



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

GOA UNIVERSITY

TALEIGAO PLATEAU, SPO GOA UNIVERSITY,

403206

www.unigoa.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2025

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Goa University, established on June 1, 1985, aims to meet the higher education needs of the people of Goa. Set on the picturesque Taleigao Plateau overlooking the Zuari Estuary, the campus spans 402 acres and boasts modern infrastructure, including faculty blocks, administrative buildings, a library, sports facilities, student and staff housing and other ancillary facilities. Campus-wide internet connectivity is available 24/7.

The university offers graduate and postgraduate programs across various disciplines, including Konkani, Portuguese, Marine Sciences, Data Science, and Artificial Intelligence. It has adopted the NEP-2020 policy, offering flexible degree options with multiple entry and exit points through the Academic Bank of Credits. Students are encouraged to take online courses from platforms like SWAYAM and its own “Unigoa Pathshala”.

Goa University has steadily expanded its network of 67 affiliated colleges, offering graduate and postgraduate degrees, with some also recognized as research centers for Ph.D. programs. The university is home to ten schools formed from traditional departments, offering a range of undergraduate, master’s, and Ph.D. programs, as well as certificate and diploma courses.

Located in an ecologically sensitive region along the Western Ghats and the Arabian Sea, Goa University has become a key research centre for the region's flora, fauna, and marine environment. Materials Characterization Laboratory of the University boast of some state-of-the-art characterization techniques. The university’s Research Park, "GURU," hosts incubators for bio, IT, and health startups, supporting innovation and entrepreneurship. Recently, university has been selected for Rs. 100 crore financial support under Multi-disciplinary Education and Research Universities (MERU) of Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA).

Goa University is also committed to societal initiatives. It adopted five villages under the Unnat Bharat Abhiyan, carrying out various community projects such as mussel farming at Marcaim village and the revival of Puran Sheti in Sattari Taluka.

The university has published over 7,000 research papers, with an H-index of 83 and 30000+ citations. Notable initiatives include the National Resource Centre in Marine Science, a Study India and Study Japan Program with Nihon University and Visiting Research Professorship Programme. Goa University continues to play a crucial role in fostering education, research, and community development.

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 had no 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 state university in Goa that provides 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 **promote interdisciplinary and transdisciplinary learning** in all traditional and new disciplines. An example of this is M.Sc. Environmental Sciences programme, which faculty members of different disciplines teach. The amalgamation of departments on an academically justifiable basis enables the faculty and research students to **discover new synergies** concealed within department silos. Radical institutional reorganisation has also led to **rebranding and showcasing our strengths** in research and teaching.

The university has implemented NEP-2020 in all its postgraduate and undergraduate programmes. Many **UG and Integrated 5-year programmes** have been envisioned to cater to local demands. With its plans to start technical education programmes on its campus, GU will be a true **Multidisciplinary Education and Research University** which is also supported under PM-USHA with a generous funding of Rs. 100 Crores.

Goa University has established a **Materials Characterization Laboratory supported under RUSA and DST-PURSE** with high-end equipment and **Goa University Research Park Unit (GURU)** on its campus to encourage quality research, innovation and entrepreneurship among its faculty and students.

GU plans to internationalise its education as an integral part of its vision. Concerted efforts are being made to increase the strength of **Foreign students** from the current 1.2% to 10% in the next five years.

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 ten Schools and eighty-five graduate, post-graduate and doctoral degree programmes in different disciplines from Konkani to Marine Sciences. GU is the only university in Asia that offers post-graduate and doctoral degree programmes in Portuguese. New interdisciplinary programs in environmental science, social work, public administration, data science, artificial intelligence, remote sensing and GIS, computational physics, and skill education programmes (B.Voc.) under the National Skill Quality Framework have started.

GU is mindful of mid-career redirection, life-long learning, and re-skilling requirements for intellectual enrichment 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.

Goa University is a home away from home for globally renowned scholars appointed under the Visiting Research Professorship Programme (VRPP) to provide knowledge and skills in diverse areas. GU also intends to appoint experienced practitioners from craft and industry as professors of practice.

To increase its research, innovation and entrepreneurship among the young generation of the state, GU has set up three incubators in bio, health and IT sectors under the **Goa University Research Park Unit (GURU)**. It also provides seed money grants, incentives for research publications (RIF) in SCOPUS/ WoS journals. Grants for the generation of IPR and startups is also provided.

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

Goa University, the state's sole university, spans 400 acres of picturesque and biodiverse campus, deeply embedded in a society with maritime connections, a historic diaspora, and international links. The university and its 64 affiliated colleges uphold its mission of providing quality tertiary education. Notably, women constitute 69.58% of its student body, and many students hail from rural areas and are first-generation learners.

The university excels in research with an h-index of 83, 2,332 WoS publications, and 30,245 citations. Most faculty members hold PhDs, with 44% from institutions outside Goa, bolstered by UGC-FRP, DST-INSPIRE Faculty, postdoctoral fellows, and Research Associates. Goa University supports interdisciplinary studies through the choice-based credit system (CBCS) and has embraced NEP-2020 for postgraduate and undergraduate education. The amalgamation of departments into schools facilitates multidisciplinary interactions.

Goa University fosters global and national partnerships through 85 MoUs and collaborative work with 145 institutions. Its social outreach initiatives include the Visiting Research Professor Programme (VRPP), Swachh Bharat Student Internship (SBSI), and Community Development courses involving village adoption programs under UBA. A linguistic core offers advanced studies in Konkani, Hindi, Marathi, English, French, and Portuguese, as well as proficiency programme in Japanese.

The university is equipped with advanced infrastructure, such as the Materials Characterization Laboratory (MCL), Research Park with incubators for bio, health, and IT, and the Directorate of Digital Learning & Initiatives (DDLI) studio developing e-content to boost GER and rural education. It also contributes to Marine Science education as a National Resource Centre under MHRD and offers courses via the Swayam platform.

Goa University champions sustainability through its solar energy harvesting, generating 2112 MWh and saving 28.6% of electricity expenditure since 2020. It ensures e-governance and examination automation, supported by improved faculty positions, a student-to-faculty ratio of 10:1, and efforts toward innovation and entrepreneurship through its Institution's Innovation Council.

Institutional Weakness

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. Though

approximately 20000 students are completing secondary school, only about 4500 students apply for seats at the University. This weakness can be converted into an opportunity by looking beyond the borders of the state and the country.

There are also some important branches of knowledge that are missing from Goa University. The establishment of new Schools, School of Sanskrit, Philosophy and Indic Studies (SSPIS) and Manohar Parrikar School of Law, Governance and Public Policy (MPSLGPP) – has brought a number of new disciplines (Sanskrit and Indic Studies, Law, Public Administration, Social Work) into the University. A few other disciplines, like Engineering and Ayurveda, will soon form a part of the Manohar Parrikar School of Law, Governance and Public Policy and the School of Sanskrit, Philosophy and Indic Studies. Nevertheless, some important disciplines from the technology domain, visual arts, architecture and design, fishery, etc., are missing.

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 knowledge-based world by establishing four University Laboratories for (i) Materials Characterization, (ii) Bio Characterization, (iii) High-Performance Computing, and (iv) Multimedia and Digital Humanities.

Aiming to achieve long-term goals for the University through the Research Park Unit, enhancing research publications, research projects, consultancy projects, and industry-academia linkage, creating opportunities for foreign students, and attracting faculty diverse expertise through central funding.

Leveraging Goa's unique cosmopolitan ambience to attract international students by (i) extension of the University's Study India Programme, originally designed for Nihon University, Japan, to other universities abroad; (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 University's Digital Learning Initiative (DDLI) (which has enabled the teaching/learning process during the pandemic) by designing and contributing courses to the SWAYAM platform and online programmes through our state-of-the-art recording and editing facilities available in DDLI.

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

Expanding the Visiting Research Professorship Programme beyond the ten existing Chairs (funded by 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, placement and entrepreneurship opportunities.

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

Institutional Challenge

Goa University is closely identified with our beautiful state. This co-branding is a blessing and 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 has launched a M.Sc. (Integrated) in Data Science. School of Earth, Ocean and Atmospheric Sciences offers a multidisciplinary M.Sc./M.A. in Environmental Science open to students of all disciplines. Our challenge is replicating these innovative programmes in other knowledge/skill areas, independent of structural reorganization.

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 under the National Resource Centre (NRC) in Marine Science 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 stakeholders. Assuming responsibility for our students' talent and career development and providing entrepreneurial opportunities to transform research into products would require a vibrant enabling ecosystem in our IT, health and Bio-incubators housed in GURU. Finally, the entry of private universities into Goa and existing national institutions will create an environment of peer competition.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Goa University offers 77 programmes at the graduate, postgraduate, and PhD levels through its 10 schools with 33 teaching and research disciplines to cater to its Institution Development Plan (IDP) and objectives. Goa University is among the first universities to have implemented the NEP-based curriculum, having restructured all the programmes and revised the syllabus for all the courses offered at the graduate and postgraduate levels adopting the Learning Outcome Based Curriculum Framework (LOCF) with Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). The university started new undergraduate and integrated programmes. The university initiated many student-centric curricular reforms during the assessment period to provide holistic and multi-disciplinary education with flexibility. These include;

? Integration of courses for skill enhancement, vocational education, value-added, Indic Knowledge System (IKS), environmental values, internship, and research for community engagement in the curriculum.

? Introduction of 13 new programmes and 2500 new courses during the last 5 years and 100% of courses focused on Employability/Entrepreneurship/Skill Development.

? Memorandums of Understanding (MOUs) for industry exposure, on-the-job training, hands-on experience and decision-making in complex work environments.

? Promotion of innovation, startups, and entrepreneurship among students through training programmes, hackathons, and start-up initiatives.

? The Research Park facility at the campus for students and the public to promote the startup and incubation of innovative and socially relevant projects.

? Innovative events such as national hackathons and moot courts were organised to provide experiential learning to the students.

? To sensitize students for holistic learning, Goa University integrates universal principles of Professional Ethics, Gender Equality, Human Values, Environment, and Sustainability into its curriculum, aligning with the NEP 2020.

? The university maintains a zero-tolerance policy towards all forms of discrimination and gender stereotyping via its Policy for Gender Equity and Sensitivity and integrates values enshrined in the UN Sustainable Development Goals (SDGs)

? Structured Feedback on the Curriculum is taken regularly by the various stakeholders, resulting in the introduction of new courses, revamping of the existing courses, etc.

Teaching-learning and Evaluation

Teaching, learning, and evaluation are interconnected processes that form the core of the university's mission of facilitating knowledge acquisition, skill development, and personal growth of a diverse group of learners. Goa University's student population spans urban and rural milieus, and enrolment covers applicants from all the reserved categories. Of the total sanctioned faculty posts, 90% are filled with full-time faculty appointments, of which a significant percentage is a Ph.D. holder.

The university has seen a large number of recruitments in the last five years, and there is a good balance between senior, mid-career, and early-career faculty.

At Goa University, teaching is conducted through a purposeful and systematic process for the holistic growth of its learners. The focus is on knowledge acquisition and skill development through a pedagogy that includes effective instruction, problem-based experiential learning and well-integrated ICT. All the disciplines have comprehensive curricula with clear objectives and outcomes, which are implemented through a supportive learning environment. The university has adopted a multi-pronged approach to meet the differential educational requirements of its learners by providing dedicated programmes and numerous opportunities to enhance knowledge, promote excellence, broaden academic and cultural horizons and achieve personal growth. A robust Mentor-Mentee interaction helps students overcome academic and psychological challenges in their educational journey.

Evaluation is carried out to efficiently assess learning outcomes, provide feedback, motivate learners and measure educational effectiveness. Internal assessment is multimodal and identifies strengths as well as areas for improvement while the Semester End Assessment measures overall achievement and fulfilment of the

outcomes of every course and programme. Goa University's evaluation system provides immediate feedback to its students by showing them the exam papers within a week of assessment. This transparency supports continuous learning and builds trust in the evaluation process, thereby drastically reducing the number of grievances. The examination process is fully automated, from filling out forms to declaring results. During the Covid-19 pandemic years, the evaluation system was adapted to accommodate the directives of statutory and regulatory bodies, conducting special examinations, unprecedented backlogs, and delayed internships with restricted staff.

Research, Innovations and Extension

Goa University has cultivated a robust research ecosystem enhancing infrastructure, Industry-Academia collaboration and extension resulting in significant research outcomes.

• Promotion of Research & Innovation

Goa University through the Directorate of Research Development and Resource Mobilisation has provided Seed money grants in the form of Research Incentive Funds and IPR scheme to faculties for high-impact research resulting in a cumulative investment of ₹1.87 crore. More than 10% faculties have gained recognitions through awards for their exceptional contributions in research securing sponsored travel grants for advanced studies. Faculty members have actively contributed to the development of various forms of e-content, including e-PG-Pathshala, SWAYAM, MOOCs, LMS and other government-led digital learning platforms, enhancing access to higher education learning. More than 40% enrolled Ph.D. scholars are recipients of prestigious fellowships such as CSIR-UGC JRFs, DST/DBT-Inspire and National scholarships for marginalized groups. Goa University Research Park Unit (GURU) on campus, featuring state-of-the-art Bio-Incubator, Health-Incubator, and IT-Incubator, serves as a launchpad for deep-tech startups and translational research. Additionally, the Material Characterization Lab houses state-of-art equipment like XRD, squid magnetometer and Raman spectrometer.

• Research Publications, Grants and Patents:

The faculty of Goa University have secured more than 90 national and international research projects in the assessment period with total funding of ₹27.89 crores which includes eleven Research Chairs. Together with their students, 1000+ research publications were published in Scopus, Web of Science and UGC Care journals as well as 30+ books, and 270+ book chapters. Five patents have been awarded and three including the automated coconut plucker '*Cocobot*' have also been published.

