



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

DEMPO CHARITIES TRUST'S SRINIVASSA SINAI DEMPO COLLEGE OF COMMERCE AND ECONOMICS

**DEENDAYAL INTEGRATED SCHOOL COMPLEX, CUJIRA, (OPP. GOA
MEDICAL COLLEGE, BAMBOLIM) GOA 403202
403202**

www.dempocollege.edu.in

SSR SUBMITTED DATE: 11-03-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1965-66, **Srinivassa Sinai Dempo College of Commerce and Economics** is the first institution of Commerce education in the state of Goa. Affiliated to Goa University, it offers programmes in all facets of Commerce including administration, management and professional examinations. In 2017, the college was accredited by NAAC with **A Grade, with CGPA of 3.30**. For its state-of-the-art, clean campus the college was awarded the '*Swacchatam Mahavidyalaya Samman*' with an **A+ Grade** in 2018-19.

Besides **BCom** and **MCom** programmes, the college also provides industry-linked programme in **Business Administration (BBA)**. The only college in Goa to initiate and offer **Post Graduate Diploma in Management (Event Management) (PGDM-EM)**, the innovative **Masters of Tourism and Travel Management (MTTM)**, and the first-of-its-kind **Integrated Master of Commerce (IMCom)**, the college has enabled many students to complete professional examinations for Chartered Accountancy and Company Secretary. The college offers an array of certificate courses through **Dempo Centre for Skill Development** and is the only college in Goa to become a training partner of IATA.

In the last 5 years, two teachers have bagged the prestigious **Best Teacher Award** instituted by the State Government; the librarian was awarded **Goa State Best Librarian Award**; one teacher received **Brihanmaharashtra Award** for translation; another was selected for the prestigious **D.D. Kosambi Post-Doctoral Fellowship** under the Directorate of Art and Culture. One teacher is a co-applicant for **International Collaboration Project** along with **York University-Canada**, BITS Pilani-Goa and Goa Medical College.

The college collaborated with Goa Chamber of Commerce & Industry to formulate **State Retail Policy** for Government of Goa. Besides a network of collaborations and associations with the Goa Management Association, Institute of Chartered Accountants of India, and Institute of Company Secretaries of India, the college has MoUs with as many as 20 organizations in the state.

The college emphasizes all-round development of students, providing opportunities to acquire employable and life skills. The institution has emerged as **leaders in football, volleyball and women's cricket** in the state, besides consistently winning the state-level Best Physique award. The **college festival K-OSS** is one of the most celebrated inter-collegiate competitions in the state.

Vision

The vision of the college is enshrined in the following words:

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

The Srinivassa Sinai Dempo college of Commerce and Economics was established a few years after the liberation of Goa from colonial rule, by a business family who believed that '*Vyapare vaste Laxmi*'. With this motto, encrypted in the college logo and signifying that prosperity lies in business and trade, they sought to establish an institution that would train young people in the fundamentals of business and trade.

It was the firm belief of the founders of the institution, that although trade was important for prosperity, it had to be based on ethical principles, such that financial success would lead the way to philanthropy for the betterment of the community and the society at large.

The same conviction became the underlying vision of the institution, which evolved continuously from being the pioneer in its field, to becoming the premier institution in the state for Commerce education, leading the way and adapting to the changing times.

Over the years, in keeping with its vision, the college has nurtured and produced confident and competent graduates who have become leaders in their respective fields and contributed immensely to the growth and development of the state.

Mission

The college makes efforts to ensure that the mission is in alignment with the UN Sustainable Development Goals (SDGs):

- *To foster a culture of academic excellence*
- *To institutionalize research, innovation, and entrepreneurship*
- *To collaborate with the 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*

Values

The institution makes efforts to instil the following values among our students:

- *Passion for Excellence*
- *Integrity*
- *Humility*
- *Respect and Compassion*
- *Social Consciousness*

Swami Vivekananda's ideals and tenets of education find reflection in the mission and values of the institution. He said "We want that education, by which character is formed, the strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet." The institution aims to develop the head, heart, and hands of every student in order to make them the instruments of the change that is desired in society.

As the frontiers of knowledge expand, as methods of teaching-learning evolve, as demands of society become more exacting, the institution strives continuously to fulfil its stated mission and uphold the values that the founders espoused.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. 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.
2. 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.
3. 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.
4. 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.
5. Young, enthusiastic and dynamic teaching staff, receptive to educational innovations, technology and contributing to ideas for accomplishment of its mission, vision and values.
6. 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.
7. Part of a research cluster that facilitates doctoral programmes in the areas of Commerce and Economics.
8. Teaching faculty have been involved in consultancy and also participate in government initiatives and projects directed towards policy making.
9. Well-qualified administrative and technical staff.
10. 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 Inlibnet through N-LIST. The library is automated with NewGenLib and is now in the process of transitioning into KOHA.
11. Subscription to statistical databases CMIE Prowess and CMIE Economic Outlook, and subscription to StatCraft for teaching, research and analyses.
12. High demand for the UG programmes from prospective students all over the State.
13. 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.
14. An insignificant drop-out rate in all its programmes.
15. Well-structured student feedback mechanism, mentorship programme and professional on-campus counselling services for students.
16. 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 (GCCCI) and is an institutional member of the Goa Management Association.
17. Strong alumni association comprising entrepreneurs, industry professionals, academicians and social activists.
18. Active units of NCC, NSS, UBA and Centre for Equal Opportunity (CEO) to serve the society by undertaking extension activities.
19. Decentralised administration and delegation of authority to departmental heads and programme coordinators for quick decision making.

Institutional Weakness

1. Contractual appointment of teaching faculty limits the delegation of authority for institutional initiatives and discourages full-fledged academic participation.
2. We have not entered into forays of higher levels of research, including sponsored research projects.
3. Contractual appointment of support staff affects day-to-day routines.

Institutional Opportunity

1. Academic autonomy being formalized 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).
2. 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.
3. 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.
4. 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).
5. Strengthening industry linkages and building formats of collaborations for the benefit of students, faculty and the industry.
6. 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.
7. Endowment system for supporting teaching-learning and research initiatives.

Institutional Challenge

1. 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.
2. The current mentor-mentee ratio is not conducive for personal counselling and effective student mentoring.
3. Tendency of students, especially high achievers and advanced learners to travel out of Goa for higher education.
4. Shared, integrated complex limits training in sports.
5. The syllabi (particularly for the aided B. Com programme), provides limited scope for adapting to changes in the industry.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution's academic curriculum, its calendar and delivery of programmes are governed by the guidelines and prerequisites defined by Goa University. The academic calendar, time-tables and teaching plans of faculty members ensure smooth planning and delivery of the curriculum. Use of ICT tools and experiential learning facilitate efficient curriculum delivery. The college follows a centralized ERP system for documentation. Formative assessment is used for continuous internal assessments periodically consisting of case studies, project work and online testing portals.

The institution has implemented the Choice Based Credit System (CBCS) for BCom Program since 2017. The college has designed and implemented three need-based and innovative programmes: the Post Graduate Diploma in Event Management, Masters in Travel and Tourism Management and the Integrated Masters of Commerce programme.

30 value added courses imparting transferable and life skills were introduced and 1752 students participated in these courses. 3414 students (more than 50%) undertook field-work/projects/internships, which is one of a distinct features of the college. Of the 301 courses offered across the programmes, 85 courses (28%) integrate crosscutting issues relevant to Professional Ethics (44%), Human Values (25%) and Environment and Sustainability (25%).

The curriculum feedback for every programme is obtained from all stakeholders, including parents, students, teachers, employers and alumni at the end of the academic year. The feedback is collected and analyzed by the Departmental Heads in consultation with the Principal. In the last five years, suggestions given by various stakeholders have translated into skill-based courses, catering to the requirements of the industry and society.

Teaching-learning and Evaluation

The institution adheres to all the rules and regulations relating to the admission procedure, number of sanctioned seats and reservation policy laid down by Goa University and the Directorate of Higher Education, Government of Goa.

Student enrolment at the college has consistently shown an increasing trend over the last five years, with an enrolment percentage of 95% in the latest academic year. Even though the college is city-based, it has managed to cater to a generous number of students from the marginalised groups contributing to its diversity, and upholding the truly inclusive environment at the college.

All sanctioned posts of full-time teachers are duly filled, maintaining a good student-teacher ratio. Full time teachers with NET/SET/Ph.D. as their highest qualification have increased over the years and stands at 82%.

The institution adopts student-centric teaching pedagogies to attain the learning aspirations of students. Experiential learning and participative learning through educational tours, event participation and management, executive interactions, internships and practical assignments as well as problem solving learning, promote holistic development of the students. Extensive use of ICT tools by the faculty enriches the learning experiences of the students.

The Programme Outcomes and Course Outcomes of the institution are well stated, communicated and displayed through mediums such as college website, annual prospectus, notice boards and QR codes. Attainment of these is ensured using a 7 pronged strategic approach. The Institution ensures that the evaluation process is transparent and that grievances are dealt with in a timely and effective manner.

The institution takes pride in the commendable pass percentage of students, at an average of 87%.

Research, Innovations and Extension

The institution motivates its faculty members to develop an inclination to research. Training is provided by in-house and external resource persons. The college is a member of Cluster Research Centres in Commerce and in Economics, under which faculty members of the college are guiding 6 research scholars.

The institution has 14 permanent teachers with PhD and 17 teachers are currently pursuing their PhD. One teacher has been selected for the Prestigious D. D. Kosambi Post-Doctoral Fellowship under Directorate of Art and Culture, Government of Goa. Another teacher has bagged the second prize in a National competition on '3 Minute Thesis Presentation' organised by IIT, Guwahati and is collaborating with York University, Canada for a project on slowing down Parkinson's disease. The college has collaborated with Goa Chamber of Commerce and Industry to provide inputs for framing Retail Trade Policy for Goa.

Subscription to CMIE Prowess/ Economic Outlook databases and STATCRAFT statistical package, coupled with a wi-fi enabled campus and library automation, seek to boost research. Besides organizing seminars, workshops on Research Methodology, IPR, Entrepreneurship, numerous text books/chapters/research papers have been authored and 139 e-modules have been created by faculty members.

The robust IIC of the college conducts activities as per the guidelines of the MHRD's Innovation Cell. Its rating by MOE's Innovation Cell has improved from 1 star in 2018-19 to 3.5 stars in 2021-22. The college has entered into various MoUs to promote entrepreneurship, innovation, skill development and women's health. An MoU with Forum for Innovation Incubation Research and -Entrepreneurship (FiiRE) is in the finalization stage. The Management also provides incentives for research-related activities.

The institution instils values and sensitises students to the needs of the under-privileged through its extension and outreach activities. These activities, which are by and large aligned with Sustainable Development Goals (SDG's), include cleanliness, blood donation, women's health and hygiene-related activities, awareness drives, solid waste management demonstrations, plastic-free campaigns, donations to the flood-affected and mitigation measures to tackle the spread of Covid-19.

