SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

GOA UNIVERSITY

GOA UNIVERSITY CAMPUS, TALEIGAO PLATEAU
403206
www.unigoa.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Goa University (GU) is perhaps the best small public University in India. It is multi-disciplinary, locally relevant and internationally visible. Located in globally recognised, progressive, socially harmonious Goa, GU has a predominantly young, highly diverse, qualified and motivated faculty. GU's per capita scientific productivity is sixth highest among Indian HEIs, measured in terms of top 25% Scopus publications as a ratio of all Scopus publications. Over the NAAC assessment period, the average annual publications of the faculty is 1.1 (as per SCOPUS database) and 0.7 (as per Web of Knowledge).

With a small base of students drawing from a small host population, 71% of the students are women, one of the best gender ratios in India. GU also has the only western University Choir in India, which is globally renowned.

These achievements are particularly noteworthy in the light of Goa's unique political history. No higher education (except medicine) existed in Goa during the 451 years of Portuguese colonial rule. Immediately after the Liberation of Goa on 19 December 1961, Centre for Postgraduate Instruction and Research (CPIR) of Bombay University was established in Panaji in 1962. Goa University was established in 1984, incorporating CPIR, just prior to Goa achieving statehood in 1987. The picturesque Campus of 404 acres on Taleigao Plateau was inaugurated in 1990 with 12 departments, as compared to 6 Schools and 15 Departments today. From Marine Science to Konkani, many unique branches of learning are located in a small public multi-faculty university.

The research foci of the coming years are (i) multi-functional and bio-inspired materials, (ii) Computational Science, (iii) Western Ghats and marine ecosystems, (iv) cutting edge, socially and industrially relevant research areas, and (v) socio-cultural diversity and social harmony. To advance this research agenda, GU is establishing four University Laboratories in Materials Characterisation; Bio-Characterisation; Supercomputing, Data Analytics and Simulation; and Multimedia and Digital Humanities.

GU's implementation plan has five strands: radical internal restructuring; scaling up the numbers of students and faculty; augmenting core strengths in high-quality natural sciences research; adding new branches of learning; and leveraging the locational advantages of being in Goa.

Vision

Goa University seeks to be **globally connected**, **nationally oriented**, and **locally relevant**. This is essential for the University to attain its vision: **"To meet the relevant and required tertiary level knowledge aspirations and associated employment needs of the State and to strive to attain global levels of excellence in teaching and research."**

The very existence of Goa University emerges from an aspirational vision. Under 450 years of Portuguese colonial rule, Goa did not have any institute (barring medical) providing tertiary education. The dream of every Goan to have higher education at their doorstep was fulfilled with the establishment of Goa University (GU) in 1984; GU remains the only University in the state providing affordable and quality higher education in all disciplines to all learners.

The University has undertaken radical internal reorganisation by amalgamating traditional departments into Schools. The vision driving the establishment of Schools was to **achieve critical mass** in broad branches of learning, a goal that was not achievable within the traditional department structure. An amalgamation of departments on an academically justifiable basis enables the faculty and research students to **discover new synergies** concealed within department silos. The radical institutional reorganisation has also led to **rebranding and showcasing our strengths** in research and teaching.

A large number of **UG and Integrated 5-year programmes** have been envisioned to cater to local demands. These programmes will substantially increase student strength on campus to 5,400 in 5 years, about 8,700 in 10 years and nearly 12,000 in 15 years.

As an integral part of its vision, GU will also raise its **international profile.** The number of foreign faculty and students will be increased. **Foreign students** are currently 1.2% of our strength but our target is to reach 8% in the next five years. We also envision the setting up of **overseas campuses** in countries and regions that boast an large presence of the Goan diaspora, such as Portugal, Angola, Mozambique and East Africa.

The final component of GU's vision is to become a **multi-campus University within Goa** itself by incorporating affiliated Colleges as Constituent Colleges.

Mission

Goa University's mission is **"to effectively and efficiently impart fundamental, appropriate and socio-economically relevant knowledge at the tertiary level of education to those seeking depth of understanding and employment-driven technical competence in their chosen areas of study."**

Goa University (GU) started with 12 departments offering post-graduate education in conventional academic disciplines. Today GU has 6 Schools and 15 departments offering eighty-five post-graduate and doctoral degree programmes in different disciplines from Konkani to Marine Sciences. GU is the only university in Asia to offer post-graduate and doctoral degree programmes in the Portuguese language. New interdisciplinary programmes in Environmental Science, Data Science, Atmospheric Science, Computational Physics and Biophysics and skill education programmes under National Skill Quality Framework have been started.

GU is mindful of mid-career redirection, life-long learning and re-skilling requirements for intellectual enrichment and for people of all ages. It offers Certificate and Diploma Courses in various disciplines for the public which it intends to expand with the use of technology in blended teaching/learning mode and flexible timing options.

To meet the ever-increasing strength of students, GU aims to increase its faculty strength by attracting globally competent faculty across disciplines. Apart from its permanent faculty members, GU has 8 faculty from the UGC Faculty Recharge Programme and the DST INSPIRE programme. In addition, globally renowned scholars appointed under Visiting Research Professorship Programme (VRPP) provide knowledge and skills in diverse areas. Scientists from three Goa-based national laboratories who are PhD guides contribute their expertise to the academic programmes as adjunct faculty. GU also intends to appoint experienced practitioners from craft and industry as professors of practice.

To increase its research profile in the key thrust areas of its research competence, GU has established four university laboratories focusing on materials science, biodiversity, computation and data studies, as well as

linguistic and cultural diversity.

All the above activities enhance GU's core mission of **making our students technically competent and employable**. GU students have consistently made their mark in different areas across the world. More than 6% of GU students clear national competitive examinations, which we intend to improve upon to at least 10%.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Blessed by **geography and culture**, Goa University's picturesque and biodiverse campus of 400 acres is embedded in a society with deep maritime connections, historic Diaspora, international links and unique cultural identity. The University enjoys strategic partnerships with numerous prestigious international events in Goa.

Goa University is the only University in the State, and along with its **61 Affiliated Colleges,** it fulfils its primary mission to provide relevant quality education. The University has an **exceptionally high percentage of women students** (68%) and a large number of students from **rural and marginal areas**, most of whom are first-generation learners.

With an *h*-index of 67, the **scientific output** of Goa University is one of the highest in the country in per capita terms. The University's 1,643 **research publications** since 2001 are posted on the institutional repository. Most faculty members have PhDs and over 50% of them are from Institutions outside Goa. A large number of UGC-FRP and DST-INSPIRE Faculty have also joined Goa University.

Under the **choice-based credit system** (CBCS), students can opt for 25% credits from outside their discipline. A shift from Department to Schools system has boosted **interdisciplinary academic interaction**. Goa University fosters strong International and National partnerships through 30+ MoUs and collaborative publications with 250+ institutes. **Social outreach** is achieved through the **Visiting Research Professor Programme (VRPP), Swachh Bharat Student Internship (SBSI)** and a course on Community Development and Rural Engagement through 65 villages adopted by the University and its Affiliated Colleges.

A **strong linguistic core** includes advanced study of Konkani, Hindi, Marathi, English, French and Portuguese and proficiency programmes in Spanish and Japanese. The University publishes the **only research journal in Konkani**.

The University has established a **high-end infrastructure** in its **Materials Characterisation Laboratory** and **Bio-incubator**. Directorate of Digital Learning & Initiatives has developed **e-content** to help tide over the pandemic situation. The University generates 27% of its energy needs through **solar photovoltaic panels**, resulting in a 30% reduction in power bills. **E-governance** has been successfully implemented in all administrative sections of the University.

Institutional Weakness

Perhaps the biggest weakness of Goa University is its location in a small state with a population of around 15 lakhs, resulting in a **small catchment area with a limited base of students.** Therefore, Goa University has

always been perceived as a small university, which has impacted negatively on its perception and rankings. Only 37% of students enrolled at the primary level in the state of Goa reach the higher secondary level, and less than 4% of the students in Goa apply for seats at the University. This weakness can be converted into an opportunity by Goa University by looking beyond the borders of the state and the country.

Another weakness of Goa University is the **uneven development of disciplines** within it. The University has always been strong in the natural, biological and exact sciences. The Schools of Chemical Sciences (SCS), Physical and Applied Sciences (SPAS) and Earth, Ocean and Atmospheric Sciences (SEOAS) are nationally reputed and have significant global linkages. The Life Science Departments have major achievements in the Western Ghats and coastal biodiversity. The Science disciplines have been enriched by three Goa-based national laboratories that are research centres of Goa University: CSIR-National Institute of Oceanography (NIO), ESSO-National Centre for Polar and Ocean Research (NCPOR) and ICAR-Central Coastal Agriculture Research Institute (CCARI). The amalgamation of the disciplines of Commerce, Economics, Management and Computer Science into Goa Business School (GBS) has also increased academic dynamism. In comparison, despite some notable efforts in recent years, other disciplines in the social and human sciences including languages have tended to languish.

There are also some important **branches of knowledge that are missing** from Goa University. The establishment of three new Schools – Behavioural Studies (SBS), Sanskrit, Philosophy and Indic Studies (SSPIS) and Manohar Parrikar School of Law, Governance and Public Policy (MPS) – has brought a number of new disciplines (Sanskrit and Indic Studies, Law, Public Administration, Tribal Studies, Disability Studies, Psychology, Education, Physical Education and Social Work) into the University. Nevertheless, some important disciplines like visual and performing arts, architecture and design, and veterinary science are still missing from Goa University.

Institutional Opportunity

Focusing our expertise in key areas linked to Goa's geographic location to provide unique opportunities for research and studies on natural resources, biodiversity, marine and maritime studies as well as linguistic and cultural diversity.

Securing a competitive position in a globalised knowledge-based world by establishing four University Laboratories for (i) Materials Characterisation, (ii) Bio-Characterisation, (iii) Supercomputing, Data Analytics and Simulation, and (iv) Multimedia and Digital Humanities.

Setting long term goals for the University through the generational transition by recruiting new and young faculty with fresh ideas and expertise.

Leveraging Goa's unique cosmopolitan ambience to attract international students by (i) extension of our Study India Programme, originally designed for Nihon University, Japan to other foreign universities; (ii) effective marketing of our academic programmes in neighbouring countries; (iii) student exchange and collaborative programmes with a transfer of credits; and (iv) international accreditation for our professional programmes.

Optimising the Digital Learning Initiative of the University (that has enabled the teaching/learning process during the pandemic) and **designing and contributing courses to the SWAYAM platform** through our state-of-the-art recording and editing facilities.

Establishing a Section 8 Company and Incubators in biotechnology and IT that, in tandem with Goa University Innovation Council and Patent Cell, would provide opportunities of transforming the innovative ideas of our students and faculty into full-scale businesses.

Providing life-long learning, re-skilling and continuing education opportunities to people of all ages through Certificate and Diploma Courses in various disciplines, using technology in blended teaching-learning mode and flexible timing options.

Expanding the Visiting Research Professorship Programme beyond the ten existing Chairs (funded by a range of government, foreign and private sources) in Social Sciences, Humanities, Visual and Performing Arts, Indo-Portuguese Studies, Nalanda Studies and Wildlife Studies, to also include the pure and applied sciences.

Strengthening our existing reliable alumni network, both local and international, to enhance collaboration and placement opportunities.

Enhancing interactions with local employers in the private, non-profit, and public sectors for student placements.

Integrating the affiliated Colleges into the University as Constituent Colleges, as mandated by National Education Policy 2020, to create a multi-campus University spread across all of Goa.

Institutional Challenge

Goa University is closely identified with our beautiful state. This co-branding is a blessing but also the most significant challenge to our **image and reputation**. Since its inception, Goa University has struggled to be seen as a site of serious scientific endeavour, in contrast to the global image of Goa as a place of fun and frolic.

Enhancing the reputation of the University internationally would require significant growth in student strength from across the globe. Having recruited young and enthusiastic faculty, this challenge will be met by **re-orienting academic programmes to global standards** and **expanding and upgrading our infrastructure**.

A major challenge before Goa University is alignment with the broader objectives laid down by National Education Policy 2020, especially the **transformation of Affiliated Colleges into Constituent Colleges**.

Integrating Human and Social Sciences with STEM is an ongoing challenge. **Goa Business School** (amalgamating erstwhile Departments of Commerce, Computer Science & Technology, Economics and Management) has launched an M.Sc. (Integrated) in Data Science. **School of Earth, Ocean and Atmospheric Sciences** (merging pre-existing Departments of Marine Science and Earth Science) is offering a multidisciplinary M.Sc./M.A. in Environmental Science open to students of all disciplines. Our challenge is to replicate these innovative programmes in other knowledge/skill areas, independent of structural reorganisation.

Creating an ecosystem for blended learning, overcoming the socio-economic and digital divides, and **providing for adult education and lifelong learning** are interlinked challenges that rely heavily on our **Directorate of Digital Learning and Initiatives** (DDLI), which has already produced a SWAYAM course and also recordings for DISHTAVO (online lecture recordings for UG students).

Integrating vocational skills into mainstream programmes is another challenge, which can be achieved by modifying existing rules and provisions, bringing in innovative solutions, and changing the mindset of all the stakeholders.

Assuming responsibility for the talent and career development of our students and **providing entrepreneurial opportunities** to transform research into products would require a vibrant enabling environment in our IT and Bio-incubators.

Finally, the entry of private universities into Goa along with existing national institutions will **create an environment of peer competition for students and faculty**.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Goa University implemented a Choice Based Credit System (CBCS) for 38 out of 40 teaching programmes. The University offered 1287 courses in the last academic year alone of which 386 focuses on employability, entrepreneurship and skill development. Some of the programmes such as **B.L.I.Sc., M.L.I.Sc., I.M.B.A. (Hospitality, Travel & Tourism) and PG Diploma in Medical Laboratory Technique are directly focused on Employability.** The University offers several unique programmes such as Konkani, Portuguese, Marine Sciences and Marine Biotechnology. In addition, several courses meet the aspirations and needs of Goa and the surrounding region.

Programme and Course-specific Objectives and Outcomes are clearly stated and displayed on the website. During the assessment period, a total of 289 new courses have been introduced. **Forty-two Value Added Courses, Professional Ethics, Gender, Human Values, Environment and Sustainability** have been taught in various Schools and Departments in the last five years and about 25% of students have enrolled in them. **Academic flexibility** is one of the hallmarks of CBCS under which **25% of the credits can be earned from across the Departments/Schools** other than in which they have enrolled. In addition, University encourages its students to meet their credit requirements through **SWAYAM courses**. There are also Interdisciplinary courses offered by the Professors under the Visiting Research Professors Programme. These Courses are also available to the general public.

Syllabus revision is a continuous process and happens every three years. All the programmes except the ones which were recently introduced have revised their syllabi. New courses are also added at regular interval. Students opt for dissertation, often field-based, in lieu of optional courses to expose themselves to the research culture. Some of the programmes have a compulsory internship component for the completion of the degree. About **15% of students have opted for a dissertation or internship**. At the end of every semester, online feedback is sought from students for every course. Feedback is analysed and sent to the Departments/Schools for improvement.

Teaching-learning and Evaluation

Goa, in spite of being one of the least populous states, the demand for University enrollment is showing an upward trend. From an average **demand ratio of 2.11 in the past five years, it reached 3.4 in the last academic year**. Goa University follows the state government reservation policy and on average, **about 61 %**

of the seats are filled against the reservation. A good proportion of reserved category students securing admission through general merit is a positive trend. The University maintains **one of the best gender ratios in the country with about 68 % of its students being women**.

University has a nearly ideal **Student to Teacher ratio of 10:1**. In the last five years, the strength of **full-time teachers has gone up from 147 to 199**. About 83.7% of sanctioned posts are filled with full-time teachers. While **sanctioned strength has gone up from 184 to 255**, several new positions have been sanctioned by the Government in the year 2020-21. University also **attracted teachers under UGC-FRP and DST-INSPIRE schemes**. Professors under Visiting Research Professorship Programme add value to diversified learning. With a planned recruitment process, University maintains high quality, experience and youth amongst its faculty. **More than 75% of its faculty members have a Doctoral degree and about half of them are from other Indian and foreign Universities.** The average age of teachers in 2019-2020 is below 43 years. 50% of teachers have over 20 years of teaching experience. **In the last five years alone 13% of the faculty members have received awards.**

Strategies for slow and advanced learners address student diversity. Slow learners may opt for as low as 8 credits/semester and also avail of Bridge Courses, Remedial Classes and Tutorials. Additional avenues exist for advanced learners.

The Evaluation Process is open and transparent. Students view their assessed answer books within a week of the examination, gets an opportunity to compare the answer books of peers and discuss with the teachers, resulting in very few grievances. Through this process, they also know their results within a week of answering their exams. **The Examination Process is implemented through 100% automation.**

Research, Innovations and Extension

Goa University has a **well-defined Research Policy** implemented by the Directorate of Research Development and Resource Mobilization since 1996. This policy was modified to suit that changing needs of the University in 2018. In addition, **two independent statutes govern the intellectual property (SA-38) and the consultancy projects (SA-39)** generated by the academic community on the campus. The Intellectual Property Assessment Committee comprising a legal consultant and subject experts guide faculty members in filing their patents.

The University is mindful of ethics in Academics and Research. **Guidelines for Academics and Research** that echo the highest standards are available for faculty members and students. **Institutional Human Ethics Committee and Institutional Animal Ethics Committee** are also in place.

University provides **seed money of Rs. 50,000/- to every new faculty member** to start their research. The university also provides **research incentive points to all SCOPUS/Web of Knowledge publications**. A faculty member can accumulate these points and redeem them to meet their research-related expenses. This has resulted in a generation of more than **Rupees 2700 lakhs through extramural funding during the last five years.** In addition, some of the Science Departments/Schools are recognized by the UGC under SAP and DST under the FIST programme. To provide further impetus to research on campus, University provides research assistantship to deserving students pursuing a full-time PhD on campus.

Directorate of Innovation, Internship and Industry Partnership and the Goa University Innovation Council promotes innovation and spreads awareness about intellectual property rights among the students and faculty

members. Their activities have earned the **University 4 stars and 4.5 stars in the ARRIA rankings** for 2018 and 2019 respectively.

University faculty are engaged in collaborative research with several national and international institutions. There are also about 30 MoU's operational with different academic institutions in the country and the world.

Students and faculty members of the University also actively participate in the activities of Swachch Bharat and Unnat Bharat. The Directorate of Extra Mural and Extension services organizes courses, lectures and awareness programmes for the general public especially school children and marginalized sections from villages of Goa.