• Extension activities and collaborations:

Goa University has actively undertaken extension and outreach initiatives aligned with six UN Sustainable Development Goals, collaborating with panchayats, government bodies, NGOs, and academic institutions. Activities in both urban and rural areas, including five adopted villages, cover sanitation, waste and water management, energy, greenery, education, legal awareness, and entrepreneurship such as marine farming and mushroom cultivation. These initiatives foster student leadership and community impact. The University has also signed 85+ MoUs and generated ₹1.34 crore through consultancy and corporate training programs.

Infrastructure and Learning Resources

Goa University has state-of-the-art facilities for teaching, sports, cultural activities, and Yoga for the overall well-being of its students and faculty. Its picturesque Campus on the Taleigao Plateau has 77 graduate and post-graduate programs and 33 Ph.D. programs, making it a premier public institute. The University is adding more undergraduate programs in line with NEP 2020. The academic area is spread across six buildings containing 100 plus ICT-enabled classrooms, seven seminars and auditoriums, discipline-specific laboratories, and computer laboratories. The University has ensured sufficient computers with the required software for its students. All academic areas, classrooms, and libraries are Wi-Fi and LAN-enabled. The Material Characterisation Laboratory (MCL), supports research activities of the University and other Institutions in Goa and outside Goa. Goa University Research Park Unit (GURU) provides a platform for industries to join the University and build on intellectual capital. Ongoing projects namely, PM-USHA, DST-PURSE add additional smart classrooms, seminar halls, and laboratories, including the HPC facility.

The University Library is a source of academic information. The resources are of a hybrid type, providing information in print and digital form. The subscribed digital resources have online access all over the Campus through the network. CDs and video collections are also available in the library.

The Optical Fiber Cable meets the connectivity needs between buildings and dedicated internet with One-GBPS(NKN) and 300MBPS(Tata). The Fortigate firewalls and antivirus solutions to secure the whole network. The University augments its IT infrastructure through its IT policy to keep up with the demand.

The University has a rich sports infrastructure at its Campus, including outdoor and indoor facilities and a Gymnasium. Dr Shyama Prasad Mukherjee Indoor Stadium and Golden Jubilee Hall are used for annual cultural and indoor sports. The University organized around 41 Inter College Championships in 23 Sports disciplines.

Goa University has systems and procedures for maintaining and utilizing physical, academic, and support facilities. Over one-third of the expenditure (other than salary) is kept away to maintain its physical, academic, and support facilities.

Student Support and Progression

Goa University fosters holistic student development and monitors their progression towards higher education and employment.

Goa University is dedicated to guiding students' academic and professional journeys through personalised advice and support. The Directorate of Student Placement and Alumni Relations (DSPAR) provides guidance for competitive examinations, including NET/SET/GATE guidance and preparatory training sessions. The university also offers soft skills development training through Rubicon Skill Development Pvt. Ltd and Satkaam Foundation, focusing on core concepts, problem-solving techniques, and exam strategies. DSPAR organises workshops to boost students' confidence and prepares them for competitive exams while promoting career awareness through pre-placement talks and mock interviews. The university promotes collaboration between academia and industry through interactive sessions, internships, and field visits, focusing on women's career development.

Goa University has two registered alumni associations: Goa University Alumni Association (GUAA) and Chemistry Department Faculty & Alumni Association (CDFAA). The Goa University alumni significantly contribute to Goa University's growth, serving as brand ambassadors, enriching academic performance, and

nurturing future leaders through annual meetings, panel discussions, and guest speakers. Alumni as mentors provide students with career guidance, personal interactions, workshops, competitive exam advice, entrepreneurship advice, financial assistance, placement, and internship opportunities. Over the last five years, alumni have contributed Rs 12,28,440=00 to the Goa University Alumni Association and its chapter CDFAA. The CDFAA offer financial aid, manage scholarships, organize chemistry symposiums, and advocate for curriculum enhancement integrating industrial requirements with skill-based learning.

Goa University has two student representative bodies, the Goa University Students' Council (GUSC) and the Goa University Campus Students' Union (GUCSU). These bodies operate under Goa University Statute SSA-7 and Rule 3, providing students with a formal platform to express concerns and contribute to campus development. The GUSC promotes a democratic outlook, social, cultural, and intellectual development, and social responsibility through events like Youthesia, PlayOnn, and Plateaunica. Such events fosters sportsmanship, teamwork, and competitiveness. The council promotes scientific temper, social responsibility, and student community health, with student perspectives in line with policy decisions, fostering leadership, responsibility, and active participation.

Governance, Leadership and Management

Goa University has a well-defined vision and mission that are aligned with its strategic goals. Its governance structure ensures the implementation of short, medium and long-term institutional plans, while the Citizen's Charter promotes transparency and timely services. It effectively integrates interdisciplinary learning and research; align with the NEP-2020. The university has seen steady growth in student and faculty numbers. As part of its digital transformation, the university adopted the Goa University Management System for a campus-wide digital solution. It now uses national digital platforms such as PFMS, e-Samarth, e-Parichay among others.

Governance at Goa University follows a decentralised model, with administrative and financial powers delegated across leadership levels. Goa University's institutional perspective plan is effectively deployed. A concrete action plan with clear timelines is incorporated within the IDP. Faculty promotions follow the Career Advancement Scheme (CAS) and direct recruitment as per UGC and Goa government regulations. Goa University is well supported by the Government of Goa with adequate funds. It additionally raises funds from multiple sources for research and technical equipment in a strategic manner. GU's financial records are audited by an Internal auditor, state auditors and CAG.

IQAC plays a vital role in the university. The two best practices institutionalised are, firstly, the research incentive fund scheme to motivate teachers to aspire to publish in high-quality journals. For new entrants, a seed money scheme is implemented. Secondly, IQAC has created an Academic and Administrative Audit which is now under implementation. A number of new initiatives have been undertaken since the last NAAC assessment. These include the establishment of Goa University Research Park Unit (GURU), complete fencing/walling of the entire campus, increased ICT integration and creation of a sports policy. The "Alumni Association" is in the final stages of registration. Faculty members have strived to win multiple national and international academic awards. There has also been increased efforts at corporate funding under CSR. The university has implemented "ABC, Swayam/NPTEL, OBE, Ph.D. 2022 regulations and enhanced Ph.D. research studentship amounts", with a focus on publication ethics. Goa University has also registered a Section 8 ("Not for Profit") company named UKIF.

Institutional Values and Best Practices

Goa University truly reflects the institutional values that are reflected in its guiding principles and beliefs that have shaped its culture, behaviour, and decision-making processes. Promoting gender equity is a cornerstone of the university's ethos. Initiatives such as gender sensitization workshops, leadership programs for female students, health awareness, women's and children's rights, cleanliness and menstrual hygiene, etc. and the establishment of a gender cell ensure an inclusive atmosphere. University has created and maintained an environment free from gender-based abuse, harassment, intimidation and discrimination. These efforts are complemented by a strict internal complaint committee, anti-harassment policies, and support systems, which provide a safe and empowering environment for all genders. Besides these, a security blanket is provided by 24-hours Camera Surveillance and Security Services.

The university believes in a sustainable environment, by environment and green energy audits regularly. The university nurtures various activities for a green environment. Special efforts are in continuous progress to create an environment-friendly campus with effective waste management and efficient use of rainwater harvesting, rooftop solar units, wheeling to the grid, usage of LED, sensor-based LED and to maintain a clean green campus. The Campus vibes are full of enthusiasm and festivity as university celebrates every regional, national, and international days and festivals, which depicts the harmony amongst the student/staff community that fills the colour in their lives. Facilities for the differently-abled include ramps, rails, lifts, special washrooms, wheelchairs and scribes/alternate modes of access. Human values and Professional Ethics are addressed through carefully drafted policy documents. The Statutes and Ordinances of the university govern its Code of Conduct. The Institution also endeavours to instill and promote national identity and consciousness about the values, rights, duties and responsibilities of citizens through days of national importance and special events for the Constitution. The two best practices of the university are Research Framework and Community-Centric Sustainable Development, traditional agriculture, and blue economy initiatives. The one area of distinctiveness of the University is Marine research, which significantly benefited the population engaged in fisheries by providing them with scientific insights into sustainable fishing practices, marine resource conservation, and climate-resilient livelihood strategies.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	GOA UNIVERSITY
Address	Taleigao Plateau, SPO Goa University,
City	Panaji
State	Goa
Pin	403206
Website	www.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.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Taleigao Plateau, SPO Goa University,	Rural	402.8	68210.05	UG, PG, PhD, PG Diploma, Diploma and Certificate courses		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	2	0	2
Education/Teachers Training	1	4	5
Agriculture and Allied Disciplines	0	2	2
Business Administration/Commerce/Management/Finance	6	1	7
Fine Arts/Performance Arts/Visual Arts/Applied Arts	2	1	3
Hotel Management/Hospitality/Tourism/Travel	0	3	3
Engineering/Technology/Architecture/Design	2	5	7
Medicine & Surgery/Ayurveda/Unani/Homoeopathy/Health & Allied Sciences/Paramedical/Sciences	5	11	16
Sanskrit Sounding Degree	0	1	1
Universal/Common to All Disciplines	16	3	19
Science	0	2	2

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	67
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	3
Colleges with Postgraduate Departments	18
Colleges with Research Departments	8
University Recognized Research Institutes/Centers	9

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: No
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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	47				86				154			
Recruited	22	12	0	34	12	6	0	18	67	0	0	67
Yet to Recruit	13				68				87			
On Contract	0	0	0	0	0	0	0	0	10	35	0	45

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				427
Recruited	188	168	0	356
Yet to Recruit				71
On Contract	47	83	0	130

Technical Staff				
	Male	Female	Others	Total
Sanctioned				57
Recruited	36	5	0	41
Yet to Recruit				16
On Contract	8	6	0	14

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/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	22	12	0	10	5	0	47	57	0	153
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	2	1	0	24	35	0	62
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	4	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	17	0	19
UG	0	0	0	0	0	0	0	0	0	0

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/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

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

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 Professors Programme	DD Kosambi Chair in Interdisciplinary Studies	Directorate of Art and Culture
2	Directorate of Visiting Research Professors Programme	Dayanand Bhandodkar Chair in Political Economy	Directorate of Art and Culture
3	Directorate of Visiting Research Professors Programme	Kavivarya Babkibaab Borkar alias Shri B. B. Borakr Chair in Comparative Literature	Directorate of Art and Culture
4	Directorate of Visiting Research Professors Programme	Late Shri Anthony Gonsalves Chair in Western Music Violin India Symphony etc	Directorate of Art and Culture
5	Directorate of Visiting Research Professors Programme	Nana Shirgaonkar Chair in field of Traditional Indian Music Bhajan Light Classical Bhavgeet etc	Directorate of Art and Culture Government of Goa
6	Directorate of Visiting Research Professors Programme	Sant Sohirobanath Ambiyee Chair in Marathi Sant Sahitya	Directorate of Art and Culture Government of Goa
7	Directorate of Visiting Research Professors Programme	Joaquim Heliodoro da Cunha Rivara Chair in Indo Portuguese Studies	Camoës Instituto de Cooperação e da Língua Portugal
8	Directorate of Visiting Research Professors Programme	Dalai Lama Chair in Nalanda Studies	Universal Responsibility of H.H. The Dalai Lama
9	Directorate of Visiting Research Programme	Padma Vibhushan Late Shri Mario Miranda Chair in Fine Arts Painting Illustrative Cartooning etc	Directorate of Art and Culture Government of Goa
10	Directorate of Visiting Research Professors Programme	V. M. Salgaonkar Chair in Wildlife Studies	V. M. Salgaonkar Trust
11	Manohar Parrikar School of Law Governance and	Chhatrapati Maharaj Chair in Leadership and	Government of Goa

	Public Policy	Governance	
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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	12	0	0	0	12
	Female	1	2	0	0	3
	Others	0	0	0	0	0
PG	Male	306	25	0	0	331
	Female	704	32	0	0	736
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	41	2	0	0	43
	Female	45	2	0	0	47
	Others	0	0	0	0	0
Diploma	Male	6	1	0	0	7
	Female	16	1	0	1	18
	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

Does the University offer any Integrated Programmes?	Yes
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Total Number of Integrated Programme	2
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Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	40	0	0	0	40
Female	27	2	0	0	29
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-02-1988
Number of UGC Orientation Programmes	18
Number of UGC Refresher Course	30
Number of University's own Programmes	59
Total Number of Programmes Conducted (last five years)	107

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
Four Star	71.2	NAAC Peer team report 2001.pdf		
Cycle 2	Accreditation			
B	2.6	NAAC Peer team report 2009.pdf		
Cycle 3	Accreditation			
A	3.09	NAAC Peer Team Report 2014.pdf		
B++	2.86			
Cycle 4	Accreditation	4		View Document