Infrastructure and Learning Resources

The college has more than adequate physical, academic and digital infrastructure to support the teaching-learning process. There are 49 ICT enabled classrooms (40 to 60 seats) with internet connectivity, 1 Commerce Lab, 1 Economics Lab, 1 Recording Studio, 1 Auditorium (250-300-seater), 1 Audio Visual Room and 4 Computer Laboratories. Cultural activities are organized in the open-air Amphitheatre (1000-1200 capacity) and foyer area. There is a fully equipped Gymkhana/Fitness Centre for indoor sports.

The library is automated with Integrated Library Management Systems (ILMS) software 'NewGenLib EE v3.2' version with mobile app for searching OPAC and plans to implement ILMS KOHA.

An in-house e-repository of question papers, student projects, list of dissertations, syllabi and links to websites suggested in each subject syllabus is available on college website. Remote access to N-LIST service and other subscribed databases like J-GATE, CMIE (Economic Outlook) and CMIE Prowess is provided.

The entire campus is under electronic surveillance and a 100 MBPS Wi-Fi and LAN-enabled internet provides seamless and uninterrupted connectivity through adequate Wi-Fi points. Computer labs are fully equipped with a high specification of hardware and software. Digital recording studio and use of ICT tools such as Google Classroom, Microsoft 365 and CMIE database enhance the teaching-learning experience. Members of the teaching staff are provided with laptops to facilitate teaching through ICT tools and encourage digital learning.

The maintenance of infrastructure is undertaken through effective budgeting. The college has spent Rs 23.82 lakhs per year in the last 5 years on maintenance. The college has 6 AMC agreements in place for the upkeep of its infrastructure. The Infrastructure Committee & Department Head, along with the maintenance supervisor carry out periodical maintenance, timely repairs and upgrades as necessary. With a sound maintenance policy, the college always remains well-positioned to ensure its academic support facilities are adequately provided and available.

Student Support and Progression

The institution provides deserving and needy students with financial support and scholarships from Dempo Charities Trust, Government schemes and other organisations. The institution facilitates students' holistic development by organising several enhancement initiatives such as soft skills courses, personal counselling and yoga. There is a College Grievance Committee and a Prevention of Sexual Harassment Committee for transparency and timely redressal of students' grievances.

The college facilitates students' progression by organising career guidance talks and campus recruitment programs for the students. The Career Guidance and Placement Cell guides students for competitive exams and provides career counselling. The Cell actively provides for the training and skilling of students under special initiatives of the Directorate of Higher Education such as Training, Internship and Placement (TIP) and Youth Empowerment Programs (YEP), which are delivered by industry experts and training partners. Undergraduate students move on to further studies, taking courses such as MCom, MBA and MTTM. Several students successfully answer professional examinations of the ICAI, ICWAI and ICSI. Placement drives are also organised by the Career Guidance and Placement Cell.

The institution enables student representation through the academic and administrative bodies. Different clubs, cells and committees are formed to encourage student participation in various activities and to develop leadership qualities. The elected Student Council organises and participates in sports and cultural activities.

The college has a proud list of renowned alumni that are a part of the nation's political, social, and industrial aspects. The Institution has a registered Alumni Association and benefits socially, academically and professionally by building a positive relationship with the alumni. Alumni contribute to the Institution's quality assurance, aiding contributions towards sponsoring various events of the college and being available as resource persons for seminars and workshops.

Governance, Leadership and Management

The college Vision and Mission are well documented and displayed in prominent places on the campus, college website and prospectus. The Vision, Mission and Values of the institution reflect the true nature of its democratic governance. The Governing Body and the Local Managing Committee (reflective of teaching and non-teaching representation) are the decision-making bodies. The Management adopts an open-door policy and

participatory approach that involves the Principal, the Vice Principal, IQAC and Heads of Department in the planning and decision-making process. The institution also has a well-defined organizational structure, feedback mechanism and Grievance Committee to address issues, if any. Various statutory and non-statutory committees are in place to shoulder academic and non-academic responsibilities.

Faculty enhances leadership skills as heads of various Committees and through the organization of workshops, conferences and seminars. Empowerment through decentralization promotes cooperation. To enhance their professional skills, the faculty members have attended Orientation courses, Refresher courses, short term courses, workshops, seminars, conferences, webinars and Faculty Development Programmes as per their interests, requirements and specialization.

The college also organizes Faculty Enrichment Programmes, workshops, seminars and webinars for teachers, and training sessions for non-teaching and support staff.

Schedules of Internal and External Audit are well adhered to, ensuring proper resource mobilization. IQAC through its regular meetings reviews teaching-learning processes and deployment of ICT resources. The IQAC also strives to strengthen industry-academic linkages and introduce new skill-oriented programs through the Dempo Centre for Skill Development (DCSD).

Institutional Values and Best Practices

The college, in adherence to United Nations Sustainable Development Goal 5 (SDG 5), promotes gender equity through the conduct of gender sensitization programmes such as seminars, workshops and film-screenings. The college provides separate common rooms for boys and girls, installation of sanitary pad dispensers and incinerators. Statutory committees such as the Prevention of Sexual Harassment (POSH) committee, and the Anti-ragging Committee ensure that the campus is free of any incidents of sexual harassment and ragging. Security personnel and digital surveillance ensure round-the-clock vigilance.

The college building captures natural light at all floors and is suitably ventilated, thereby reducing the requirement of electrical energy for lighting and ventilation. The use of LED bulbs is a measure towards energy conservation. Rain water harvesting, borewell recharge ensure water conservation. Solid, liquid, and e-waste is managed and disposed of responsibly. The campus is Divyangjan-friendly with ramps, rails and an elevator.

The institution promotes cultural diversity and inclusivity through festivals and celebrations, language promotions, scholarships and workshops conducted by various departments focussing on constitutional obligations, values, rights, duties and responsibilities, fostering respect and social responsibility in students and faculty alike. The institution celebrates various commemorative days of national and international importance and focuses on creating a more inclusive environment for all students.

In adherence to SDG 4 the college is committed to offer Quality Education. The teaching-learning landscape has evolved over the years and the institution seamlessly adopted ICT tools and pedagogies. Students are exposed to community outreach programmes like visiting old-age homes, cleanliness drives and blood donation. The state-of-the-art infrastructure of the college, coupled with its convenient and central location contributes to the institutional distinctiveness. The institution is a centre for state and national-level examinations such as the Goa University Admission Ranking Test (GU-ART), Union Public Service Commission (UPSC) and the Goa Public Service Commission (GPSC) exams. The college has designed and offered innovative programs with a high degree of skill component and employment potential, such as PGDM-

Event Management, Masters of Tourism and Travel Management (MTTM), Integrated Master of Commerce (IMCom), setting a benchmark for commerce education in the state of Goa.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Dempo Charities Trust's Srinivassa Sinai Dempo College of Commerce and Economics
Address	Deendayal Integrated School Complex, Cujira, (Opp. Goa Medical College, Bambolim) Goa 403202
City	Panjim
State	Goa
Pin	403202
Website	www.dempocollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Aruna Mesquita E Noronha	0832-2976649	9922313267	-	principal@dempocollege.edu.in
IQAC / CIQA coordinator	Sangeeta Chakrabarty	0832-2976646	9326847473	-	sangeeta.chakrabarty@dempocollege.edu.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Goa	Goa University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	07-02-2017	View Document		
12B of UGC	07-02-2017	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				

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	Deendayal Integrated School Complex, Cujira, (Opp. Goa Medical College, Bambolim) Goa 403202	Urban	10000	9279

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	XII Commerce	English	366	366
UG	BBA,Bba	36	XII Any Stream	English	150	150
PG	Integrated(PG),Imcom	48	XII	English	40	29
PG	MCom,Mcom	24	B Com	English	52	52
PG	MTTM,Mtm	24	Any Graduate	English	30	19
PG Diploma recognised by statutory authority including university	PGDM,Pgdm Em	12	Any Graduate	English	30	10

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				11				37			
Recruited	0	1	0	1	2	9	0	11	11	26	0	37
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				20			
Recruited	0	0	0	0	0	0	0	0	6	14	0	20
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				25
Recruited	14	11	0	25
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	3	5	0	8
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
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.	0	1	0	0	6	0	2	1	0	10
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	2	2	0	3	7	0	14
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	5	0	5
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	11	27	0	38
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
	31		35		66

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	271	3	0	0	274
	Female	238	4	0	0	242
	Others	0	0	0	0	0
PG	Male	32	2	0	1	35
	Female	63	2	0	0	65
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	6	0	0	0	6
	Female	3	1	0	0	4
	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	10	5	5	6
	Female	14	8	4	9
	Others	0	0	0	0
ST	Male	77	63	45	37
	Female	58	69	50	49
	Others	0	0	0	0
OBC	Male	104	69	46	46
	Female	78	105	72	74
	Others	0	0	0	0
General	Male	664	642	553	584
	Female	666	688	607	576
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1671	1649	1382	1381

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Guided by its vision to be the premier institution for commerce education, the college has planned to move towards multi-disciplinary education through formation of cluster with other HEIs in the State, as envisaged under the National Education Policy 2020. Once the cluster is formally notified, the students of the college will have access to skill-based as well as General Elective courses in diverse areas such as languages, humanities, mathematics and sciences, performing and fine art, music, etc. The cluster will also facilitate faculty initiatives in interdisciplinary seminars/workshops/ as well as in interdisciplinary research projects. Such interdisciplinary research will enable researchers to address research problems in a</p>
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	holistic and effective manner.
2. Academic bank of credits (ABC):	As per the directives of the UGC, the Directorate of Higher Education, Government of Goa has instructed all colleges across the State of Goa to register students enrolled in UG and PG programmes (Aided and Self-financed programmes) for the Academic Bank of Credits on Digilocker through https://www.abc.gov.in/ Accordingly, as on 1st March 2023, out of 1719 students, 1127 students of the college have successfully registered for the Academic Bank of Credits on the Digilocker, and registration of the other students is in progress.
3. Skill development:	Skill Development has been one of the priority areas for the college. Even in the existing academic framework, there is adequate scope to imbibe specific skills among students. For example, the BBA programme provides soft-skills to students through courses such as Negotiation Skills, Etiquette, Music and Film Appreciation, Interview-Facing Skills, Critical Thinking, Theatre and Drama, First Aid, Sports and Fitness, and Talent Acquisition, etc. The various co-curricular, extra-curricular activities as well as the extension and outreach activities are designed to impart important skills such as leadership skills, communication skills, organizational skills, etc. In addition to the efforts of the college to impart soft skills through curriculum and allied programmes, the college has established the Dempo Center for Skill Development (DCSD) specifically to promote skill development among students, through a number of certificate courses. Aligned to the Skill India National Mission, the DCSD identifies skill gaps and designs courses to bridge these gaps. The DCSD focuses on continuous learning and involves the local community by providing them with learning opportunities. Some of the courses offered are Certificate Courses in Digital Marketing, Tally (Prime), Service Tax (GST) and Goods & amp. The college has also tied-up with IBM SkillBuild to offer a variety of free IBM online courses to students. Online courses are also offered through DigiSaksham – A Digitals skills initiative by Microsoft in association with Ministry of Labour and Employment. During the pandemic, the college offered skill- based online courses through an MoU with ‘IBM SkillBuild CSRBox’. During the academic year 2022-23, the college promoted skill-