Infrastructure and Learning Resources

The Goa University campus is located on a biodiversity-rich lateritic rocky plateau. It extends over more than 400 acres and is home to diverse species of flora and fauna and host to migrating birds. **The area has well-defined plantation zones, rainwater harvesting structures, an Arboretum, poly houses, a well-lit network of roads and covered pathways and a grid-connected photovoltaic system**.

Academic Buildings are equipped with adequate teaching-learning facilities, ICT, research laboratories and auditoria. **A spacious and well-equipped library** serves the academic community. Facilities such as indoor and outdoor sports grounds, gymnasium, health centre, multipurpose recreation hall, cater to the co-curricular needs of the students and faculty. Hostels for men and women, staff housing, guest houses, bank with ATM, shopping complex, kiosks, daycare centre, etc. provide for the resident population of the campus. An ambulance facility is made available 24x7 on the campus. In the last five years, a new Women's Hostel and a Cricket Ground have been added. To cater to the new academic programmes, additional infrastructure of over Rs. 7000 lakhs have been planned and approved. In the last five years, **more than 4100 lakh rupees were spent on infrastructure augmentation** and more than **Rs.1320 lakh on maintenance of physical and academic support facilities**.

Goa University Library, managed through an **open-source Integrated Management Library System (KOHA)**, caters to the needs of the academic community. The facilities include Online Public Access Catalogue (OPAC), **URKUND to check plagiarism**, Grammarly in aiding writing, StatCraft for data analyses, access to several e-journals, databases and e-books for research work and a book scanner for archival purpose. These resources are enriched continuously with a **spending of more than Rs. 180 lakhs per annum.**

The Computer Centre houses a **well-equipped Data Centre with a secure firewall**. **Network connectivity within the campus is through Optic Fiber Cable and Wi-Fi** with two dedicated leased lines with redundancy having 1 GBPS and 100 MBPS bandwidth. **The computers to student ratio is 1:5**, in addition to personal laptops carried by the students. An **exclusive network of over 60 Surveillance Cameras** is installed at various locations on the campus.

Student Support and Progression

Goa University has successfully enabled a healthy ecosystem where University Schools/Departments, as well as the dedicated Directorates, give exclusive attention to various   Student Support and Progression activities.

Goa University offers **five main categories of scholarships** - Merit Scholarship, Free Studentship, Student Aid

Fund, Research Studentship and Earn While You Learn Scheme in addition to scholarships from Government and Non-Government Agencies. **On average 46% of students benefitted from these Scholarship Schemes**. The Directorate of Students Welfare (DSW) coordinates and supports activities like the formation of the Student's Council, financial support through the Student Aid Fund and Earn While You Learn Scheme and student cultural festivals. Students' representation is an integral part of important Academic Bodies and Committees.

The **Committees, constituted for addressing Student Grievances, ragging and harassment,** along with Student Counsellor have enabled resolution of students' concerns and provided timely support. The **Directorate of Equal Opportunities** promotes equal opportunities for marginalized social groups, minorities, and physically challenged students.

Students benefit immensely through coaching for competitive examinations and career counselling conducted by Schools/Departments and their Alumni. In the past five years, there is an increasing number of students appearing in competitive examinations and on average **6.59% of students qualified for exams such as SET/NET**. Several courses focus on enhancing the soft skills and holistic development of students. One of them is the **Swachh Bharat Student Internship (SBSI).**

Goa University organizes several inter-college and inter-university sports events. **Students have represented the University/State/their country** in sports and cultural events and won medals and awards.

The Directorate of Student Placement and Alumni Relations organizes Campus Placement Fairs. Directorate of Foreign Students handholds international students at every step of their academic journey.

Governance, Leadership and Management

Goa University is governed by various statutory bodies through statutes and ordinance as per the Goa University Act. **A well-defined vision and mission** define its functioning and academic activities. Through its Citizen's charter, University provides transparent and timely services. Academic restructuring is being implemented as per **Strategic Plan to promote interdisciplinary learning and research** in cutting edge areas. In addition, **14 Directorates** have been established to support teaching, research, innovation, quality and extra-curricular activities on campus. The University's leadership recognizes the importance of fair representation in all its statutory bodies and cells.

Goa University Management System (GUMS) manages several functions of the university covering (i) students' application for various programmes, admission, enrolment, applying for examinations, generating hall ticket and applying for convocation, (ii) recruitment process, (iii) leave management, asset and finance management. **Goa University has implemented digital transactions for all its financial activities.**

The University encourages its teaching and non-teaching employees to acquire new knowledge and skills through various programmes. Teachers have been financially supported to attend conferences, seminars, symposia, etc. Permission to attend Orientation and Refresher Courses, Short Term Courses, and Faculty Development Programmes are ensured. Non-teaching staff are encouraged to acquire higher qualifications and addition to their participation in short term courses. The Annual Performance Appraisal Reports of teaching and non-teaching staff are regularly evaluated and suitable measures are employed to improve work standards. **Timely implementation of in-service promotional schemes such as CAS and MACP provided upward mobility.**

The Directorate of Research Development & Resource Mobilization processes and reviews all extramural funding proposals submitted by the University faculty. The Directorate of Internal Quality Assurance obtains Students' Feedback on every course at the end of each semester and shares it with the concerned for action. **Minutes of the Executive Council and Academic Council are available on the website as part of the University's transparent governance policy.**

Institutional Values and Best Practices

Goa University supports and implements its institutional values and social responsibilities through attentive administrative decisions and academic and extension programmes.

Gender equity is a major strength of the Institution and the campus ensures the safety and security of women. Focused extension and outreach programmes engage students and local communities on gender sensitization, health awareness, women and children's rights, cleanliness and menstrual hygiene, etc.

Special efforts are in continuous progress to create an **environment-friendly campus with effective waste management and efficient use of rainwater harvesting and rooftop solar units** and to maintain a clean green campus.

Facilities for the differently-abled include ramps, rails, lifts, special washrooms, wheelchairs and scribes/alternate modes of assessment.

Human values and Professional Ethics are addressed through carefully drafted policy documents. The Statutes and Ordinances of the University govern its Code of Conduct which is strictly implemented. The Institution also endeavours to instil and promote national identity and consciousness through days of national importance and special events for Constitution Week, Value Education, and Gandhi Samagra.

The two best practices of the University are its **Visiting Research Professors Programme** (VRPP) and **Goa University Publications Repository** (IR@GU). The VRPP is a unique initiative with Chairs established in various interdisciplinary and cultural fields, where prominent personalities from India and abroad are invited with a view to promoting research. The other best practice is the IR@GU, a database of University Research Publications. The one area of distinction of the University is its **National Resource Centre in Marine Science.**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	GOA UNIVERSITY
Address	Goa University Campus, Taleigao Plateau
City	Panaji
State	Goa
Pin	403206
Website	www.unigoa.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Varun Sahni	0866-9609001	8669609209	0832-2451184	registrar@unigoa.ac.in
IQAC / CIQA coordinator	Varun Sahni	0866-9609209	8669609209	0832-2452889	iqac@unigoa.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	01-06-1985
Status Prior to Establishment,If applicable	PG Centre
Establishment Date	01-06-1963

Recognition Details			
Date of Recognition as a University by UGC or Any Other National Agency :			
Under Section		**Date**	**View Document**
2f of UGC		01-06-1985	[View Document](#)
12B of UGC		12-03-1987	[View Document](#)

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Program mes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Goa University Campus , Taleigao Plateau	Rural	402.8	101363.7	UG, PG, MPhil, PhD, PG Diploma, Diploma and Certificat e courses		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Education/Teachers Training	1	4	5
Fine Arts/Performance Arts/Visual Arts/Applied Arts	1	2	3
Engineering/Technology/Architecture/Design	3	3	6
Medicine & Surgery/Ayurveda/Unani/Homeopathy/Health & Allied Sciences/Paramedical/Sciences	5	4	9
Universal/Common to All Disciplines	21	5	26
Law	2	0	2
Business Administration/Commerce/Management/Finance	2	2	4
Hotel Management/Hospitality/Tourism/Travel	0	2	2
Vocational Education	0	2	2
Sanskrit Sounding Degree	0	1	1
Agriculture and Allied Disciplines	0	1	1

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	61
Colleges Under 2(f)	4
Colleges Under 2(f) and 12B	32
NAAC Accredited Colleges	24
Colleges with Potential for Excellence(UGC)	2
Autonomous Colleges	1
Colleges with Postgraduate Departments	34
Colleges with Research Departments	7
University Recognized Research Institutes/Centers	8

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: No

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				42				77				136
Recruited	7	13	0	20	37	18	0	55	48	41	0	89
Yet to Recruit				22				22				47
On Contract	0	0	0	0	0	0	0	0	15	20	0	35

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				385
Recruited	187	105	0	292
Yet to Recruit				93
On Contract	39	40	0	79

Technical Staff				
	Male	Female	Others	Total
Sanctioned				83
Recruited	43	8	0	51
Yet to Recruit				32
On Contract	3	2	0	5

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	42	14	0	9	4	0	29	36	0	134
M.Phil.	0	0	0	2	1	0	0	1	0	4
PG	0	0	0	1	0	0	10	15	0	26

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	9	9	0	18
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	4	11	0	15

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	1	0	0	1
Adjunct Professor	0	0	0	0
Visiting Professor	7	7	0	14

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Directorate of Visiting Research Professorship Programme	D. D. Kosambi Chair in Interdisciplinary Studies	Government of Goa
2	Directorate of Visiting Research Professorship Programme	Dayanand Bandodkar Chair in Political Economy	Government of Goa
3	Directorate of Visiting Research Professorship Programme	Kavivarya Bakibab Borkar Chair in Comparative Literature	Government of Goa
4	Directorate of Visiting Research Professorship Programme	Mario Miranda Chair in Art and Fine Art	Government of Goa
5	Directorate of Visiting Research Professorship Programme	Anthony Gonsalves Chair in Western Music	Government of Goa
6	Directorate of Visiting Research Professorship Programme	Nana Shirgaonkar Chair in Indian Music	Government of Goa
7	Directorate of Visiting Research Professorship Programme	Sant Sohirobanath Chair in Marathi Sant Sahitya	Government of Goa
8	Directorate of Visiting Research Professorship Programme	Joaquim Heliodoro do Cunha Rivora Chair in Indo Portuguese Studies	Camoes Instituto do Cooperecao e da Lingua Portugal
9	Directorate of Visiting Research Professorship Programme	The Dalai Lama Chair for Nalanda Studies	The Foundation for Universal Responsibility of H.H. The Dalai Lama

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	9	5	0	0	14
	Female	28	5	0	0	33
	Others	0	0	0	0	0
PG	Male	456	48	0	33	537
	Female	1164	50	0	8	1222
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	1	0	0	0	1
	Female	13	0	0	0	13
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	87	66	0	6	159
	Female	166	62	0	4	232
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	62	5	0	0	67
Female	41	4	0	0	45
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1990
Number of UGC Orientation Programmes	15
Number of UGC Refresher Course	19
Number of University's own Programmes	2
Total Number of Programmes Conducted (last five years)	50

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	Four Star	71.2	
Cycle 2	Accreditation	B	2.6	
Cycle 3	Accreditation	A	3.09	

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biotechnology	[View Document](#)
Botany	[View Document](#)
Chemical Sciences	[View Document](#)
Earth Ocean And Atmospheric Sciences	[View Document](#)
English	[View Document](#)
French And Francophone Studies	[View Document](#)
Goa Business School	[View Document](#)
Hindi	[View Document](#)
History	[View Document](#)
International And Area Studies	[View Document](#)
Konkani	[View Document](#)
Library And Information Science	[View Document](#)
Manohar Parrikar School Of Law Governance And Public Policy	[View Document](#)
Marathi	[View Document](#)
Microbiology	[View Document](#)
Philosophy	[View Document](#)
Physical And Applied Sciences	[View Document](#)
Political Science	[View Document](#)
Portuguese And Lusophone Studies	[View Document](#)
Sociology	[View Document](#)
Zoology	[View Document](#)

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
42	42	39	39	38

File Description	Document
Institutional data in prescribed format	[View Document]

1.2

Number of departments offering academic programmes

Response: 21

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1932	1824	1839	1940	1900

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
865	791	885	907	852

File Description	Document
Institutional data in prescribed format	[View Document]

2.3

Number of students appeared in the University examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1899	1808	1823	1917	1886
File Description			Document	
Institutional data in prescribed format			View Document	

2.4

Number of revaluation applications year-wise during the last 5 years

2019-20	2018-19	2017-18	2016-17	2015-16
0	17	52	57	32

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1287	1190	1257	1207	1103
File Description			Document	
Institutional data in prescribed format			View Document	

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
199	168	174	152	147
File Description			Document	
Institutional data in prescribed format			View Document	

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
255	199	186	184	184

File Description	Document
Institutional data in prescribed format	[View Document]

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3408	2565	1417	1897	2225

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
582	560	508	506	449

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Total number of classrooms and seminar halls

Response: 86

4.4

Total number of computers in the campus for academic purpose

Response: 420

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
1804.50	1461.47	1522.15	1269.91	1145.08

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Goa University has designed its courses keeping in mind local/national/regional/global and developmental needs. Syllabus revision is carried out regularly through the Departmental Council, Board of Studies and the Academic Council. In all these academic bodies, the revised syllabus is discussed and considered with respect to its relevance to the University's objectives. Programme Outcomes, Programme Specific Outcomes, and Course Outcomes are displayed on the University website and the syllabus of each course covers the course objectives, eligibility criterion, course content, and course outcomes.

The University is aware of the importance of catering to local needs since it is a State University and its programmes include courses in Goan history and the languages, culture, economy and polity of the state. At the same time, the University is cognizant of the need to be well placed at the regional, national and global level. Situated in the Western coastal region of India known as Konkan, it provides knowledge-based service to the students who seek knowledge in the realms of Science, History, Society and the Economy of the region. An example in point is the specificity of the flora and fauna found only on the Konkan and the Western Ghats.

Goa University also understands the need to include syllabi based on National Issues related to the Indian Ethos including languages, philosophy, history and culture, unity and diversity, national integration, religious and cultural harmony and an understanding of the constitution and human rights along with the relevant research in these fields.

At the global level, the University is located along the Indian Ocean and has specific courses related to this part of the world including History of the Indian Ocean and Indo-Portuguese Studies. At the same time, the University is abreast of International issues through its programmes in Foreign Languages, Economics, International Relations, Philosophy, Sciences and Commerce and Management.

In most of the programmes, CBSE was introduced in 2011 so that a wide range of courses in various disciplines were available to students. The University obtains student feedback on its courses and conveys it to the concerned teaching faculty. This enables improvement in the course content and delivery in future. Research work, leading to PhD degrees, is monitored by the Departmental Research Council, which reviews the performance of the research scholars who present the progress of their research work every six months.

Adhering to programme outcomes has ensured optimum knowledge in a specific field and empowered the student community to apply this in research and employment. A conscious attempt has also been made to improve the skill components in disciplines like Management, Commerce, Botany, Marine Science, Physics, and Chemistry.

File Description	Document
Link for Additional information	[View Document](#)

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 80

1.1.2.1 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 32

1.1.2.2 **Number of all Programmes offered by the institution during the last five years.**

Response: 40

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of Programme syllabus revision in last 5 years	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 25.99

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
377	344	318	310	229

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 16.93

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 292

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 1725

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

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 90.48

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

Response: 38

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

Considering the importance Gender Sensitivity, Environment Protection and Sustainability, Human Values and Professional Ethics in the world, Goa University has successfully incorporated the awareness of these issues into its Curriculum. While most of these topics have been integrated into the syllabus of various courses, there are also certain specific courses entirely devoted to these issues.

The University offers a full-fledged Programme in Women Studies in the Manohar Parrikar School for Law, Governance and Public Policy. The Bachelor of Arts Programme in French and Portuguese Language offer Discipline Specific Courses that touch upon gender issues with respect to feminist literature and the

representation of women in literature, history, visual and popular culture.

Environmental aspects including the need to attain sustainable ways to respect and preserve our environment are concerns that Goa University understands well. Apart from multiple activities and skill based courses in Gardening, Horticulture and Nursery, which support a cleaner and greener environment, courses such as Environmental Thought in Konkani Literature, Environmental Ethics, Environmental Microbiology and Bioremediation Remediation; Microbial Ecology of the Deep Marine Environment/Deep-sea Research, Polar Microbiology, Marine Pollution and Microbial Remediation, Marine Environment and Public Health Management   are some of the courses offered in this area. These courses not only create Environmental Awareness among students but also allow them to fully comprehend their implications and to seek sustainable ways to resolve the issues related to the environment. These courses also aim at showing students the means to influence policy in   order to promulgate relevant laws for the creation and maintenance of a healthier and a more sustainable environment.

 Goa University also realizes the importance of Human Values and Professional Ethics. Therefore, with a view to inculcating moral, ethical, and societal values in students, courses on Gramin Sahitya (Rural Literature), Reading and Writing Conflict, Bioethics, Short Film Production, Translation Studies, Communication & Technical Skills, Research Methodology, Academic Writing, Plagiarism, Experimental Design, Laboratory Planning, Marine Microbial Prospecting and Technology, Bio-piracy, Cartagena Protocol, Bonn Declaration and Montreal Protocol have been incorporated in the syllabi. These courses not only focus on giving the students an understanding of human values but also teach them professional ethics in subjects of literature, writing and science and technology.

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

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

Response: 37

1.3.2.1 **How many new value-added courses are added within the last five years.**

Response: 37

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 24.85

1.3.3.1 **Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
345	454	541	468	531

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 15.06

1.3.4.1 **Number of students undertaking field projects or research projects or internships.**

Response: 291

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	[View Document](#)

1.4 Feedback System

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

Response: D. Any 1 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)

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

Response: C. Feedback collected and analysed

File Description	Document
Institutional data in prescribed format	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 2.06

2.1.1.1 **Number of seats available year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1186	1126	1121	1115	1015

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	[View Document](#)

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

Response: 61.27

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

2019-20	2018-19	2017-18	2016-17	2015-16
352	312	303	285	333

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Goa University offers a wide spectrum of Academic Programmes keeping in mind the requirements of all

students and hailing from diverse backgrounds.

Although there is no structured system in place to cater to the distinctive needs of advanced as well as slow learners at the university level, the specific academic needs of students are constantly monitored and by and large, addressed at the departmental level. For instance, the discipline of Physics conducts a bridge course in Mathematics specially designed for those students who are weak in this discipline.