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biological Sciences And Biotechnology	View Document
Chemical Sciences	View Document
D D Kosambi School Of Social Sciences And Behavioural Studies A	View Document
Earth Ocean And Atmospheric Sciences	View Document
Goa Business School	View Document
International And Area Studies	View Document
Manohar Parrikar School Of Law Governance And Public Policy	View Document
Physical And Applied Sciences	View Document
Sanskrit Philosophy And Indic Studies	View Document
Shenoi Goembab School Of Languages And Literature	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Goa University implemented the NEP-based curriculum for the undergraduate (2023-24), post-graduation (2022-23), and technical education programmes to impart interdisciplinary/multidisciplinary and holistic education to the students. Goa University is a Multidisciplinary Education and Research University (MERU) funded by PM USHA that offers diverse programs in the sciences, arts, social sciences, engineering, law, and area studies, thereby providing a system of interdisciplinary teaching and research. All components of NEP, such as Major and Minor, Multidisciplinary, Ability enhancement, Skill- based, Value-added, and Exit courses, have been incorporated into the undergraduate curriculum. The PG programmes are restructured with one year master's, two-year master's and five-year integrated master's with courses, one-semester dissertation and one year of research components. All requisite ordinances such as Academic Bank of Credit (ABC), SWAYAM, dual degree programme and Professor of Practice (PoP) for the smooth implementation of NEP. The university appointed an NEP coordinator,</p>
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	<p>an NEP cell, NEP ordinance committees and an NEP SAARTHI Coordinator. The Ph.D. ordinance has been revised as per UGC regulations, incorporating the provisions of the NEP. Goa University reformulated the Institution Development Plan (IDP), aligning with the New Education Policy, and fine-tuned its vision/mission statements, strategic goals and objectives. The University also implemented a Learning Outcome Based Curriculum Framework (LOCF) for the undergraduate, Post Graduate and technical education programmes and faculty members were trained on formulating Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) to map them and measure education attainment. The education attainments are compared with programme outcomes, a gap analysis is conducted, and necessary changes are incorporated into the curriculum to bridge the gap. Affiliated colleges of Goa University are in the process of forming clusters to offer multidisciplinary education to students. To provide diversity and choice to the students, the university started undergraduate and integrated programmes in emerging and niche areas. The BBA curriculum was revised based on the new AICTE guidelines.</p>
2. Academic bank of credits (ABC):	<p>Academic Bank of Credits (ABC) envisages better choices, a better pace of learning, flexibility, and entry-exit options for students. ABC ordinance of Goa University is approved by the statutory bodies and incorporated into the relevant ordinance of Goa University. Academic Bank of Credits promotes flexibility of curriculum framework and interdisciplinary or multidisciplinary academic mobility of students across the Higher Education Institutions in the country with multiple entry-multiple exits. Academic Bank of Credit provides an extensive choice of Courses for a Programme of study, a flexible curriculum, and Course options across several Higher Education disciplines or Institutions. ABC applies to all the degree, diploma and certificate Programmes of Goa University. More than 1300 students have registered their credentials in the ABC portal already, and the credits earned from MOOC & SWAYAM Platform will also be uploaded to the ABC portal in due course.</p>
3. Skill development:	<p>The Directorate of Internships, Incubation and Industry Partnership (DI3P) is a nodal agency</p>

	<p>entrusted with imparting skill components and developing entrepreneur skills under the NEP curriculum. All the undergraduate students undergo compulsory internships, and DI3P coordinates the internships and industry partnerships of Goa University by forging MoUs with various institutions. A large pool of skill enhancement courses are developed by individual BoS to be offered at the undergraduate and postgraduate levels. Industry internships/Apprenticeships and on-the-job training are built into the management/ industry- oriented programme curriculum. Industry experts were included in the BoS to design curriculums to match industry demand, and vocational degree programs (B.Voc) were offered to impart skills to the students. Various skill development programmes of the Central Government, such as Prime Minister Kaushal Vikas Yojana, are implemented at the University. Special facilities such as Research Park with incubators, the Institution's Innovation Council (IIC), ATAL Ranking of Institutions on Innovation Achievements, National Innovation and Startup Policy (NISP) and International Hackathon were created for skill generation and entrepreneurship.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>School of Sanskrit, Philosophy and Indic Studies was established to promote the Indian Knowledge system among students. Faculty members were advised to publish research findings in vernacular languages. MOOC courses in Indian languages were promoted. Online content created under the "DISTAVO" project of DHE is also made in the Konkani language. Value Added courses with Indian Knowledge, such as Yoga, Wellness, and Environmental Conservation, are imparted to the students.</p>
5. Focus on Outcome based education (OBE):	<p>Goa University reformulated the Institution Development Plan (IDP), aligning with the New Education Policy, and fine-tuned its vision/mission statements, strategic goals and objectives. The University implemented OBE for the NEP-based curriculum after conducting workshops on formulating POs/PSOs and COs and mapping them to measure education attainment. The learning outcomes are measured through direct and indirect methods. Continuous evaluation methods and the Semester End Examination (SEA) measure direct outcomes, whereas stakeholder surveys and feedback measure indirect outcomes. After the education attainments</p>

	are measured, they are compared with programme outcomes, a gap analysis is conducted, and necessary changes in curriculum structure are made to bridge the gap.
6. Distance education/online education:	Teachers are currently involved in digital content creation in their selected domain area. The state-of-the-art digital studio was established to create digital content at the University. Students are encouraged to take SWAYAM Courses recognised by the Board of Studies. Directorate of Digital Learning and Initiatives of the University coordinating Online and Digital Education. 'Unigoa Pathshala', an initiative started under which all important lectures and VRPP lectures are uploaded to the university website for the benefit of students and the public at large.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, ELC has been set up in the University and functioning effectively towards voter registration, sensitization and literacy in collaboration with office of chief electoral officer, Goa. The ELC constitutes 15 members consisting of 5 faculty and 10 students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, Student coordinator and coordinating faculty members from various schools have been appointed as a part of ELC. ELC is functional and representative in character. The ELC has a fair degree of representation from across gender, caste and disciplines including group student representatives from various subjects. The ELC functions regularly over important national days and other occasions to disseminate electoral awareness across diverse sections of population, particularly marginal and vulnerable groups.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender,	Electoral literacy Club play a crucial role in promoting electoral awareness and engaging citizens, especially youth in democratic processes. The ELC have taken various innovative programmes and initiatives through SVEEP mechanism such as organising competitions, debates, talks, Walkathon, camps, electoral drive etc. The notable programme of ELC include participations in the Matadar Saksharta Series on Doordarshan, where faculty members

commercial sex workers, disabled persons, senior citizens, etc.	delivered informative talks on various issues have played a crucial role in reaching wide audience. Also ELC members have actively supported election officials during elections period. Conducted workshops on women empowerment and e-waste management, Focus Group Discussions with marginalised groups.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Goa University has conducted the Knowledge, Attitude and Perceptions Survey of Voters in Goa as part of the Systematic Voters Education and Enrolment Programme since 2012, more specifically during 2021,2022 and 2023 elections to assess voters perceptions on higher turnout. It also created online content for Course on Democracy and Electoral Management which was conducted for around 2700 election officers in Goa during 2022 elections.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	ELC along with the university administration have been instrumental in institutionalising mechanism to register eligible students as voters. ELC regularly organise voters registration drives and other awareness programme on campus, collaborating with election officials to facilitate smooth registration for students who are eligible to vote. Such programmes included walkathons , quizzes , elocution contests etc.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2397	2417	2385	2209	1996
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
1050	1021	1049	891	831
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
213	211	205	208	132
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 207

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
8129.78	6176.59	3470.18	3091.38	2559.28

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, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

Goa University, which is located on the western coast of India, has a rich history, cultural heritage, and flora and fauna that reflect the composite culture of Goa. Being the lone state university, it offers academic programmes that cater to the local aspirations and requirements and contribute to regional/national/global developmental goals. Goa University has 10 schools with 33 teaching and research disciplines, offering 77 programmes, including 40 PG and 29 Ph.D. programmes to cater to its objectives. Goa University is among the first universities to have implemented the NEP-based curriculum, having restructured all the programmes and revised the syllabus for all the courses offered at the graduate and postgraduate levels. During the assessment period, the university introduced 13 new programmes and 2500 new courses. (https://www.unigoa.ac.in/uploads/config_docs/20250212.085018~Ordinances_Part_A_12Feb25.pdf, https://www.unigoa.ac.in/uploads/config_docs/20241204.042518~Ordinances_Part_B_2Dec24.pdf)

Dissertations and Internships have been made compulsory where students take up issues affecting the local community which require urgent attention. The Ph.D. coursework has been fine-tuned as per the guidelines provided by the UGC. All the courses offered ensure employability/skill development/entrepreneurship among students.

The university follows Outcome Based Education (OBE) with Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs), and workshops have been recently held to train faculty to map the linkages and measure the attainment of these outcomes. (https://www.unigoa.ac.in/uploads/config_docs/20250109.045830~OBE_workshop_24.pdf)

The schools have completed the mapping of COs with POs and PSOs. In addition, ISAs and SEAs are used to evaluate the attainment of outcomes. These outcomes are analysed through feedback, stakeholder consultations, and alumni inputs. The syllabus approved by the Board of Studies is presented before the Academic Council. The university curriculum embodies ideals of professional ethics, gender equity, human values, and a commitment to environmental protection and sustainability.

The university has developed the curricula in Konkani and Portuguese, and is the only institution offering both, undergraduate and postgraduate programmes in Portuguese. Goa University, through its channel “Unigoa Pathshala”, has developed content for a MOOCs Certificate Course in Konkani Proficiency and a course in ‘Basic Meditation Practice for Well-being’. (<https://www.unigoa.ac.in/c/unigoa-pathshala.html>) The university also offers programmes in Marathi, Hindi and French.

The science disciplines study the local flora and fauna, ecology, and environment. The university offers programmes in emerging and cutting-edge areas, such as M.Sc. in Artificial Intelligence (AI) and M.Sc. in Data Science (DS), which cater to students' contemporary needs. Initiatives have been taken to train the faculty to create digital content and MOOCs courses for the SWAYAM platform.

Political Science discipline, in collaboration with the Office of the Chief Electoral Officer, Goa, offered a one-credit course, 'Democracy and Electoral Management', to train the students and Polling and Presiding Officers who participated in the 2022 general election for the state assembly. (<https://www.unigoa.ac.in/a/democracy-and-electoral-management.html>) The course is a significant effort to promote electoral literacy and make electoral functioning more efficient.

University Incubation Centre was established to encourage research among students and faculty. Establishing the Placement Cell has enhanced the employability quotient of the courses. The students are allowed to express their views concerning the teaching and learning process through periodic feedback.

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

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Goa University has implemented a robust framework for skill development and professional enhancement that aligns with contemporary educational needs and industry requirements. This comprehensive approach encompasses various dimensions of skill development, ranging from foundational courses to advanced research opportunities.

The university's curriculum integrates Skill Enhancement courses during the first four semesters of undergraduate programmes, providing students with essential practical capabilities early in their academic journey. At the postgraduate level, skill development continues through specialised Research Specific Elective Courses (RSES) and Generic Elective Courses (GECs), offering advanced skill sets aligned with research and professional requirements.

Vocational Education Courses serve as a crucial bridge between academic learning and professional practice. These are specifically designed to orient students toward particular vocational streams and cultivate aptitudes for specific professions. The practical orientation of these courses enhances students' employability and prepares them for career opportunities.

The university places a strong emphasis on industry exposure through well-structured internship

programmes. Management and Computer Science students participate in extensive industry internships, gaining valuable exposure to professional environments and developing critical decision-making skills. Aligning with the NEP 2020, all undergraduate students undertake mandatory 2-4 credit internships during the break following their fifth semester. To facilitate meaningful internship experiences, the university has established formal Memorandums of Understanding (MOUs) with various industries and organisations. (http://info.unigoa.ac.in/mou_yrwise.php) These partnerships ensure that industry-specific proficiency and practical skills are imparted through structured training programmes. The on-the-job component provides students with real-world experience, helping them understand workplace dynamics and establishing industry connections for future collaborations.

Recognising the importance of communication skills in employment, the university offers Ability Enhancement Courses in English and Modern Indian languages. These courses are supported by well-equipped language laboratories facilitating practical communication and skill development. Additionally, specialised courses in translation, transliteration, and foreign languages prepare students for career opportunities in these fields.

The Institution Innovation Cell (IIC) serves as a hub for fostering innovation, startups, and entrepreneurship among students through their training programmes, hackathons, and start-up initiatives. This ecosystem nurtures an entrepreneurial mindset and provides practical support for students interested in launching their own ventures. (https://www.unigoa.ac.in/uploads/config_docs/20210614.100027~Rating_Certificate_2019-20.pdf)

The postgraduate curriculum emphasises research skill development in the second year, engaging students with intellectually challenging and locally relevant topics, through substantial projects worth 400 marks that enhance research capabilities, address community issues, and develop practical solutions to regional challenges.

The university offers minor courses enabling students to pursue interests in specific areas and providing additional specialisation opportunities. The Research Park facility serves as an incubation centre for students and the public, providing resources and support for startup ventures and innovative ideas.

The Manohar Parrikar School of Law, Governance & Public Policy conducts periodical policy hackathons and moot courts to train the students in policy analysis and educate them regarding the functioning of the courts. (https://www.unigoa.ac.in/uploads/config_docs/20241220.085325~MPS_Moot-Court_25new.pdf) The School of Chemical Sciences conducts mock interviews. (https://www.unigoa.ac.in/uploads/config_docs/20250304.102456~SCS_Mock-Interview_Feb25.pdf)

Goa University's initiatives on skill development and employability equip students with academic knowledge, practical skills and real-world experience, preparing them effectively for their careers or entrepreneurial ventures.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 27.66

1.2.1.1 Number of new courses introduced during the last five years:

Response: 2082

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 7528

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

Goa University integrates universal principles of Professional Ethics, Gender Equality, Human Values, Environment, and Sustainability into its curriculum, aligning with the NEP 2020. These values embedded across various programmes and courses, ensure that students receive a well-rounded education that promotes ethical and social responsibility.

The university maintains a zero-tolerance policy towards all forms of discrimination and gender stereotyping via its Policy for Gender Equity and Sensitivity and provides a more inclusive academic environment. The D D Kosambi School of Social Sciences and Behavioural Studies offers a comprehensive MA in Women's Studies, while other Schools offer courses focusing on gender issues through feminist literature, history, and popular culture.