	<p>based certificate courses such as ‘Calligraphy’, ‘Voice Culture’, ‘Creative Careers in Public Speaking’, ‘Health and Nutrition’, ‘Natyasangeet’, ‘Bhavasangeet’, ‘Fashion Accessories Design’, etc. Through its inter-collegiate event K-OSS 2023 with the theme ‘Skill India’, the college plans to promote among students awareness about the multidisciplinary / interdisciplinary approach to education as envisaged in NEP 2020.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The faculty of the college have been part of the DISHTAVO which is an initiative of the DHE and have created video tutorials and learning modules on various subjects in English and Konkani which facilitates e-learning among students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>As part of its initiative to focus on Outcome-based Education (OBE), the college facilitated a workshop for faculty members on designing and mapping of course outcomes, in association with the Directorate of Higher Education A thorough exercise of defining course outcomes was undertaken, following which Course Outcomes have been mapped with the respective PO’s and CO’s on an assignment matrix. This matrix shows the level of correlation of the Course Outcomes with Programme Outcomes and Programme Specific Outcomes. The next stage of the process involves aligning the curriculum related assignments and activities with the PO’s & CO’s.</p>
<p>6. Distance education/online education:</p>	<p>The college has effectively deployed information technology in the delivery of its skill-enhancement programmes which has improved access to specialized skill-based courses offered by professional agencies. For example, the college offers students a variety of courses online through IBM SkillsBuild.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The institutional Electoral Literacy Club has been constituted with the aim to promote electoral literacy among the students, teaching and non-teaching staff.</p>
<p>2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs</p>	<p>The college has a nodal officer who conducts activities and involves the students in various activities throughout the year.</p>

<p>are representative in character?</p>	
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The club has constantly undertaken initiatives to ensure awareness on the various rights and responsibilities including administration of pledge on 'Voters Day'. It organizes elocution competition and quizzes for students and awareness campaigns for the teaching and non-teaching staff of the college. Through poster-making and short video competitions the club tries to inculcate the importance of voting and students are also encouraged to display their creativity.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The club also organizes training programmes and has conducted a workshop to disseminate information related to the new electoral enrolment process, use of technology for voting and ethical voting. Through the club, students have participated in flash mobs for awareness creation among the public.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Electoral Literacy Club conducts awareness drives and competitions to sensitize students on the importance of voting. Students are informed about the voter registration procedure and are encouraged to register as voters on a large scale prior to every upcoming election at various levels.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1671	1649	1382	1381	1181

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 85

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
57	55	49	49	47

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
177.45	176.41	223.13	188.32	112.85

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The institution adopts the curriculum as prescribed by the Goa University, for its academic programmes. The syllabus is implicitly supplemented by an array of certificate courses and by integrating multi-disciplinary cross-cutting issues.

Planning: At departmental meetings, the Heads of Departments and Programme Coordinators ensure proper allocation of subjects among teachers as per their specialization and expertise. Periodic review of the teaching plans is also undertaken during the meetings. The observations and suggestions received at the departmental meetings are then reviewed and discussed with the Principal and Vice-Principal during staff meetings. This process of monitoring and review ensures that the required number of sessions are engaged by the teachers and the syllabus is completed in time.

Delivery: The faculty members prepare session plans/course outlines as per the Academic Calendar and upload their semester lecture plans on the portal before the commencement of the semester. Faculty members also update their lecture diary daily, which enables them to monitor and review delivery of the curriculum. Besides regular conduct of classes, the college adopts various means of digital pedagogy and blended modes of instruction aided by audio-visual technology in the delivery of curriculum such as use of PowerPoint presentations, Google Meet and Testmoz software for conducting tests. The college has in place state-of-the-art infrastructure that includes ICT-enabled classrooms and laboratories equipped with modern audio-visual aids such as Wi-Fi enabled campus, projectors in classrooms, computer laboratories, AV room and conference room, smart boards in select classrooms and browsing stations in the library for effective curriculum delivery. Experiential learning is facilitated through industry-institution affiliations and industry professionals form a part of the Guest and Visiting faculty.

Documentation: The college follows a centralized ERP system integrating LMS and CMS, mainly through 'Prapti' and 'IAIMS' (Integrated Academic Management Information System). From 2020-21 onwards, the session plans of teachers teaching the aided programmes are uploaded on the IAIMS portal managed by the Directorate of Higher Education (DHE), Government of Goa. For the BBA programme, session plans also include the course objective, learning outcomes, the teaching pedagogy and mode of evaluation. Details pertaining to co-curricular and extra-curricular activities are documented and updated on 'Prapti'

Academic Calendar: At the beginning of the academic year, an Academic Calendar is prepared considering the date of commencement and end of the Semester/Term, commencement of Semester/Term End Examinations (SEE/TEA), festival breaks and summer vacation as notified by the University. The Academic Calendar also earmarks dates for internal assessments (ISA/ITA), co-curricular and extra-curricular activities. It is thereafter notified to the faculty and students and displayed on the institutional website.

Continuous Internal Assessments: The college adheres to the University's guidelines for conducting continuous internal assessments for its programmes. The tentative dates for these assessments are specified in the Academic Calendar, and are communicated to the students through display on student notice boards. Students are informed about the same by displaying notices on the notice boards. The SEE/TEA time-table is also displayed on the notice boards.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 30

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 24.12

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
140	1065	329	184	34

File Description	Document
Institutional data in the prescribed format	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:

Co-curricular activities through NSS, NCC and other programmes provide avenues for continuous and effective involvement of students in hands-on activities that promote understanding of cross-cutting issues. During discussions in the classroom, the faculty make a conscious attempt to sensitize the students to cross-cutting issues which are part of the syllabus. Of the 301 courses offered across the programs 85 courses, i.e., more than 28% of courses integrate cross-cutting issues relevant to Professional Ethics, Gender Related issues, Human Values and Environment and Sustainability

Professional Ethics:

The institution lays emphasis on socio-economic dimensions of the environment such as environmental pollution and social issues. In order to turn them to constructive citizens, an awareness is created on computer ethics, intellectual property rights, plagiarism, fair use, software licensing and piracy, among other aspects which help students. Through extra-curricular opportunities like organizing events such as tiatrs (a type of musical theatre popular in the state of Goa), relevant movies on values and ethics, street plays the institution endeavours to mould students into responsible citizens. To promote professional ethics, the college also conducts workshops/seminars on creating awareness regarding professional ethics, intellectual property rights, plagiarism and piracy. Of the 85 courses addressing cross-cutting issues, 69 courses (44%) focus on the development of professional and work ethics.

Gender Related Issues:

Gender sensitization and gender-discrimination issues are addressed by organizing competitions, street plays and role plays that are held among students to sensitize them to the roles and responsibilities of the opposite gender.

Further, for the Intra-Semester Assessment submissions and Project Paper, students are encouraged to choose topics related to cross-cutting areas such as discrimination and women's empowerment.

Human Values:

Participation in events such as Swachhata Pakhwada, local and national-level camps which address issues like health and hygiene, water conservation and awareness programs bring students closer to the real-life societal problems. Around 1/4th (25%) of the curriculum emphasises on health and wellness, management of stress and anxiety and welfare of employees. The curriculum of some subjects include creating awareness of constitutional rights and duties, how communication skills can be used for the betterment of society, improving writing skills especially for business and industry.

Environment and Sustainability:

Students are sensitized to issues of growing global concerns over the future of the world economy due to the rapid depletion of natural resources and the sustainability of these resources. Creating awareness among the students on natural resources, ecosystems and their linkages to society and conservation through field study and excursions paves the way for them to apply the knowledge in day-to-day life.

Keeping in mind the holistic development of the students, more than **24%** of the importance of conservation and instilling environmental consciousness.

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

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

Response: 51.23

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

Response: 856

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 91.9

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
626	598	570	574	490

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
660	660	610	610	570

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 37.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
141	118	117	110	75

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

2021-22	2020-21	2019-20	2018-19	2017-18
363	363	268	268	251

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio (Data for the latest completed academic year)

Response: 29.32

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 using ICT tools

Response:

With ICT-enabled classrooms, digital library resources, computer labs equipped with digital tools and software, access to high-speed internet on the campus and with ICT savvy faculty, the college has integrated ICT in its teaching-learning processes and has effectively deployed a variety of ICT tools to enhance learning experiences of the students.

Experiential Learning:

College promotes experiential learning through activities such as event participation and management, technology-based research, internships, surveys, and curating micro videos. Some examples are:

- Students of BBA, IMCom, MTTM, as well as PGDM-EM pursue internships as a practical aspect of their curriculum and present their reports.
- The IT Department in collaboration with DHE introduced Geo-Spatial data collection and geo-tagging the position of tree plantation, using Global Positioning System (GPS) called EpiCollect-5.
- The BBA Department has been conducting a certified Global Immersion Programme to Dubai, wherein students have practical sessions at the Apple Store on using various digital applications and business presentations at the Curtin University.
- MTTM students demonstrate sustainable tourism practices to villages and share the sessions on YouTube channel 'TravelDempoAcito'. They also demonstrate solid-waste management process and document it as blogs and on fliphtml5.com.
- PGDM-EM programme uses designing software such as Adobe Photoshop, CorelDRAW and Adobe Premiere Pro to enhance learning in functional areas of Event Management.

- ICT tools are deployed by the students for the design and conduct of annual inter-collegiate events such as K-OSS, Inspirit, Ranbhoomi, Conquest, M-Quest, Chakravayuh and D-tour.

Participative Learning: Students are provided with opportunities to engage in participative learning through methods such as field study, educational tours, group projects, debates, role play, story-boarding, mind mapping, mnemonics and interactions with resource persons. For example:

- MA(T&HM) students visit Customs and Excise Museum to identify artifacts associated with regulations of antiquities. They also traveled to Coorg to have a first-hand experience of operations of Home Stays which was reported through fliphtml5.com.
- BBA students have regular field study visits as a part of courses like Culture and Heritage of Goa and Environmental Studies and present their learning using ICT enabled tools.
- The MTTM students visited Dabolim airport to observe the operations of the cargo department and reported on the same.
- The BCom and BBA students are taken on National level industrial visits to organisations like RBI and NSE. wherein they learn through interactions and PowerPoint presentations.
- BBA programme organised a State Level Business Presentation competition in association with Goa Management Association.
- Students are exposed to the functioning of incubation centres within the state to encourage entrepreneurship.