Similarly, Departments across the board conduct remedial courses and tutorials in order to help the slow learners to cope up with the demands of the programs offered. Whenever approached, teachers guide students and help them to select optional courses that would bridge their knowledge gap or would offer a greater challenge, as the case may be.

The existing Ordinances governing the programmes are also particularly favourable for slow learners. The ordinances facilitate additional Intra-Semester Assessment [ISA] enabling students to improve their performance resulting in better grades on most occasions. Slow learners can also register for lesser credits in a semester and can complete the programme in double the duration.

The advanced learners, on the other hand, are encouraged by the teachers at the departmental level to work hard to achieve greater success in academics. Such students are provided with additional reading lists as well as web links so as to enable them to realize their full potential as young scholars. Advanced level assignments and projects are also given to them which also improves their self-learning ability. Some of them undertake extra credit courses and benefit from improved grades when their lowest scores are not included while computing their final result.

Advanced learners are also motivated to take up research projects/dissertations, an optional component of the Post Graduate and Undergraduate Programmes. The Dissertation at the Post-Graduate Level corresponds to 8 credits. This option channelizes them towards research and orients them towards a doctoral programme in the future. Such students are also encouraged to attend and present papers at national and international conferences. They are regularly deputed to participate in intra-University/Inter-University debates and essay writing competitions.

Since the CBCS facilitates the inter-departmental and inter-institutional transfer of credits, advanced learners are motivated to opt for courses offered by other departments/institutions. Furthermore, most of the department's design/offer advanced optional courses at regular intervals keeping in mind the requirements of advanced learners. On the whole, the teachers at Goa University endeavour to reach all students specifically focusing on different levels of their learning ability.

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

Response: 9.71

2.3 Teaching- Learning Process

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

Response:

A variety of pedagogies and learner-centric methods are implemented based on the nature of the course including case studies, group discussions, excursions and field trips, problem-solving activities, discussions and debates. Organisations, issues and situations are identified as case studies and circulated by Faculty members in advance to allow students to discuss and analyze them in small groups and learn in an interactive mode. Case studies are also extensively used in student evaluation so that practical real-life situations are assessed by students. Outdoor activities like games and outbound training are extensively used in courses like Communication Skills, Leadership, Organisational Development and Change Management, etc. These activities are especially conducive to teamwork and leadership. Field trips to historical sites, industrial units, villages, museums, tribal communities among others are organized for practical learning and first-hand experience. Field trip reports by students help students to learn to organise their thoughts and narrate and document the practical learning experience. Problem-solving by students is used as a preferred pedagogy across the Science Faculties as well as in Commerce, Management and Economics. Debates are organized periodically to encourage students to take positions and articulate and defend their points of view. In addition, role-play and activity-based learning are also used extensively particularly in language learning and behavioural subjects like Organizational Behaviour, Human Resource Management, Consumer Behaviour and Sales Management. Students develop practical skills in selling, managing, conflict resolution, leadership, persuasion and many other fields through role-playing. Project work and Internships are also incorporated in the programmes of study, wherever required. Industry, organization and market-based projects, as well as scientific projects, are identified and given to students in order to develop their research skills. Projects in disciplines like Commerce and Management help students learn industry analysis, firm analysis, problem analysis, SWOT analysis, problem and opportunity analysis, scientific intervention and R & D planning. Project-based courses are also opted by students in lieu of purely taught courses to get exposure to practical situations.

Students are assigned reading material and activities before classroom discussions and group presentations by students is a widely used method. Students are informed about the learning objectives, pedagogy and reading material right at the start to facilitate student-centred learning. Learning Management Systems like Moodle is used to assist communication among students and teachers. Reading material like case studies and articles are uploaded, assignments and activities are shared and student material is accepted and stored in the system. From time to time, Peer-reviewed Workshops are conducted on Moodle. Internship reports and final projects are submitted; evaluation is completed and communicated through the course management software. Class participation is included in the evaluation to facilitate student participation. Students are also involved in project and consultancy activities of teachers for better learning. Education films and videos are used as a basis for classroom discussion. Films and videos are sourced from many websites and databases like YouTube and EBSCO. Inverted classroom techniques have been progressively implemented for better participation and learning by students.

File Description	Document
Upload any additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

All teachers are using ICT (LMS, e-resources) **in the teaching-learning process.** Effective use of technology is a motivating factor for students and make the classes more dynamic and interesting, at the same time renewing teacher enthusiasm as they learn new skills and techniques. The extensive use of ICT by the teachers and students of Goa University has enhanced access, quality and effectiveness of the teaching-learning process and made the programmes more learner-centric. The use of PowerPoint while making presentations injects visual interest in the presentation and all the teachers regularly make use of PowerPoint as an aid in the teaching-learning process. Presentations and Assignments form an important component of the Intra-Semester Assessment at Goa University and students use PowerPoint to make presentations to add crispness and focus to their work. Hard copies of most assignments are electronically typed using Microsoft Word. In writing their assignments, students use Excel to facilitate data analysis. Teachers at Goa University also make use of educational films and videos and other ICT tools as supports in the teaching-learning process. Combining learning with entertainment and educational films make learning more attractive and allow teachers to touch upon topics that go beyond the curriculum and deal with current issues. Modular Object-Oriented Dynamic Learning Environment (Moodle) is one of the most empowering learning management systems in higher education today. A number of teachers at Goa University use Learning Management Software like Moodle that enabling students to have access to course material anywhere and at any time. By using Moodle, teachers are better equipped to coordinate and streamline administrative and instructional activities. Goa University gives a lot of emphasis on research. Goa University subscribes to journal databases like EBSCO, Pro-Quest and INFLIBNET and teachers as well as students use these extensively for teaching-learning as well as for research. Faculty make use of Urkund for plagiarism checks for evaluation as well as for research. Publicly available resources like Google Scholar are popular among teachers and students alike. Students and teachers make use of computing facilities like SPSS, Amos and E Views in the analysis of their research. Teachers are able to connect with scholars and experts from various parts of the world thanks to the Video Conferencing facility provided on campus. Company databases like Ace Equity as well as industry databases as well as the Bloomberg Terminal are available at the University. Acknowledging the fact that it is impossible today to ignore the role of ICT in higher education, the teachers and students at Goa University have not only made ICT a vital component of the teaching, learning and research process but also implemented it widely used for administrative purposes in the University campus.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

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

Response: 27:1

2.3.3.1 **Number of mentors**

Response: 72

File Description	Document
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 83.7

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years

Response: 76.14

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

2019-20	2018-19	2017-18	2016-17	2015-16
138	128	131	122	117

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 10.92

2.4.3.1 **Total experience of full-time teachers**

Response: 2172.75

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	[View Document](#)

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 12.5

2.4.4.1 **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
7	4	2	3	5

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 71.8

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
79	80	66	73	61

File Description	Document
List of Programmes and date of last semester and date of declaration of results	[View Document](#)
Any additional information	[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 1.69

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	17	52	57	32

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

Goa University has brought about several reforms in the Examination System through Digital Initiatives to ensure 100% automation of Examination Processes right from Form Filling by the student to the Declaration of Results for all Programmes conducted on the University Campus. (Additional information on IT integration is given in the attached write up).

The Examination procedure for all Post Graduate Courses conducted on the campus is in non-confidentiality mode and comprises internal continuous Intra-Semester Assessment (ISA) and Semester-end assessment (SEA).

In the case of continuous intra-Semester assessment (ISA), the University offers a wide range of assessment possibilities and teachers are free to choose assessment tools depending on the nature of the course and the discipline. The types of assessments include Written/Oral, Open/Closed book, Scheduled/Surprise, Objective/ Multiple-choice, Short-answer type, Essay type, Seminar, Assignment, Experimental work, Fieldwork, Viva-Voce, Peer group assessment and Class participation as described in the Course outline.

The teacher/instructor of the course is in charge of the teaching as well as the evaluation of the course. He/she sets the question papers and maintains records of all ISA and SEA. For programmes offered both on the Goa University campus and Affiliated Colleges, the paper setting of the SEA for Core Courses only is done by a panel of paper setters appointed by the Chairperson, Board of Studies of the concerned discipline in a meeting chaired by the Vice-Chancellor. The papers are sent to the centres through Online Delivery of Question Papers and in this case, answer books are assessed through a Central Assessment Programme (CAP) to ensure uniformity in evaluation.

Since the implementation of the GUMS in the examinations in 2018, the marks of the ISA and the SEA are fed into the GUMS by the concerned teachers and approved online by the Head of Department/Programme

Director before the results are computed and declared by the Examination Division.

From 2018-2019, the entire examination process is being done through the Goa University Management System (GUMS). After enrolment, each student has a dedicated portal through which the student selects courses and at the end of the semester, registers for the examination and pays the examination fees online. The form is then validated by the Department and a Hall Ticket is generated. After an assessment, each teacher fills in the ISA/SEA marks of the students into the system and submits them online. On approval by the Head of Department, the result is ready for declaration.

Every Course has a single head of passing based on the combined performance at the continuous ISA and SEA. The result of each assessment is displayed on the Notice Board and/or on Moodle and the assessed material/answer book for both ISA and SEA is shown to the candidate by the concerned teacher before forwarding the marks to the Examination Division. This process makes the examination system transparent and credible and considerably reduces the number of grievances related to examinations.

File Description	Document
Year wise number of applications, students and revaluation cases	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

The Learning Outcomes of the Academic Programs are clearly stated in the Course Guidelines. Each programme offered by the University clearly states its objectives and learning outcomes, in the syllabus of the respective programme, in the University Hand-Book/ Prospectus as well as on the University Website. Further, during the orientation program**,** held at the beginning of each academic year for the new admissions, the students are informed about the objectives of the programmes. Accordingly, the students are sensitized about the various opportunities available to them, on successful completion of the academic programmes. The Departments constantly monitor the performance of the students, not only in the University examinations but also in other competitive career-related examinations such as UGC/CSIR NET/SET/UPSC etc. The connectivity between what the student's study and their career plans after the completion of their programme of study, is facilitated through faculty intervention and career guidance. Innovative tools like slides presentation, screenings of films, documentaries and music, use of games, online learning platforms, introduction to an online database, use of chat apps for interaction, software are used by faculty. Innovative techniques like apprenticeship, assignments, blog development, case studies, discussions, fieldwork, problem-based learning, flipped classroom pedagogy, group discussions, hands-on experience and the like, are used in the teaching-learning process.

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

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

Response:

The University has continuous intra-Semester assessment (ISA) and Semester-end assessment (SEA) which is fully internal. The ISA component is 40 marks and the SEA component is 60 marks. The students have to answer two Intra semester exams. An optional third ISA is also conducted especially for slow learners and those who have missed an earlier exam. For those students who answer all three ISAs, the best marks scored in two of the ISAs are considered for the result. The nature of Intra semester assessments are either Written/Oral, Open/Closed book, Scheduled/Surprise, Objective/Multiple-choice, Short-answer type, Essay type, Seminar, Assignment, Experimental work, Fieldwork, Viva-Voce, Peer group assessment, or Class participation. At the end of the semester, the students have to appear for a SEA (Semester End Assessment). These examinations help to measure the attainment of POs, PSOs and COs. The level of attainment of POs, PSOs and COs are shown by the results at the university examinations and are assessed at the Department level.

File Description	Document
Paste link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 93.67

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 799

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 853

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.16	
File Description	**Document**
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Research is an integral part of the academic activities of the Post-Graduate departments of the University. R&D Projects and Consultancies are carried out by the faculty members of Goa University. The university grants freedom to its students and faculty, (I) to carry out research in their chosen field, (II) to approach any funding agency to seek support for their research work, and (III) to report their findings and conclusions freely. However, the university reserves the right to (a) scrutinize the research proposal and the findings, and (b) make it available for constructive criticism of peers. Goa University also expects that researchers shall not violate established professional ethics, norms pertaining to the health, safety, privacy, and other personal rights of human beings or to the infliction of injury or pain on animals.

The Directorate of Research Development and Resource Mobilisation (D-RDRM) implements the research policy of Goa University. The main aim of this policy is to help the University and its faculty members achieve excellence in research and contribute to the societal and public good.

D-RDRM processes/reviews all research proposals to be submitted by University faculty to the funding agencies. It also coordinates between the funding agencies and the Project Investigator at the University for approved projects. To incentivize research and improve the quality of publications of faculty members, DRDRM provides a monetary incentive for research publications in SCOPUS/ Web of Knowledge indexed journals. To initiate research activities of its faculty members, the university provides a startup grant, to all teachers recruited against a permanent vacancy.

D-DRRM assists the Intellectual Property Assessment Committee (IPAC) of the University in assessing the applications submitted by faculty members to file patents. The IPAC consists of a legal expert who also helps the faculty members to draft and file their patent applications. The IPAC also receives support from the State Patent Cell established under Goa State Science and Technology Council.

D-RDRM maintains a profile of faculty expertise and a list of the infrastructural facilities at the University for circulation to potential industry partners. D-RDRM also arranges meetings between potential industry partners, funding agency representatives and the University faculty for the promotion of sponsored research and new funding schemes.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View Document](#)
URL of Policy document on promotion of research uploaded on website	[View Document](#)

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 1.26

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
5.47312	0.83517	0	0	0

File Description	Document
Minutes of the relevant bodies of the University	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	[View Document](#)

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 2.86

3.1.3.1 **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
9	4	3	3	5

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the award letters of the teachers	[View Document](#)

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 93

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
18	19	18	22	16

File Description	Document
Institutional data in prescribed format	View Document

3.1.5 Institution has the following facilities to support research

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**
5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**
10. **Any other facility to support research**

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 19.05

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.

Response: 4

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 22.52

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

2019-20	2018-19	2017-18	2016-17	2015-16
7.70	7.87	0	6.95	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 1238.75

3.2.2.1 **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
190.12	155.12	169.53	420.59	303.39

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

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

Response: 2.18

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

Response: 71

3.2.3.2 **Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 163

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

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

Initiatives of Goa University for creating an ecosystem of innovation and creation and transfer of knowledge

Goa University is the only public-funded University in the state of Goa established under an act of legislative assembly of Goa state. It caters to the higher education requirements of the young generation of Goa state. Goa University follows the affiliating model. Under this model, though most of the faculties are on campus, some of the faculties like medicine, engineering, design, etc. are only present in the affiliated colleges of the University.

University realized the importance of research, development and resource mobilization way back in 1996 and a cell to cater for the need of the research ecosystem was established. This cell now functions as a Directorate of Research and Development and Resource Mobilization.

In the last five years, Goa University has taken some major steps to create an ecosystem of Innovation, Incubation and Industry partnership.

1. University has statutory provisions for filing patents and taking up industrial consultancy. Statute SA-38 provides a framework for filing, maintaining as well as revenue sharing of patents. While SA-39 takes care of the revenue sharing of consultancy projects taken up by the faculty members.
2. University has established a new directorate to look after activities under Internship, Innovation and Industry Partnership. This directorate along with the Universities Innovation council conducts lectures, workshops, hackathons, etc. to develop the innovation ecosystem.
3. University has a fully functional patent cell which is advised by a legal consultant who is an expert in intellectual property rights. This cell not only conducts IPR awareness programmes but also helps faculty members to file patents. Since 2018-19 budgetary provision exists for filing and maintaining patents filed by faculty members of the University.
4. University has established an Innovation Council consisting under MHRD's Innovation Cell to systematically foster the culture of innovation on its campus. During the last two years, the University has been awarded 4 and 4.5 stars respectively in the ARIIA ranking.

Goa University plans to set up two incubators in the fields of Information Technology and Life Sciences on its campus. A dedicated space has been already earmarked for these incubators. The work on setting up the Bio incubator facility with funding from the state government is in progress.

File Description	Document
Paste link for additional information	[View Document](#)

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 20

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
10	6	0	1	3

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 0

3.3.3.1 Total number of awards / recognitions received for *research /* innovations won by institution / teachers / research scholars / students year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document]

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: B. 3 of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	[View Document]
Any additional information	[View Document]

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website

Response: D. 1 of the above

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

3.4.3 Number of Patents published / awarded during the last five years.

Response: 4

3.4.3.1 **Total number of Patents published / awarded year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	2	1	0

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

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 1.6

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 168

3.4.4.2 **Number of teachers recognized as guides during the last five years**

Response: 105

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

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

Response: 5.74

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

2019-20	2018-19	2017-18	2016-17	2015-16
174	198	212	198	182

File Description	Document
Institutional data in prescribed format	[View Document]

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

Response: 1.83

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

2019-20	2018-19	2017-18	2016-17	2015-16
54	34	56	86	77

File Description	Document
Institutional data in prescribed format	[View Document]

3.4.7 E-content is developed by teachers :

1. **For e-PG-Pathshala**
2. **For CEC (Under Graduate)**
3. **For SWAYAM**
4. **For other MOOCs platform**
5. **Any other Government Initiatives**
6. **For Institutional LMS**

Response: D. Any 2 of the above

File Description	Document
Institutional data in prescribed format	[View Document]
Give links or upload document of e-content developed	[View Document]

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 6.71

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 31.5

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

Goa University has formulated a Statute relating to the terms and conditions under which faculty members in University Departments and its affiliated Colleges may be permitted to undertake work relating to Consultancy Services. This statute is SA-38 and is available on the University Website.

Goa University considers Consultancy as an Academic activity. Faculty members do not solicit a consultancy project. Faculty members may be permitted to take up the following consultancy services.
Individual Consultancy: Individual consultancy relates to service rendered to an Industry/Organization or work done for them by the faculty member in his/her individual capacity.
Institutional Consultancy: Institutional consultancy relates to service rendered to an Industry/Organization or work done for them, by an individual/ Group/ Centre/ Department on behalf of the University. The Principal Consultant/Investigator is identified/approved by the Vice-Chancellor in consultation with the Dean in case of the University.

The Directorate of Research Development and Resource Mobilisation (D-RDRM) implements the provisions of the Statute and provides administrative support for Consultancy activities.

File Description	Document
Upload soft copy of the Consultancy Policy	[View Document](#)

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 42.13

3.5.2.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
10.92213	21.29575	4.76100	2.85750	2.29552

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy	[View Document](#)

3.6 Extension Activities

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

Response:

Extension activities of Goa University are primarily carried out through the Directorate of Extra Mural Studies and Extension Services. Additionally, University has also established the Directorate of Unnat Bharat Abhiyan to carry out activities under Unnat Bharat Abhiyan, a flagship programme of the Ministry of Human Resource Development. Extension activities are considered the third dimension of higher education. Through these activities, University aims to reach out to various cross-sections of the society such as adults, school drop-outs, professionals, housewives, slum population, street children and a host of other learning groups who need not necessarily have a formal qualification to learn certain essential inputs.