The university integrates values enshrined in the UN Sustainable Development Goals (SDGs), including intergenerational equity, global cooperation, innovation, resilience, and participatory decision-making. These are woven into courses in Economics, Political Science, Public Administration, and International Relations. The university also upholds constitutional values such as equity, justice, and fraternity through law programmes offered by its Manohar Parrikar School.

Goa University has adopted Ethical Guidelines for research publications and implemented a Copyright and Publication Policy for its staff, students and researchers to ensure academic integrity. The university through various programmes offers courses on Ethics, Social responsibility, Business Ethics, and Bioethics.

To address environmental concerns and sustainability, Goa University has established its own Guidelines for Segregation and Disposal of Laboratory Waste and Effluents, ensuring responsible waste management. It also follows a Sustainable Investment Policy aimed at reducing its carbon footprint by investing according to the highest Environmental, Social, and Governance (ESG) standards.

Two exclusive programmes in Environmental Sciences aimed at providing a holistic understanding of ecological issues are available to Arts and Science students. These programmes offered by the School of Earth, Ocean, and Atmospheric Sciences include courses on Environmental Ethics, Marine Pollution, Microbial Ecology, and Environmental Economics. The disciplines of Chemistry, Microbiology, Biotechnology, Economics, among other disciplines also offer several other course which focus on sustainability and environmental conservation. These courses highlight environmental issues and the consequences of environmental damage while fostering a sense of responsibility to protect the planet.

In line with the NEP's emphasis on value-based education, the university offers courses on Bioethics, Conflict Literature, Research Methodology, Philosophy and Bio-piracy that nurture moral, ethical, and social values. Courses offered by the Hindi discipline delve into human values and social issues through the poetry of Kabeer and Meera and dramas by Asghar Wajahat, while those offered by the Konkani discipline highlight human values and social issues through the work of poets and playwrights, fostering harmony and social justice. The course on Human Rights offered by the Political Science discipline discusses issues such as 'women and human rights' and 'human rights and marginalized groups'. The course on 'Gender and Marginality' offered by the Women's Studies discipline discusses issues such as caste, gender, and disability. VRPP has also offered various courses such as 'Women as go-between in the process of Empire Building' among others.

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

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 93

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc.	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 44

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 44

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Feedback analysis report submitted to appropriate committee/bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis and its report to appropriate committee/bodies	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 75.91

2.1.1.1 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1615	1564	1530	1495	1160

2.1.1.2 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
1151	1172	1147	1141	979

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 60.05

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
542	580	570	525	429

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1008	933	920	913	632

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Goa University is fully committed to assessing its students' learning levels and developing specific programs to meet their differential educational requirements. Every academic year begins with Orientation and Induction Programs for new students at both the School and University levels. These

sessions introduce the range of subjects offered at the University as well as its facilities for the students which help in fostering a sense of competition and positivity. Given the diverse academic backgrounds and learning skills of the students, the University has established a comprehensive and systematic strategy to identify, support, and nurture both advanced and slow learners. The first step towards addressing students' differentiated learning requirements is by appropriately measuring their learning levels. The University uses a complex assessment system that considers many academic activities during the semester.

Students' potentials are recognised through continuous assessment through the program courses in the form of written tests, assignments, presentations, seminars, flipped classrooms, tutorials, practicals, etc. as well as classroom participation. For the **slow learners, special classes/training/counselling/mentoring** are conducted by many Schools of the University. Furthermore, every faculty member acts as a mentor to closely help a small group of mentees assigned to them. Mentors evaluate academic performance and communicate frequently with students to understand and support them with difficulties that impair their capacity to study or hamper their academic development. Some Schools have special tailor-made **bridge courses** in their respective subjects to enable the students to cope with the regular curriculum. **Collaborative learning and group discussions** between slow and advanced students is also promoted. Moreover, **remedial classes** are conducted to help students who struggle academically or those who participate in extracurricular activities like sports. This exercise helps these students understand the topic and to keep pace with other students.

High-performing students are encouraged to participate in various advanced learning activities like seminars, group discussions, etc. to hone their presentation skills. Many of these students also participate in national/international events/conferences where they get to interact with experts from their respective fields. Some of these students also take **extra courses** (credits over and above those required for their degree) which are added to their marksheets keeping them one step ahead during the recruitment process. Advanced learners have a **provision to complete their Master's program in a shorter duration** of time. Student exchange programs are conducted through MOUs with reputed institutions at national and international level to offer students the chance to broaden their academic and cultural horizons and achieve personal growth.

All students are **encouraged to take competitive tests**, such as GATE and NET/SET and many Schools regularly conduct mentoring classes. **Industry experts** from across the country are invited for special lectures. The activities and programs offered by the University's Career Counselling and Placement Cell help advanced learners locate potential employers and institutes of higher learning. Students are encouraged to pursue summer internships and dissertations in industry, prominent R&D facilities, and other universities to enhance their critical thinking and creativity.

File Description	Document
Upload Any additional information	View Document

2.2.2

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

Response: 11.25

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

At Goa University, education extends beyond traditional methods with an emphasis on experiential and participative learning. The focus is on creating technology driven problem-solving environment that will help foster both academic and professional success.

1. Experiential Learning

We bridge the gap between theoretical knowledge and real-world application through:

- **Internship and Dissertation Work:** This helps students gain industry and research exposure. Such experiences provide first hand insights into professional environments and problem-solving methods.
- **Field Visits and Community Engagement:** Most of the science and social science disciplines incorporate field visits and community-based activities. Disciplines like environmental science, marine science, microbiology, zoology, and courses like anthropology organize visits to biodiversity hotspots, research institutions, and industrial setups, giving students first hand exposure to field-based research and professional environments. Under the Unnat Bharat Abhiyan (UBA) program, students collaborate with rural communities to identify challenges and develop sustainable solutions.
- **Simulations and Case Studies:** Management, law, and social sciences programs incorporate real-world case studies, moot courts, and business simulations, analytical skills to enhance decision-making.
- **Hands-on Training and Workshops:** Department/Schools regularly organize sessions on advanced techniques in molecular biology, clinical genetics, and computational & docking tools, ensuring students develop strong laboratory and analytical skills. Research methodology workshops organized by social science and language disciplines are designed to equip students

with discipline-specific research skills.

2. Participative Learning

Collaborative and interactive engagements happen through:

- **Group Discussions and Debates:** To developing public speaking, critical thinking, and analytical reasoning skills.
- **Role Plays and Peer Learning:** To improve comprehension and effective communication skills.
- **Student-Led Seminars and Presentations:** To encourage students to present research findings and lead discussions to foster independent learning and confidence.
- **Community-Based Projects and Interdisciplinary Collaborations:** Students engage in socially relevant projects that require teamwork and problem-solving across disciplines.

3. Problem-Solving Methodologies

To cultivate research aptitude and analytical thinking, Goa University incorporates various problem-solving techniques:

- **Project-Based Learning:** Students identify real-world issues, develop hypotheses, and propose solutions through research.
- **Moot Court Competitions and Policy Hackathons:** Law students participate in moot courts, while students from Public Administration, Political Science and other social science disciplines engage in hackathons to develop innovative policy solutions.
- **Research-Based Assignments and Inquiry-Driven Learning:** Literature reviews, surveys and data analysis to develop strong research and analytical skills.
- **Real-Time Problem-Solving Activities:** Social Sciences disciplines integrate technology-driven exercises to solve complex societal problems.

4. ICT-Enabled Learning

Integrating of ICT tools happen through:

- **Learning Management Systems (LMS):** Platforms like Moodle and Google Classroom facilitate access to study materials, discussions, and assignments.
- **Virtual Classrooms and Online Teaching:** Google Meet, Zoom and Microsoft Teams ensure remote accessibility, recorded lectures, and interactive sessions.
- **Multimedia and Digital Content:** Video tutorials, infographics, and educational podcasts make learning more engaging and accessible.
- **Virtual Labs and Simulations:** Science and technology courses use virtual labs to provide hands-on experience in an online setting.
- **Digital Libraries and E-Resources:** Access to INFLIBNET, ScienceDirect, and MOOCs enables students to explore academic resources beyond textbooks.

By combining student-centric methodologies with ICT-enabled learning, Goa University remains committed to fostering an innovative, inclusive, and future-ready academic environment.

File Description	Document
Upload any additional information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

In today's fast-paced academic environment, students often face numerous challenges, both academically and psychologically. Recognizing the need for holistic student support, Goa University has successfully implemented a structured Mentor-Mentee scheme. This initiative has been instrumental in providing academic guidance and fostering emotional well-being, ensuring that students receive comprehensive support throughout their educational journey.

The Success of the Mentor-Mentee Scheme

The well-structured Mentor-Mentee program has established a strong bridge between students and faculty, offering consistent guidance and support to the former. It has enabled students to navigate academic challenges, make informed career choices, and cope with personal stressors effectively. The program has significantly enhanced student engagement, retention, and overall performance.

Structure of the Mentor-Mentee Scheme

- 1. Faculty Mentors:** Assigned to small groups of students, faculty mentors provide academic advice, monitor progress, and offer personalized guidance.
- 2. Periodic One-on-One Meetings:** Regular interactions between mentors and mentees ensure consistent engagement and problem-solving.
- 3. Workshops and Counselling Sessions:** The University organizes mental health awareness programs, career counselling, and skill-building workshops to complement the mentoring process.
- 4. Confidentiality and Trust:** The program fosters a non-judgmental environment where students can freely discuss academic struggles and personal issues.

Addressing Academic Challenges

- Personalized guidance has helped students set academic goals, improve focus, and enhanced learning in the classrooms.
- Mentors have assisted in exam preparation strategies related to NET, SET, and other competitive exams, helping mentees overcome learning difficulties and build confidence through personalized guidance and skill enhancement.
- Peer mentoring has encouraged collaborative learning and knowledge sharing.
- Career counselling equips students with structured preparation strategies, time management skills, and confidence to excel in competitive exams. It provides expert guidance, personalized study plans, and insights into exam patterns. By addressing strengths and weaknesses, it enhances

focus, reduces anxiety, and helps students achieve their academic and professional goals.

Enhancing Psychological and Emotional Well-being

- Many students previously experiencing anxiety, stress, or homesickness have reported significant improvements due to mentor interactions.
- Trained faculty and University Counsellors continue to provide coping strategies and emotional support.
- A culture of open communication has reduced stigma around mental health issues, encouraging students to seek help when needed.

Impact of the Mentor-Mentee Scheme

- **Higher Academic Success Rates:** Students with mentorship have shown improved performance due to increased motivation and structured guidance.
- **Improved Mental Well-being:** Having a mentor to confide in has reduced feelings of isolation and stress.
- **Stronger Student-Teacher Relationship:** Strengthened communication has fostered a more inclusive and responsive University culture.
- **Robust Alumni Network:** Mentorship has instilled a lifelong connection between students and their mentors, fostering professional networking.

With the successful adoption of the Mentor-Mentee scheme, the University has ensured that students receive the necessary academic and psychological support, empowering them to excel both in their studies and personal lives. This well-structured mentoring system continues to enhance academic performance while fostering a nurturing and resilient student community. By prioritizing mentorship and providing counselling through qualified Counsellors available on campus, Goa University has created a positive, supportive, and growth-oriented learning environment.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 73

2.4.1.1 Total Number of Sanctioned year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
283	269	262	262	248

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 88.41

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years

Response: 183

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 14.28**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year****Response:** 3041

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	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 last date of declaration of results during the last five years

Response: 47.2**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
40	30	56	65	45

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.03

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	2	1	0	0

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2098	2032	2098	1780	1664

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	View Document
Institutional data in the prescribed format (data template)	View Document

2.5.3**Status of automation of Examination division along with approved Examination Manual/ordinance**

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	View Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	View Document
Institutional data in the prescribed format (data template)	View Document
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	View Document
Copies of the purchase order and bills/AMC of the software.	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The details of each program offered by the University is provided in the Hand-Book/ Prospectus as well as on the University website. The learning outcomes of the academic programs are clearly stated in the course guidelines along with the corresponding syllabii. Further, at the university/School level orientation program is conducted at the beginning of each academic year, to appraise the newly admitted students about the objectives of their programs. The students are also sensitized about the various opportunities available to them on successful completion of the academic programs through placement cell.

Faculty often use ICT tools such as screenings of films, documentaries and music videos, use of games, online learning platforms, online databases, and chat apps for interaction. Innovative techniques like apprenticeship, creative 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. Through faculty expertise and career guidance, the classroom space and the real world career goals are bridged.

The Schools constantly monitor the performance of the students through regular Intra Semester Assessments (ISA) and the Semester End Assessment (SEA), which are fully internal. The ISA component is of 60 percent and the SEA component is of 40 percent. An optional ISA is also conducted especially for slow learners and those who have missed earlier exam. For those students who answer all ISAs, the best marks scored in the ISAs are considered for the result. The nature of ISA is 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 Classroom participation. At the end of the semester, the students must appear for a SEA.

These examinations help to measure the learning outcome of COs, PSOs and POs. The level of attainment of COs, PSOs and POs are generated and reviewed at the discipline after results at the University examinations. These learning outcome are generated through the internal and external audits committee established as per Academic and Administrative Audit policy. The performance of the students is also monitored in other competitive career-related examinations such as UGC/CSIR NET/SET/UPSC etc. In order to strive towards excellence, the Schools also provide additional learning opportunities to students through seminars, invited lectures, workshops and interaction with industry experts.

The University's Directorate of Student Placement and Alumni Relations (DSPAR) arranges, career counselling, organises placement drives, seminars, guidance workshops and provides a platform for interaction with Industrial Delegates. DSPAR also invites prominent Resource persons / Alumni to guide and prepare students for different competitive exams. Another area where DSPAR focuses is on motivating students for self-employment. DSPAR also organises alumni meet yearly in order to get first hand feedback from alumni. The feedback is also obtained from employers, academic peers and the teachers.