Problem-based learning: Problem-solving outlook is nurtured among students through case analysis, role plays, simulation, street play, brainstorming method, assignments and working in groups. For example:

- The Mathematics Department organised online sessions on ‘Aptitude Made Easy’ aimed at helping students to tackle aptitude-based questions commonly asked at entrance exams.
- A ‘Moot Youth’ parliament was organised by the MTTM programme to deliberate on politico-social issues, the same was uploaded on YouTube channel ‘TravelDempoAcito’.
- BBA, MCom and MTTM programmes use case analysis method to solve industry related and ethical issues.

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

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
57	55	49	49	47

File Description	Document
Upload supporting document	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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: 78.6

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
47	46	42	36	31

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The college conducts internal and external assessment as per the provisions of the Ordinances of Goa University. The college has established a transparent process of internal/external assessment and a mechanism for effective monitoring by the governing committees constituted by the college.

Transparency of internal/external assessment:

The Institution effectively communicates the evaluation processes to the students as follows:

- Students are informed in advance about tentative schedule of examination, process of conduct and pattern of evaluation of ISAs (Intra Semester Assessment), ITA (Intra Term Assessment), SEEs (Semester End Examination), TEA (Term End Assessment), projects and Supplementary

Examination, through prospectus, academic calendar, website, WhatsApp groups, notice boards, Google Classroom and by the faculty during lectures.

- Students are also apprised at the commencement of the semester about the different modes for ISAs/ITAs such as written test, online test, assignments, open book exams, problem solving, presentations, case studies, quizzes, viva-voce and internships.
- During the orientation session for students enrolled in the first year, the Principal and Programme Coordinators provide guidance on the procedure of internal assessment, eligibility to appear for examination and attendance criteria.
- Instructions to be followed by students during exams are announced in all the classes as well as displayed on the notice board.
- The results of the BCom students for the odd semesters is given to them in the presence of their parents on the Annual Open Day.

Grievance Redressal System

The college adopts a time-bound and efficient grievance handling mechanism in respect of internal/external examinations, as per provisions of the Ordinances of the affiliating University. The procedure for redressal of grievances related to ISA/ITA/SEE/TEA/Supplementary Examination is displayed on the notice boards, WhatsApp class group and is also announced in the classrooms. The details of the College Grievance Committee are displayed on the college website and the committee looks into the written complaints by the students on the conduct of examination.

BCom Programme

The internal/external examination related grievances and attendance related grievances are addressed to the Examination Committee, Results Committee, ISA Committee, Attendance Committee, College Unfair Means Inquiry Committee and College Grievance Committee constituted by the college.

The College Grievance Committee deals with the written complaints of student on the conduct of examination which is to be submitted within 15 days after the declaration of results. The findings of the committee may be informed to the student by the Principal and appropriate action shall be taken.

Attendance Committee displays the student's attendance record every month on the notice board. The students are allowed to report discrepancies/grievances if any by the stated date.

Other Programmes

The internal/external examination related grievances are addressed as per the governing Programme Ordinances. Grievance Committees are set up annually for BBA, MCom, IMCom and MTTM programmes to deal with the examination related grievances of the students. The decision of the Grievance Committee shall be communicated to the students within one month of filing of the grievance. The Academic Audit Committee is the Grievance Committee for all grievances related to evaluation and grading for PGDM-EM Programme.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Response:

The college website is comprehensive and user friendly, and displays the Programme Outcomes and Course Outcomes of all the 6 programmes offered by the institution. These outcomes are carefully formulated taking into consideration Bloom's Taxonomy and keeping in mind the knowledge and skills for developing students' competence. Students are also made aware of the Programme Outcomes and Course Outcomes through the annual prospectus, displays on notice boards, copy kept in the library, and during orientation sessions for First Year students. Additionally, the POs and Cos are also displayed at prominent places using QR codes so that students read and understand them.

'Assignment Matrix' is prepared for all courses across programmes correlating the Course Outcomes with the respective Programme Outcomes and Programme Specific Outcomes. Evaluations are being aligned with the Course Outcomes to facilitate Course Outcomes assessment and attainment process. This shall be followed by a more scientific measurement approach from the upcoming academic year.

The attainment of Programme Outcomes and Course Outcomes is evaluated using a 7 pronged strategy:

Examination results: The institution uses the performance of students in the examinations both in formative (ISAs/ITAs) as well as summative evaluations (SEEs/TEEs), as an important criterion to record student progress and attainment of programme outcomes and course outcomes.

Teaching Plans and Course outlines: Carefully designed teaching plans and course outlines ensure the adherence and achievement of outcomes. These documents are available for peer screening during Academic Audit, and to ensure the assessment fulfills the Learning Outcomes.

For the BBA programme, course outlines define the course objectives, session-wise behavioural objectives, conduct of every session, teaching methodology, planned methods of evaluation, as well as the reading material students are required to be prepared with. The implementation of the above is confirmed by the faculty on completion of the course.

Assignments: Regular informal class tests, case study, business games, student presentations in class, assignments and industry internships facilitate evaluating of Course Outcomes.

Some examples are, virtual stock market trading game, digital storytelling and story-board creation in Spoken English, Epi Collect-5 assignment in IT, Retail Management internships.

Field Study: Classroom learning is supplemented with field study organized by the departments such as

IT, Economics, MTTM, MCom and BBA at State and National Level and field-visit based assignments as a part of the courses such as Culture and Heritage of Goa and Environmental studies.

Participation in events and talks: Participation of the students in co-curricular activities like talks, state-level and national-level management events, business plan competitions and competitions organized by the Dempo Wizards club of the college, enhances the attainment of Programme Outcomes and Course Outcomes, by testing the application of concepts and skills to the real world.

Placements: The Programme Outcomes for certain self-financed programmes like PGDM-EM and MTTM is determined by taking into account Student placements, as well.

Feedback from Stakeholders: Feedback from students, teachers, employers and alumni is used as an input to assess and enhance the level of learning outcome of the students and to make relevant improvements.

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

2.6.2 Pass percentage of Students during last five years

Response: 87.09

2.6.2.1 Number of final year students who passed the university examination year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
434	527	345	294	330

2.6.2.2 Number of final year students who appeared for the university examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
537	532	355	418	374

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response:	
File Description	Document
Upload database of all students on roll	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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

ECOSYSTEM FOR INNOVATIONS

IIC:

The college has a robust Institution's Innovation Council (IIC) which conducts activities as per the guidelines of the MHRD's Innovation Cell.

The 'Calendar Activities' focus on the thrust areas of Inspiration, Motivation and Ideation, Validation and Concept Development, Prototype Design, Process Development for Business Model and Awareness about the Start-up Ecosystem and Support Services for the Start-up Development. Some of these activities conducted include workshops on Entrepreneurship and Innovation as Career Opportunity, Product Design/Design Thinking, Intellectual Property Rights and IP Management for Start-ups.

IIC also conducts 'Self-Driven Activities'. Under this category, activities conducted include motivational talks by renowned entrepreneurs, interactive sessions with budding entrepreneurs, field study and a visit to an incubation center to promote a culture of entrepreneurship and innovation.

MoUs:

The college has entered into Memoranda of Understanding to promote entrepreneurship, research and innovation. It is in the process of finalizing an MoU with Forum for Innovation Incubation Research and Entrepreneurship (FiiRE) to facilitate incubation facilities for students of the college.

Curriculum:

Components of Entrepreneurship/Innovation are integrated into the curriculum. Most programmes include a course on Entrepreneurship which provides scope for students to discuss business plans, case studies and to understand the significance of ideation and innovation.

CREATION AND TRANSFER OF KNOWLEDGE

Publications / Online Interaction:

Faculty members have published 14 research papers and authored 16 text books/chapters on varied subjects. Besides creation of e-modules, faculty members have actively participated in DISHTAVO in a 4 quadrant MOOC format, an initiative of the Directorate of Higher Education, Govt. of Goa to create a repository of video lectures which can be accessed by the students online. 139 e-modules have been created by 29 faculty members

Research Workshops/Paper Presentations/Fellowship/Collaboration

The institution is making ardent efforts to foster a research culture through the institutionalised efforts of the faculty. Faculty members and students are encouraged to present research proposals and papers. One teacher received the Best Paper Award while another teacher with 23 citations with h-index 2 has been selected for D.D. Kosambi Post-Doctoral Fellowship under the Govt. of Goa Scheme. Another teacher with h-index of 6 and 4 in Google Scholar and Scopus is collaborating with York University, Canada for a project on slowing down Parkinson's Disease.

Subscription to Databases and Statistical Package:

In order to facilitate quality research by teachers and students, the college has subscribed to CMIE Prowess and Economic Outlook databases and IQ STATCRAFT Statistical Package.

Cluster Research Centres in Commerce and in Economics:

The college is a member of these centres, a formal platform to promote research in Commerce/Economics, facilitate registration of PhD guides and enroll PhD candidates.

Management Incentives:

The Management provides incentives to publish papers in Scopus or Web of Science indexed journals. It provides funds for organizing/participating in workshops/seminars/conferences and for travelling abroad to present research papers at international conferences.

Inputs for Framing Retail Trade Policy for the State of Goa:

The College collaborated with Goa Chamber of Commerce and Industry to provide inputs for framing

Retail Trade Policy for Goa.

File Description	Document
Upload Additional information	View Document

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 43

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
13	17	4	6	3

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.16

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	2	0	8

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3.2 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: 0.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	5	7	3

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1 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:

The college has a creditable track record of extension activities, which propagate various central schemes, especially in the neighbouring 5 villages adopted by the college through Unnat Bharat Abhiyan(UBA). These student-driven activities are largely in line with the Sustainable Development Goals of the UN.

Through more than 25 green activities, students are sensitised about environmental sustainability (SDG-11). Students have actively participated in cleaning of 7 villages/cities, 10 beaches, 2 churches, a temple and a school and in 4 tree plantation drives. Distribution of cloth/ paper/ jute bags and garbage bins has reduced plastic use and helped in maintaining cleanliness. A campaign on the harmful effects of single-use-plastic has been conducted. Solid waste management demonstrations across 6 schools have spread waste-segregation awareness and encouraged a humane attitude towards people involved in waste management. E- waste collection drives have also been conducted.

Through UBA and Centre for Equal Opportunities, there was a noticeable increase in the student-community connect allowing access to first- hand information from the local panchayats and resident students about the village requirements. 4 anti- plastic campaigns including door- to-door collection of

plastic waste, donations to underprivileged children, women’s health camp and drawing/art/fitness/dance sessions for school students are some of the noteworthy activities in these villages.

Towards gender equality (SDG-5), numerous women-centric activities have been conducted. Yoga session, facilitating the sale of products of women entrepreneurs, a self-employment session for women, Beti Bachao Beti Padhao rally, distribution of 100 sanitary pads, talks on menstrual health , nutritious food competition are some of the activities that have encouraged women empowerment.

The college had encouraged inclusivity (SDG-8) among students through more than 16 activities. A social media security and cyber safety session for senior citizens, entertainment programs and distribution of eatables at Old Age Home, Christmas celebrations for senior citizens, distribution of jerseys and stationery to underprivileged children, celebrating the Joy of Giving Week, facilitating the sale of rakhis made by special children and Rashtriya Ekta Diwas celebrations for the inmates of a short-stay home for destitutes are some of the activities undertaken by the students.