The Directorate of Extra Mural Studies and Extension Services conducts several certificate courses like Certificate course on Philosophy of Science which was also offered as a Four Credit course to its regular students, Certificate course on Documentation using LaTex, Certificate course on Philosophy of Mind, etc. Programmes on English Teaching/Learning essentially targeting school children from remote villages and marginal sections of the society. Programmes on entrepreneurship development for Women self-help groups, political awareness for women Panchayat members, legal awareness etc. are conducted with the help of professional experts, faculty members and students of the University and its constituent colleges. Similarly, programmes, on rainwater harvesting, water conservation, etc. are also conducted especially for people living in mining areas.

Under the Unnat Bharat Abhiyan, Goa University has adopted the following five villages spread over two districts of the state. These are Nauxi-Pirbhat, Cacra and Pale-Shirdon in North Goa and Gudi Paroda and Madkai in South Goa. Several activities like Night Camp at Gudi Paroda village, Orientation cum Awareness Programme at Paroda village, Orientation cum Awareness Programme at Madkai, Cleanliness Drive and Awareness Programme at Cacra, Solar ambassador camp at Gudi Paroda, Interaction of Governor with Paroda villagers etc.

Recently, a State Resource Centre for Women was established on the campus of Goa University. This centre along with the Department of Women's studies has started a Pink Ribbon campaign to create awareness on breast cancer and menstrual hygiene among its women students as well as women from tribal and marginal sections of the society.

Cleanliness camps under the Swacch Bharat Abhiyan programme are regularly organized on the University campus. Such camps see enthusiastic participation of students and staff of the University. In order to promote cleanliness on campuses of all higher education institutes under the umbrellas of Goa University, it has established the Swachhatam Mahavidyalaya award for the cleanest college in Goa. The cleanest

college is selected via a thorough process of inspection and data verification by a high-level committee. Additionally, blood donation camps, yoga camps are also organized on the campus.

File Description	Document
Paste link for additional information	[View Document]()

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 7

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	0	1	1

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

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

Response: 69

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	19	19	11	17

File Description	Document
Reports of the event organized	[View Document]()
Institutional data in prescribed format	[View Document]()

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 54.87

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
281	1823	622	592	1815

File Description	Document
Institutional data in prescribed format	[View Document](View%20Document)

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 14

3.7.1.1 **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
15	13	18	14	10

File Description	Document
Institutional data in prescribed format	[View Document](View%20Document)

3.7.2 Number of functional MoUs 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: 18

3.7.2.1 **Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise**

during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
1	6	0	6	5

File Description	Document
Institutional data in prescribed format	[View Document]
e-copies of the MoUs with institution/ industry	[View Document]

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Goa University has a sufficient number of classrooms and well-equipped laboratories with necessary instrumentation and consumables for students. The Departmental Council/ School Council regularly review the needs of every laboratory and classroom. The Science Departments/Schools have adequate budgetary provisions for equipment, consumables and also contingency grants.

All the teaching Departments/Schools in the University have classrooms commensurate with the number of students. In the buildings which have been constructed recently, e.g. Faculty Blocks E and F, all classrooms are air-conditioned. In the remaining Departments, a few classrooms are air-conditioned.

Computer facilities for students are available in all Science Departments/Schools. The Social Science and Language Departments have common computer facilities at the Faculty level. There are separate laboratories for research students in many of the Departments/Schools.

Departments/Schools are supported by INFLIBNET resources. The University also subscribes to databases like Sci Finder, Science Direct, Emerald and CUP. Departments like Economics, Commerce, Management Studies have been supported with databases like EPW Time series database and NSSO, Bloomberg, CMIE Prowess databases as per their requirements. Software facilities like Grammarly, Matlab, StatCraft have been subscribed recently.

All the teaching Departments/Schools are allowed to use the auditoriums/ Seminar Halls (total six) available in the University for their Seminars/Symposia/ Conferences etc.

The University is equipped with a Central Library which is at an approachable average distance of 500 m (or less) from any of the teaching Departments/Schools. The library is also well connected through a campus-wide intranet and has a reading room with a seating capacity of 120. The library also houses a rich collection of literature in Konkani - the state language of Goa. The library is blessed with donations from many individuals. E.g., a collection of rare books on Indo-Portuguese History and Culture donated by some well-wishers. It is also a designated Repository Library of United Nations publications since 1996. The **catalogue** of the library is available online over the Internet and anyone can consult the same to look for a particular document.

A large number of online resources are available to the users of the library under the programme of INFLIBNET Centre, Gandhinagar, Gujrat. The links to these are provided via the **Knowledge Portal**. Off-campus access to these resources is provided using the INFED facility of the INFLIBNET.

University has a state of the art Studio and recording facility as part of Digital Learning and Initiatives which has helped the in-house online learning initiative of the Directorate of Higher Education (DHE), Government of Goa, named "Digital Integrated System for Holistic Teaching And Virtual Orientations" (DISHTAVO).

File Description	Document
Upload any additional information	[View Document](#)

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

Response:

The University has adequate sports infrastructure for students which include the following:

Name of sport facility	Area/ Size sq. mt.	Year facility become functional
Football ground	105 x 80	1991
Athletics Track	227.84 x 144	1991
Changing Rooms (Male & Female)	8 x 5.5	1995
Basketball Court	32.4 x 19.5	2010
Cricket pitch with nets (two)	13 x 2	2011
Jubilee Hall	29.8 x 28.1	2011
Spectators Gallery for Football & Athletics	20 x 5	2012
Dr Shyama Prasad Mukherjee Indoor Stadium	4000 seating	2014
Gymnasium	13.6 x 11.4	2014
New Cricket Ground (Outdoor stadium)	130 x 120	2019
Changing Rooms (Male & Female)	8 x 5.5	2019
Volleyball court	25 x 25	2019
New Cricket Ground (Outdoor stadium) spectator gallery	2 x 25 x 4.5	2019
New Cricket Ground (Outdoor stadium) pavilion also comprising of:	12.5 x 4.5	2019
Office	3 x 3	
Storeroom	3 x 3	
Two toilets	3.22 x 4.23 each	
Two changing rooms	5 x 4.23 each	

Inter-Collegiate Championships: About 23 different sports disciplines are organized by the University on its campus annually. The events organized are Badminton, Table Tennis, Chess, Swimming, Weight Lifting, Power Lifting, Best Physique, Cross Country, Tennikoit, Judo, Taekwondo, Basketball, Football, Tennis, Baseball, Kho Kho, Athletics, Kabaddi, Volleyball, Hockey, Handball, Cycling and Cricket.

Inter-University Championships: Goa University teams consisting of the best players from affiliated

colleges participate in the Inter-University Championships organized by AIU at different Universities across the country. The players are provided with coaching camp allowance, kit allowance, tracksuit and daily allowance during their participation in the respective championships.

Post Graduate Students Sports: PG students from the campus participate in the annual three-day inter-department sports event "PLAYON". Students take part in the Inter-Collegiate Championship as one unit under the banner of Post Graduate Goa University.

Sports Awards: The University recognizes the Best College in Sports for men and women's categories separately during every academic year and the awards are presented on the Foundation Day of the University, which is on 30th June every year.

Gymnasium and Fitness Centre: The Gym and Fitness Centre of the University is well equipped with all standard equipment. The benefit of this facility is taken by a number of students, staff and their family members round the year.

Dr S P M Indoor Stadium: Facilities available include air conditioning, HD compliant arena lighting, Broadcasting room, TV Studio, Dressing rooms, Delegates area, Dope control rooms, Medical rooms, VIP Lounge, Media Tribune and working stations, Press Conference area, Mixed zone area, CCTV camera and vehicle parking. The seating capacity is 4000. The Inter-Collegiate Basketball and Volleyball Championships are organized in this stadium. The stadium has the facility to accommodate two Basketball courts or two volleyball courts at a time.

Sports for Staff: The annual events organized for staff are Carrom, Table Tennis, Chess and Badminton. Awards to the winners are presented on Foundation Day.

Yoga Activities: These are conducted in the open air Jubilee Hall of the University.

File Description	Document
Upload any additional information	[View Document](#)
Geotagged pictures	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Availability of general campus facilities and overall ambience

Response:

Currently, Goa University has on campus, 6 Schools and 15 Departments, offering 85 programs including M.Phil. and PhD. The Science Departments/Schools have well-equipped laboratories with state-of-the-art facilities, including high-end sophisticated equipment acquired through sponsored projects and support under UGC-SAP, DST-FIST, and RUSA.

The University Library is centrally located in an easily accessible and spacious building and hosts a huge collection of text, reference and rare books, learning resources including a large number of e-

resources. Goa University has a 24 x 7 learning environment and is supported by excellent campus-wide Wi-Fi as well as high-bandwidth (1 GB) computer networking (LAN).

The Goa University has established good linkages in relevant areas of study with other institutions of higher learning and research organizations within the country and outside. The Visiting Research Professor Programme in Goa University was initiated in 2013 and presently has seven Chairs supported by the Directorate of Art and Culture, Government of Goa and two are privately funded. The University invites luminaries in the field of Liberal Arts and Literature, Social Sciences, etc., as Visiting Professors to interact with the student, teaching community and the general public. This has so far benefited over 3000 participants.

During the last few years, the University has added a modern Science Faculty building capable of accommodating a School and three Science Departments; a new Health Centre with the requisite basic and emergency care facilities etc. There is an International Guest House and Hostels that accommodate over 336 female students and 196 male students. The campus also has an electronic surveillance system for some of its important buildings.

Most of the classrooms on the campus are equipped with an LCD, overhead projector, laptop, desktops with presentation software, etc. Well-furnished laboratories with adequate space and uninterrupted power supply, internet facility, campus-wide Wi-Fi and library and sports facilities together provide a very conducive physical ambience for better teaching and learning on the campus.

With the need for High-Performance Computing and Deep Learning Computer facility, Goa University has lately procured two PARAM Shavak Super Computers from C-DAC, Pune.

The Goa University has developed an ERP solution with all the necessary administrative modules including examination. There is also a Backup (DR-Disaster Recovery) facility, running remotely in a different building within the campus. Goa University was among the first few institutions that had installed Moodle Server LMS in India in the year 2007 to aid the teaching community in their learning process. At present, the server is hosted on a virtual environment in our Data Centre.

Sports infrastructure facilities are also adequate with provision for sports and games for all students. The University campus also has a state-of-the-art Indoor Stadium. The infrastructure is augmented and maintained by the University through its separate Engineering & Technical Division for the building construction and maintenance work. Apart from teaching-learning facilities, the campus has an inclusively priced canteen facility, photocopying, binding and scanning facilities, a Health Centre, Gymnasium, and residential quarters for employees, Bank, Post Office, stationery and grocery shops etc.

File Description	Document
Paste link for additional information	[View Document](#)

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

Response: 58.61

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

2019-20	2018-19	2017-18	2016-17	2015-16
1000.17	961.57	473.63	732.07	951.05

File Description	Document
Upload audited utilization statements	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

The Library is managed using an Open-Source Integrated Library Management System called 'KOHA'. The collection of the library is classified using the Dewey Decimal Classification scheme and books are bar-coded based on the accession number. A bar-coded membership number and card is provided to every user of the library for quick issue and return of books at the library counter. Bar-coding of books aids stock verification. A library fine for defaulters is calculated by the software and is collected at the counter (through the online mode from 2019-20 onwards).

The Online Public Access Catalogue (OPAC) of the library, helps users to find the availability of documents in the library. The e-books purchased from Cambridge University Press can be accessed through the OPAC.

The index to the library collection is available using OPAC through the URL http://libcat.unigoa.ac.in. Each user can open their own account and can renew books issued to them. They can also request books that are currently issued out through this account.

The Open Access Repository (http://irgu.unigoa.ac.in) has archived all the PhD Theses and the publications of the University students and teachers in digitized form. A thesis is uploaded to the repository soon after the completion of the concerned Viva-Voce Examination. The theses are also deposited on the National ETD repository *Shodhganga*.

The University Library maintains a portal for linking the resources available to us. It is available under the URL [https://www.unigoa.ac.in/library/knowledge-portal/]. Important free resources available on the internet can also be accessed here.

Digital resources like e-journals and e-books are made available to the faculty and research scholars through remote access software. Its name is 'INFED' and is provided to us by the INFLIBNET Centre,

Gandhinagar, Gujarat.

The University library has procured a book scanner for digitizing our archival documents. So far about 200 documents from the archival collection have been scanned.

The research reports and theses submitted to the University are subjected to a similarity check. We have access to the software 'Urkund' for plagiarism checking and is provided by the INFLIBNET Centre, Gujarat. The faculty and research scholars are provided with accounts on Urkund. We also help Goa Medical College, Engineering Colleges and Law Colleges in checking their research reports.

The Library has also subscribed to Grammarly software and is made available to users through the library portal. The administrator for managing users for Grammarly is the University Librarian. We also have purchased 200 licenses of the software StatCraft. This is available in the campus network. Students and faculty can use this software for data analysis. We also have access to the Citation Index platform 'Web of Science' and also the Reference Management Software 'EndNote'.

File Description	Document
Paste link for additional information	[View Document]()

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: D. Any 1 of the above

File Description	Document
Institutional data in prescribed format	[View Document]()

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

Response: 4.43

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	20	0.56	0.79	0.8

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response: 29.05

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

Response: 619

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	[View Document](#)

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 100

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 86

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

The Goa University has its IT policy in place and is overseen by its IT Committee. The IT services including the GUNET facility is created and maintained primarily to be used for official purposes – academic and administrative. While there is no restriction on use for personal purposes, any unauthorized, illegal or commercial usage of the GUNET facility would lead to the debarring of the user from using the GUNET facility and necessary disciplinary action will be initiated as per University rules or any other legal provisions as applicable. The Internet/Intranet should be used for Official/Education purposes only and should not be used for Hacking, Spamming, Phishing, etc. and should not be used to send unsolicited

emails. Improper network usage is prohibited.

A professional Data Centre with Smart Cabinets is set up in the Computer Centre. All the important and dedicated servers have been placed there with proper security. The network connectivity with optic fibre cable has been laid on the university campus. Further network facility was extended on the campus under the NMEICT scheme. This has upgraded the network infrastructure by connecting the newly constructed premises. Most of the areas have been brought under WiFi connectivity. University has two dedicated leased lines with redundancy having 1 GBPS bandwidth from NKN and 130 MBPS bandwidth from Tata Telecommunications serving faculty members, students and others. The entire network is secured with Fortigate Firewall and individual desktops are secured with SOPHOS or Quick Heal antivirus solutions. The network is structured with dedicated manageable network switches. A separate network has been established for exclusive usage by about 60 surveillance cameras installed at various locations on the campus. The monitoring station for all the surveillance cameras was set up with the required hardware in the Administration building. Details of expenditure on the updating work are given below.

Sr. No.	Nature of updation/Augmentation/ Service	Year	Total Cost In Rupees	
1.	Purchase of Networking Items & Extension of LAN and Wifi	2015-16	47,600.00	
2.	Leased Line &Bandwidth(TATA)	2015-16	7,72,551.10	
3.	Bill adjusted towards NKN	2015-16	5,00,000.00	
4.	Purchase of Networking Items & Extension of LAN and Wifi	2016-17	5,03,992.00	
5.	Leased Line &Bandwidth(TATA)	2016-17	7,77,804.00	
6.	Bill adjusted towards NKN	2016-17	5,00,000.00	
7.	Purchase of Networking Items & Extension of LAN and Wifi	2017-18	12,74,131.00	
8.	Leased Line &Bandwidth(TATA)	2017-18	7,81,201.00	
9.	Bill adjusted towards NKN	2017-18	5,00,000.00	
10.	Purchase of Networking Items & Extension of LAN and Wifi	2018-19	89,476.00	
11.	Leased Line &Bandwidth(TATA)	2018-19	11,52,924.00	
12.	Bill adjusted towards NKN	2018-19	5,00,000.00	
13.	Leased Line &Bandwidth(TATA)	2019-20	17,52,300.00	
14.	Bill adjusted towards NKN	2019-20	5,00,000.00	
	Total cost of the work during 2015-16 to 2019-20		**96,51,979.10**	

File Description	Document
Paste link for additional information	[View Document](#)

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

Response: 4.6

File Description	Document
Upload any additional information	[View Document](#)

4.3.4 Available bandwidth of internet connection in the Institution   (Leased line)

Response: A. ?1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document](#)

Other Upload Files	
1	[View Document](#)

4.3.5 Institution has the following Facilities for e-content development

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Response: B. 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 18.56

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)

2019-20	2018-19	2017-18	2016-17	2015-16
348.94	234.46	220.43	272.14	246.15

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response:

Physical facilities

The physical facilities including laboratories, classrooms and computers, etc. are made available for the students admitted on the campus. They are charged for the laboratory expenses at the time of the admission as suggested by the Statutory Bodies. Separate grants are also allocated for the maintenance of the laboratories and the classrooms.

The University has adequate number of the computers with internet connections which are available to the staff and students. In addition, many of the staff and students have their own laptops or mobile phones and are also allowed to register with the Computer Centre of the University to get internet access.

Academic and Support Facilities

The academic support facilities like library, sports, NSS, placement cell etc. are open to the University PG students as well as those from affiliated colleges of the University. The athletic track and the outdoor facilities are free to use for all the stakeholders.

The various general facilities available on the campus and their brief details are listed below. More information is available on the University web-site. The contact details for various facilities are provided.

Following is the list of these facilities:

1. Census Micro-data: Use of anonymized sample micro-data from Census for research.
2. Computer Centre: The Centre provides all kinds of IT services.
3. Counselling: A Counsellor is accessible to all students and teachers.
4. Directorate of Digital Learning and Initiatives: Distance Education and E-Content Development.
5. A Directorate of Research Development & Resource Mobilization (DRDRM): Assists Research and IPR activities.