The Directorate of Students Welfare and Cultural Affairs (DSW), Directorate of Sports and Schools provide a platform for students to showcase their talents through events like YOUTHESIA, Play-On and PLATEAUNICA for holistic development.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 84.67

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

Response: 889

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the Controller of Examinations indicating the pass	View Document
Annual report of COE highlighting the pass percentage of students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.08

File Description	Document
Upload any additional information	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 are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Goa University fosters robust research ecosystem through its well-defined research policy, implemented by the Directorate of Research Development and Resource Mobilisation (DRDRM). University ensures academic freedom for faculty and students to pursue research, seek funding, and disseminate findings while maintaining ethical research standards. It reserves the right to review research proposals, scrutinize findings, and facilitate peer evaluation to ensure compliance with Institutional and National guidelines. University promotes interdisciplinary research within and beyond its boundaries. Erstwhile departments have been amalgamated into Schools to encourage Inter-Discipline/School collaboration, addressing Local and Global challenges. Faculty members are encouraged to pursue independent, collaborative research and consultancy projects, with structured support for funding applications, IPR, and interdisciplinary initiatives. University actively promotes research excellence through financial and infrastructural incentives. University has identified marine research as thrust area.

Research Facilities and Funding Support

Goa University under DRDRM provides various funding and facilities:

- (i) **Seed Money Grant:** Increased from ₹50,000 to ₹1,00,000 in accordance with NAAC recommendations. **144** faculties have availed funding of **₹74,25,789/-** facilitating preliminary research.
- (ii) **Research Incentive Fund (RIF):** Supports high-impact publications, research materials, conferences participation, and travel. For this **₹93,95,476/-** spent over five years, benefiting **158** faculties.
- (iii) **Intellectual Property Rights (IPR) and Patent Scheme:** The IPR cell facilitates patent filing, copyright registration, and technology transfer. The Intellectual Property Assessment Committee (IPAC) supports drafting, filing, and commercialization. Over five years, **₹13,50,000/-** was utilized, benefiting **39** faculties, with four copyrights registered.

Collectively, **₹1.87 crore** was disbursed under these schemes.

Infrastructure Enhancement: Goa University houses advanced research laboratories funded through RUSA, DST-FIST, DBT, DST-PURSE, PM-USHA, and UGC-SAP grants. Key facilities include the Material Characterization Lab, Remote Sensing Laboratory, Marine Excellence Research Centre, High-Performance Computing Systems, and Goa University Research Park Unit (GURU) under the UniGoa Knowledge and Innovation Foundation investing an amount of **₹12.85 crore**. GURU provides state-of-the-art infrastructure through its Bio-Incubator, Health-Incubator, and IT-Incubator.

Research Ethics and Compliance: Goa University upholds the highest ethical standards through

dedicated committees, including the Chemical Ethics Committee (CEC), Institutional Animal Ethics Committee (IAEC), Institutional Human Ethics Committee (IHEC), and Plagiarism Committees, ensuring compliance with integrity, safety, and welfare guidelines.

MoUs and Industry Collaboration: Goa University has signed **88 MoUs** (2019–2024) to strengthen industry-academia partnerships, technology exchange, and consultancy projects. University has undertaken 28 consultancies and corporate trainings generating **₹1,33,64,608/-**. Notable engagements include Goa Forest Department, Office of Chief Electoral Officer, Konan University (Japan), University of Lancashire (UK), ICIMOD (Nepal), Lupin Limited, PRIVI Research & Consultancy, Fitness Konnect, Infinity Agrotech, Prudent Media, CSDS (New Delhi), and independent consultants. Regular Industry-Academia Meetings foster structured engagement with corporate stakeholders, driving technology incubation and startup collaborations. Under Ordinance **OA-38**, faculty contribute expertise in biotechnology, environmental science, and socio-economic research, strengthening industry linkages and research commercialization.

Ongoing Research Promotion: Policies, guidelines, research infrastructure, and access to scholarly literature are continuously upgraded to support faculty and students. Goa University remains committed to expanding research opportunities, ensuring funding accessibility, and integrating research with real-world applications, reinforcing its role as a hub of academic excellence and innovation.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 37.54

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
22.45057	32.55123	50.55607	62.20201	19.95277

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	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: 14.98

3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years

Response: 31

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 41.76

3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the

last five years

Response: 71

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 170

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research**3.2.1**

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 2390.215

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.47

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

Response: 97

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
E-copies of the grant award letters for research projects sponsored by government agencies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Goa University, through the Directorate of Internships, Incubation and Industry Partnership (DI3P) and Directorate of Research Development and Resource Mobilization (DRDRM), has cultivated a robust ecosystem to support, facilitate, and promote research, innovation, intellectual property right awareness, and patent filing. The DI3P was established in 2018, and several activities were conducted to inculcate innovation and entrepreneurship attitudes in students and faculty. Students are encouraged to participate in Hackathons on Global Platforms, Google's Summer of Code, Internshala internship programmes, among other competitive events. Statutes, policies, and schemes for support of innovation and start-ups are given below:

- 1.Goa University Innovation, Incubation and Start-up Scheme (GUIISS) vide reference no. GU/DTT/DI3P/GUIISS/55/2024/238 dated 21/05/2024 for implementing National Innovation and Start-up Policy.

- 2.SA-39 - Statute relating to the Intellectual Property Rights (IPR) for the faculty of Goa University and affiliated colleges.
- 3.IPR and Patent Scheme for the on-campus Schools/Disciplines of University.
- 4.Hand-holding and Start-up 2024 supported by DST-PURSE for incubator for the State of Goa.

The Goa University Research Park Unit (GURU) harboring bio-incubator, health incubator, and IT incubator with a built-up area of 996.15 sq. m, has been established. This facility is supported by the Directorate of Higher Education (DHE), Govt. of Goa, having the state-of-the-art laboratories and instruments. Goa University has established the UNIGOA Knowledge and Innovation Foundation (Section 8) company. Through its Industry-University Partnership, it is envisaged to develop interactions with industries within and outside Goa to promote the participation of industry experts in teaching and research programmes, industrial research, and consultancy work. During the year 2020 and 2021, the University has been awarded by ARIIA.

Directorate of Research and Development and Resource Mobilization (DRDRM)

Realising the value of research, development, and resource mobilisation, the DRDRM was established to meet the needs of the research ecosystem. It processes and reviews all research proposals to be submitted by faculty to the funding agencies. Through its Industry-University Partnership (IUP) committee, it develops interactions with industry within and outside Goa to promote participation of industrial experts in teaching and research programmes, industrial research, and consultancy work.

Intellectual Property Rights (IPR)

The university has a fully functional patent cell, which is advised by a legal consultant who is an expert in intellectual property rights. Goa University has appointed a Chairperson for its Intellectual Property Rights (IPR), which oversees patent-related matters. The budget has been allocated to facilitate patent filing, maintenance and monetizing activities. This cell not only conducts IPR awareness programs but also helps to assess the applications submitted by faculty to file IPR. Some schools at Goa University offer courses on IPR.

Indian Knowledge System (IKS)

The School of Sanskrit, Philosophy, and Indic Studies and D D Kosambi School of Social Sciences and Behavioural Studies offer courses related to the Indian Knowledge System.

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

3.3.2

Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years

Response: 48

File Description	Document
Institutional data in the prescribed format (data template)	View Document
e- Copies of award letters issued by the awarding agency	View Document

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1.Inclusion of research ethics in the research methodology course work**
- 2.Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)**
- 3.Plagiarism check through software**
- 4.Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI.	View Document

3.4.2

Total number of Patents awarded during the last five years

Response: 8

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	View Document
Institutional data in the prescribed format (data template)	View Document
e-copies of letter of patent grant	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 1.31

3.4.3.1 How many Ph.D s were awarded during last 5 years

Response: 197

3.4.3.2 Number of teachers recognized as guides during the last five years

Response: 150

File Description	Document
PhD Award letters to PhD students.	View Document
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template)	View Document

3.4.4

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

Response: 4.88

3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years

Response: 1010

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	View Document
Institutional data in the prescribed format (data template)	View Document
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.5**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 1.43**3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 295

File Description	Document
List of chapter/book with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4.6***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 initiative**6. For institutional LMS****Response:** A. Any 5 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Give links to upload document of e-content developed showing the authorship/contribution	View Document
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.7**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 8.35**3.4.8****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response:** 37**3.5 Consultancy****3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 137.89**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2023-24	2022-23	2021-22	2020-21	2019-20
27.63	19.26	44.87	20.60	25.53

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

Goa University has consistently demonstrated a strong commitment to community engagement. Extension activities at Goa University are spearheaded by the Directorate of Extra Mural Studies and Extension Services and Directorate of Unnat Bharat Abhiyan (DUBA). DUBA has structured three separate cells viz., Unnat Bharat Abhiyan (UBA) cell, Swaccha Bharat Student Internship (SBSI) cell and Social Entrepreneurship, Swacchata and Rural Engagement (SES-REC) cell for extension activities. The community engagement emphasizes on seven themes that includes Sanitation and hygiene, Waste Management, Water Management, Energy Management and Greenery. The University has adopted five villages that cover near and distant geography from the campus and includes Nauxi-Pirbhat, Cakra and Pale-Siridon in North Goa and Gudi Paroda and Madkai villages in South Goa.

Key actions in extension activities are as follows:

Environmental sustainability initiatives: Goa University considers environmental concerns as priority area. It has a dedicated Jal-Shakti Team on campus for water conservation that was responsible for identifying and developing water harvest facility on campus. Water quality assessment in inland waters, waste water treatment community awareness programme, International coastal cleanup at Caranzalem beach are other activities undertaken. Regular tree plantation drives, workshops and surveys on biodiversity and conservation, cleanliness and sanitation drives, swacchata pakhwada sensitize students and community on environmental management and conservation. Activities focusing on Sustainable Development Goals (SDGs) included notable action of conduct of workshops on solar lamps in the adopted villages. Similarly, sessions on water harvesting and solid waste management were also part of

workshop in villages wherein over 200 students participated.

Educational, health and scientific outreach: Developing scientific temper and spreading scientific knowledge is another priority extension area of focus for Goa University and initiatives in this category particularly target younger population from schools and communities in the neighbourhood. Science and technology awareness activities, observational astronomy and sky-gazing sessions, digital literacy and financial planning seminars and health related activities including menstrual hygiene awareness, road safety drives have been undertaken.

Legal Awareness and Social Justice: Legal awareness workshops such as "'Empowering Women through Legal Services" and "Legal Aid Awareness for Disabilities and Vulnerable Groups," have provided crucial information and resources to those in need. Similarly, field visits on social sensitization such as visit to *Vanarmare* community in Bethora, Ponda to understand their living conditions and availability of facilities and rural camps in Keri, Sattari have provided students with experiences in addressing community needs and fostering empathy.

Entrepreneurship and Rural Development: The University has undertaken entrepreneurial training in marine farming and oyster mushroom cultivation in adopted villages to encourage self-employment. Visits are organized to train the villagers on scientific methods of marine farming and mushroom cultivation. The university has also organized wine-making workshop for villagers in Old Goa to enhance self-employability skills of the villagers.

The extension activities of Goa University have been impactful in sensitization on critical issues such as health, environment, social justice, and education. These initiatives have also brought students closer to communities to address societal challenges effectively.

File Description	Document
Upload any additional information	View Document

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years

Response: 119

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
24	53	38	2	2

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration

3.7.1

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

Response: 53

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaboration activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

Goa University, established in 1984 after incorporating CPIR just before Goa achieved statehood in 1987, has a bright and picturesque Campus of 402 acres on the Taleigao Plateau. The campus was inaugurated in 1990 with 12 post-graduate programs spread across 12 departments, compared to 43 post-graduate, three undergraduate, and 27 PhD programs in 10 Schools today. State-of-the-art facilities for teaching-learning make it a premier public institute.

In tune with the vision, the University ensures adequate availability and optimal physical infrastructure utilization. A spacious and well-equipped library and Dr. Shyama Prasad Mukherjee Indoor Stadium occupy the pride place on the University Campus.

Other facilities include

- 100 plus classrooms with ICT facility
- 7 numbers of seminar/auditoriums
- 24/7 Wi-Fi-enabled academic areas, classrooms, and library.
- Computer Labs for all the science disciplines.
- The University uses Moodle, Igesia, and Google G Suite as LMS for online lectures.
- GURU incubation Centre

Project to build new school buildings for SPAS, SEAOS, SCS(Bio-Chemistry), and MPS(auditorium), with smart classrooms, seminar halls, and laboratories. PM-USHA sanctioned Rs.100 crores for further infrastructure developments of hostels, major research equipment, and HPC facility.

All Schools have separate state-of-the-art laboratories for specific disciplinary needs and computer laboratories with learning and application software. Material Characterising Laboratory (MCL), one of the largest laboratories in the State, lends support to research activities of the University and other Institutions in Goa as well as outside Goa.

Optical Fiber Cable meets the connectivity needs between buildings and dedicated internet with One-

GBPS(NKN) and 300MBPS(Tata).