During the Covid-19 pandemic and Kolhapur/Kerala floods, generous donations were made by students. Mask-making and distribution of 510 masks, 5 digital poster-making competitions on Covid-19/HIV/AIDS awareness /how to build immunity/ importance of Covid-19 vaccination are some of the disaster management activities undertaken. During the pandemic, the faculty members of the college were deputed under the ‘Swayampurna Goa Project’ to conduct a survey across five villages to draw up an ‘Economic Revival Plan for Goan Villages’.

Fit India Run, cleanliness/ Dengue/ HIV/AIDS awareness drives, rally on benefits of hand-washing have educated the society and students on staying fit and healthy (SDG-3). Students have enthusiastically participated in 7 blood donation drives ,saving many lives. National Days’ celebrations have developed a strong sense of patriotism, fostering national integration. The flash mob activity on electoral literacy has endeavoured to instill democratic values, moulding students into responsible voters.

File Description	Document
Upload Additional information	View Document

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The college has been recognized and appreciated by various agencies for its exhaustive extension activities conducted. Goa University awarded the college an A+ grade for “Swachhatam Mahavidyalaya Samman” for cleanliness maintained in the premises. The IIC of the college had been awarded 3.5 stars in 2021-22 by MOE’s Innovation Cell for various activities conducted as per the guidelines of the MHRD’s Innovation Cell.

For the various Blood Donation Camps held by the college, appreciations have been received from Goa State AIDS Control Society, Goa State Blood Transfusion Council, HDFC Bank, and Blood Bank of Goa Medical College. The Ocean Conservancy of the Indian Maritime Foundation lauded the efforts of the

students in the coastal clean-up drive. Appreciation was awarded by Help India (Bambolim) for supporting the work of the NGO through fund raising. COVID Outreach Association (Goa) expressed its sincere gratitude for donation of 356 cloth bags and 574 paper bags by the students. The Office of the Collector and District Election Officer (North Goa) placed on record its sincere appreciation of the efforts of the college team in participating in flash mob to create awareness of the importance of voting.

Towards promotion of environment sustainability, the Khadi and Village Industries Board recognised the college efforts by way of coordination and support provided in the smooth conduct of the capacity building training in bee keeping. The solid waste management demonstrations conducted by the students were well appreciated by 5 schools. Extension activities of the college have thus been its hallmark.

File Description	Document
Upload Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 114

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	13	39	22	13

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 564

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

With a campus of 10,000 sq. mts and built-up area of 9,279 sq. mts, the college provides more than adequate infrastructure and physical facilities for teaching-learning process.

Direct Learning Facilities include **49 classrooms**. Classrooms are well ventilated, fully furnished and ICT enabled with LCD projectors, internet connectivity, charging points with seating capacity for 40-60 students per class.

There are **4** ICT and Wi-Fi/LAN enabled, air-conditioned **computer laboratories** for BCom, BBA, MCom, PGDM-EM with **169 computers** in total, equipped with the relevant software, **1 Commerce lab** and **1 Economics lab**.

The Wi-Fi enabled **staff room** has **56** cubicles with charging points, comfortable furniture and storage cabinets, cupboards, notice boards, a printer and attached washrooms for teachers.

Learning Support facilities include a Wi-Fi enabled **library**. The library has a circulation counter, a 150-seater reading room, teachers' reading section, stack room, office of the librarian, bag deposit section, a browsing station with 12 ICT enabled terminals and reprographic facility. The library is automated with Library ILMS software 'NewGenLib EE v3.2' version and is ready to migrate to ILMS KOHA. Students' and staff ID cards are printed in-house carrying an imprinted barcode, which serves as their Library user ID.

Other facilities include a 250–300-seater ICT enabled air-conditioned **Auditorium**, an **Audio-Visual Room** (60 seats) with LCD projector and a **Research Centre**.

ICT Facilities in the college include Wi-Fi points, **125 CCTVs**, **10** smart boards, **9** TVs, **55** LCD projectors, a Biometric system, a **Recording studio**, and a Public Address System for operational and emergency communications.

Cultural activities are conducted in an open-air **Amphitheatre** with a seating capacity of 1000 to 1200 persons as well as in the Auditorium. The **foyer area** at the main entrance of the college building is used for small events. The open space on the campus is utilized during major inter-collegiate events.

Sports facilities include a **Gymkhana/Fitness Centre** for indoor sports like table tennis, carrom and chess. Since the College is situated in an educational complex established by the State Government a common outdoor sports arena is being created by the State Government. The college has access to the neighbouring grounds belonging to the Sports Authority of Goa and Goa University.

The college also has an open court for volley ball. Students are provided training in sports like football, basketball, volleyball, handball, kho-kho, kabaddi, table tennis, cricket and badminton. The college hires

external coaches for training students for certain sports.

Administrative setup comprises the Principal's Office, Vice-Principal's Office, College Administration, Examination Room, IQAC Room, Office of the College Director of Physical Education and Sports, Conference room and a visitor's room, **IT Support setup** includes a System Administrators' Cabin and server room.

Shared facilities include offices for the N.S.S, N.C.C, Placement Cell and Counselling Cell, Health Room, Kids Room, washrooms for girls and boys on each floor, sanitary pad dispenser and incinerators, an **elevator** for barrier free entry for the physically challenged, canteen with dining hall, parking space for two/four-wheelers for staff and two-wheelers for students.

File Description	Document
Upload Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 27.31

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
41.49	71.97	11.87	88.37	26.12

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

Library is fully automated using **ILMS software 'NewGenLib EE v3.2'** version from 2021. Library is now ready to migrate to ILMS KOHA, with the software installed, book catalogue and students' data converted. Prior to this, MIS, an in-house developed library module was in use since 2011.

Footfalls in the library are measured on real time basis using a computerised 'check-in and check-out' system installed for the visitors at the entry point.

At present library deploys various modules of NewGenLib. Primary cataloguing, search catalogue and import catalogue records is used to catalogue books. Circulation system includes Check-out (Issue), Check-in (Return), renewal of items on loan, report of lost items, auto reminder for renewal and auto overdue notices with email facility, loan status of books, verification of readers' details, patron circulation history and web OPAC with individual log in facility. At the circulation counter, the borrower can check for the items issued to him simultaneously on the separate screen installed for the purpose.

All library acquisitions are barcoded. Printing of barcodes and spine labels is carried out in-house with the help of Barcode printer and QR code printer. In-house printed ID cards with imprinted barcode, serves as library user ID. Library follows open access system.

In the e-resources category library subscribes to **N-LIST services of INFLIBNET** and professional e-databases, '**J-GATE: Social and Management Sciences (JSMS)**', an electronic gateway to global e-journal literature related to the social and management sciences domain, '**CMIE (Economic Outlook)**' and '**CMIE Prowess**', databases of the financial performances of Indian Companies.

At present library subscribes to E-books of Sheth Publishers of BCom course through 'Knimbus mLibrary' portal.

Remote access is available to these databases and N-LIST services.

College is registered with National Digital Library of India.

On the college website, the library OPAC at <http://180.233.149.134:8081/newgenlibtxt/Home?Id=1&theme=3> provides OPAC, links to subscribed databases, new arrivals, faculty PhD theses, open access journals and newspapers. An in-house e-repository consisting of Question Papers, Student project and internship, list of dissertations, syllabus and links to useful websites mentioned in the syllabus is created for easy access to learning resources. OPAC searching is also available through NGL mobile app.

QR code is created for accessing Question Papers, OPAC, J-GATE (JSMS) and for the BCom E-books from Knimbus (Sheth Publishers).

Browsing station is equipped with computers and internet connectivity giving browsing and downloading facility. Library offers Reprographic facility for the staff.

Annual expenditure incurred by the library on purchase of books, journals and e-resources is 10.41 lakhs in 2021-22, 13.29 lakhs in 2020-21, 13.25 lakhs in 2019-20, 12.39 lakhs in 2018-19 and 13.07 lakhs in 2017-18

The per day usage of the library by teachers and students for the last academic year 2021-22 is 14.56.

Library conducts library orientation for the fresh students at the beginning of the academic year. It also organises special orientation for using J-Gate and N-List resources and book exhibitions on various occasions displaying library collection.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Response:

The institution deploys ICT tools for its teaching-learning and other activities and ensures **constant updating of its ICT Infrastructure**. All the classrooms are ICT-enabled with projectors and connectivity. **Digital learning** is encouraged, with a majority of the teachers using PowerPoint presentations and options such as **YouTube, Google Classroom, Licensed Microsoft 365 etc.** to enhance the teaching experience. The institution's contribution towards **Dishtavo in E-Content development** has been exceptional.

The institution has a **high-speed and reliable Wi-Fi and LAN connection**, which has a reach throughout the campus, providing **seamless** and uninterrupted internet connectivity to the students and the staff. Internet speed is periodically enhanced to support the increased requirements of the college. In 2021, the **internet speed was enhanced from 60 to 100 MBPS and 10 new routers** were installed to support a **maximum of 250 devices on each router**. The **Firewall license** for the server is renewed regularly to safeguard and provide complete protection.

Each department has a **dedicated computer laboratory that is fully equipped**. Computers with higher specifications, such as higher processors, storage, and new versions of operating systems, are **purchased from time to time**. All the members of the teaching staff are provided with laptops.

The institution **added a total of 130 computers** for students, teachers and other users for the period 2017-18 to 2021-22, out of which, 83 computers were added in the academic year 2020-21 & 2021-22 to support and provide efficient delivery of the online teaching-learning process due to Covid-19 pandemic.

The library is fully automated with an **Integrated Management Information System** to coordinate, control, analyse, and assimilate information. The library is ready to implement **KOHA**, a scalable library management system to further enhance the library experience. The library has a browsing station for students and staff. The college has also acquired a dedicated **Server to host library automation software** (NewGenLib) and another server to facilitate the centralized software deployment on computers.

The institution has installed Omni Directional **barcode scanner for the gymnasium** to record the footfalls of the users.

The institution's user-friendly website provides information and regular updates on academic matters. **The website regularly announces examinations, attendance, admission, fees, and other extra-curricular activities**. The institution has an active presence across major social media platforms such as **YouTube, Instagram and Facebook**.

STATCRAFT software is purchased and installed in the BCom computer laboratory, which teachers and students use to analyze and work with research data to facilitate and aid in research. Subscription to the **CMIE Prowess Database** is regularly renewed to provide continuous access to companies' research. **Tally Prime Rel 2.1 (Education Mode)** is installed on all PCs in the MCom and BBA laboratories to train students to record computerized accounting entries.

Several **peripheral devices** such as printers, webcams, hard disks, scanners, routers and microphones are procured from time to time, depending on the requirements.