6. An Engineering/ Technical Services Division: Looks after the maintenance and development of civil infrastructure.
7. Guest Houses: Provides accommodation for the guests of the University and the International students.
8. Health Centre: A primary medical care unit for the benefit of students, staff and their family members.
9. Hostels: The University provides hostel facility for men (196capacity) as well as women students (336 capacity).
10. The Human Resource Development Centre: Arranges refresher, orientation and short-term training courses.
11. Library: Meets library data needs and allied requirements.
12. Remote Sensing Laboratory: Development of remote science techniques.
13. Seminar Halls: There are a total of six halls available for conducting various meetings, functions/ seminars and symposia.
14. Directorate of Foreign Students (DFS): Advising foreign students regarding fulfilment of various admission and stay requirements.
15. Directorate of Student Placement and Alumni Relations (DSPAR): Organizes placement fair for students completing the degrees and also seminars and guidance workshops for them.
16. Sports: Conduct Intercollegiate sports championships, coaching camps for University teams and various intra-mural events for post-graduate students.
17. University Science Instrumentation Centre (USIC): Central instrumentation consisting of Electronics, Mechanical and Glass Blowing workshops.
18. Shyama Prasad Mukherjee Stadium: An indoor stadium with a capacity is 4000 seats.
19. Other facilities available to staff and students include-
    1. State Bank of India/AT
    2. A Post Office
    3. A General Store
    4. Stationery shops
    5. Electricity sub-station: Provides services of electricians.
    6. A Canteen
    7. Transport

Utilization & Maintenance:

The teaching aids, equipment and other facilities available at the respective Departments/Schools are used by students of that concerned Department/School on a first come first-served basis. Most of the equipment is operated primarily by faculty members or research students working under their supervision who are trained for the purpose. Logbooks are maintained for individual equipment in order to record its use. The Heads/ Deans of the respective teaching Departments/Schools, Divisions, Sections are responsible for the maintenance of the available equipment and other facilities. The Head initiates either AMC or minor repairs as per the needs. This is done by following various guidelines provided for the purpose.

The Principal Investigators of various research projects are responsible for the day-to-day maintenance and cleanliness of the various equipment and facilities acquired by them. The Principal Investigators are allowed to use up to 30% of the overheads received from respective funding agencies for the purpose of maintenance of the equipment purchased by them. After the tenure of the project is over, such facilities become the property of the University and the AMC or routine maintenance required if any will be arranged by the concerned Head of the Department with the help of the concerned Investigator. The funds

available under Research Incentive Funds (RIF) can also be used by a faculty member for repairs of equipment.

In case of repairs /maintenance of other infrastructural facilities, the concerned Head of Department/Dean of School, Division or Sectional Head is supposed to contact the Engineering and Technical Division who in turn arranges for services of electricians, plumbers, carpenters as per the requirement.

The day-to-day cleaning of classrooms, office rooms and other sections of the buildings and the laboratories available in various Departments is done with the efforts of the non-teaching staff and the outsourced sanitation workers.

The campus is Wi-fi enabled and the ICT facilities are available to the students and staff who can also access various e-resources from their offices, hostels or residential quarters. The Computer Centre of the University is responsible for the maintenance and up-gradation of entire ICT facilities on the campus. Any service needs at the offices, academic buildings etc. are reported by the users to the designated staff of the Computer Centre.

The Library is open on all working days and Saturdays but remains closed on Sundays and holidays. The Librarian is responsible for the maintenance of the library facilities for which a separate provision is made in the budget. Departmental libraries are available in some Departments.

The University makes separate budgetary provisions for the repairs and maintenance of scientific equipment. These funds are used by the teaching Departments/Schools for their repairs and maintenance needs. Apart from this, funds are allocated to the Engineering and Technical Division for various repairs and maintenance activities undertaken by them. All office and academic buildings are equipped with adequate fire extinguisher units.

Most of the buildings are equipped with facilities like disabled-friendly toilets, track-tiles, ramps etc.

The University Statute SA-41 provides for the duties and responsibilities of various non-teaching staff and officers of the University. These statutory provisions are useful in the maintenance of facilities.

File Description	Document
Paste link for additional information	[View Document]()

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 46.04

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

2019-20	2018-19	2017-18	2016-17	2015-16
800	509	811	1040	1200

File Description	Document
Institutional data in prescribed format	[View Document]
Link for additional information	[View Document]

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 0.22

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	5	3	2	2

File Description	Document
Institutional data in prescribed format	[View Document]

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

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

**5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Link for additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 6.59

5.2.1.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, *etc.*)) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
134	39	70	48	65

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

2019-20	2018-19	2017-18	2016-17	2015-16
1536	1007	853	932	930

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

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

Response: 4.22

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

2019-20	2018-19	2017-18	2016-17	2015-16
32	38	25	48	38

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 10.4

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 90

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

5.3 Student Participation and Activities

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural

activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response: 84

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

2019-20	2018-19	2017-18	2016-17	2015-16
27	32	21	1	3

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Link for additional information	[View Document](#)

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

The Directorate of Students' Welfare and Cultural Affairs (DSW) at Goa University was primarily established to assist the student community and facilitate co-ordination of various activities related to students on the campus and those in affiliated colleges of Goa University. The DSW is also involved in organizing events for the overall holistic development of students.

An important activity of the DSW is the formation of Goa University's Student's Council (GUSC) and the Post Graduate Student's Union (PGSU) which is governed by Schedule SSA-7 of the University Statutes. This includes the annual conduct of elections for the appointment of office-bearers. The main objectives of the Student's Council are; 1) to promote a democratic outlook and a spirit of oneness among students, 2) to facilitate social, cultural and intellectual development, 3) to inculcate a scientific temperament, 4) to inculcate social responsibility, 5) to build a healthy student community that respects a well-balanced ecosystem, 6) to maintain harmonious relations among all sections, 8) to communicate students suggestions to the University, 9) to ensure dialogue on all matters of common interest, and 10) to encourage conservation of the environment.

The following activities are organized during every academic year.

- **Plateaunica**: An annual Inter-Department event, organized to bring together all the Post-Graduate students and to enable them to display their creativity, skills and talent in various fields like oratory, art, culture and music. Further, this event enables the student community to take part in extra-curricular activities, which helps develop their individual personality, team work and leadership abilities.

- **Youthesia**: An Inter-Collegiate Youth Festival. This event brings students from all the colleges together at one forum to present their talent in various areas. This also provides an opportunity to graduating students, to interact with postgraduate students and to get acquainted with the infrastructure and facilities available at the University.
- **Play-On:** An annual Inter-Department sports event for students on the campus to participate to develop in the spirit of competition.
- **Earn While You Learn Scheme:** This provides an opportunity for students to earn some remuneration while studying. An amount of Rs. 2,00,000/- has been earmarked for this. The Directorate plays an important role in enhancing student's overall soft skills.
- **Student Aid:** With funds from the Government of Goa applications are sought from needy students. These applications are scrutinized and the deserving candidates are recommended for financial assistance. The University had a provision of Rs.11, 00, 000.00 for needy students in 2018-19.

The Directorate involves the student community for the efficient functioning of various bodies on the campus. An attempt is always being made to have student representatives on academic bodies such as the Academic Council and other Committees to enable students to make suggestions and develop a sense of belonging with the University.

File Description	Document
Link for additional information	[View Document]

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 10.4

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
21	13	8	8	2

File Description	Document
Institutional data in prescribed format	[View Document]
Link for additional information	[View Document]

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the

development of the institution through financial and other support services.

Response:

The Directorate of Student Placement and Alumni Relations (DSPAR) organizes an annual placement fair on the Campus. A sizeable number of employers participate and offer jobs to students. Apart from the placement fair, companies visit the campus to recruit MBA, MBA(Financial Services) and the MCA students from the Goa Business School; M.Sc(Chemistry) students from the School of Chemical Sciences and the M.Sc(Marine Science), M.Sc(Applied Geology) students from the School of Earth, Ocean and Atmospheric Sciences.

Some of the employers that visited in recent placement fair in April 2019 include: M/s Aspirations HR, M/s Aspire Corporate Solutions, M/s Bhatkal Education Trust, M/s SPEX Marketing, M/s Caculo Group Pvt. Ltd., M/s Crecio Interactive OPC Pvt. Ltd., M/s Deepsai, M/s Domnic Recruitment Consultant, M/s EL Shaddai Charitable Trust, M/s Fabcoders, M/s Finolex Cable Ltd., M/s GMI ZarhakMoulder Pvt. Ltd., M/s HDFC Mutual Fund, M/s Helix Techin info System Pvt. Ltd., M/s IMS CAD Centre, Goa, M/s Lakshya Academy, M/s Magsons, M/s Mangal Analytics & Research Consulting Pvt. Ltd., M/s Online Productivity Solutions Pvt. Ltd., and M/s QUB Tourism Services Pvt. Ltd. Of the 287 students who registered for the placement fair, 78 candidates were given offers of appointment.

The School of Chemical Sciences at Goa University has a very active Chemistry Department Faculty & Alumni Association(CDFAA) which organizes many activities. Since 2006, CDFAA has been organizing every year, a one day All Goa Intercollegiate Symposium for T.Y.B.Sc Chemistry students on the theme 'Fascinating world of Chemical Sciences'. CDFAA provides financial assistance to needy meritorious students and confers a 'Best Researcher Award in Chemistry' for outstanding research work. The majority of our alumni contribute by delivering talks on current trends, helping Departments to organize campus job/project placements and to provide summer internships.

File Description	Document
Link for additional information	[View Document](#)

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

Response: E. <5 Lakhs

File Description	Document
Any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

VISION

The vision of Goa University is to meet the relevant and required tertiary level knowledge aspirations and associated employment needs of the State and to strive to attain global levels of excellence in teaching and research.

MISSION

Goa University thrives to effectively and efficiently impart fundamental, appropriate and socio-economically relevant knowledge at the tertiary level of education to those seeking depth of understanding and employment-driven technical competence in their chosen areas of study.

To ensure the realization of the vision and mission statement of Goa University, due representation is given to various stakeholders in all statutory bodies and cells that govern the University. Decision making follows a bottom-up approach where consultative discussions on global and local issues are organised together with the student community. Through consultative discussions on global and local issues, decisions are arrived at, with the student community being the main focus. The approach has always been bottom-up.

Academic discussions originating with Programmes are taken to the Department/School Councils and these then feed into the respective Boards of Studies (BoS). The BoS include undergraduate teachers, colleagues from sister Universities, and subject-based experts. Decisions that are taken in the BoS are reported to and discussed in the Academic Councils, followed by deliberations in the Executive Councils, and finally approved by the Chancellor of the University. In addition, at the Faculty level, teachers from different departments meet as a Faculty Board to discuss and decide on common issues concerning the whole Faculty.

All the statutory bodies and also the various Directorates are headed by teachers. This thus enables teachers to hone their administrative skills and improve their leadership qualities. Teachers are also involved in committees that oversee the purchase, admissions, scholarships, career advancement schemes, recruitment, etc. *Teachers are also* represented on the University Finance Committee, the Building Committee Space Allocation Committee and Plantation Committee to decide on building, landscaping, space allocation in new projects and the utilization of existing resources. Some committees like the Campus Amenities Committee, Swacchh Bharat Abhiyan Committee conduct activities that are responsive to the interests of the campus dwellers, resulting in a constant improvement of amenities and preservation of resources.

All the faculty members function under the broad direction of the respective Deans, who acts in consultation with the Registrar and Vice-Chancellor. In addition, Deans hold the fort for the office of the Vice-Chancellor during his period of absence. Preparatory grounds are therefore made available for

harnessing the administrative skills of faculty members. Notably, the past two Registrars have been teachers who have assumed this position after having gone through this exercise. Goa University's policy has been to build a close connection between academic and administrative governance.

File Description	Document
Link for additional information	[View Document](#)

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

Response:

Goa University has established 14 Directorates to manage the various initiatives that support academics, industry-academic research, innovation, and extra-curricular activities with a Director appointed in each Directorate to steer change. The Directorates include:

1. **Directorate of All India Survey on Higher Education (DAISHE)**: The DAISHE works as a link to disseminate university data to the MHRD.
2. **Directorate of Digital Learning and Initiatives (DDLI)**: The DDLI with its expertise in developing e-content, functions as an independent entity with a policy to charge the general public for services provided. Goa University is one of 75 institutes selected by MHRD to create MOOCS as Refresher Courses and has been designated as a National Resource Centre for Marine Science. DDLI handles the entire production of this National Resource Centre in Marine Science.
3. **Directorate of Equal Opportunities (DEQ)**: The DOE is established to promote equal opportunities for marginalized social groups, minorities, and physically challenged students at the University.
4. **Directorate of Extra Mural Studies and Extension Services (DMS & ES)**: The DEMS & ES reaches out to society by conducting certificate courses for the public by harnessing University expertise. It also reaches out to villages to help them solve difficulties using available technical know-how.
5. **Directorate of Foreign Students (DFS)**: The DFS functions as a nodal point between the concerned Embassy and the University. It also nurtures and protects the interests of international students.
6. **Directorate of Internships, Incubation and Industry Partnership (DI3P)**: The DI3P bridges academia and industry, facilitating interaction, training, and hands-on experiences for faculty and students.
7. **Directorate of International Cooperation and Exchange (DICE)**: The DICE enables international studies at the university and collaborates with foreign Institutes and Universities for student exchange programmes.
8. **Directorate of Internal Quality Assurance (DIQA)**: The DIQA comprises senior faculty and leading lights from industry and academia to ensure quality in the academic and administrative ecosystem at the University.
9. **Directorate of Research & Development and Resource Mobilisation (DRDRM)**: The DRDRM is an interface between funding agencies and University fraternity for research, development and consultancy

10. **Directorate of Rashtriya Uchattar Shiksha Abhiyaan (DRUSA)**: The DRUSA coordinates activities of RUSA.
11. **Directorate of Student Placement and Alumni Relations (DSPAR)**: The DSPAR organizes seminars and guidance workshops for aspiring job-seeking students, as well as the facilitation of alumni relations.
12. **Directorate of Students Welfare (DSW)**: The DSW covers the umbrella of student welfare activities, including the Student Aid fund and the Earn while you Learn Scheme
13. **Directorate of Unnat Bharat Abhiyaan (DUBA)**: The DUBA connects with local communities, particularly the five adopted villages with University expertise.
14. **Directorate of Visiting Research Professors Programme (DVRPP)**: The DVRPP was created to bring luminaries in the field of liberal arts & literature, social and natural sciences, and other fields to the University.

File Description	Document
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The University has prepared a strategic plan with a vision for the next fifteen years, approved by the Executive Council. In line with the vision, a few Schools like Goa Business School, School of Chemical Sciences, School of Earth, Ocean and Atmospheric Sciences, Manohar Parrikar School for Law, Governance and Public Policy, School of Physical and Applied Sciences and School of International and Area Studies have already been established. They are successfully using the synergies between the erstwhile departments and leveraging skills. Some more Schools are in the pipeline, in different phases of implementation, especially in the knowledge areas that are proposed in the strategic plan.

These schools are designed to offer additional programmes in interdisciplinary areas cutting across schools at undergraduate and postgraduate level, Five-year integrated programmes, focusing on emerging areas of knowledge and requirements of the society.

It is envisioned that the schools will also provide continuous learning opportunities via conventional and distance learning mode, and several PG, Diploma and Certificate courses for professionals and others are planned. An MBA for Executives and some Certificate Courses in Languages for Public has already been floated in the last three years and are being conducted successfully.

The research focus of these schools will be on strengthening core areas leading to the establishment of full-fledged research centres capable of carrying out cutting edge research in frontier areas. For example, the Centre for Multifunctional and Bio-inspired Materials for Energy and Environmental Research will be established around the Materials Characterization Laboratory being established through RUSA funding. Centre for Computational and Data Science will be established around the supercomputing facility which presently consists of two Param Shavak supercomputers. The current focus is on creating the infrastructure

required for such initiatives and the processes have started.

The University Strategic Plan includes a faculty recruitment plan to meet the growing academic requirements. Several faculty had been appointed across different disciplines in the last two years, almost doubling the number of permanent faculty members. The efforts will be continuous, in line with the implementation of the strategy. It is proposed to recruit faculty from Industry, Government, Non-profit Organizations, etc., including foreign faculty, depending on requirements and availability.

Efforts are also on strengthening the existing collaborations of the University with different international and national institutes of repute for collaborative teaching and research initiatives; Many MOUs had been signed by the University recently in line with this objective.

To increase the diversity on campus, students from different countries are admitted to various programmes through ICCR, etc., and efforts are in place to strengthen existing student and faculty exchange programmes with global/ national institutions.

A concrete action plan with timelines for the different activities proposed is incorporated within the Strategic Plan. It serves as a reference document and helps as a controlling mechanism while measuring various aspects of our vision. It also includes a plan for administrative requirements that would grow at different stages and increase infrastructure at different phases.

File Description	Document
Strategic Plan and deployment documents on the website	[View Document](#)

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

Response:

The Goa University Act, 1984 determines Goa University's structure, the statutes and ordinances notified under the Act, and other related statutes.

The Chancellor is the head of the University by his/her office of Governor. The Vice-Chancellor is the Principal Executive and Academic Officer of the University, who exercises general supervision and control over the University's affairs and gives effect to the decision of all the university authorities. The authorities/statutory bodies at the university are, in the order of hierarchy, as follows: the University Court, Executive Council, Academic Council, Planning Board, Finance Committee, Buildings Committee, Faculty Board, Board of Studies, and the School/Departmental Council. The hierarchy is structured to enable the decision-making to be done through a feed from the bottom rung of the hierarchy onwards.

The University also has systems to ensure equal opportunity and dispense justice by way of an SC-ST Cell, an SC-ST Grievance Committee, Anti-Ragging Committee, Grievance Redressal Committee and Internal Complaints Committee.

The structure to assist the Vice-Chancellor includes Deans (Faculties/Schools), Heads of Department, Teaching and Non-Teaching Staff – in that hierarchical order, and the Registrar at the administrative level secretarial staff.

The structure to ably assist the Registrar, includes, the Finance Officer (assisted by the Deputy Registrar Finance, 2 Assistant Registrars and staff), the Head of Computer Centre (assisted by system analyst, junior programmers and staff), the Joint Registrar, Administration (assisted by 4 Assistant Registrars who look after Teaching, Non-Teaching, Purchase and Legal matters), Deputy Registrar, Public Relations, Hostel, RTI (assisted by staff), the Joint Registrar, Academic, (assisted by 3 Assistant Registrars who look after General, College and Post-Graduate matters), the College Development Council, headed by the Principal of a College (assisted by staff), the Controller of Examinations (assisted by 3 Assistant Registrars who look after Under Graduate, Post Graduate and Professional Courses and staff), University Engineer (assisted by two Executive Engineers who deal with estate and maintenance and Junior Engineers and their staff), Director, Human Resource Development Centre (assisted by staff) which conducts orientation and refresher courses at a Pan-India level, Librarian (assisted by staff), University Assistant Directorate of Physical Education and Sports (assisted by staff), which looks after all sports activities related to University and affiliated institutions, Medical Officer (assisted by nurse and staff), catering to staff, campus residents as well as students,

Apart from the Departments and Schools, thirteen Directorates manage the various initiatives that support academics, industry-academic partnership, innovation, outreach, extra-curricular activities, student welfare, and international students' welfare and exchange university cooperation. Besides, there is a unique visiting research professors' programme, hosted under eight chairs, in political economy, Western and Indian Classical music, arts, literature, Marathi literature, comparative Indo-Portuguese Studies, and interdisciplinary studies.