Goa University has a sports policy to encourage students to balance physical, psychological, and social well-being with academics. It provides incentives like grace marks, sports marks, special examinations, and attendance relaxation to promote art, sports, and cultural activities. A coaching facility is available for different sports events. University, in the last 5 years, has won several sports events. Dr Shyama Prasad Mukherjee Indoor Stadium, with 4000 seating capacity, state-of-the-art facilities, and Silver Jubilee Hall, is a vibrant stage for annual cultural activities like Plateaunica and Youthesia. The University has a rich sports infrastructure at its campus, which includes

- a Cricket ground,
- Standard 400M Athletics track,
- Football ground,
- Volleyball and Basketball court,
- Concrete batting pitch for net practices,
- Kabaddi and Kho-Kho court.
- Futsal court

Indoor facilities are available for organizing Chess, Carom, Judo, Weight Lifting, Powerlifting, Best Physique, Tennikoit, and Taekwondo, enabling students to practice and participate in the Inter-University Championships/tournaments and organize Inter-Collegiate Championships/tournaments for men and women. The sports department organizes PLAYON sports events for university students and organizes 41 Inter College Championships in 23 Sports Disciplines.

The Directorate of Students Welfare and Cultural Affairs organizes cultural activities. Plateaunica, Sortenica, and Youthesia provide a platform for youth talent and test their creativity in art, culture, and music. Goa University has a Gymnasium on campus with standard Strength and cardio training equipment. The University ensures adequate infrastructure for Yoga training and conducts value-added courses in “YOGA FOR PHYSICAL AND MENTAL WELL-BEING”. International Yoga Day and World Meditation Day are celebrated with various activities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 57.6

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
5465.58	3278.96	2247.46	1500.39	1000.7

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Goa University has implemented an advanced library management system using **Koha**, an open-source Integrated Library Management Software (ILMS). Koha is known for its flexibility, scalability, and ease of use. This system streamlines all routine library operations, including cataloging, circulation, and inventory management. The entire library collection has been bar-coded, allowing for efficient tracking and management of resources. Through Koha, users can effortlessly check the availability of books, reserve them, and even renew borrowed items online without visiting the library in person. This self-service capability enhances user convenience and optimizes library operations. Furthermore, Koha's open-source nature allows for customization, enabling Goa University to tailor the software to meet its specific needs.

In addition to these automated services, the library supports research activities by providing digitized copies of books on request. This service is particularly valuable for research scholars, students, and faculty members, who can access essential resources remotely, reducing the need for physical visits to

the library. The digitization initiative preserves rare and valuable texts and makes them more accessible to the academic community, fostering a more robust research environment. By adopting Koha and offering digitized resources, Goa University ensures its library remains a vital and user-friendly resource for academic and research pursuits.

The Goa University Library offers a comprehensive range of e-resources, providing seamless access to high-quality academic and research materials for faculty members, researchers, and students.

The library boasts an extensive collection of **e-journals**, including full-text access to

- Elsevier Science Direct (11 subject collections),
- ProQuest ABI Inform,
- ACM Digital Library,
- Cambridge University Press,
- Emerald,
- IEEE CS Digital Library,
- Institute of Physics,
- Royal Society of Chemistry, and
- SAGE Journals.

In addition, citation and abstract databases such as **Scopus** facilitate advanced research and literature discovery. Membership in **UGC E-ShodhSindhu Consortium** offers full-text access to 20,000 e-journals and six other databases.

The **e-book collection** includes

- Cambridge University Press (214 titles)
- Taylor & Francis Group (130 titles)

enriching academic resources across multiple disciplines.

The library also subscribes to **IndiaStat.com**, **CMIE databases (Economic Outlook, Industry Outlook, States of India, Capitaline, and Consumer Pyramids Household Survey DX)**, and **EPWRF India Time Series**, offering **statistical and economic data** for in-depth analysis. Research tools like **SciFinder Scholar, Grammarly, MATLAB and StatCraft (with 200 licenses)** further enhance scholarly work. University has a collection of hard bound Chemical abstract from early 1900 to 1980. Additionally, the library provides **DELNET membership**, allowing access to its wide range of resources and discovery services. All these e-resources are accessible via the **library webpage**, with **campus-wide access** and **remote access** available to its users, ensuring seamless research support anytime, anywhere.

In addition, the University Library also provides the service of an Institutional Repository(D-Space), and ShodhGanga to its members.

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

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 5.42

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

2023-24	2022-23	2021-22	2020-21	2019-20
392.50	293.06	236.87	226.10	120.44

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document

4.3 IT Infrastructure**4.3.1**

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Goa University has its IT policy, and its IT Committee oversees it. The IT services at Goa University began in 1995 and connect all the students, faculty, and staff through the Goa University Network (GUNET). The IT services include campus networking, intranet & internet facilities, email services,

software & hardware solutions, etc. It also includes managing the University website (<https://www.unigoa.ac.in>), e-repositories, campus e-surveillance, biometric records, and the University digital signage.

The University currently has a 1GBPS Internet leased line from BSNL as part of the National Mission on Education through Information and Communication Technology (NMEICT) scheme of the National Knowledge Network (NKN). In addition, another 300 MBPS internet leased line from Tata Communications is in use.

Optical Fiber Cable meets the connectivity needs between academic and administrative buildings. LAN connection is available in every classroom, laboratory, and office. The WI-FI facility covers the entire campus. University Campus Network has extensive coverage with more than 5000 users. The whole network is secured with a Fortigate firewall, and individual desktops are secured with antivirus solutions.

Computers are upgraded periodically with new configurations. The University has in-house developed Parallel High-Performance Computers and Param Shavak from CDAC. The University is expanding its High Performance Computing facility with the investment of Rs. 2.00 Crores under PM-USHA.

Goa University has introduced e-governance and Automation to improve accountability through transparency. The IT infrastructure is capable of handling the following major e-governance initiatives.

- The NIC-developed **e-Office Suite** for paperless office. This facility is available to teaching and non-teaching members of the University. About 90% of University administration is digital.
- The National Mission on Education through Information and Communication Technology NMEICT-III's initiative "**Samarth E-Gov Suite**".
- Goa University Management System (GUMS).
- University Website
- **Local Data Center** deploys high-end servers from IBM, DELL, and Nutanix with core switches from Ruckus, Extreme, Cisco, and Fortinet FortiGate 600E Firewall.
- **Google Services**, Mail, and other related services are provided through Google Workspace for Education Teaching and Learning Upgrade.
- **Hyper-Converged Infrastructure Solution (HCI)**: University procured Hyper-Converged Infrastructure Solution (HCI). The HCI solution converges the processors, storage, and memory of all the connecting nodes into one unit, resulting in higher performance.
- **Tally** for maintaining accounts, **Saral pay-roll** software for salary management
- In-house developed examination software for processing results
- **Biometric Attendance System**.
- **24x7 Campus Surveillance**
- **University follows 100% cashless financial transactions. Online payment for admission to various programs and issue of various certificates is carried out through 'SBI Collect' and 'SBIPay'.**
- **University campus also has ISP services providers like VI and Jio for mobile connectivity.**

Technical Support

A dedicated IT technical team provides various types of technical support to all the stakeholders at the University.

- Fault finding of HW & SW and its resolution
- Network expansion and its monitoring
- Network equipment installation and configuration
- Switching & Routing
- Management of VMs and storage

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 4.73

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

Response: 507

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	View Document
Purchased Bills/Copies	View Document

4.3.3

Institution has the following Facilities for e-content development and other resource development

- 1.Audio visual center, mixing equipment, editing facilities and Media Studio
- 2.Lecture Capturing System(LCS)
- 3.Central Instrumentation Centre
- 4.Animal House
- 5.Museum
- 6.Business Lab
- 7.Research/statistical database
- 8.Moot court
- 9.Theatre
- 10.Art Gallery
- 11.Any other facility to support research

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	View Document
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 36.86

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

2023-24	2022-23	2021-22	2020-21	2019-20
2241.67	2604.53	985.81	1364.89	1438.67

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Goa University has de-centralized systems and procedures for maintaining and utilizing physical, academic, and support facilities.

Maintenance:

1) Laboratory Equipment and Computers:

Budget provisions are made in every school's budget for the maintenance and services of all laboratory equipment. The school's dean has been given the power to utilize the maintenance and services budget to keep up equipment. In-house maintenance, warranties, and AMCs ensure the smooth functioning of highly sophisticated equipments. Stock registers and logbooks are diligently maintained, and entries on repair/maintenance/usage are documented.

Computers, printers, IT-related systems, and other office equipment in the schools and administrative section are maintained centrally by the Service Engineers from the Computer Centre. The average annual expenditure of substantial quantum has been provided for services and maintenance of laboratory equipment and computers.

2) Library and Sports Complex

Budget provisions are made to maintain the University Library, including its computers and office equipment. University librarians have been empowered to utilize this budget. The average annual expenditure for library maintenance has been 35 lakhs over the last five years.

Similarly, the Assistant Director of Physical Education & Sports has been empowered to maintain the sports complex and gymnasium. Budget provisions are made annually to meet the expenses.

3) Physical infrastructure and support facilities:

University has a Works Division comprising of the Engineering & Technical Division & The Estate Administration & Allied Services with the University Engineer(UE) as its in-charge, for overseeing the construction of new infrastructure, road networks, maintenance of existing buildings, road network, classrooms, laboratories, electricity supply, water supply and sewage networks of the University Campus, etc. UE is assisted by a group of dedicated maintenance and support staffs comprising Assistant Engineers, Junior Engineer, and other allied personnel like electricians, plumbers, and carpenters to ensure that building, roads, laboratories, and all other infrastructural facilities of the University and surroundings are continually kept clean and in good condition.

The University Engineer also coordinates the University's efforts for disaster preparedness. The Engineers appointed at the University have also undergone a training program in an Incident Response

System (IRS). Estate Division Technical staff attend promptly to infrastructure-related issues and requirements. The minor renovation works are managed by the in-house staff such as electricians, plumbers, and carpenters, while the significant renovation and upgradation works are executed through contracts, GeM Portal and e-tenders.

The campus's major maintenance procedures are carried out via annual maintenance contracts. (AMCs). The housekeeping and security contracts cater to the cleanliness and safety needs of the campus:

Utilization of physical, academic, and support facilities:

Dedicated classrooms and laboratories have been allotted to every teaching program. In addition, common classrooms are utilized whenever the need arises.

Highly sophisticated equipment is extensively used by the academic fraternity of various Schools, other Universities, R&D institutions, and industries, yielding best utilization practices and socially empathetic revenue generation models.

Facilities and support services:

- Recording studio at the Directorate of Digital Learning and Initiatives
- University Sport indoor and outdoor Grounds
- Central Instrumentation Centre
- Material Characterization Lab
- Animal House/Green House
- Museum (Geology)
- Auditoriums

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 63.11

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1203	952	2385	1357	1300

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority	View Document
Upload Sanction letter of scholarship and free ships (in English).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format (data template)	View Document

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The university plays a crucial role in shaping its students' academic and professional journeys by providing personalised advice and support to help them make informed decisions about their educational and career pathways. It ensures that students receive the necessary guidance to overcome challenges and maximise their potential through a structured approach that covers academics, life skills, and employment counselling.

The Directorate of Student Placement and Alumni Relations (DSPAR), Goa University, provides regular guidance for competitive examinations to students. This includes preparatory training sessions towards NET/SET/GATE examinations and soft skills development, for instance the training programme conducted by Rubicon Skill Development Pvt. Ltd. At the School level, faculty members conduct separate coaching sessions on NET/SET to provide students with rigorous training while focusing on core concepts, problem-solving techniques, and exam preparation strategies. It involves expert-led sessions, interactive discussions, and practice tests, helping students enhance their analytical skills and subject understanding. Such coaching initiatives are guided by personalized mentorship which help in strengthening the students' preparedness, equipping them with essential skills for academic and professional success.

The workshop conducted by Goa Public Service Commission (GPSC) aimed at enhancing the confidence and competency of students in competitive examinations. Several other sessions were conducted to create awareness about the career opportunities by Bhabha Atomic Research Centre, State and Central government departments, and Higher Education opportunities in France. The DSPAR organises numerous other events for students such as pre-placement talks by ICICI Bank, Deccan Fine Chemicals, Bodhi Academy, V. M. Salgaonkar, Unichem Laboratories Ltd., Godrej Agrovet Ltd. (Mumbai), Estallar Academy, Abbott India Ltd., and Delhi World School, Kotturu. Additionally, initiatives like best practices for interviews through mock interviews are also conducted to help students refine their professional skills.

Regular interactive sessions with alumni and resource persons from academia, industry, and government sectors are conducted by various Schools/DSPAR to provide guidance, and offer mentorship to students. Moreover, the university also conducts sessions with industry experts through guest lectures and networking events, providing students with real-world insights and exposure to the emerging industry trends. These interactions bridge the gap between academia and industry, ensuring students develop a well-rounded perspective on career opportunities. Additionally, the Directorate of Internships, Incubation and Industry Partnership, Goa University, conducts specialised workshops on start-up incubation, funding opportunities, and business models to equip students with career insights and entrepreneurial skills through Institution's Innovation Council. Total 18 faculty members have been trained as Innovation Ambassador to guide students and researchers for innovation, design creation and start-up leading towards entrepreneurship. Also, the institution actively promotes internships and field visits to industries and research organisations, providing students with hands-on experience and industry exposure to enhance their professional readiness. Special attention has been given to women's career development through initiatives like the workshop on placement opportunities for women students of Goa University

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	View Document
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	View Document
Report with photographs on Language & communication skills enhancement programs	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format (data template)	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
Report of Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Institutional data in the prescribed format (data template)	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 41.28

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

2023-24	2022-23	2021-22	2020-21	2019-20
883	382	149	57	17

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years**Response:** 36.88**5.2.2.1 Number of outgoing students progressing to higher education**

2023-24	2022-23	2021-22	2020-21	2019-20
210	250	399	274	104

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document

5.2.3**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 13.88**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)**

Response: 672

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	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: 119

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

2023-24	2022-23	2021-22	2020-21	2019-20
35	29	22	5	28

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Goa University has established two student representative bodies: The Goa University Students' Council (GUSC); and the Goa University Campus Students' Union (GUCSU). Elections to these student representative bodies are conducted in accordance with the Lyngdoh Commission guidelines. These bodies operate under Goa University Statute SSA-7 and Rule 3, respectively, ensuring that students have a formal platform to voice their concerns, engage in university affairs, and contribute to overall campus development. Both councils play a crucial role in fostering student participation in academic, cultural, and administrative matters, making the university environment more inclusive and dynamic.