File Description	Document
Upload Additional information	View Document

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

Response: 6.5

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 257

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 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: 13.57

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)

2021-22	2020-21	2019-20	2018-19	2017-18
36.36	33.71	30.07	16.53	2.48

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 4.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	63	78	60	86

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.2 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
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 27.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
521	638	239	363	232

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4 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 supporting document	View Document

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 19.88

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
114	85	60	87	102

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
535	559	359	431	369

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.2.2 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: 65.19

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
17	33	27	8	3

5.2.2.2 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

2021-22	2020-21	2019-20	2018-19	2017-18
28	49	35	20	3

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years

Response: 50

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
9	2	11	13	15

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 25

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
35	2	34	32	22

File Description	Document
Upload supporting document	View Document
Institutional data in the 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 college has a designated Alumni Association to foster a spirit of loyalty and promote the general welfare of the institution. The college has a proud list of notable alumni who are a part of the political, social, and industrial landscape of the state and the country.

The S. S. Dempo College Alumni Association was registered on 14th December 2012 under the Societies Registration Act, 1860, with registration number 937/GOA/2012. Every year around 450 graduating

students become members of the Alumni Association. Alumni of the college have always whole-heartedly supported the institution and have contributed in various ways towards the institution socially, academically, and professionally by building a healthy and positive relationship with their alma mater.

Support from the Alumni: Our alumni are instrumental in various developmental activities of the institution, such as:

- **Contribution to the institution’s quality assurance:** At least one alumnus is a member of the College IQAC. This member serves as a liaison between the college and the Alumni Association and keeps track of the development and requirements of the institution.
- **Conducting guest lectures:** Many alumni have been appointed as faculty or administrative/support staff at the institution. Some serve as visiting faculty or conduct guest lectures periodically. Being conversant with the institution’s ethos, they serve as a link between the generations of students.
- **Sharing industry experience and opportunities:** Prominent alumni are also invited to provide career guidance to students in their respective work areas. Alumni conduct sessions on current industry scenarios and entrepreneurship opportunities in their respective areas of specialization.
- **Conducting skill development workshops and training:** Alumni are invited as resource persons for conducting seminars and workshops. The college identifies eminent alumni who are a part of the industry, as their insights benefit the alma mater. These alumni and mentors share rich experiences with students of the institution, such as through the lecture series called ‘Walk the talk’.
- **Financial Contributions:** Alumni have contributed towards academic activities by providing scholarships and prizes to recognise students’ efforts in academics and extracurricular activities as well as by sponsoring various institutional events.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The college Vision and Mission are well documented and displayed in prominent places on the campus, college website and prospectus.

As one of the largest and oldest colleges of Commerce in the State, the college has consciously strived to develop batches of dedicated and competent student communities and faculty members by fostering a culture of academic excellence. Over the decades, the college, in alignment with its Vision and Mission, has nurtured young talent in their pursuit of careers in accountancy, financial management, consultancy or entrepreneurship. The objective of the college is not just imparting education of high standards, but also to develop citizens who are empathetic and conscious of the need to contribute to societal development, which is evident from the success stories of the alumni.

The Institutional Development Plan of the college envisages the needs of the changing times, especially the need to nurture creativity, innovation, skill enhancement among students, capacity building among teachers and fostering institutional linkages. The Management works closely with the Principal and the IQAC in the task of developing a roadmap for implementation of the institutional plans. The Management has proactively instituted special schemes to promote academic progression of the teachers and students. This includes special grants for international travel to present research papers, grants for conducting seminars/workshops, incentives for publications in peer reviewed journals and publications indexed under Scopus/Web of Science.

Decentralization and Participative Management are hallmarks of the governance structure of the college and is in consonance with the values espoused in the Vision and Mission of the college. The governance structure of the college, as reflected in the Organogram, is conducive to democratic and participative management. The institutional bodies such as Local Managing Committee (reflective of teaching and non-teaching representation) and Governing Body, as well as the functional authorities, namely the Principal, Vice Principal, Heads of Departments and IQAC Coordinator work in sync to fulfil the institutional vision of attaining the highest academic standards. Involvement of parents, students and alumni is also ensured to sustain the participative form of management. This happens through the active role of the PTA, Student Council, Statutory and Non-Statutory Committees.

Transformation of students is achieved through a wide choice of programmes. Apart from learning through the syllabus prescribed by Goa University, students are offered certificate courses to meet the changing demands of the industry. In the larger interest of the students, Dempo Centre for Skill Development was established in alignment with the Skill India National Mission.

The college adopts a non-discriminative approach in embracing the economically, socially and academically challenged students and provides a common platform by involving them in cultural events, project work, field study and competitions which help them build values, leadership qualities and

communication skills, thus equipping them to face future challenges. They are also exposed to a wide range of extension and outreach initiatives undertaken by NSS, Centre for Equal Opportunities which contributes in a large measure to nurturing inclusivity, compassion and sensitising the students to societal issues.

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

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

Established by the Dempo Charities Trust, Srinivassa Sinai Dempo College of Commerce and Economics is an aided institution under the pattern of assistance of Directorate of Higher Education, Government of Goa, and is affiliated to Goa University. Consequently, the college follows the academic and administrative protocols including service conditions of teaching and non-teaching staff, as prescribed by Goa University and by the Directorate of Higher Education.

The college is effectively governed by the Governing Body and the Local Managing Committee constituted as per provisions of the Statutes of Goa University. As the highest authority, the Governing Body is the appointing, disciplinary and policy decision making authority. The Administrator serves as the link between the Governing Body and the college.

The Principal, the Vice Principal, the Heads of Departments (HoDs), and various Administrative Committees ensure the smooth functioning of academic protocols including admissions, regular teaching-learning, internal and external examinations, evaluation and declaration of results.

The Principal also holds administrative responsibilities including appointment/promotion of teaching and non-teaching staff, maintenance of service records and adherence to service rules and regulations. The Principal is assisted by the Vice-Principal and the Heads of the various Departments and sections. The HoDs, Heads of Committees and faculty members supervise the academic and co-curricular activities of the institution. The administrative section is efficiently managed by the Head Clerk, Accountant, Systems Administrator, Laboratory Assistants, Upper/Lower Division clerks, and support staff.

The library is headed by the Librarian and is assisted by Librarian Grade I and Library Assistant.

With this organizational set up, the academic and administrative objectives are fulfilled towards achievement of the vision and mission of the college.

The Institutional Development Plan has been enacted through deliberations among the institutional bodies and authorities and comprises short term, medium term and long-term goals that include:

- Introduction of new skill-based courses designed to develop specific skill sets among students in diverse areas.
- Human resource development through faculty enrichment programmes.
- Industry interaction to promote awareness among students and faculty members about industry expectations in terms of employable skill sets required for students.

As a part of its strategy to promote skill enhancement among students and to impart a wide range of employable skills, the Dempo Centre for Skill Development (DCSD) was established in 2018-19 as an initiative of the college in keeping with the Skill India National Mission. DCSD recognizes the importance of supplementing theoretical knowledge with practical on-the-job training along with the necessary support and guidance from industry experts. DCSD identifies skill gaps, and designs skilling content to bridge the academia-industry gap.

File Description	Document
Upload Additional information	View Document

6.2.2 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
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Welfare Measures: The Institution has the well-being and satisfaction of its employees at heart. It endeavors to provide all possible welfare schemes, thereby motivating and encouraging them to improve their performance and positively contribute towards the growth of the institution.

As an institution recognized by the Directorate of Higher Education, Govt. of Goa, for purpose of salary and non-salary grants, the teaching and the non-teaching staff of the college are eligible for the following

benefits/welfare schemes of the State Government:

- Leave Travel Concession
- Medical Reimbursement
- Group Insurance
- Reimbursement of Tuition fees
- Welfare fund
- Pension scheme (Old and New)
- Festival Advance
- Child care leave
- Study Leave (FIP)
- Sabbatical Leave

Over the last 5 years, the Management has been kind enough to permit a total of 18 staff members to avail of Child Care Leave, 07 teachers for Study Leave, and 02 teachers being sanctioned Sabbatical Leave.

In addition to the above, the Management of the college, i.e., Dempo Charities Trust, has initiated the following schemes for the benefit and capacity development of the teaching staff:

- Health Checkup for permanent regular staff above 50 years of age
- Incentives for research papers published in research journals listed under Scopus/Web of Science
- Management funding for organization of/participation in workshops/ seminars/ conferences
- Management funding for travel abroad to present research papers at international conferences.
- Management contributes towards PPF for the staff appointed for self- financing programmes.

Additional Welfare measures by the college for non-teaching staff:

In addition to the above, the Management of the college, i.e., Dempo Charities Trust, has initiated the following schemes for the benefit of the non-teaching staff of the college:

- Health Checkup for permanent regular non-teaching staff above 50 years
- Management provides funds towards PPF for the non-teaching staff appointed for self-financing programmes.

Performance Appraisal for Teaching Staff: Considering the importance of continuous improvement in ensuring better teaching-learning processes, the institution has evolved a mechanism for Self-Appraisal for the evaluation of faculty performance.

At the end of each academic year, the faculty members are required to submit a Self-Appraisal form documenting their academic and professional achievements, research work, leadership roles held and extension services rendered for that academic year. Promotion of faculty under the Career Advancement Scheme (CAS), is governed by the Performance Based Appraisal System (PBAS) wherein the Academic Performance Index (API) scores are scrutinized and verified by the IQAC for the consideration of the Screening/Selection Committee. This exercise is introspective in nature, as it enables the faculty to formulate effective plans to work on areas of weaknesses and strive to strengthen one's portfolio.

Performance Appraisal for Non-Teaching staff: The Annual Confidential Reports, as prescribed by the Government of Goa, are maintained for the non-teaching staff.

The Principal is the reviewing authority while Management is the accepting authority for performance appraisals of the non-teaching staff.

File Description	Document
Upload Additional information	View Document

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

Response: 31.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	8	26	25	13

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Response: 65.57

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
57	59	47	51	45

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
31	27	29	25	26

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Mobilization of funds:

On the basis of student intake, faculty requirements and infrastructural needs of the institution, the details of funds requirement are examined and a Budget is prepared on the basis of the estimated Receipts and Expenses.

The college receives non-salary and salary grant from the Directorate of Higher Education (DHE), Government of Goa. The salary and non-salary grant is utilized as per the pattern of assistance notified by the DHE.

Utilization of funds:

When bills are presented for payment, the Accounts Section scrutinizes the purchase orders and bills/invoices/vouchers. Once the verification/evaluation of items is completed, bill details are entered in the Dead Stock/Consumables Register, and submitted to the Principal for approval of payment.

A well-defined mechanism is in force for financial audits, in order to ensure discipline and transparency in financial management. The accounts of the institution are subject to internal and external audit. Annual Budgets are prepared and annual internal financial audits are conducted. Financial statements such as Balance Sheet, Income and Expenditure Account, and Receipts & Payments Accounts reflect the true and fair status of the finances of the institution.

Internal and External Audit

Schedules of Internal and External Audit are well adhered to.