The University has various facilities such as canteens, hostels, bank, post office, shopping complex, laundry, internal transport for residents of women's hostel.

File Description	Document
Link to Organogram of the University webpage	[View Document](#)

6.2.3 Institution Implements e-governance covering following 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
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

Annual Performance Assessment Report (APARs) is an objective assessment of the work and conduct of a University employee. Assessment of APARs is the main criteria for Confirmation, Promotion, and Review for premature retirement. Writing and maintenance of APARs, therefore, assumes importance not only in the interest of service but also in the employee's interest.

APARs are to be written by the Reporting Officer immediately superior to the employee concerned and reviewed by the next higher authority.

APARs are performance-oriented. Group 'A', 'B' and 'C' officers are required to submit a brief resume not exceeding 300 words as Self Appraisal, relating to the period of the report. A record of punishment imposed on the University employee as a result of disciplinary proceedings is to be recorded in his/her APARs.

Reviewing Officer has to watch the work and conduct of the official at least for a period of three months in the year. Thus, the report for the entire year can be reviewed based on the Reviewing Officer's observations for a short period of 3 to 4 months. In case the Reviewing Officer disagrees and gives his own remarks duly substantiated then such remarks are treated as final and only these remarks will be taken into account by DPC, *etc*.

APARs are written annually according to financial year i.e. 1st April to 31st March. APARs are kept in the custody of the designated Officers. It is ensured that each file is complete in all respect.

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

Response: 3.5

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**

2019-20	2018-19	2017-18	2016-17	2015-16
23	5	4	1	0

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	[View Document](#)

Other Upload Files	
1	[View Document](#)

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

Response: 7.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	4	8	11	7

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	[View Document](#)

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

Response: 13.28

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
16	53	20	14	9

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
Details of teachers attending professional development Programmes during the last five years (Data Template)	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

Goa University is well supported by the State Government with adequate funds to meet its infrastructure development and maintenance requirements.

Funding for research is mainly generated through individual and departmental R and D Projects and Consultancies executed by the faculty members of Goa University. Directorate of Research Development & Resource Mobilization Cell (DRDRM) coordinates all such activities. To incentivize research and improve the quality of publications of faculty members, DRDRM provides a monetary incentive for research publications in SCOPUS/Web of Knowledge indexed journals.

DRDRM and Directorate of Internship, Incubation and Industry Partnership (DI3P) develop interactions with industry to promote the participation of industry experts in teaching and research programmes. As a part of this activity, a Bioincubator is being established on the campus. M/s MacBrout Engineering Pvt Ltd has signed an MoU with the University to utilize its expertise and instrumentation to develop best practices for treating process fluids.

University has its own Intellectual Property Assessment Committee with a legal consultant to assess applications submitted by faculty members to file patents. The required financial support for filing/publishing patents is also provided.

File Description	Document
Link for Additional Information	[View Document](#)

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 7712.77

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

2019-20	2018-19	2017-18	2016-17	2015-16
2500	1600	1289.47	1209.96	1113.34

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	[View Document]
Any additional information	[View Document]

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

6.4.4 Institution conducts internal and external financial audits regularly

Response:

Internal audit of Goa University is carried out by an external agency of a Chartered Accountant firm on an ongoing basis. The audit typically covers rules and regulations such as GFR, vouching of entries, ledger scrutiny, taxation aspects, bank reconciliation, final accounts, etc. The audit observations are clarified, rectified, and settled regularly.

External audits of accounts are carried out by the Office of CAG once a year as per their auditing system. Clarifications are provided on the Half margin memos issued by the CAG auditors. In addition, unsettled audit observations are included in the Annual Accounts as a part of the audited Annual Accounts of that year.

Apart from Annual Accounts Audit, Inspection Audit is also carried out by CAG once in 3 to 5 years. The audit examines and verifies the stock register, stock inspection report, purchase, and work files. Audit memos for observations, if any, are issued to the respective section, and replies are submitted to the audit after obtaining draft replies from the respective department/section to the satisfaction of the audit. The observations remaining unsettled are carried forward on a year-to-year basis until the same is settled to the finality.

File Description	Document
Link for 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 by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

IQAC has been instrumental in designing and maintenance of University website. IQAC is instrumental in creating a social media presence for the university and sharing relevant information through Facebook, Twitter, Instagram, etc. It is involved in the continuous updating of information regarding all university activities on the website and different social media platforms. It serves as the one-point contact for collating data, classification, and dissemination of information as required.

IQAC ensures regular updating of university repository of faculty publications, projects, awards, details of Ph.D. Students, *etc.*, for ease of access to the public and to increase faculty visibility.

IQAC conducts periodic workshops in association with different Schools and Departments to help improve quality consciousness and disseminate tools and resources available for enhancing the quality of research/ teaching.

IQAC designs processes for collecting student feedback at the end of every semester and collates the information as required.

IQAC is involved in developing incentive schemes to promote quality research among faculty and research scholars.

IQAC had been a part of the Consultative committee set up by DHE, Govt. of Goa that suggests different quality improvement initiatives that can be taken up in university and affiliated colleges.

It had been instrumental in designing an incentive for the student registered for the PG/Doctoral programme (Rs.40000.00) as one time grant in his/her student career to attend an international conference.

File Description	Document
Link for Additional Information	[View Document](#)

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: C. 3 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution (Data Template)	[View Document](#)
Paste web link of Annual reports of University	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

1. Online admission processes.
2. Implementation of specific modules of Goa University Management System (GUMS).
3. Compilation of databases as indicated at 6.5.1.
4. Enhancement of University website providing information from databases developed. Publication of research and popular articles on quality aspects and presentations at conferences.
5. Providing data to the University management from time to time (mainly in the IQAC meetings) on various parameters that indicate progress of activities.
6. Participation in NIRF and other ranking processes. Providing various platforms in the University for the discussion of essential parameters to improve performance.
7. Conduct workshops aimed at improving teaching-learning, research, and publications among teachers and research scholars.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Adhering to its **Policy for Gender Equity and Sensitivity**, Goa University is committed to creating and maintaining a community where students, teachers and non-teaching staff can work together in an environment free of all forms of gender violence, harassment, exploitation, intimidation and discrimination. Through its **Internal Complaints Committee (ICC),** the University provides security at the workplace to improve women's participation at work, resulting in their economic empowerment and inclusive growth. The ICC also conducts gender sensitization programs for the Teaching and Non-Teaching staff.

Goa University has a full-fledged **Masters Programme in Women's Studies**. Two of the Undergraduate Programmes, Bachelor of Arts, Honours in French (2018) and Portuguese (2019), offer four Discipline Specific Core Courses in Gender Studies. The Human Resource Development Centre also includes a Gender Sensitization Module for each **Orientation Programme** for Teachers and encourages Participant Presentations on Gender-related issues.

The Goa University implemented the **State Resource Centre for Women** (SRCW), envisioned as a state-level convergence of academia, state interventions, civil society initiatives and the public. Its objective was to offer young adults a programme in gender sensitization, rights awareness and family life education irrespective of religion, caste, sexual orientation, socio-economic or educational status.

The Women Studies Programme carries out extension activities and campaigns in colleges to sensitize students through pedagogical material and **Trainers' programme on Gender Awareness, Sensitivity and Equity.** The institution creates awareness about gender sensitivity to make gender equality a reality through various annual events, viz.: **Making Equality a Reality (MEAR)** - a series of inter-collegiate competitions to commemorate International Women's Day; **Gender-Sensitive Intervention for Change (GSIC)** - a Student Project that strives to bring about change in gender and sexuality-related issues be they physical, physiological, psychological or societal. The **Purple Campaign** was introduced in several Affiliated Colleges to create an understanding of Gender Stereotypes and Gender Sensitivity among college students, where purple symbolizes gender equality, obtained from mixing the feminine colour pink and the masculine colour blue. Through the **Gender Champion Programme**, the University and each of its Affiliated Colleges select Gender Champions to sensitize students about their duties and responsibilities to promote gender equality. The **Sanghmitra Project** published a book on Goa State services for adolescents in 2017.

Goa University was an academic partner at the annual forum **Difficult Dialogues 2018** with a focus on Gender Equality.

A security blanket is provided by **24-hour Camera Surveillance and Security Services** on campus. A secure Women's Hostel houses lady students with a Campus bus service for hostel residents.

A **Lady Counsellor** is appointed to help students avail professional advice at no cost. A Ladies Common Room and a Gents Common Room, located in each building, helps students unwind. All Ladies Washrooms on the Campus are equipped with **Menstrual Hygiene Management Units and Incinerators** to conveniently procure and dispose of sanitary napkins.

A **Day Care Centre** on campus is open to young children of Teaching, Non-teaching staff and Students during work hours.

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

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

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

Response: B. 3 of the above

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

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

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

Response:

Solid Waste Management: The day to day wet waste generated is composted in pits constructed for this

purpose. Special plastic collection cages are provided in areas that cannot be 100% plastic-free (hostel, residential quarters, canteen area). This is disposed off separately.

Liquid Waste Management: Goa University has a Sewage Treatment Plant (STP) / Effluent Treatment Plant under regular operation for treating chemical and sewage waste from the Science Faculty Block. Used chemicals and solvents are treated/neutralised/recycled for use. The water generated out of STP waste treatment is used for irrigation purposes on the campus.

Biomedical Waste Management: Goa University does not have any bio-medical laboratories on the campus, however, all Ladies washrooms in the Campus buildings are equipped with Menstrual Hygiene Management units and incinerators facilitating convenient disposal of sanitary waste.

E-waste Management: E-Waste items segregated are kept in storage till sufficient material is available for auctioning to metal scrap dealers. Some parts are cannibalized for recycling in working instruments. The University transfers the e-waste material to M/s Karo Sambhav Pvt. Ltd., Goa, and further supplied it to Waste Management Corporation (GWMC) for recycling. In the year 2020, e-waste weighing 5356.97 kg was handed over to the agency.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**

5.landscaping with trees and plants

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)

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

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)
Certification by the auditing agency	[View Document](#)
Any other relevant information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

The University strives to provide an inclusive environment for its Students, Faculty and Staff. The employees showcase their **Cultural Diversity** at the University Foundation Day through skits, dances, music and songs depicting various cultures and languages. They also keenly participate in the **Annual** *Kala Srujanotsav* of the Directorate of Art and Culture, Government of Goa. The Directorate of Students Welfare supports a three-day Annual Students Cultural festival "**Plateaunica**".

Language Departments celebrate **Linguistic Diversity** through events and competitions. The national language is given its due respect through *Bhasha Samman* and other creative events organized in Hindi.

Around the theme of Love, Peace and Religious Harmony, Goa University in collaboration with the Dept. of Art and Culture, Govt of Goa and Kala Akademy, organised "*Kabeer*" a Musical mono act play by Shri Shekhar Sen on 24th July, 2018.

Marathon **Multilingual Poetry Reading Sessions** on World Poetry Day and European Day of Languages invite participants to read poems in Indian and International languages. The Foreign Language Departments present the language and culture of their respective languages through film festivals, multilingual plays and competitions for the students. In 2018, Goa University's one-act play in Portuguese won prizes for Best Music and Best Costume at the National Midas Trophy in Pune. The **Goa University Choir**, conducted by the Italo-Argentinian Maestro Late Dr. Santiago Lusardi performed in several languages across Goa.

Under **Student Exchange** Programmes, Goa university students study abroad with easy transfer of credits earned to the degree programme pursued. A five-month **Study India Programme** for Academic and Cultural Exchange with Nihon University hosts young Japanese students who are taught English and Hindi. Yoga Sessions and Educational trips within India are organized to orient them on Indian Society, Art and Culture, History, Philosophy, Politics and Economics. Likewise, under the **Study Japan Programme**, Goa University students study Japanese Society, Culture, Business and Language with a University Scholarship of Rs.50,000/- to participating students. Communal, Socio-economic and Regional Diversities are set aside during the *Basant Panchami, Saraswati Puja, Satyanarayan Puja* and a Thanksgiving Mass are celebrated annually. In August 2019, the first Inter-College *Ghumat Aarti* competition was organized under the Sant Sohirobanath Ambiye Chair. Two post-graduate students won the top honours at the **National Konkani Poetry Reciting Competition** organized at the World Konkani Centre, Mangaluru, Karnataka in January 2019. In December 2019, an intercultural **Christmas event** was

held during the visit of French students from Brittany, France where University students staged an original musical Nativity Scene skit, highlighting India's linguistic diversity through Christmas Carols in French, English and other regional languages. Respective local culture and customs were depicted through folk dance, song, food specialities and interactive games. Field trips organized to Tribal areas Lakeri, Dodamarg, Ibrampur, Vanamari, Bethoda, Keri, Canacona, Molcornem and Vavurla provided Goa University students opportunities to interact with tribal women and understand their lifestyle, livelihood and culture. Goa University students participated in a course on Tibetan Religious Life – An Introduction to Nalanda Tradition conducted at the *Drepung Loseling* **Monastery** in Karnataka.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

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

Response:

Goa University has collaborated with the National Human Rights Commission in organizing programmes relating to Human rights sensitization among marginal groups. In February 2020, it hosted a National Conference with NHRC where members of the commission and a large number of Students and Faculty participated.

Goa University is an active partner with the Election Commission of India and the Office of Chief Electoral Goa in spreading electoral literacy particularly among young voters in Goa and its Faculty has been recognized for excellence in service for voter awareness and voter education in 2016. A number of Voter education Programmes and Electoral Literacy Surveys have been done by Goa University for the state of Goa.

A National Conclave on Value Education was held in Goa University on 12-15 December 2018. The 3-day Conclave inaugurated by the Hon'ble Governor and Chancellor, Goa University commenced with a session on Gandhian Values and conducted talks and discussions on Technology and Values, Human Values and Indian Ethos, Value Education in Schools, Media and the Contestation of Values, Value Education at the Tertiary Level and Art, Culture and the Propagation of Values. A Round Table Discussion with Vice-Chancellors and Directors for Policy Implications was organized at the end of the Conclave.

Students of Goa University attended a course in Tibetan Religious Life: An Introduction to Nalanda Tradition which was taught from 02 to 05 August 2019 at the Drepung Loseling Monastery, Mundgod, Karnataka. Altogether 15 students participated in this course.

Ten Goa University Faculty members participated in the SEE Learning (Social Ethical and Emotional) Educator Preparation Programme from 21st -24th January 2020, at the Drepung Loseling Monastery, Mundgod, Karnataka. SEE Learning is a value-based education programme that provides educators with a comprehensive framework for the cultivation of social, emotional and ethical competencies and includes

important new topics such as attention training, the cultivation of compassion for self and others, resiliency skills based on trauma-informed care, systems thinking, and ethical discernment.

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

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

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)

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

Response:

Goa University inculcates in their students a sense of pride toward their history and heritage. **Goa Liberation Day** is observed every 19th December as is **Republic Day,** every 26th January. To popularize the Constitution of India and to raise awareness of its importance in protecting the rights and freedoms of individual citizens, the Institution launched the annual '**Constitution Week Celebrations**' on 19 January 2018, at the hands of the Hon. Governor of Goa, Late Dr.(Smt) Mridula Sinha with Justice (Retd.) R.M.S. Khandeparkar delivering a lecture on the occasion. The weeklong celebrations included activities at the village, taluka, school and college level in Goa. In the following year, the highlight was a skit by post-graduate students of Goa University. Students of V M. Salgaocar College of Law had a Constituent Assembly Debate. Eventually, portraits of Makers of the Constitution were garlanded. In addition, the Hon. Vice-Chancellor Goa University; Prof. Alistair Cole, Professor of Comparative Politics and Constitution, Sciences Po Lyon, France and the Address of the Hon. Governor of Goa and Chancellor Goa University Dr. (Smt) Mridula Sinha spoke on the occasion. Goa University was chosen as a nodal institution for coordinating the 70th Constitution Anniversary Celebrations throughout the state of Goa with a focus on Fundamental Duties from November 2019.

The **150th Mahatma Gandhi Birth Anniversary** saw a series of events that began on 2nd October 2018. A "*Prabhat Pheri*" till the neighbouring village flagged off by the Hon. Governor of Goa and Chancellor Goa University Late Dr. (Smt) Mridula Sinha witnessed huge participation followed by a cultural program the next day. On December 20, Prof. Akeel Bilgrami, Sidney Morgenbesser Professor of Philosophy &

Professor, Committee on Global Thought, Columbia University, New York had a Lecture "**Was There A Radical Gandhi?**". An essay contest, "**What would Swaraj look like if there was social media?**" accepted entries till 15th December 2018. A State level Seminar on "**The Multifaceted Mahatma: Revisiting Gandhi** was organized on 26th March 2019 his Sesquicentennial Birth Anniversary".

The Inaugural session of the **National Conclave on Value Education** held at Goa University 12th – 14th Dec 2018, focused on Gandhian Values. The Hon'ble Chancellor Smt. Mridula Sinha, Vice-Chancellor Prof. Varun Sahni, Shri. Prakash N. Shah, Prof. Dhruv Raina, Vice Admiral John Collin De Silva (Retd) spoke on various dimensions of Gandhian Values.

National Science Day celebrated annually saw on 28th February 2020, school students and members of the public visit Goa University to see scientific posters and models and listen to a lecture by Dr A. C. Anil, Retd. scientist NIO, "Being Curious". The Botany Department exhibition of fungus cultures, mushroom specimens, spore prints, mycological herbarium, fruit wines, plant mega fossils was visited by 30 Higher Secondary Science students.

Annually the French National Day **Bastille Day** is celebrated to commemorate its tripartite motto "equality, liberty and fraternity". Both national and International languages are equally cherished on *Hindi Diwas* (14th September) and **European Languages Day** (26 September) respectively as is **World Poetry Day** (21 March).

