors in every classroom, MIS for library and administrative purposes, computerised processing of examination results and attendance and wi-fi access to staff and students.

v. Young, enthusiastic and dynamic teaching staff, receptive to educational innovations, technology and contributing to ideas for accomplishment of its mission, vision and values.

vi. Well-qualified teaching faculty with many of them either possessing or pursuing doctoral qualification in respective areas of specialisation. Some members of the teaching faculty also have professional qualifications in the areas of management, law and accountancy.

vii. Part of a research cluster that facilitates doctoral programmes in the areas of Commerce and Economics.

viii. Teaching faculty have been involved in consultancy and also participate in government initiatives and projects directed towards policy making in education.

ix. Well-qualified administrative and technical staff.

x. Well-equipped library with excellent academic resources including books (texts, references and general readings), journals (national and international), magazines of repute and audio-visual material for contemporary pedagogy. The library provides rich resources of Inflibnet through N-LIST. The library is automated with NewGenLib and is now in the process of transitioning into KOHA.

xi. Subscription to statistical databases CMIE Prowess and CMIE Economic Outlook, and subscription to StatWiki for teaching, research and analyses.

xii. High demand for the UG programmes from prospective students all over the State.

xiii.   100 percent enrolment in BCom, BBA and MCom. programmes. There is a significant degree of diversity in the student profile of the institution meeting the criteria of balanced enrolment with respect to gender, students belonging to reserved categories and urban-rural composition.

xiv.   An insignificant drop-out rate in all its programmes.

xv.   Well-structured student feedback mechanism, mentorship programme and professional on-campus counselling services for students.

xvi.   Excellent networking with major stakeholders including Goa University, government departments and industry. Several of the academic and non-academic initiatives are well supported by the University and the State government. The institution has carried out collaborative activities with Goa Chamber of Commerce and Industry (GCCI) and is an institutional member of the Goa Management Association.

xvii.   Strong alumni association comprising entrepreneurs, industry professionals, academicians and social activists.

xviii.   Active units of NCC, NSS, UBA and Centre for Equal Opportunity (CEO) to serve the society by undertaking extension activities.

xix.   Decentralised administration and delegation of authority to departmental heads and programme coordinators for quick decision making.

Weaknesses:

i.   Contractual appointments of teaching faculty limits the delegation of authority for institutional initiatives and discourages full-fledged academic participation.

ii.   Contractual appointments of support staff affect day-to- day routines.

iii.   As an affiliated college, it is bound by a restrictive syllabus that does not adequately adapt to industry skill requirements.

Opportunities:

i.   The State government policy supporting higher education through various schemes including bursary scheme, education loan scheme, state scholarships, provides scope for launching newer self- financed programmes.

ii.   Academic autonomy being formalised by Goa University provides an opportunity for designing skill-based and employment-oriented programmes. Similarly, the current programmes can be offered in restructured format to select categories of students including those pursuing professional courses simultaneously (such as CA, CS and CMA).

iii.   The Academic Bank of Credits, being introduced by Goa University in compliance with the National Education Policy 2020, offers opportunities to provide a wider platform for multi-disciplinary learning and skill enhancement among students.

iv.   High per capita income of people in the state is suitable for designing and offering programmes in niche areas where costs can be relatively higher to maintain programme standards.

v.   Developing formal faculty and student exchange programmes with institutions of higher learning within and outside the country (BBA's Global Immersion programme, MTTM's international study tours are examples).

vi.   Strengthening industry linkages and building formats of collaborations for the benefit of students, faculty and the industry.

vii.   Developing cluster HEIs for facilitating inter-institution interactions in teaching and

learning under the choice-based credit system. Such interaction can also facilitate multi-disciplinary learning and research opportunities.

viii. Endowment system for supporting teaching-learning and research initiatives.

Challenges:

i. The substantial difference in the fee structure for self-financing programmes initiated by aided HEIs and those offered by government colleges, is likely to affect intake in self-financing programmes in the College.

ii. The current teacher-student ratio is unsuitable for an effective teaching-learning process and student mentoring.

iii. Tendency of students, especially high achievers and advanced learners to travel out of Goa for higher education.

iv. Limited campus area for training students in sports.

v. The syllabi (particularly for the aided B. Com programme), provides limited scope for adapting to changes in the industry.