The primary objectives of the Students' Council are well-defined and serve as guiding principles for

student engagement. One of its key goals is to promote a democratic outlook and a sense of unity among students. By encouraging active participation and discussion, the council ensures that students understand the importance of democracy, cooperation, and collective decision-making. This, in turn, helps develop students' leadership qualities and prepares them for future societal roles.

Another important objective of the Students' Council is to facilitate students' social, cultural, and intellectual development. The Students' Council organises various events such as *Youthesia*, a Goa inter-collegiate festival that brings together students from different colleges to showcase their talents in arts, culture, and music. Another key event is *PlayOnn*, which is designed to foster sportsmanship, teamwork, and a healthy competitive spirit by featuring a wide range of sports. The council also organises *Plateaunica*, which provides a platform for young talent to test their creativity in art, culture, music, and off-stage events through various competitions. These platforms allow students to explore different cultural aspects, gain new knowledge, and interact with experts in various fields. Such activities enhance their learning experience and contribute to personal growth and skill development.

The Students' Council also aims to inculcate a scientific temperament among students, promote social responsibility, build a healthy student community that respects a well-balanced ecosystem, maintain harmonious relations among all sections, communicate students' suggestions to the university, ensure dialogue on all matters of common interest, and encourage environmental conservation. By involving students in such activities, the university aims to create a socially aware and responsible generation that values inclusivity, empathy, and civic engagement.

The Directorate of Students' Welfare and Cultural Affairs (DSW) plays an instrumental role in supporting the council's activities and involving the student community in various university programs. Key statutory bodies include student representatives to ensure their perspectives are considered in policy decisions. Notably, the Chairperson/President of both GUSC and GUCSU represents students in the University Court, Academic Council, and IQAC, where they contribute their inputs on institutional development and student welfare. Through these initiatives, Goa University ensures a well-rounded educational experience that nurtures leadership, responsibility, and active participation in both academic and social spheres.

File Description	Document
Upload any additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
List of students participated in different events year wise signed by the head of the Institution.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities	View Document

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 12.28

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2023-24	2022-23	2021-22	2020-21	2019-20
5.97320	2.75090	0.85500	0.55300	2.15230

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

“Coming Back To Where It All Began” is the motto of every alumni get-together.

Goa University has two registered Alumni associations:

1. Goa University Alumni Association (GUAA), Reg. No. 90/Goa/96.
2. Chemistry Department Faculty & Alumni Association (CDFAA), is a chapter of Goa University, Reg. No. 491/Goa/2010.

The alumni of Goa University play a pivotal role in the development of the University, acting as passionate brand ambassadors. They are deeply involved in enriching different functions of the University, particularly academic performance and nurturing future leaders. Every school/programme acts as a bridge between the local alumni chapter and the Goa University, contributing to its overall mission. The Goa University Alumni Association organises an annual meet that includes engaging sessions, such as panel discussions hosted by notable alumni as panelists to invite suggestions for the progress of the institution. Prominent alumni have also been invited as chief guests and resource persons for the event, contributing their expertise and insights. Among the distinguished alumni were Prof. Ravi Fernandes, Director and Head of the Physical Chemistry Department at PTB, Germany; Dr. Anand Fadte, CEO of PieStudy and AI Researcher; and Prof. T. S. Keshava Prasad, Professor and Deputy Director at CSBMM, Yenepoya Research Center, Mangalore. Their participation added immense value to the meet, further strengthening the university's connection with its alumni network.

Our alumni are dedicated mentors who guide students through career guidance programmes, personal interactions, and workshops. They offer helpful advice on the different competitive exams, share knowledge about entrepreneurship, support graduates in planning their careers and provide financial assistance to the students. Their experience and guidance continue to inspire and support the next generation of our alma mater. Additionally, they play a critical role in facilitating placement and internship opportunities by sharing relevant industry information and professional connections within

their alumni network. The alumni have contributed Rs 12,28,440=00 during the last five years to the Goa University Alumni Association and its chapter CDFAA.

GUAA and CDFAA provide financial assistance to deserving meritorious and needy students every year. Over the last five years, the association has disbursed a significant amount of Rs. 10,14,805=00, supporting numerous meritorious and needy students. Alumni manage scholarships to meritorious students worth Rs. 4,00,000=00, through the industry. Additionally, the chapter confers the best researcher award in Chemistry subject to recognize outstanding research contributions at the undergraduate and postgraduate levels by faculty members across Goa. The association also felicitates students who successfully clear the Joint CSIR-UGC NET-JRF examination. Moreover, the CDFAA organises an annual one-day symposium for undergraduate chemistry students across Goa to foster a research-oriented environment in the state.

Goa University alumni actively contribute to academic development by participating in Board of Studies meetings as members, where they advocate for curriculum enhancement that integrates industrial requirements with skill-based learning. Their insights help to create a student-centric academic environment that aligns with industry needs. Alumni continue to inspire and support the next generation, making a lasting impact on the institution's development and fostering a thriving academic and professional community.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Goa University, governed by the Goa University Act of 1985, has a well-defined vision and mission aligned with its strategic goals. Its governance structure ensures the implementation of short, medium and long-term institutional plans, while the Citizen's Charter promotes transparency and timely services. As a young and compact university offering both traditional and emerging disciplines, it effectively integrates interdisciplinary learning and research, aligning with the National Education Policy (NEP) 2020. Goa University was among the first in India to fully implement NEP, restructuring its UG and PG programmes by 2021-22 and making dissertations mandatory for all non-professional programmes.

The university has seen steady growth in student and faculty numbers. The student body increased from 1,932 in 2019-20 to 2,423 in 2023-24, while faculty strength has risen steadily. Infrastructure has also expanded, with the total covered area growing from 55,296.51 sq.m. in 2019 to 68,210.05 sq.m. in 2024, and the built-up area increasing from 1,10,952.85 sq.m. to 1,41,359.34 sq.m. The number of ICT-enabled classrooms has grown from 67 to over 100. New facilities include: Material Characterisation Lab (MCL), Business Lab, Goa University Research Park Unit (GURU), including a Section 8 company, and subscription to multiple business databases .

As part of its digital transformation, the university adopted the Goa University Management System (GUMS), a software platform managing student admissions, examinations, staff recruitment, leave management, asset tracking, library services, and financial management. To enhance efficiency, Goa University in recent years has transitioned to national digital platforms such as PFMS for all publicly funded programmes, e-Samarth for student services, and e-Parichay for internal file movements. Financial management is streamlined using TALLY, integrated with SBI's e-Collect and CMP for transactions. Payroll software ensures smooth salary disbursements.

The university reorganised its academic structure into 10 Schools based on core disciplines to enhance interdisciplinary learning. Each school is led by a Dean and supported by two Vice-Deans (academic and research), with programme directors managing specific programmes. The Vice-Chancellor is the highest authority, and the Deans, Vice-Deans and Programme Directors form a hierarchical structure. The university leadership has also established 13 Directorates to support administration, teaching, research,

learning, and outreach initiatives. The university has established a mechanism for students to access the academic bank of credits.

Governance at Goa University follows a decentralised model, with administrative and financial powers delegated across leadership levels. The statutes and ordinances clearly define roles and responsibilities, ensuring effective management. The university has developed an Institutional Development Plan (IDP) with objectives for short, medium, and long-term. Key short term achievements include GU's recognition as a Multi-disciplinary Education and Research University, establishing an MCL, USIC and launching GURU. Medium-term goals include completing a new block for SEOAS, Bio-Chemistry, a new auditorium, and international hostels. The long-term goals will be to grow as a centre of excellence in higher education through strategic expansion, digital innovation in teaching and administration, and creating on-campus expertise with industry and foreign collaboration and high-impact publications.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Goa University's institutional perspective plan is effectively deployed, ensuring efficient governance through well-defined policies, administrative structures, and service procedures. The Goa University Act, 1984, outlines its governance framework, with the Chancellor serving as the ceremonial head and the Vice-Chancellor as the principal executive and academic officer. 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 Councils.

To support the Vice-Chancellor, a well-defined administrative structure includes Deans of Schools, Programme Directors, teaching and non-teaching staff, and the Registrar. The university has a long-term strategic plan approved by the Executive Council for the next fifteen years. Ten schools have been established as part of this plan: Biological Sciences and Biotechnology; Chemical Sciences; D.D. Kosambi School of Social Sciences and Behavioural Studies; Earth, Ocean and Atmospheric Sciences; Goa Business School; International and Area Studies; Manohar Parrikar School of Law, Governance and Public Policy; Physical and Applied Sciences; Sanskrit, Philosophy and Indic Studies and Sheno

Goembab School of Languages and Literature. These schools integrate related disciplines, fostering interdisciplinary collaboration and leveraging faculty expertise.

The schools offer interdisciplinary undergraduate and postgraduate programmes, five-year integrated courses, and emerging subject areas aligned with the National Education Policy (NEP). Plans include conventional and distance learning programmes, postgraduate diplomas, and certificate courses for professionals. In the past five years, an MBA for Executives and certificate courses in languages have been successfully conducted.

Research at Goa University is focused on advancing core areas and establishing specialised research centres. 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. Similarly, the Centre for Computational and Data Science will be established around the supercomputing facility which presently consists of two Param Shavak supercomputers. Infrastructure development is ongoing to support these research initiatives.

The university's strategic plan also includes a robust faculty recruitment strategy to meet its growing academic needs. Over the past five years, faculty strength has nearly doubled across various disciplines, and recruitment efforts will continue as part of the long-term vision.

Goa University has strengthened existing national and international collaborations and established new partnerships for research, teaching, and outreach. Collaborations extend to prestigious institutions, NGOs for social engagement, and government agencies for policy improvements. Additionally, efforts are being made to enhance diversity on campus by admitting international students through the ICCR and strengthening global student and faculty exchange programmes.

A concrete action plan with clear timelines is incorporated within the IDP, serving as a guiding document for implementation and monitoring. It ensures that infrastructure, academic programmes, research initiatives, and administrative capabilities expand in a structured manner at different stages of the university's growth.

New faculty appointments are focused on emerging inter-disciplinary areas like Biochemistry, Data Science, Artificial Intelligence and Machine Learning, alongwith conventional knowledge domains like Public Administration, Social Work, among others.

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

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1.Administration including complaint management**
- 2.Finance and Accounts**
- 3.Student Admission and Support**
- 4.Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Institutional data in the prescribed format (data template)	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Goa University values its human resources and ensures transparency, accountability, and fairness in

teaching and non-teaching staff performance evaluations. Faculty promotions follow the Career Advancement Scheme (CAS) and direct recruitment per UGC and Goa government regulations.

The Performance-Based Appraisal System (PBAS) evaluates teaching abilities through student feedback and research assessments, requiring publications in Scopus/Web of Science-indexed journals from Academic Level 12 onwards. The CAS process, coordinated by IQAC, auto-generates scores, allowing the screening committee to assess eligibility objectively before final approvals. The university provides faculty sabbatical, study and duty leaves.

Performance evaluations of non-teaching staff follow Goa government guidelines, considering job responsibilities, institutional policy adherence, and contributions to university growth. Non-teaching staff submit an Annual Performance Appraisal Report (APAR), reviewed by a reporting officer and validated by a higher authority. Promotions occur through Departmental Promotion Committees (DPC), with final decisions based on merit and institutional needs. CAS and DPC meetings are held periodically after administrative vetting. A grievance redressal mechanism ensures fairness.

The UGC Malaviya Mission Teacher Training Centre conducts workshops, orientation, refresher, and interdisciplinary courses. Additionally, the Goa Institute of Rural Development & Administration offers training for the skill enhancement of teaching and non-teaching staff.

Some of the staff welfare initiatives:

- Teaching and non-teaching staff receive the following kinds of leaves: maternity, paternity, child care, medical, special disability, T.B & Cancer, quarantine, child adoption, casual, restricted holiday, special, and earned leave.
- All staff benefit from LTC government rules.
- Childrens' Tuition fees are reimbursed.
- The Employees' Co-operative Credit Society provides financial assistance and high-interest fixed deposit schemes.
- Goa University Consumer Co-Operative Society encourages thrift, self-help and purchase.
- Subsidised residential quarters are available on campus and off-campus.
- A medical centre with a full-time medical officer, nurse, and counsellor provides primary healthcare. Health camps, medical reimbursements, and group life insurance ensure well-being.
- Facilities include a sports ground, indoor gymnasium, yoga/meditation centres, and regular faculty, staff, and students competitions.
- The university offers canteens, grocery stores, post office, bank and ATM, laundry, stationery stores, and free intra-campus transport. Staff offices are Wi-Fi-enabled, progressively air-conditioned, and fitted with accessibility features.
- A daycare centre is available for employees' children. The campus has walking trails, is

frequented by bird-watchers, and maintains restricted entry for safety.

- Internal campus transport and direct bus connections to prominent cities enhance connectivity.
- Felicitation ceremonies are organised on the last day of retiree's month at work. Retired faculty retain university email access for academic engagement. Pension and gratuity processing are completed a year in advance for seamless disbursement.
- Compassionate employment is provided to the next of kin of staff members who pass away while in service.

The university has separate associations for teachers (GUTA), non-teaching staff (GUNTEA), and officers. These associations have regular elections, and their representatives meet with officials to resolve members' grievances. At the time of retirement, these associations also felicitate their retirees.