File Description	Document
Any other relevant 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:

1. 1. Title of the Practice

Visiting Chair Research Professors Programme (VRPP)

2. Objectives of the Practice

1. Institute Chairs in Interdisciplinary Studies, Comparative Literature, Fine Art, Indian and Western Classical Music, Political Economy and Marathi Sant Sahitya in the name of seven great personalities from the State of Goa, to recognize their contribution and enable further research in these disciplines. Subsequently, two chairs in Indo-Portuguese Studies and Nalanda Studies have been added.

2. Invite the best minds from India and abroad, academicians and professionals, to teach and interact with students and the public.

3.   Conduct activities and further research on the various facets of Goa's socio-political, literary and artistic and interdisciplinary nature.

4.   Encourage corporate and other government organizations to institute similar chairs at Goa University. An additional chair , the V. M. Salgaonkar Chair in Wildlife Studies has been initiated in 2020.

3. The Context

In 2007, the Directorate of Art & Culture, Govt. of Goa, created a scheme for seven Research Chair Professors in the memory of eminent Goans to enable Goa University to invite top intellectuals, practitioners and academicians from India and abroad to interact with students and to promote research. In response, Goa University launched the Visiting Research Professors Programme (VRPP) to bring doyens from various scientific and artistic fields to the University.

The first Chair was established in the name of the Goan polymath, Prof. D.D. Kosambi during his birth centenary year, 2007, followed by Chairs named after the well-known Goan poet B.B. Borkar, and the first Chief Minister of Goa, Shri Dayanand Bandodkar during their birth centenary years in 2010 and 2011, respectively. In 2012, the Department instituted three more chairs in the name of Shri Mario Miranda, Shri Anthony Gonsalves, and Shri Nana Shirgaokar. The seventh chair, Sant Sohirobanath Ambiye Chair was instituted in 2015 in the field for Marathi Sant Sahitya. In 2017, the Joaquim Heliodoro da Cunha Rivara Chair in Indo-Portuguese studies was established by the Instituto Camoes and handed over to the VRPP Directorate in 2019. In 2019 the Dalai Lama Chair for Nalanda Studies was instituted by the Foundation for Universal Responsibility of H.H. The Dalai Lama.

Through these chairs, the Visiting Professors Programme works towards blurring the boundaries between traditional disciplines and hopes to generate a creative environment for learning and for contemporary knowledge and production practices under the intellectual and aesthetic guidance of the Visiting Professor, making this a unique and robust initiative

4. The Practice

1.   The seven chairs under the scheme of the Directorate of Art & Culture are approximately funded at Rs 15 lakhs each . Of the two privately funded Chairs, one is in Indo-Portuguese Studies sponsored by Instituto Camoes and the other in Nalanda Studies, financed by the Foundation for Universal Responsibility of H.H. The Dalai Lama.

2.   A Standing committee of the Executive Council of the VRPP, Goa University recommends the best researchers/artistes for each Chair and invites them to serve as Visiting Professor for a minimum period of 3 years.

3.   The Professors spend a minimum of 30 days split over two or more visits in a year to conduct the activities of their choice in consultation with the University. They interact with students, research scholars and the public, deliver lectures and conduct workshops, offer credit courses to students in specialized fields, give musical performances and recitals, conduct field trips and work on collaborative research and creative projects. The courses offered are fully integrated into the CBCS as optional credit courses available to students of the University as well as Affiliated Colleges. Certificates of Participation are issued to all those who complete the course.

4. Most of the sessions have been video graphed and made available on the web or local intranet. There is also substantial documentation of Goan practices and Culture. This will serve as a source of invaluable knowledge in the future.

What were the constraints/limitations, if any, faced?

1. Well-established academics/practitioners were reluctant to relocate to Goa for a long period of time which eventually guided the process of inviting multiple Professors in every Chair for shorter durations of time.

2. In some cases, difficulties were faced in scheduling the courses/lectures due to clashes with academic programmes/examinations/vacations.

3. Public lectures had to be scheduled in the evenings after working hours to ensure greater public participation whereas workshops were mainly conducted during the day to maximize student participation.

4. No dedicated lecture halls were available on campus. However, some of the events were organized in premises outside the campus with the collaboration of the Department of Art and Culture Govt. of Goa. Also, some programmes were relocated to colleges and other cultural organisations for greater outreach.

5. Evidence of Success

1. In the last five years, the VRPP has conducted 11 workshops, 36 one-credit courses,10 two-credit courses, 6 four-credit courses and 26 public lectures and 6 lecture series. These have been conducted by over 60 Visiting Professors and Resource Persons associated with the Nine Chairs.

2. Goa University is perhaps the only University to have its own Western Music Choir International Vocal Training Master class Sessions are conducted under the VRPP to train the Choir. Original Scores were composed by the Visiting Professor and Conductor of the Choir, including "Big Ocean Cantata" offered to H.H. the 14th Dalai Lama on his visit to the Goa University Texts by H.H. the 14th Dalai Lama (72 pages Scores) and " My Life is my Message written for the visit of the Vice President of India to Goa University / Texts by Mahatma Gandhi (24-page score). The choir has performed in multiple locations and festivals in Goa as well as in Mangalore, Bangalore and NCPA, Mumbai and was invited by the Embassy of Argentina, Delhi to perform in March 2019. A music album was produced by this choir in the year 2016-17 and the second one in 2020.

3. In order to boost research, a residential workshop on Research Practicum in two phases in 2016-2017 and another on Language Documentation and Archiving was conducted by the Visiting Professor in Dec 2019 to preserve and document human language information using modern technologies.

4. Two major art installation projects were realized under the Mario Miranda Chair in Art by the Visiting Professor - Mapping Mapusa Market and a Mural Installation at International Guest House of the University through community collaboration.

5. One National Conference on "Art Education in India: Challenges & Possibilities" in collaboration with the Foundation for Indian Art & Education in March 2019, one Symposium on The Indian Economy-Challenges and Prospects from 28th January To 02nd February 2020 were conducted under this programme. Nine National Seminars, including Seminars on Konkani Poetry, Konkani Translation and Konkani Dialects as well as on Sant Sahitya, Indian Drama and Folk Literature were organized during the last five years. Video documentation of Goan Marathi writers and a book on Indian Drama and Dramatist at The Beginning of Three Thousand Era were brought out in

collaboration with the Directorate of VRPP.

6. Public concerts, lecture demonstrations and workshops by eminent musicians like Bombay Jayashri, Shubha Mudgal, Bahauddin Dagar and Vidya Shah were well attended.

6. Problems Encountered and Resources Required

The original idea behind the VRPP was to attract eminent academicians to serve as full-time Professors on the campus of Goa University. However, well-established academicians were reluctant to relocate to Goa for long periods of time which led to redesigning the programme over the next two years and launching it in a new format of public lectures, short term courses, concerts and workshops, by enhancing interactions and inviting top intellectuals and academicians for a shorter duration of around 15 days usually 2-3 times in a year. This was highly successful as some of the best minds could be roped in and this also ensured better student and public response and participation.

A high-level committee (Standing Committee of Executive Council) was set up to advise the University on the implementation of this program. It was responsible to select the VRPs and invite them for interaction. A special cell was created with a senior faculty member appointed as Coordinator, to schedule and handle the logistics of the various activities and visits. A faculty coordinator for each Professor was designated to act as a liaison. Eventually, a Directorate of VRPP was set up in Initial problems of scheduling these activities and issues related to logistics, publicity, documentation etc. were resolved effectively. From the beginning, all the programs were open and free for students and the public but the number of participants could not be ascertained. A dedicated website with an online registration facilit**y** was then introduced and has been used extensively. We now need dedicated seminar halls which are being set up.

7. Notes (Optional)

The scheme has now been extended to other institutes in Goa. A chair in the name of famous Goan architect, Charles Correa has been created at the Architecture College.. A chair in the field of Innovation is being proposed to Goa State Innovation Council and noted industrialist, Shri. Srinivas Dempo has volunteered to institute a Chair in Business Management, supported by The Dempo Group.

SECOND BEST PRACTICE

1. Title of the Practice

Goa University Publications Repository (http://irgu.unigoa.ac.in/)

2. Objectives of the Practice

2.1 Objectives and outcomes

a) Compile a database of the publications of the University researchers (faculty and students)

b) Increase the visibility of research carried out at the University

c)   One point source for analysis and consolidation of research management information

2.2 Underlying principles

a)   Build and maintain a single information resource that benefits users, individual authors and the organization

b)   Act as catalyst to publicize the work

c)   A quick judge tool to evaluate the strengths and weaknesses of a specific area of research of the University

d)   Provide access to the literature to the users who find it difficult to obtain (due to unaffordable subscription costs)

e)   Provide seamless access to the literature on the campus to the students

3. The Context/ challenging issues

a)   Compilation of metadata

b)   Capturing legacy literature (full-text)

c)   Handling copyright issues

d)   Standardization of metadata entry

e)   Updating the repository with newly published literature on day-to-day basis

f)   Handling document supply requests for the documents that are locked to respect copyright issues

4. The Practice

4.1 Unique nature

The Directory of Open Access Repositories reports 81 repositories from India (http://v2.sherpa.ac.uk/view/repository_by_country/in.html). Grouping these by institution type revealed that only 14 State-funded Universities have established repositories of their contributions. Of these, only 3 of them host published articles (Bangalore University, Goa University and University of Mysore) and share knowledge (rest only theses and question papers or such sundry material). There are about 394 state Universities in India (https://www.ugc.ac.in/stateuniversity.aspx). Therefore Goa University is one among 0.0076% of the universities that follow this Best Practice.

A quick browse by the year on the repositories of Bangalore and Mysore University reveals that they have uploaded 4 and 21 items (as of 19 Oct 2018) for the year 2018 as against 214 items by the Goa University repository. Uploading of the published literature on a day-to-day basis is something unique to Goa University.

4.2 Limitations

The metadata was compiled in the year 2014 and the repository was launched in 2015. The exercise needed validation and compilation of metadata of publications since the foundation of the University (1985) and capturing the full-text of published literature. Today, the repository describes 5500 items (metadata) of which nearly 800 are PhD theses (full-text) of the students. The university is unable to capture the full-text for nearly 20% of the articles of yesteryears published by the then faculty (and now not on a roll) and link to the metadata.

5. Evidence of Success

Visibility to the work done by the researchers at the University was one of the objectives at the time of launching the repository. An increase in visibility yields increases in the number of citations to the works. A Web of Knowledge (WoK) analysis indicates that the number of citations to the publications of the University in the year 2014 (pre-launch of the repository) were 1275. This number soared up to 2294 citations in 2017 (See attached document).
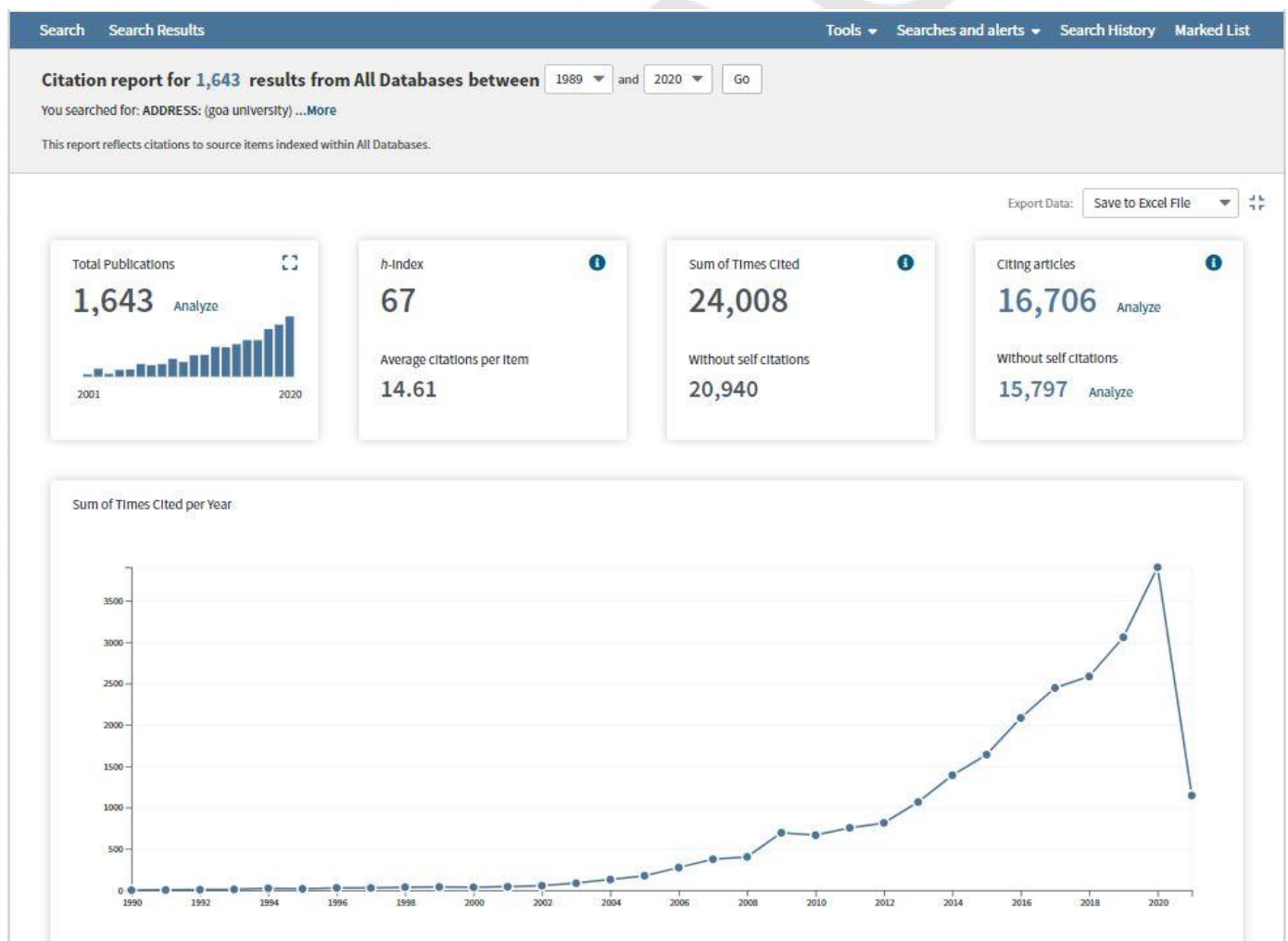
Analysis and consolidation of management information is another objective of this exercise. While this is being done on a routine basis, the University authorities felt a need to offer incentives to those who publish in the journals covered by Scopus and Web of Knowledge. This is to increase the canvas of publishing in

journals of repute. This practice has been implemented since 1 April 2018. This offer seemed to attract researchers to publish in journals of repute.

6. Problems Encountered and Resources Required

Dedicated professional manpower to handle this best practice (keeping up-to-date) is essential. Currently, this is being done by the contract staff.

7. Notes

It is most unfortunate that the Higher Education Institutions (HEIs) do not give importance to the compilation of databases of their own. The ranking and accrediting agencies do not value such an important task. This reflects on the insignificant number of HEIs having repositories in India. For decision making and visibility, Indian HEIs must develop rich databases, maintain and populate on a real-time basis.

File Description	Document
Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

National Resource Centre (NRC) in Marine Science

The Ministry of Human Resource Development (MHRD) had established National Resource Centre's (NRC) across the country in various disciplines. The objective of NRC is to act as a knowledge Centre for anyone to learn the subject without being physically present in general and to upgrade the knowledge of academicians and researchers who are in their initial phase of the career. Among the 75 Institutions identified as Resource Centre's, Goa University was chosen as the National resource centre in Marine Science. Important criteria chosen were academic and research output, especially contribution from a National perspective. Many R&D projects carried out were received from National Institutions, especially from the Indian Space Research Organisation and Council of Scientific and Industrial Research. Moreover, many National Institutes working in the field of Ocean and Atmospheric Science are headquartered in Goa. Therefore all the facilities available from a National perspective could also be made use while preparing any course under this Centre. To implement various courses and to streamline the activities under this centre, an Academic Council (AC) had been formed. The members of AC are heads of the Institutes, National Institute of Oceanography, Goa, National Centre for Polar and Ocean Research, Goa, War College and National Institute of Hydrology Goa, along with two Professors from the erstwhile Dept of Marine Science (presently a PG programme under School of Earth Ocean and Atmospheric Sciences), under the chairmanship of Vice-Chancellor, Goa University. The Academic Council had organised many sessions and identified 20 themes. These themes encompass topics such as Geopolitics and Maritime

Domain delivered by Prof. Varun Sahni, Goa University, wind-driven circulation delivered by Dr Shankar, a Bhatnagar recipient from NIO, Goa, Marine Bio-invasion delivered by Dr A.C. Anil of NIO, Goa, Gas-hydrates lectured by Dr Aninda Mzumdar of NIO, Goa, Observations in Oceanography delivered by Dr Ravichandran of NCPOR, Goa, Impact of anthropogenic input on marine biodiversity and Ecosystem function delivered by Prof. C.U. Rivonker of Goa University, Biocommunications in the Oceans by delivered Dr Lidita Khandparkar of NIO, Goa, Geo-tracers delivered by Prof. Sunil Kumar Singh, a Bhatnagar recipient of NIO, Goa, Marine Seismic lectured by Dr Pawan Dewangan of NIO, Goa, Oxygen minimum zone in Arabian Sea delivered by Dr V.V.S.S. Sarma of NIO, Goa, Storm surges lectured by Prof. A.D. Rao of IIT, Delhi, Marine Pollution lectured by Dr Parthasarathy Chakraborty, a Bhatnagar recipient from IIT, Kharagpur, Ocean thermal energy conversion delivered by Dr Atmanand of NIOT, Chennai, the Antarctic in a changing world delivered by Thamban Meloth of NCPOR, Goa Thermohaline circulation delivered by Prof. Vinaychandran, a Bhatnagar recipient from IISC, Bangalore, Drugs from the Sea delivered by Dr N. Thakur of NIO, Goa, Tsunamis lectured by Dr S.S.C. Shenoi of INCOIS, Hyderabad, Fisheries and Biotechnology delivered by Dr K.K. Vijayan of CIBA, Chennai, Optical Remote Sensing of Coastal waters delivered by Prof. H.B. Menon of Goa University. From the names of experts proposed, the Academic Council had identified experts which included four Bhatnagar prize winners too. All the talks had been recorded in DDLI of Goa University. The one hour lecture has been divided into four modules of 15 minutes each. Each module was then translated into text through software. This was done with the aim to supply the same lecture notes to students.