Internal Audit: The internal audit is conducted annually by an approved auditor, appointed by the Management. The accounts and records submitted by the college, including bills, receipts and the

payments, are thoroughly scrutinized. The audited statements of accounts are submitted to the Directorate of Higher Education. The institution is eligible for non-salary grants from the Directorate of Higher Education based on expenditure incurred in the previous year.

External Audit: Since the college is a Grant-in-Aid institution, an external financial audit for the aided programmes is conducted by the Directorate of Higher Education, Government of Goa. It assesses the salary and non-salary grants released by the Government, the amount utilized by the institution as per the notified pattern of assistance. The external audit also examines details with regard to appointment of staff against sanctioned posts, fixation of pay, maintenance of service books, personal records and dead stock registers.

File Description	Document
Upload 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) plays a central role in the formulation and implementation of strategies of quality enhancement. Following strategies were undertaken:

Review of teaching-learning processes: The IQAC reviews certain key areas such as training in the assessment of learning outcomes, faculty enrichment, and enhancement of library resources. During this period, the IQAC facilitated special sessions by experts on assessment of learning outcomes and Bloom's Taxonomy. Thereafter, the task of writing the Course/Programme Objectives was undertaken by all faculty members. The Faculty Enrichment Programme provides a platform to hold sessions designed to upgrade subject knowledge, teaching skills, research skills etc. among faculty members and contributes significantly to qualitative improvement in the teaching-learning processes. The IQAC also monitors the functioning of the library, including availability of databases, online access and functioning of the Library Management System.

Methodologies of operations

Deployment of ICT resources: The IQAC monitors the enhancement and deployment of ICT resources for purpose of teaching-learning, library management, general administration. so also of internet access, subscription to digital library resources, subscription to centralized ERP and development of Prapti platform as repository of faculty activities. Enhancement of the ICT resources also facilitated effortless shift to online teaching during the pandemic.

Incorporation of Library Management Software brought about a qualitative improvement in the Library

services, with the OPAC system and barcode-based IDs issued to staff and students, which facilitated easy access to and usage of library resources and it open for review on real-time basis through Admin password.

Dempo Centre for Skill Development (DCSD): The IQAC plays a pivotal role in ideation and conceptualization of a range of skill development courses to enhance employable skills among students. The DCSD offers certificate courses in domains such as Business Analytics, Retail Analytics, Event Management and Applications of MS Excel, some of which have been offered in association with industry partners. The Centre also facilitates the campus-to-corporate programme in collaboration with industry experts. During the pandemic, several skill development courses were offered online in collaboration with 'CSR BOX IBM Skills Build'.

Collaboration with Industry: The college has fostered close linkages with industry/business associations such as Goa Chamber of Commerce and Industry (GCCCI), Goa Management Association (GMA). The association with industry has helped the college in sourcing experts for skill enhancement programmes, and for professional assistance in training and placements. The IQAC periodically reviews the various programmes such as skill enhancement courses, and in industry projects such as the document on Retail Policy in Goa which was undertaken by the college in collaboration with GCCCI.

New Programmes: The IQAC was instrumental in initiating the innovative Integrated Master of Commerce (IMCom), a programme designed to prepare students for professional careers as CA/CS/CMA.

Incremental Improvements

Improvements in Administration: As a part of the overall quality improvement strategy, the college has also facilitated training of the administrative staff in areas of usage of software such as Excel.

File Description	Document
Upload Additional information	View Document

6.5.2 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)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: A. All of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Gender equity and sensitization

1. The Institute has a gender-neutral, cohesive and healthy atmosphere. Gender equity is ensured through the representation of women in all top positions. For a major period of time, the office of the Principal, Vice-Principal and IQAC coordinator have all been headed by women. The core student council of the college has equal representation of men and women. Each year, two student representatives, a boy and a girl, are appointed as 'Gender Champions.
2. The students are sensitized to issues of gender discrimination and the importance of gender equity. The institution promotes gender sensitization through co-curricular activities like workshops, seminars, guest lectures, poster exhibitions, short films, Retail Mela, 'Udyojika' to promote entrepreneurship opportunities for self-help groups and Tiatr (Konkani drama) performances. These activities address issues related to gender discrimination, menstrual taboos, violence against women, sexual harassment at the work place, and stereotyped representation of women in various fields.
3. Students are oriented on the provisions of the Anti-Ragging Law and penal actions. A duly signed anti-ragging undertaking is obtained from each student at the time of admissions, to prevent or deter any form of ragging.
4. The Prevention of Sexual Harassment (POSH) Committee sensitizes students about various issues related to safety of women and gender equality for creation of safe and holistic work environment. https://dempocollege.edu.in/statutory.php#prevent_harass
5. The college has by choice a full-time lady Counselor to help students deal with personal issues and cope with tough situations by providing a safe, confidential and conducive environment. In adherence to the Mental Health Policy- regular sessions with the students on various topics of mental health, motivating and encouraging students to seek individual help to deal with their academic and personal issues are conducted.

National Days

- Independence Day, Liberation Day and Republic Day, are celebrated with enthusiasm and fervor.
- Rashtriya Ekta Diwas is celebrated by administering an online pledge and organizing competitions such as Run for Unity and movie screenings.
- National Sports Day is celebrated with inter-class sports competitions.
- Sensitization of students to various issues like Constitution of India (Samvidhan Divas), Voting Rights & Duties, Road Safety Week are conducted with various activities in the college on respective days.

International Days

- International Yoga Day is celebrated with yoga sessions for the staff and students.
- Activities are organized to commemorate various days like International Women's Day, World Aids Day, World No Tobacco Day, World Environment Day, International Day against Drug Abuse and Illicit Trafficking, Water Conservation (World Water Day) and World Mental Health Day.

Events and Festivals

On an average 60 events and festivals are celebrated with much pomp by staff and students.

Facilities for Women

There are separate common rooms for boys and girls respectively. Sanitary napkin vending machines and incinerators are installed in the girls' common rooms. Extensive surveillance network with CCTV cameras facilitates effective monitoring to ensure safety. Deployment of security personnel at key posts ensures round-the-clock vigilance. A day care facility is available on the campus.

File Description	Document
Provide Link for Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 of the above

File Description	Document
Upload supporting document	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

One of the key initiatives undertaken by the institution to promote **cultural diversity and inclusivity** involves organizing events and activities that celebrate and showcase the diverse cultural heritage of the state and the country. This includes cultural festivals, music and dance performances, art exhibitions, and food fairs. The BBA Department also conducts a unique Global Immersion Program to Dubai, including a visit to an International University. Such activities help to sensitize students and faculty to the cultural richness of the various communities and promote mutual respect and understanding.

Theater and music are powerful tools to promote **linguistic diversity and inclusivity**. By showcasing tiatr (a local theater form in Konkani) and singing performances in different languages, the institution celebrates the rich variety of expressions in our global community. Some departments give optional language options like French and Portuguese to students. Through theatre and music, the institution seeks to unite people from all walks of life and create a more inclusive and diverse society.

To promote **socio economic inclusivity** in the institute, the college has undertaken initiatives such as scholarships, financial assistance and mentorship programs for students from underprivileged backgrounds. This helps to ensure that students from all socioeconomic backgrounds have equal access to education and an opportunity to succeed.

Creating a **harmonious environment** in educational institutions involves promoting mutual respect and understanding among different communities. The institution organizes community outreach programs, where students and faculty engage with local communities and learn about their cultures, traditions and share their knowledge through activities in the neighboring villages. This promotes communal harmony and encourages students and faculty to appreciate and respect the diversity of the communities.

Sensitizing students and faculty to their **constitutional obligations, values, rights, duties, and responsibilities** is another important initiative undertaken by the institution. This involves organizing workshops, seminars, and training programs that focus on educating students and faculty about their legal and constitutional rights and responsibilities as citizens. This helps to create a sense of social responsibility and encourages students and employees to become active and responsible citizens.

In conclusion, creating an **inclusive environment in the institution** comes from a concerted effort from all stakeholders. By creating such an environment, the institution has been able to foster a culture of respect, tolerance, and harmony towards diversity and promote the values of citizenship among students and faculty.

File Description	Document
Upload Additional information	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: *ICT Enhanced Learning*

Objectives of the Practice

- 1.To maintain flexibility and responsiveness to changing environments and prepare students for future workplaces.
- 2.To know and imbibe new teaching and evaluation methods using technology.
- 3.To improve the quality of education with the latest ICT-enhanced teaching-learning practices.
- 4.To foster creativity and innovation with the help of technology in the classroom.
- 5.To harness technology for more effective student-teacher interaction and collaboration among students.

The Context

This digital era has changed the way students communicate, network, access information and learn. The internet has become a reservoir of information, with a wealth of learning materials in almost every subject. ICT enhanced learning and evaluation methods not only make learning more effective, but also prepare students to compete in the global economy by being part of a skilled workforce.

The Practice

Prior to the pandemic, the institute had been using modern educational technologies to enhance the teaching-learning process. Through regular enrichment sessions faculty members updated their knowledge and usage of ICT tools, techniques and pedagogies. Facilities available: Wi-Fi enabled campus, LCD projectors, well-equipped Auditorium and an Audio-visual room helps in the delivery of interactive lectures (PowerPoint presentations, E-modules, Google classrooms, Google Sites, multimedia, tutorials and online quizzes). Faculty members were provided with personal laptops and students have access to Computer Laboratories and laptops.

An automated library complete with all barcoded acquisitions using ILMS Software NewGenLib EEv3.2 provides computerized cataloging, check-in, and check-out of books. E-databases and resources include Inflibnet (N-List), J-Gate (Social and Management Sciences), CMIE (Economic Outlook) and CMIE Prowess. There are 12 browsing stations on campus and a database of question papers on the college

website. OPAC system in the library provides information on the availability of books.

During the pandemic, a digital preparedness survey enabled assessment of the availability of devices, reliable internet connection and internet usage habits. Faculty members created E-content prior to 4-Quadrant based MOOC format (DISHTAVO). The teaching-learning process was tailor made to suit students' needs with e-learning tools like Zoom, Google Meet, Microsoft Teams, while content delivery was recorded using OBS Software. Google Classroom, One-Note and WhatsApp were used to share learning resources and feedback. Subscription to Testmoz was used for evaluating ISAs and proctored exams held through SpeedExam.

Through the Dempo Skill Development Centre, value-added courses under topics of essential skills, professional skills and job readiness were conducted in association with 'IBM Skills Build'.

Evidence of Success

1. Effective use of ICT tools and methods of teaching and learning through enabled classrooms and platforms like Google Suite and WhatsApp.
2. Enhanced library resources, with student integrations and e-access to publications, journals and study materials.
3. Successful conduct of online classes during the pandemic with effective educational and informative videos.
4. Effective conduct of examinations through Testmoz and Google Classroom.
5. More than 179 students attended value added courses held through Dempo Skill Development Centre.

Problems Encountered and Resources Required

1. Internet connectivity at students' homes was a constraint.
2. Power-cuts and internet connectivity issues hampered online classes.
3. Online teaching restricted two-way interaction.