2. Institutional Development Plan (*for at-least next 10 years*)

2.1. Vision

To be the premier institution for commerce education, transforming individuals for a better society

2.2. Mission

The institution endeavours to imbibe the following core values among its students through its various programmes and activities:

Values:
- Passion for Excellence
- Integrity
- Humility
- Respect and Compassion
- Social Consciousness

The core values outlined by the institution are so designed as to fulfil its mission outlined below:

Mission:
- To foster a culture of academic excellence
- To institutionalise research, innovation and entrepreneurship
- To collaborate with industry to strengthen education, content and research
- To equip students with life-skills for holistic development
- To nurture healthy and compassionate citizens
- To promote inclusiveness among all
- To engineer social change through outreach and extension activities

2.3. Goals and Objectives

The goals and objectives are embedded in the 8-point mission of the institution that cover academic and industry interface, life-skills, holistic development, compassion and inclusiveness, as well as service to the community at large, all of which are part of the institutional endeavour to create responsible citizens working towards positive contribution to the nation.

The institution strives for quality improvement through its stakeholders to achieve its mission and objectives. Interaction with its stakeholders that form a part of the IQAC, the PTA, the Alumni Association, the Innovation Council and the Student body help to work towards that end.

2.4. Executive Summary

The plans for implementation and execution of the proposed IDP are summarised as under:

1. Promoting a culture of academic excellence-
   - Upgradation of faculty knowledge and skills through robust in-house training and development programme
   - Catering to the learning pace of students at different levels by understanding the learning needs of advanced and slow learners
   - Mapping student progress and addressing gaps in fulfilment of additional learning needs
   - Providing learning opportunities beyond the classroom, through interaction with industry professionals and expert guidance

2. Institutionalisation of research, innovation and entrepreneurship-
   - Creating a culture for peer-to-peer sharing of expertise among the teaching faculty on a regular basis for improvement of research-based skills
   - Encouraging research publications and projects among the teaching faculty through monetary and non-monetary incentives
   - Providing students with guidance and opportunities for carrying out research projects and presentation/ publication of research papers

3. Collaboration with industry to strengthen education, content and research-
   - Expansion of scope of existing MoU's
   - Development of new linkages with local and external institutions for experiential learning, internship, placements, etc.
   - Seminars/lectures by industry experts to provide industry perspective

4. Equip students with life-skills for holistic development-
   - Embedding life-skills in teaching-learning processes
   - Special focus on communication skills and personal grooming

5. Nurture healthy and compassionate citizens-
   - Increase engagement with nature, with the less privileged, and connect better with the society
   - Encourage student-led awareness programmes that promote better understanding of societal problems

6. Promote inclusiveness among all-
   - Hold orientation sessions and programmes that promote a sense of oneness by developing empathy and understanding of diversity in terms of gender, socio-economic-cultural background, physical disabilities, etc.

7. Engineer social change through outreach and extension activities-
   - Design meaningful extension and outreach programmes to address societal

problems
- Extend participation of maximum students in extension and outreach programmes
- Bring about a significant change in the socio-economic landscape of the villages in the vicinity of the college

2.5. Developing Motivated and Energised Faculty

Short-term (2 years) goals:

The institution strives to motivate and enhance faculty skills through the following initiatives:
- Subject-based knowledge upgradation sessions for the faculty as may be proposed by teachers/departments
- Special sessions on teaching-learning pedagogies for all faculty members
- Special orientation for teaching and non-teaching staff to foster a deeper understanding of the implications of the National Education Policy 2020, especially with regard to the functional aspects promoting multidisciplinary education through the cluster of colleges
- Collaboration with renowned institutions of higher education in Commerce, to gain insights into advances and innovative practices in the teaching of Commerce
- Financial support by the Management for student and faculty development, especially for enhancement of research output

Mid-term (5 years) goals:
- The major mid-term goal would be to strengthen the multi-disciplinary approach to learning under the cluster of colleges. For this purpose the College will aim at developing new short-term skill-based courses as well as 'Generic Elective' courses that would add value to students across other colleges in the cluster
- Restructuring of the Dempo Skill Development Centre (DCSD) as a professional entity promoted by the College. This will involve understanding of industry requirements, and design and development of new skill-based courses for students across colleges in the cluster
- Strengthening of the 'Career Guidance & Placement' Cell with a view to promote the internship and placement framework
- The other major mid-term goal will be enhancement of faculty profile, especially enrolment of eligible teachers in doctoral programmes
- Create infrastructure for full integration of technology for the delivery of all educational programmes

Long-term (10 years) goals:
- For the short and medium term, the college has opted to be a part of the multidisciplinary cluster of colleges as prescribed under the NEP 2020. The long-term strategies and goals will depend upon the functional efficiency and effectiveness of the cluster.
- Even presuming that the college will continue to be a part of the cluster in the long term, the long-term goals include-
    - New short/medium duration programmes in Commerce, designed to provide skills in niche and emerging areas in commerce and finance.