Therefore in general objectives of the National Resource Centre in Marine Science are

a) Act as a knowledge base for anyone desiring to learn the subject without being physically present in the classroom in general.

b) Upgrade the knowledge of young academicians and researchers especially in their initial phase of their career with flexibility on one's pace and time.

c) Act as a catalyst in revolutionising the presession development of the faculty in massive numbers by leveraging ICT using the SWAYAM platform.

The first course offered under NRC was a Refresher course in Marine Science. This was offered as 20 videos and 20 e-content. Each one hour video and e-content were divided into four modules and were uploaded in such a way that each video of 15 min along with the respective e-content will open simultaneously. Both these would be available for students for a period of a few hours and then the next module will be opened. The e-content had lecture notes-links related to each talk-references-quiz and assignments. Each course was for two hours of duration consisting of four modules video content and respective e-content, which includes lectures, animation and graphics. The programme offered was a four credit refresher course in Marine Science, wherein ten hrs is taken as one credit. This had been offered to in-service teachers of any discipline teaching science subjects and for PG degree holders in any branch of science. This was executed over a period of 12 weeks from 26 November 2018 to 28 February 2019. In all 487 candidates had enrolled for the first refresher course in Marine Science. The programme was offered on the SWAYAM website (Study Webs of Active Learning for Young Aspiring Minds), an indigenously made platform to impart a unique educational environment so as to expand the knowledge horizon. After successful completion of the course, the examination was conducted by National Testing Agency (NTA). In the year 2019, Goa University had established the School of Earth Ocean and Atmospheric Sciences (SEOAS) by amalgamating erstwhile Departments of Marine Science and Earth Science. Therefore, through this centre, SEOAS will be offering more courses for in-house students and those across the

country in the near future. One of the courses envisaged is bio-physical coupling and phytoplankton blooms.

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

5. CONCLUSION

Additional Information :

In their report dated 10 July 2014 following their visit to the Goa University for Re-accreditation (Third Cycle), the NAAC Peer Team had made the 14 Recommendations for the Quality Enhancement of the Institution. Goa University has not only taken cognizance of but also implemented 12 of the 14 recommendations (86%) through various initiatives.

The establishment of Schools through the amalgamation of Departments has boosted interdisciplinary teaching and research. Two innovative Masters Programmes in Data Science and Environmental Science, cutting across traditional disciplines, have already started. In 2019, Goa University established Manohar Parrikar School of Law, Governance and Public Policy (MPSLGPP) to include programmes in Law, Public Administration, Disability Studies, Social Exclusion Studies, Tribal Studies and Women's Studies, with 33 new teaching posts across these disciplines. School of Behavioural Studies (SBS), for which 28 new teaching posts have already been sanctioned, was set up in 2019 including the disciplines of Psychology, Social Work, Education and Physical Education.

The setting up of University-wide Directorates has also borne fruit. The Directorate of Visiting Research Professors Programme (DVRPP) has invited 39 world-class academics and practitioners in diverse disciplines to conduct courses and interact with students. The Directorates of Extra-Mural Studies and Extension Services (DEMS&ES) and Unnat Bharat Abhiyaan (DUBA), along with the Social Entrepreneurship, Swachchta and Rural Engagement Cell, has strengthened the outreach and extension activities of the University.

In 2015, Goa University had 139 full-time Faculty members which were enhanced to 199 in March 2020. The University currently has 220 Faculty members on its roll. Over fifty research assistantships have been awarded to PhD students in the University. The University has also initiated a scheme for appointing Adjunct Faculty. The University has two foreign faculty members recruited on a tenure basis and two more have been obtained through MoUs.

To enhance student experience and facilities, the University has upgraded its sports grounds with a new cricket stadium and a volleyball court. There are adequate canteen facilities and special bus services to transport students, faculty and staff to and from the campus to five urban locations across Goa.

Concluding Remarks :

Goa University (GU) deserves an A++ grade for several reasons. GU strives to achieve its vision through strategic planning and systematic implementation. As a part of this process, relevant interdisciplinary and integrated programmes have been introduced and this has benefitted its student strength. Simultaneously, recent faculty recruitment has brought in young, qualified and competent faculty, supplemented by faculty acquired through the VRPP, UGC-FRP and DST-INSPIRE programmes.

The University has made serious inroads into interdisciplinarity, vocationalization and skill development. Students' competitiveness is evidenced by the increasing percentage of students clearing competitive examinations. Quality publications in Q1 and Q2 journals show GU's high scientific output leading to increased research funds from various agencies. This has positively impacted the University's rankings at the

national and international level, a formidable feat for a small University. To further encourage research and enhance its results, the University is constructing specialised research laboratories and plans have already been approved by the Executive Council. With the new massive and robust academic infrastructure, GU is poised for exponential growth. The Government of Goa is encouraging the University's various initiatives and providing all necessary support.

The governance of the University is in a proactive mode for growth and opportunities. While the beautiful 402 acre campus provides scope for massive infrastructure development, new green initiatives have greatly reduced dependency on the power grid. Major restructuring of disciplines and formation of Schools is in progress and has incorporated a wide range of missing disciplines into the University. While planning for the implementation of NEP 2020, the University simultaneously responded, swiftly and decisively, to the pandemic situation by coming out with a Special Ordinance for the conduct of academic programmes during the COVID-19 pandemic and by carrying out trials on a wide variety of online platforms for learning and the conduct of examinations.

While visualising and implementing its own initiatives towards rapid growth, Goa University has achieved more than 85% of NAAC peer team (2014) recommendations. The University's initiatives, accomplishments and plans at various stages of implementation go to show that Goa University truly deserves the highest rating at this Peer Review.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years** 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>386</td><td>350</td><td>319</td><td>312</td><td>232</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>377</td><td>344</td><td>318</td><td>310</td><td>229</td></tr></table>
1.2.1	**Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.** 1.2.1.1. **How many new courses were introduced within the last five years.** Answer before DVV Verification : 289 Answer after DVV Verification: 292 1.2.1.2. **Number of courses offered by the institution across all programmes during the last five years.** Answer before DVV Verification : 1725
1.2.2	**Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).** 1.2.2.1. **Number of Programmes in which CBCS / Elective course system implemented.** Answer before DVV Verification : 38 Answer after DVV Verification: 38
1.3.2	**Number of value-added courses for imparting transferable and life skills offered during last five years.** 1.3.2.1. **How many new value-added courses are added within the last five years.** Answer before DVV Verification : 42 Answer after DVV Verification: 37 Remark : Course without subject codes are not considered
1.3.3	**Average Percentage of students enrolled in the courses under 1.3.2 above.** 1.3.3.1. **Number of students enrolled in value-added courses imparting transferable and life**

skills offered year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
345	454	541	468	531

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
345	454	541	468	531

1.3.4	**Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).** 1.3.4.1. **Number of students undertaking field projects or research projects or internships.** Answer before DVV Verification : 291 Answer after DVV Verification: 291
1.4.1	**Structured feedback for design and review of syllabus – semester-wise / year-wise is received from** **1) Students, 2) Teachers, 3) Employers,** **4) Alumni** Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: D. Any 1 of the above
1.4.2	**Feedback processes of the institution may be classified as follows:** Answer before DVV Verification : B. Feedback collected, analysed and action has been taken Answer After DVV Verification: C. Feedback collected and analysed Remark : No action taken report is provided by HEI
2.1.1	**Demand Ratio (Average of last five years)** 2.1.1.1. **Number of seats available year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1160	1100	1095	1095	995

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1186	1126	1121	1115	1015

Remark : Value has been changed as per attachment

2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**
	2.3.3.1. **Number of mentors**
	Answer before DVV Verification : 72
	Answer after DVV Verification: 72

2.4.2	**Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years**
	2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**
	Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
148	126	130	119	112

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
138	128	131	122	117

2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**
	2.4.3.1. **Total experience of full-time teachers**
	Answer before DVV Verification : 2178.77
	Answer after DVV Verification: 2172.75
	Remark : DVV has updated the data as per document provided under HEI clarification

2.4.4	**Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**
	2.4.4.1. **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**
	Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	4	3	3	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	4	2	3	5

2.5.1	**Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**
	2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
79	80	66	73	61

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
79	80	66	73	61

2.5.2	**Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**
	2.5.2.1. Number of complaints/grievances about evaluation year wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	20	50	57	32

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	17	52	57	32

2.5.4	**Status of automation of Examination division along with approved Examination Manual**
	Answer before DVV Verification : 100% automation of entire division & implementation of Examination Management System (EMS)
	Answer After DVV Verification: 100% automation of entire division & implementation of Examination Management System (EMS)

2.6.3	**Pass Percentage of students(Data for the latest completed academic year)**
	2.6.3.1. Total number of final year students who passed the examination conducted by Institution.
	Answer before DVV Verification : 788
	Answer after DVV Verification: 799
	2.6.3.2. Total number of final year students who appeared for the examination conducted by the Institution.
	Answer before DVV Verification : 865
	Answer after DVV Verification: 853
	Remark : DVV updated data as per document provided by HEI

3.1.2	**The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**
	3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5.47312	0.83517	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5.47312	0.83517	0	0	0

3.1.3	**Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**
	3.1.3.1. The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	4	3	3	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
9	4	3	3	5

3.1.4	**Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.**
	3.1.4.1. The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
18	19	18	22	16

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
18	19	18	22	16

3.1.5	**Institution has the following facilities to support research**

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**
5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**
10. **Any other facility to support research**

Answer before DVV Verification : A. 4 or more of the above
Answer After DVV Verification: A. 4 or more of the above

3.1.6	**Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)**
	3.1.6.1. **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**
	Answer before DVV Verification : 4
	Answer after DVV Verification: 4

3.2.1	**Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
19.94824	7.87	12.43800	6.95700	1.3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7.70	7.87	0	6.95	0

Remark : HEI has not provided E-copies of the letters of award for research, endowments, Chairs sponsored by nongovernment sources. DVV has updated the data as per document provided under clarification response

3.2.2	**Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**

3.2.2.1. **Total Grants for research projects sponsored by the government agencies year-wise**

during the last five years (INR in Lakhs).

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
457.26359	405.010415315	443.63432	475.47144	882.11847

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
190.12	155.12	169.53	420.59	303.39

Remark : DVV has considered only the E-copies of the grant award letters for research projects sponsored by government agencies. DVV has updated the data as per documents provided

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3.2.3

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

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

Answer before DVV Verification : 90

Answer after DVV Verification: 71

3.2.3.2. Number of full time teachers worked in the institution year-wise during the last five years..

Answer before DVV Verification : 163

Answer after DVV Verification: 163

Remark : HEI has included the data of 2011 to 2014 also

3.3.2

Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
17	9	2	2	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	6	0	1	3

Remark : DVV has included only activities with a bearing on Research methodology, Intellectual Property Rights (IPR), entrepreneurship and skill development

3.4.1	**The Institution ensures implementation of its stated Code of Ethics for research through the following:**
	
	1. Inclusion of research ethics in the research methodology course work
	
	2. Presence of Ethics committee
	
	3. Plagiarism check through software
	
	4. Research Advisory Committee
	
	      Answer before DVV Verification : A. All of the above
	      Answer After DVV Verification: B. 3 of the above
	   Remark : HEI has not provided any bills of purchase of licensed plagiarism check software in the name of the HEI. The HEI has provided the document regarding plagiarism software will not be accepted, because document has generated after the deviation marked by the DVV

3.4.3	**Number of Patents published / awarded during the last five years.**
	
	   3.4.3.1. **Total number of Patents published / awarded year-wise during the last five years.**
	   Answer before DVV Verification:
	
		2019-20	2018-19	2017-18	2016-17	2015-16

---	---	---	---	---
0	1	2	1	0 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
0	1	2	1	0	

3.4.4	**Number of Ph.D's awarded per teacher during the last five years.**
	
	   3.4.4.1. **How many Ph.D's are awarded within last five years.**
	   Answer before DVV Verification : 168
	   Answer after DVV Verification: 168
	   3.4.4.2. **Number of teachers recognized as guides during the last five years**
	   Answer before DVV Verification : 105

3.4.5	**Number of research papers per teachers in the Journals notified on UGC website during the last five years**
	
	   3.4.5.1. **Number of research papers in the Journals notified on UGC website during the last five years.**
	   Answer before DVV Verification:
	
		2019-20	2018-19	2017-18	2016-17	2015-16

---	---	---	---	---
174	198	212	198	182	

	Answer After DVV Verification :				

2019-20	2018-19	2017-18	2016-17	2015-16
174	198	212	198	182

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
54	34	56	86	77

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
54	34	56	86	77

3.4.7	**E-content is developed by teachers :** 1. **For e-PG-Pathshala** 2. **For CEC (Under Graduate)** 3. **For SWAYAM** 4. **For other MOOCs platform** 5. **Any other Government Initiatives** 6. **For Institutional LMS** Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 2 of the above
3.6.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years** **3.6.3.1. Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	20	21	13	18

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	19	19	11	17

3.6.4	**Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**
	3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
281	1932	993	1057	1823

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
281	1823	622	592	1815

3.7.1	**Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**
	3.7.1.1. Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
24	16	23	15	11

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
15	13	18	14	10

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	9	4	6	17

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

	1	6	0	6	5

4.2.2	**Institution has access to the following:**
	
	1. e-journals
	
	2. e-ShodhSindhu
	
	3. Shodhganga Membership
	
	4. e-books
	
	5. Databases
	
	6. Remote access to e-resources
	
	       Answer before DVV Verification : A. Any 4 or more of the above
	       Answer After DVV Verification: D. Any 1 of the above

4.2.3	**Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**
	
	   4.2.3.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)
	      Answer before DVV Verification:
	
		2019-20	2018-19	2017-18	2016-17	2015-16

---	---	---	---	---
120.44	368.6	138.39	144.37	134.19 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
0	20	0.56	0.79	0.8	

4.3.1	**Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)**
	
	   4.3.1.1. **Number of classrooms and seminar halls with ICT facilities**
	      Answer before DVV Verification : 86
	      Answer after DVV Verification: 86

4.3.4	**Available bandwidth of internet connection in the Institution (Leased line)**
	
	      Answer before DVV Verification : A. ?1 GBPS
	      Answer After DVV Verification: A. ?1 GBPS

4.3.5	**Institution has the following Facilities for e-content development**

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Answer before DVV Verification : B. 3 of the above
Answer After DVV Verification: B. 3 of the above

5.1.1	**Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).** 5.1.1.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
800	509	811	1040	1200 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
800	509	811	1040	1200	
---	---
5.1.3	**Following Capacity development and skills enhancement activities are organised for improving students capability** **1. Soft skills** **2. Language and communication skills** **3. Life skills (Yoga, physical fitness, health and hygiene)** **4. Awareness of trends in technology** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
5.1.4	**The institution adopts the following for 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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
5.2.3	**Percentage of student progression to higher education (previous graduating batch).** 5.2.3.1. **Number of outgoing student progressing to higher education.** Answer before DVV Verification : 90 Answer after DVV Verification: 90
5.3.1	**Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.** 5.3.1.1. **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>29</td><td>39</td><td>23</td><td>5</td><td>4</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>27</td><td>32</td><td>21</td><td>1</td><td>3</td></tr></table>
5.3.3	**Average number of sports and cultural events / competitions organised by the institution per year** 5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>26</td><td>20</td><td>9</td><td>10</td><td>2</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>21</td><td>13</td><td>8</td><td>8</td><td>2</td></tr></table>
5.4.2	**Alumni contribution during the last five years (INR in Lakhs)** Answer before DVV Verification : D. 5 Lakhs - 20 Lakhs Answer After DVV Verification: E. <5 Lakhs
6.2.3	**Institution Implements e-governance covering following areas of operation**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

    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**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
29	5	5	1	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
23	5	4	1	0

Remark : Values have been changed as per attachment and considering a teacher only once in a AY

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	16	8	11	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	4	8	11	7

6.5.2	**Institution has adopted the following for Quality assurance** **1. Academic Administrative Audit (AAA) and follow up action taken** **2.Confernces, Seminars, Workshops on quality conducted**

	3. Collaborative quality initiatives with other institution(s)
	
	4.Orientation programme on quality issues for teachers and students
	
	5. Participation in NIRF
	
	6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).
	
	      Answer before DVV Verification : A. Any 5 or more of the above
	      Answer After DVV Verification: C. 3 of the above
	    Remark : DVV has updated the data as per documents provided

7.1.4	**Water conservation facilities available in the Institution:**
	
	  1. **Rain water harvesting**
	  2. **Borewell /Open well recharge**
	  3. **Construction of tanks and bunds**
	  4. **Waste water recycling**
	  5. **Maintenance of water bodies and distribution system in the campus**
	
	    Answer before DVV Verification : A. Any 4 or all of the above
	    Answer After DVV Verification: A. Any 4 or all of the above

7.1.5	**Green campus initiatives include:**
	
	  1. **Restricted entry of automobiles**
	  2. **Use of Bicycles/ Battery powered vehicles**
	  3. **Pedestrian Friendly pathways**
	  4. **Ban on use of Plastic**
	  5. **landscaping with trees and plants**
	
	    Answer before DVV Verification : B. 3 of the above
	    Answer After DVV Verification: B. 3 of the above

7.1.6	**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**
	
	  1. **Green audit**
	  2. **Energy audit**
	  3. **Environment audit**
	  4. **Clean and green campus recognitions / awards**
	  5. **Beyond the campus environmental promotion activities**
	
	    Answer before DVV Verification : A. Any 4 or all of the above
	    Answer After DVV Verification: A. Any 4 or all of the above

7.1.7	**The Institution has disabled-friendly, barrier free environment**
	
	  1. **Built environment with ramps/lifts for easy access to classrooms.**
	  2. **Divyangjan friendly washrooms**

	3. **Signage including tactile path, lights, display boards and signposts** 4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment** 5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : DVV updated data as per documents provided
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : Value has been changed as per attachment

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
85	83	82	82	82 | Answer After DVV Verification: | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
42	42	39	39	38	
2.4	**Number of revaluation applications year-wise during the last 5 years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
0	20	50	57	32 | Answer After DVV Verification: | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
0	17	52	57	32	

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
199	168	174	152	147

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
199	168	174	152	147

4.3	**Total number of classrooms and seminar halls** Answer before DVV Verification : 86 Answer after DVV Verification : 86
4.4	**Total number of computers in the campus for academic purpose** Answer before DVV Verification : 420 Answer after DVV Verification : 420
4.5	**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2804.66	2423.04	1995.78	2001.98	2096.13

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1804.50	1461.47	1522.15	1269.91	1145.08