Best Practice II

Title of the practice: *Community Outreach*

Objectives of the practice

1. To sensitize students towards the needs of the community and nurture healthy and compassionate citizens.
2. To conduct workshops and train students who, in turn, would share the acquired knowledge with

community members.

3. To imbibe the value of social consciousness.
4. To cultivate compassion and respect for community members.
5. To empower and create self-reliant and employable community members.

Context

The community outreach initiatives of the institution connect academic programmes with community service so that students, faculty and community partners can forge linkages between knowledge, action and resources of the institution towards community development. Skills like social skills, empathy, critical thinking, problem solving, leadership, self-reliance, salesmanship and emotional intelligence are honed through such outreach activities.

The Practice

In accordance with the UN Sustainable Development Goals (SDGs), the institute is constantly engaged in outreach programmes to create awareness, nurture empathy and understand the ground reality of basic needs, health and education of the community:

1. The institute adheres to the tradition of faculty and students visiting old age homes.
2. Regular conduct of blood donation camps provides easy accessibility and adequate supply of safe quality blood.
3. Training students to reduce, reuse and recycle waste material via drives – cleanliness, beach cleaning and E-waste collection, and plastic-free campaigns.
4. In keeping with SDG 6, the institution has provided self-employment training and promoted women's empowerment through *Udyojika: A Retail Mela for Women*. Beekeeping training for agriculturists and lay people was initiated to promote self-employment.
5. Relief material was donated to the flood victims of Kolhapur and Kerala.
6. In line with SDG 4, rural youth are empowered through educational and co-curricular activities.
7. *Eco-Kshatriya Club*, an initiative that follows SDG 6, provides training on composting domestic waste and sensitizes the community on the importance of waste management.

Evidence of Success

1. The visit to the old age home leaves inmates feeling loved, wanted and cared for. The students who visit the home have learned lessons of the basic principles of humanity.
2. During the last five years, a total of 222 units of blood have been collected and donated to blood banks.
3. Student volunteers stitched and distributed 465 cloth face masks, and created photo collages demonstrating fitness activities.
4. Plastic-free initiatives were carried out through the distribution of 325 cloth bags and 153 paper bags.
5. Women beneficiaries have launched business operations on a larger scale.
6. Social consciousness was created among students through the donation to flood victims.

7. Eco-Kshatriya club continuously educates villagers on segregation of domestic waste.

Problems Encountered and Resources Required

1. Getting in touch with villagers and convincing them to participate in activities has been a challenge.
2. Scheduling activities and programmes are often hindered by time-constraints.
3. Difficulty in assessing the extent to which programmes create self-reliant and employable community members.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	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:

Srinivassa Sinai Dempo College of Commerce & Economics is one of the oldest colleges of Commerce in the state of Goa. It has brilliantly adapted to the changing needs of its stakeholders and continues to be one of the most preferred educational institutions in the state of Goa. Over the years, its flagship BCom program which is aided by the state government, has emerged as a program of repute and attracts students from all over the state. The program has seen an enrollment of over 90% over the last five years. The institution is an inclusive one which showcases a notable 37% adherence to the reservation policy and a striking urban-rural combination. Even though we are a single faculty college we provide an extensive array of electives. All students are covered under a Mentorship programme and we have a good mentor-mentee ratio of around 29:1. The foresight and leadership provided by Principals, the dedication of experienced faculty members and the enthusiasm of young, dynamic teaching staff have contributed significantly to the stature of the College. The college has successfully implemented the robust Choice Based Credit System (CBCS) and continues to offer a wide range of electives.

One of the areas of priority and thrust has been expansion beyond the flagship BCom programme to (i) new programmes in commerce and management, (ii) innovative programmes and (iii) skill-based short-duration courses, in response to the emerging needs of the industrial/services sector. The performance of the college in this thrust area has been commendable considering its ability to design and offer some unique programmes in niche domains.

Innovative Educational Programs: An Area of Thrust and Priority

In addition to its flagship Bachelor of Commerce (BCom) programme, the college offers undergraduate programs in Business Administration (BBA) and postgraduate programs in Commerce (MCom). The college also focuses on innovative programs to meet the human resource needs of specific sectors of the economy. One such program is the Master of Travel and Tourism Management (MTTM) introduced in 2018 to provide skilled human resources to the Travel and Tourism industry. It is currently the only master's degree program in Goa catering to this industry. The college is also an authorized center for International Air Transport Association (IATA) certification, a globally recognized employment-oriented certification.

Post Graduate Diploma in Management (PGDM) (Event Management) is another unique program that the college has designed and offered, after it was initially offered under the UGC Innovative Programs scheme as PGDBA–Event Management in 2010-11. In the past few years, the PGDM-Event Management program has been strengthened considering the emergence of Goa as an event destination. The PGDM (EM) programme has gained much credibility and employability on account of its regular association with high-profile events such as the International Film Festival of India and Serendipity Arts Festival. Students of this innovative programme are gainfully employed either in the various event management companies in and outside the state, or as successful entrepreneurs in this domain.

Integrated Masters in Commerce (IMCom) – a unique program

Another innovative and unique programme, is the Four-Year Integrated Masters in Commerce (IMCom) program introduced in 2018 – a highly specialized program developed by the college faculty in consultation with practicing Chartered Accountants and Company Secretaries, designed specifically for advanced learners aspiring for careers in Accounting and Finance, the programme has a built-in training component to prepare students for certification by Institute of Chartered Accountants of India (ICAI), Institute of Company Secretaries of India (ICSI), and Institute of Cost and Works Accountants of India (ICWAI). This course is one-of-its-kind and draws extensively on the domain-specific skills of practicing CA/CS professionals, as well as the practical experience of pursuing ‘articleship’ with professionals.

The success of this unique programme is evidenced by the ability of the students to qualify at various levels of certification. As of June 2022, 47 students have qualified at various levels in CA examinations. (CA Foundation - 21 Students, CA Intermediate - 11 Students, CS Entrance - 14 Students and 1 student has qualified at CMA Foundation). Presently, 11 IMCom students are pursuing CA articleship with prominent auditing firms in Goa.

Dempo Centre for Skill Development

The college is committed to staying relevant and meeting the needs of the industry by offering practical, hands-on training in addition to theoretical knowledge. It aims to support the Skill India Mission by offering skill development certificate courses and training workshops through the Dempo Centre for Skill Development. The center focuses on identifying skill gaps and developing content to bridge them, while also building confidence and direction in individuals. The skill sets provided are in the areas of Accounting, Finance and Taxation, Business Intelligence, IT & Graphics, Marketing, and Entrepreneurship. Language and communication skills are also emphasized to provide a competitive edge to learners.

The institute is centrally located in Cujira, Bambolim, which has proven to be advantageous to various stakeholders. Due to its convenient location, varied and innovative programmes, resources and

infrastructure, the institute is committed to sharing its strengths for the benefit of all strata of society. This has been evident through the use of physical facilities that have led to the setting up of the Goa University Admission Ranking Test (GU ART) center for examinations (a permanent feature), and the institute being a center for competitive examinations such as Union Public Service Commission (UPSC) and Goa Public Service Commission(GPSC). The Goa Institute of Management (GIM) conducted their PGDM Part Time Program out of the premises of the college.

The performance of the college in the thrust areas has been creditable, considering its ability to design and offer programmes that are innovative and exclusive. Further, its emphasis on skill enhancement has led to a perceptible increase in the participation of students in the skill-based courses. The college intends to keep this focus and moving forward, and has plans to offer more certificate/diploma courses which have a high degree of skill component and potential for employment.

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

5. CONCLUSION

Additional Information :

EDUnext, the first-of-its-kind Education fair in Goa

The Department of Event Management initiated the innovative Education fair, EDUnext, a joint venture between our institution, the reputed local English daily, The Navhind Times and the Government of Goa. Hosted every year from academic years 2012 till 2018, the EDUnext series offered a platform for all stakeholders of an education system including students, parents, educational institutions, industry experts, government, career experts and professional counsellors to discuss issues related to system of education, career choices, availability and selection of academic programmes, student aptitude, learning challenges and life-skills for students. EDUnext scheduled for the year 2019-20 was cancelled due to the pandemic, but the institution is planning to restart the annual event.

Olympics Down the Ages – 2020

One of the highlights of the institution's achievements was the prestigious Scientific International Conference on Physical Education and Allied Science, organized on a very grand scale at our college premises. In keeping with the National mission of 'Fit India movement' and 'Khelo India programme', **Olympics Down the Ages – 2020**, was organized jointly with Government College, Sanquelim and the DHE under the aegis of the National Association of Physical Education and Sports Science from 27-29 February 2020. The conference was attended by 393 delegates, an impressive lineup of resource persons: experts of national and international repute, eminent sports scientists and notable personalities in the field of sports and physical education. Serving as a precursor to the Tokyo 2020 Olympics, the Conference led to key insights and suggestions towards promoting physical education and sports science in India.

Digital Learning Readiness Survey

The college conducted a Digital Learning Readiness Survey (DLRS) to understand the learning needs and digital preparedness of students during the pandemic year, when all teaching-learning had to be moved to the online mode. On the basis of the responses to the survey, the college fine-tuned the teaching sessions in terms of duration, contact-hours and mode of delivery. The resulting online sessions which were carefully designed keeping in mind the students' needs and constraints, were found to be very practical and conducive for learning.

Concluding Remarks :

'Education', as per the philosophy of the Dempo Charities Trust, the founding body of the college, aims at transforming an individual, empowering and enabling him or her to transcend socio-economic barriers. Education is also meant to serve the larger purpose of "achieving human excellence and solving national problems" (Swami Vivekananda).

The college is NEP-ready. The State Government is in mission mode to incorporate NEP from the upcoming academic year 2023-24. Accordingly, the college is prepared to restructure all UG and PG programmes, introduce more elective courses, collaborating with the College Cluster and partnering with other colleges in

the vicinity for joint research and other academic initiatives. The institution has devised the Institutional Development Plan (IDP) for the next 10 years, in accordance with the requirements of NEP.

The Institution's Innovation Council (IIC) is envisioned to be converted into an Incubation Centre to hand-hold feasible ideas and convert them into meaningful entrepreneurial activities. The college has judiciously mapped the Learning Outcomes and measures them to evaluate its efficacy. This process is being further refined to bring in more scientific and logical mapping of the outcomes.

The Management of the college is forward-looking and looks at digitization of all aspects of governance to bring in transparency, speed and efficiency. The extensive usage of IT in administration has been our USP.

Dempo College is the most sought-after college in the state of Goa for students seeking admissions and the academia alike. The state-of-the-art infrastructure and reputation for quality education have been our hallmarks for over six decades. The college has made yeoman achievements, transforming the students entering the portals of the institution and equipping them with professional competence.

The college hopes to continue its leadership in sports, cultural and curricular activities, with a thrust support through student exchange programs.

Dempoites, as the students are fondly called, are known to be compassionate and ignited with the spirit of respect to Goa and 'Goanness'. The institution is looking forward to face the challenges of globalization and the change in educational regime due to NEP, with renewed vigour and ardent preparation.