○ New short duration programmes designed to complement the existing postgraduate programmes in Event Management, and Travel & Tourism Management.
○ Complete integration of technology in the delivery of academic programmes.
○ Under the aegis of the IMCom programme, to emerge as the premier institution for advanced learners in commerce aspiring for professional careers as CA/CS/CMA/CFA etc.

2.6. Teaching, Learning and Education Technology

Short-term (2 years) goals:

Action plan for:

- *Implementation of Outcome Based Education (OBE) -*
  ○ Organising workshops/ training sessions for the teaching faculty on mapping institutional programme outcomes and course outcomes. Finalising of Programme outcomes, Programme Specific Outcomes and Course Outcomes for display on the college website. Preparation of Assignment Matrix for all courses across Programmes.
  ○ Training for faculty on Game-Based Learning as a TLE approach.
  ○ Initiating and implementing bridge courses in Mathematics and Accounting for FYBCom students; foundation / bridge courses in Accounting and Finance for prospective as well as FY students of IMCom, apart from additional training to IMCom students appearing for professional examinations
  ○ Encouraging Peer-to-Peer Learning
- *Enhancement of Students progress-* Analysing student progress at every level of examination in terms of improvement of academic performance
- *Multidisciplinary teaching-* Formation of HEI clusters and framework to provide students with learning opportunities in multiple disciplines, and guidance for parents/students
- *MOOCs and ODL-* To encourage students to access/refer to online learning modules offered under SWAYAM and other portals, as part of the Internal Assessment

Mid-term (5 years) goals:

Action plan for:

- *Implementation of Outcome Based Education (OBE)-* Ensure effective and total implementation of Outcome Based Education (OBE)
- *Enhancement of Students progress-* Establish a comprehensive system of mentorship, guidance, student feedback, and counselling to address deficiencies among students in an effective manner.
- *Multidisciplinary teaching-* Effective implementation of multidisciplinary learning as part of HEI cluster. Enhances focus on collaborative workshops in teaching-learning, collaborative research, etc. with member institutions in the cluster.

- *MOOCs and ODL-* To integrate MOOC/ODL resources in the regular teaching-learning processes at the institution.

Long-term (10 years) goals:

Action plan for:

- *Implementation of Outcome Based Education (OBE)-* Building a 'Teaching Assistance Community'.
- *Multidisciplinary teaching-* As part of the HEI cluster, to strengthen multidisciplinary education and explore the option of autonomy.

2.7. Research Development and Innovation

Short-term (2 years) goals:

Action plan for:

- *Attracting research funds (State, National, International, Industry etc.)-*
  - Awareness sessions for teaching faculty to provide information about state/national / international agencies or industry funding research
  - Teachers to be trained to write research proposals
- *Improving quantity and quality of research publications-*
  - Heads of Departments, in coordination with the IQAC and the RDC, to undertake preliminary screening of the journal before any article is forwarded for publication. This will avoid publication in predatory journals and also issues associated with 'Research Ethics'
  - The Institute's Academic Integrity Panel to be constituted as mandated by UGC to improve quality of publications.
  - Working papers to be uploaded on the college website in line with reputed educational /research institutes
- *Training faculty/ students for research-* To organise 'Research Methodology' workshops for students at the beginning of every academic year
- *Preparing faculty for 4th year research programme-* To hold seminars and/or depute teachers for seminars/workshops to understand the implications of the 4-year undergraduate programme, especially on how to go about the requirements of research in the 4th year
- *Developing an environment conducive for research-* To make efforts to ensure a more systematic and effective working of the Research and Development Cell (RDC) especially with regard to usage of library resources, publication of research papers, conducting workshops in research methodology, peer learning, etc

Mid-term (5 years) goals:

Action plan for:

- *Attracting research funds (State, National, International, Industry etc.)-* To develop at least 2 substantive research proposals every year and seek funds from government/private agencies/industry

- *Improving quantity and quality of research publications-*
  - To revamp the existing management incentive framework for promotion of research publications by faculty
  - The RDC to play a major role in monitoring the quality of publications, the quality and antecedents of journals, etc
  - RDC to set an annual target for publication of Working Papers by faculty.
- *Training faculty/ students for research*
  - The College shall work closely with the University to enhance faculty competencies for research
  - The RDC will plan orientation sessions for students for successful implementation of the research component in the 4th year of graduation as proposed
- *Preparing faculty for 4th year research programme-* As above
- *Developing an environment conducive for research-*
  - Collaboration with institutions of higher education renowned for quality research in the domain of Commerce and Economics
  - Exploration of scope for collaborative interdisciplinary research as part of a cluster of colleges
  - Strengthening of library resources, especially databases

