

**A CONCEPT NOTE ON STRATEGIC DEVELOPMENTAL PLANS FOR
DCT COLLEGES
& PROPOSAL FOR FINANCIAL ALLOCATION**

2017-2025

Preface

DCT's Dhempe College of Arts and Science and SS Dempo College of Commerce and Economics were established in the early 1960s. In the sixth decade since their inception, both colleges are on the threshold of change, driven largely by advancements in technology, new dimensions in teaching-learning, the need to expand their academic footprint through introduction of new teaching and research programs, focus on extension, outreach and skill enhancement, and the corresponding need for substantial up-gradation of their physical infrastructure.

This proposal broadly encompasses the concurrent focus areas of the two colleges, and, in that context, the need for the Trust to redefine its budgetary allocations for its institutions. The guidance provided by the NAAC Peer Team through its re-accreditation report, its analysis of strengths, weaknesses and opportunities, as well as its recommendations for quality enhancement of the respective institutions broadly serves as a reference point for the two colleges to chart their future course of action.

Addressing the diverse aspects of quality enhancement calls for an institution-specific plan, to be implemented by the colleges in a phased manner, ideally over a period of 5-10 years. Given the constraints of the pattern of assistance of the state government, it would be incumbent upon the management to make suitable financial allocation for both colleges to support their various developmental initiatives.

The broad contours of the developmental plan which attempts to lay the roadmap for future advancements of the DCT colleges, are listed here below, and envisages the period up to 2025 to implement the plans. The plan attempts to incorporate, but is not restricted to, the recommendations of the NAAC Peer Team for both colleges. Each College is expected to devise its programmes and projects in consonance with this plan and place the institution-specific plans before the Management from time to time, as may be required.

The developmental plan for the DCT colleges broadly includes the following:

1. Faculty Development

Faculty development and capacity building need to be accorded top priority. The colleges shall facilitate participation of teachers in, and organisation of, conferences/seminars/workshops. Organization of in-house faculty development programmes, hosting eminent experts at the college, deputing teachers to reputed institutions to learn their best practices in teaching-learning, collaboration with institutions of repute, etc. need to be promoted and institutionalized. The management needs to extend financial assistance to the colleges in view of the limited resources available under the pattern of assistance of the state government for this purpose.

2. *Enhancement of Research Output*

Both colleges need to focus on research output of their faculty. Undertaking sponsored research projects, and presenting and publishing of research papers by faculty should be one of the focus areas. To begin with, the management needs to seek plans for pursuing of research degree by those faculty members who have not yet registered for Ph. D. Further, the management needs to incentivise faculty research output through a special provision to fund international travel for presentation of research papers in international conferences, especially since no grant is available under the pattern of assistance for this purpose. The management may also consider special incentives for teachers who publish in peer reviewed journals specified by the UGC/Goa University.

3. *Staff Development*

While faculty development shall continue to be accorded top priority, the colleges also needs to focus on development of administrative systems and processes. The colleges shall prepare a plan for capacity building among the administrative staff who shall undergo periodic skill development, especially with regards to statutes, ordinances, rules and regulations, data management, record keeping and access, public interface, etc. The colleges needs to deploy an ERP to manage their administrative processes including admissions, accounts, attendance, results, etc., and need to ensure that all administrative staff are well-versed with such applications. For this purpose, the colleges shall be required to undertake a programme of capacity building among the administrative staff, and such endeavours need to be supported by the management.

4. *New teaching/research programs*

Both colleges have well-established teaching programmes leading to the award of Bachelor's degrees. However, considering the increasing enrolment in higher education and the opportunities that exist for affiliated colleges to expand their footprint to postgraduate programmes, both colleges need to identify subjects wherein they could introduce postgraduate programmes and advanced diploma programmes, in a phased manner. The colleges could also explore introducing B. Voc. (Bachelor of Vocation) programmes since the B. Voc. Programmes are oriented towards skill-based learning under the ambit of skill development councils. Both colleges need to identify programmes in niche areas, taking into consideration relevance, scope for collaboration with academia/industry, opportunities for meaningful employment, and above all, the long-term sustainability of such programmes in self-financing mode.

5. *Value-addition and Skill Development courses*

Both colleges already have an on-going programme of skill development wherein they offer courses designed to add value to students beyond curricular instruction. In the context of the renewed national focus on skill enhancement, particularly on inculcating employable skills among students, the colleges need to further strengthen their skill development programmes systematically. For this purpose they need to design and develop such skill-enhancement programmes as would be relevant in contemporary employment scenario, with special focus on language and IT skills.

6. *New teaching-learning paradigms*

With the advancements in information technology, the conventional teaching-learning pedagogies have undergone sweeping change. In keeping with the need of the times, the colleges need to study, plan and adopt suitable technology-enabled learning platforms and facilitate blending of conventional teaching methods with internet-based learning

methods. For this purpose, the colleges will be required not only to upgrade their IT infrastructure but also to impart suitable training to their faculty members in the adoption of e-learning platforms.

Physical Infrastructure

While SS Dempo College of Commerce and Economics has recently moved into a spacious new premises at Cujira and its infrastructure requirements have been met, Dhempe College of Arts and Science, which is a multi-faculty college, is severely constrained by its existing infrastructure. Renovation/up-gradation of existing spaces, as well as construction of new spaces, is an urgent requirement of the college.

7. Renovation and up-gradation of existing physical infrastructure

Dhempe College of Arts and Science needs to undertake major renovation and up-gradation of its existing physical infrastructure, including classrooms, laboratories, library, audio-visual room, staffroom, gymkhana, washrooms, etc. Up-gradation shall also include enhancement of IT infrastructure including computer hardware and software, networks, surveillance systems, etc. The college has already submitted proposal for developmental grants under RUSA. However, considering the limit of grants up to Rs. 70 lakhs under RUSA for renovation and up-gradation, and the vast extent of works to be undertaken, the management will have to make substantial contribution to enable the college undertake substantive up-gradation of the existing infrastructure.

In the plan for renovation and up-gradation of its physical infrastructure, the college needs to pay special attention to the safety and security of the physically challenged students and girl students.

8. Construction of new spaces for the College

The physical infrastructure at Dhempe College of Arts and Science is already stressed and stretched to its limited. New initiatives by way of teaching and research programmes will call for substantial investment in the creation of additional physical infrastructure. RUSA provides developmental grants for construction of new spaces. However, as in the case of renovation/up-gradation, the availability of funds for new construction is limited to Rs. 70 lakhs. Hence, the management will have to make substantial contribution to enable the college undertake construction of new physical infrastructure in the existing premises, which will include additional classrooms, laboratories, research rooms, washrooms and such other physical spaces as would be required to accommodate new programmes and projects planned by the college.

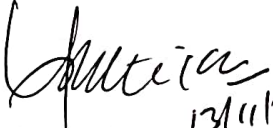
Further, since the college building was constructed 55 years ago and is showing signs of wear and tear, there is a need to undertake structural audit of the building before any renovation/up-gradation is undertaken.

In the long-term, however, considering the physical state of the existing college building at Miramar, and considering the future perspectives, the management may need to draw plans for construction of a new/extension campus for the College.

Summary

Both Dhempe College of Arts and Science and SS Dempo College of Commerce and Economics have over 5 decades of solid accomplishments to their credit. However, there is a need now to look ahead and explore new avenues to expand their footprint in the State of Goa.

The above plan is indicative and is subject to revision as may be required. In consideration of the above plan, it is proposed that the annual budget of Dempo Charities Trust makes suitable provision to extend financial assistance to Dhempe College of Arts and Science and SS Dempo College of Commerce and Economics.


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