Long-term (10 years) goals:

Strategies to be determined on the basis of attainment of medium-term goals

2.8. Industry-Academic Partnership

Short-term (2 years) goals:
- To successfully implement the Training Internship and Placement (TIP) programme that has already been adopted, to cover students across all programmes at the College.
- To train teachers in the delivery of industry-designed curriculum.
- To bring on board more professionals in the delivery of curriculum in niche areas of accounting, finance, etc.

Mid-term (5 years) goals:
- To offer the industry-designed curriculum, especially in the flagship B. Com programme.
- To set a 5-year target for industry collaboration for the purpose of internship.
- To enhance formal and informal interaction of students/faculty with industry experts with a view to understand industry standards and specific knowledge/skill requirements.

Long-term (10 years) goals:

Strategies to be determined on the basis of attainment of medium-term goals

2.9. Institution's Placement Plan for Students

Short-term (2 years) goals:
- The institution targets to achieve maximum placements by inviting core recruiters to the campus through the Career Guidance and Placement Cell

Mid-term (5 years) goals:
- Students to be encouraged to prepare for competitive examinations such as GATE/NET/ and other examinations.
- They would also be encouraged to apply for international fellowships

Long-term (10 years) goals:
- Career orientation programmes to be organised for UG/PG students
- At least 10 core recruiters to be called for student recruitments. Industry exposure to the students to be strengthened by providing student-industry interaction with relevant industries

2.10. Achieving the Target for Accreditation

Short-term (2 years) goals:
- Currently in the process for assessment by NAAC for the 4th cycle

Mid-term (5 years) goals:
- Plans for improvement during the ongoing NAAC 5th Cycle shall be in terms of improvement of systems and processes for better functioning of the institution
- Improvement of perception score for NIRF ranking

Long-term (10 years) goals:
- Strategies to be determined based on attainment of mid-term goals

2.11. Incubation and Start-up

Short-term (2 years) goals:
- To continue with orientation sessions for students in entrepreneurship
- Enter into collaboration with incubating agencies for purpose of student and faculty orientation

Mid-term (5 years) goals:
- Providing a platform for start-ups' and entrepreneurial opportunities through MoU's with incubating agencies

Long-term (10 years) goals:

- The Skill Development Centre to expand into an Incubation Centre and to function either independently or in association with an established incubation centre

2.12. Alumni Engagement/ Activities plan

Reconnecting Alumni of the college with the college to increase their overall participation in all college activities. This will be achieved through various activities, such as

Short-term (2 years) goals:

- Organise 'lecture series', wherein distinguished alumni interact with college students
- Provide short term courses for college students on Tally, GST and Stock market trading Organise various sports competitions for alumni and students of the college

Mid-term (5 years) goals:

- Initiate bridge courses for final year students to enable them to be better prepared for the industry.
- Organise an occasional 'walk down memory lane' to stay connected with students

Long-term (10 years) goals:

- Active involvement of alumni through community work directed at supplementing primary education in surrounding villages such as Spoken English: breaking language barriers, and improving mathematical skills.

2.13. Basic Infrastructure Development plan

Short-term (2 years) goals:

- Installation of solar energy generation system as part of strategy to promote a green campus
- Enhancement of facilities for physically challenged persons

Mid-term (5 years) goals:

- High tech laboratory facilities

Long-term (10 years) goals:

- Need-based expansion

2.14. Skill Development of Non-teaching Staff

Short-term (2 years) goals:

- Annual upgradation of skills (IT and Soft Skills)
- Organising Professional Ethics Programme
- Enhancement of filing and documentation systems

● Transition into centralised ERP systems

Mid-term (5 years) goals:
● Capacity building for complete adherence to IT-based management systems.

Long-term (10 years) goals:
● Strategies to be determined on the basis of attainment of medium-term goals

2.15. Any other initiatives for the Student's and Institutional Growth

Short-term (2 years):
● Introduction of new industry-oriented programmes such as PGDM – Banking and Finance / Stock Market Operations

Mid-term (5 years):
● Introduction of another specialisation: PGDM – Sports Management

Long-term (10 years) goals:
● Upgradation to High-Tech laboratory for Digital Content Creation
● Academic autonomy