Goa University fosters an inclusive and supportive work environment through structured performance evaluations, promotions, training, and welfare initiatives, ensuring staff growth and institutional excellence.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

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

Response: 10.22

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

2023-24	2022-23	2021-22	2020-21	2019-20
37	32	4	0	26

File Description	Document
Institutional data in the prescribed format (data template)	View Document
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 50.77

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
189	106	87	94	16

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Goa University is well supported by the Government of Goa with adequate funds to meet its salary, infrastructure development and maintenance requirements. The university additionally raises funds from multiple sources for research and technical equipment in a strategic manner. It established the Directorate of Research Development and Resource Mobilisation (DRDRM) to implement institutional strategies for resource mobilisation.

A major component of funding is derived from competitive research grants. Well-equipped laboratories with state-of-the-art facilities, including high-end sophisticated equipment, have been acquired through support under UGC-SAP, DST-FIST, and RUSA. CSIR, international collaborations, and industry CSR grants have helped to raise additional research and infrastructure funding.

The university also encourages its faculty to undertake consultancy projects and is governed by an exclusive statute SA 38. Funding for research is mainly generated through individual and departmental R and D Projects and Consultancies executed by the faculty members of Goa University. The DRDRM coordinates all such activities.

Optimal Utilisation of Resources: To incentivise research and improve the quality of faculty members' publications, the university has established a research incentive scheme. A systematic process under Research Incentive Funds provides the monetary incentive for research publications in SCOPUS/Web of Knowledge indexed journals. The university has also established a Seed money scheme for newly recruited faculty and an IPR to encourage innovation. Faculty are supported financially to nurture patents, trademarks, copyrights, GI through IPR scheme funds. Both schemes are internally funded and the university meets these financial requirements from the research overheads collected.

USIC provides instrumentation services not only to GU faculty but also to third parties, thus raising revenue for GU. The Param Shavak super computer is available as a shared computing device accessible by intranet. The MCL has five instruments that are used for sample analysis by faculty and third parties on a pay-as-you-go basis and this adds to the revenue of GU.

DRDRM and the Directorate of Internship, Incubation and Industry Partnership (DI3P) develop interactions with industry to promote the participation of industry experts in teaching and research programmes.

The university also encourages the creation of new Intellectual Property Rights and its monetisation efforts. The university has its own Intellectual Property Assessment Committee (IPAC). A legal expert on IPR is a committee member and assesses applications submitted by faculty members to file patents. The university also provides the required financial support for filing/publishing patents.

GU promotes various outreach activities. These include adopting villages through the Unnat Bharat Abhiyan and Swachh Bharat schemes. GU also raises funds exclusively from different departments of the

Goa government for the Visiting Research Professor Programme (VRPP). This allows GU to bring outstanding scholars and cultural icons to the GU campus and various affiliated colleges.

The university implements the Earn While You Learn Scheme for needy students. For graduating students, an annual campus placement drive is organised annually. To increase access to books, journals and databases, the library provides campus-wide access to university-subscribed digital resources to students and faculty.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 5899.27

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

2023-24	2022-23	2021-22	2020-21	2019-20
1200	1000	1000	1499.30	1199.97

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	View Document
Annual audited statements of accounts highlighting the grants received.	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Goa University is a publicly funded university. It is therefore placed under strict scrutiny of its finances. The university places its demand for resources for grant in aid to the government of Goa under the sub-head 102(01). It thus comes under scrutiny that all public bodies undergo. As part of the financial oversight, the first level of university auditing starts with the internal auditor. The report is placed in the Finance Committee and then at University Court for approval. The Finance Committee as well as the University Court have internal members as well as an external member. The Finance Officer is the member secretary of the Finance Committee. The committee includes ex-officio senior government officials like Government of Goa secretaries of Education and Finance, the Dean of the Goa Business School, two nominees of the Executive Council and a nominee of the Chancellor.

The University Court has a diverse membership with five Deans of the different faculties, five Professors who are not Deans, five Principals of colleges, eleven elected members, two nominees of the Executive Council, two student-elected representatives, four nominees of the Chancellor, four nominees of the state government and one representative of the non-teaching staff. The Registrar is the member secretary of the University Court.

At Goa University, the institution's financial records are first audited by an Internal auditor firm. The University appoints an internal auditor to undertake the Internal audit of Goa University through the external agency of a Chartered Accountant firm on an ongoing basis. The firm is chosen by a competitive process and contracts are issued. The audit covers rules and regulations such as General Financial Rules, vouching of entries, ledger scrutiny, taxation aspects, bank reconciliation, final accounts, etc. The observations and queries, if any are clarified, rectified, and settled regularly.

The university also undergoes External audits of accounts carried out by the state auditors and the Office of Comptroller Auditor General (CAG) once a year as per their auditing system. Apart from the Annual Accounts Audit, the CAG also carries out Inspection Audit once every 3 to 5 years.

All queries raised and responded to with clarifications 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. 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. The CAG report is placed in the Goa Legislative Assembly every year. The university is up-to-date on its financial audit.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) 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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The IQAC (or DIQA) office of the University is centrally located at Directorate Block D with dedicated staff viz. Director, Office Assistant, Junior Programmer & Professional Assistant. DIQA collects information from time to time and disseminates it to various agencies (funding agencies and Government bodies) as and when required. IQAC plays a vital role in providing the necessary data for the Annual Report of the University, University Court reports, and Executive Council meetings. The two best practices institutionalised as a result of IQAC initiatives that we will showcase here are:

1. Enhancement of quality publication

Ever since the publication of the UGC-CARE list and the implementation of the 7th pay commission, IQAC has held numerous workshops and sensitisation training for faculty members on identifying fake/predatory journals, matching aims and scope of journals and upgrading publication efforts on Scopus quartile ladder.

Parallely, the IQAC along with the RDRM initiated a research incentive fund (RIF) scheme to motivate teachers to aspire to publish in high-quality journals. For new entrants, a seed money scheme was launched to enable them to buy basic equipment, chemicals, and databases or attend workshops. IQAC has taken the initiative to enhance the seed money provided to the teachers from Rs 50000/- to Rs. 1 lakh effective from the year 2023-24. In order to encourage student research, IQAC had been instrumental in

designing an incentive for the students registered for the PG/Doctoral programme wherein they would get a one-time grant in their career to attend an international conference upto rupees forty thousand.

These initiatives have resulted in the institutionalisation of the practice of more frequent and higher-quality publishing by faculty members. The workshops and interactions have led to: (a) wide awareness among teachers about the avoidance of fake and predatory journals and (b) a greater number of publications in Scopus-indexed journals.

In a review of the RIF scheme, a committee of the Executive Council of Goa University reported that since the introduction of the RIF scheme, while the total number of publications did not deviate from the trend, the quality of publications increased significantly.

1. Academic and Administrative Audit, including the creation of policy²

Another practice that IQAC has helped institutionalise is benchmarking of all processes using academic and administrative audits. Initially, only an external audit was mandatory once every three years. Since the university was participating annually in rankings like the NIRF, QS and Times Higher Education, among others, the need was felt for closer monitoring of information and processes. Accordingly, a high-frequency internal audit was conceived, a policy created, and is under implementation. IQAC has helped frame this policy. The policy was approved in the IQAC meeting held on 24th April 2024, then in the Academic Council and Executive Council. All programmes have started doing this internal audit that helps identify lacunae in the teaching and administration early and the institutional processes help revolve them. This helps in the frequent updating of institutional records, which can be used for submission to various ranking agencies and external regulatory authorities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, 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 and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	View Document
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	View Document
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Institutional data in the prescribed format (data template)	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

The recommendations of the second and third cycle were fulfilled to the extent feasible. In the fourth cycle (last assessment), the peer team recommended several improvements for Goa University, many of which have been successfully implemented already.

The Goa University Research Park (GURU), has been established with incubators for bio, health, and IT, along with meeting rooms and fabrication facilities.

The campus has become "Divyang-friendly", with lifts and modern washrooms in new buildings, feasible structural changes in old buildings and tactile tiles in existing structures. The university has also ensured complete fencing/walling of the entire campus for enhanced safety.

ICT integration has been enhanced, making the university fully digital in administrative processes,

admissions, financial transactions, and student services.

To promote sports and cultural activities, the university now has a sports policy and a full-time Assistant Director of Sports. Enhanced efforts have resulted in students excelling at national events, winning medals and cultural celebrations of significant events have increased on campus.

An Alumni Association is in the final stages of registration, with documents submitted to the Registrar of Cooperatives, Government of Goa.

The Humanities and Social Sciences have significantly increased research funding, quality publications and winning awards. One faculty member won a Sahitya Academy award, and another the Yuva Sahitya Sahitya award, demonstrating national recognition for literary excellence. Faculty have also won multiple international awards for excellence in foreign languages.

To mobilise more corporate funding, Goa University has secured CSR contributions from organisations such as Coelho Hotels Pvt Ltd, Deccan Fine Chemicals, and Pacifica Hotels Pvt Ltd.

In line with NEP 2020 and UN Sustainable Development Goals (SDGs), all GU programmes are now NEP-compliant. Many are multi and interdisciplinary, including Environmental Science, Data Science, ML, and AI. Courses align with SDGs, such as MA in Philosophy (SDG 11, 16), MA International Relations (SDG 17), MA Economics (SDG 1,2,3,9,10), and MSc in various sciences (SDG 13,14,15). The university has also started numerous integrated programmes in alignment with the mandate of the NEP for interdisciplinary and multi-disciplinary studies.

The university has implemented ABC, Swayam/NPTEL, OBE, PhD 2022 regulations, and enhanced PhD research studentship amounts, with a focus on publication ethics.

Efforts to attract more national and international students have led to a policy decision to increase the quota for out-of-state student enrollment from 2% to 10%. The university has two Directorates for international cooperation (DFS and DICE) and is constructing a new international-standard hostel. Foreign students have up to 15% supernumerary seats.

Blended education has been strengthened through the DDLI, which coordinates online learning. Goa University has launched a dedicated YouTube channel for lifelong learning. PhD students now complete research ethics courses online at their own pace. Additionally, the university is proposing courses on SWAYAM+ and NPTEL+ platforms, including "Democracy and Electoral Management" and a Certificate Course in Konkani proficiency.

Goa University has also registered a Section 8 (Not for Profit) company called the UNIGOA Knowledge and Innovation Foundation (UKIF) to bring to industry the knowledge created on the campus.

File Description	Document
Upload any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

More than two-thirds of the total students in Goa University are women. At the university Convocation ceremony, the recipients of prizes, medals, and Ph.D. degrees bear testimony to the prowess that the women of the university hold. Adhering to the **‘Gender Equity and Sensitivity Policy’** among the students, Goa University has created and maintained an environment free from gender-based abuse, harassment, intimidation and discrimination.

Goa University offers an interdisciplinary field with a thrust area to facilitate critical thinking and develop new knowledge from a feminist prism. The curriculum encompasses courses like Women’s Movement, Marginality, Health, Human Rights and Law, and Gender-based Violence. The Malaviya Mission Teacher Training Centre also includes courses for Teachers and encourages Participant Presentations on Gender-related issues.

As part of co-curricular and extension activities on campus and in affiliated colleges, the institution creates awareness about gender sensitivity to make gender equality a reality through various annual events. A signature inter-collegiate event, **“Making Equality a Reality” (MEAR)**, is conducted annually to commemorate International Women’s Day. Several affiliated colleges introduced the **Purple Campaign** to create an understanding of gender stereotypes and gender sensitivity among students. Purple symbolises gender equality and is obtained by mixing the colours pink and blue, which are often considered feminine and masculine, respectively. Through the **Gender Champion Programme**, the university and each of its Affiliated Colleges select Gender Champions to sensitise students about their duties and responsibilities to promote gender equality.

Goa University facilitates **scholarships for a single girl child** pursuing a Post-graduate Programme. Additionally, the university has an Internal Complaints Committee that views all complaints very seriously. Upon receiving a complaint, inquiries are conducted and reported within a stipulated time frame. Besides the committee, a security blanket is provided for 24x7 with **Camera Surveillance and Security Services on campus**.

A **Lady Counsellor** provides professional advice to the students and staff gratis. Common room facility for men and women students is provided to help students unwind. Ladies’ washrooms on campus are equipped with **Menstrual Hygiene Management Units and incinerators** to procure and dispose of sanitary napkins; these units are regularly maintained.

A dedicated, secured **hostel complex** currently houses 236 undergraduate and postgraduate female

students in double shared rooms and 50 PhD students on a single occupancy basis. Under the PM-USHA MERU scheme, additional hostels are being constructed to accommodate international students. Room allocation for students within the state is based on their distance from campus. A **campus bus service** ferries students from the hostel to their respective schools for micromobility.

The university has a separate Directorate of Equal Opportunities (DEO), which has a Gender Champions and Women's Cell that conducts various activities such as **essay writing**, **poster-making** competitions and workshops on the theme of Gender Equality. In addition, the **medical centre** is conveniently located near the Ladies Hostel, where primary health care facilities are available. The **gymnasium** used by students (both male and female) is also housed in the same building.

File Description	Document
Upload any additional information	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
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	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:

Various facilities and measures are implemented to effectively manage different types of degradable and non-degradable waste at Goa University. Some of these facilities include:

Solid Waste Management: Solid waste management (SWM) is carried out at the Kitchen composting plant constructed and outsourced through a private party that manages waste management. A crucial aspect of environmental sustainability, SWM ensures that waste is collected, treated, and disposed of efficiently. Effective waste management minimises environmental pollution, promotes public health, and contributes to resource conservation. Wet waste and dry waste is collected and segregated door to door on a daily basis and wet waste 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 of 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 Building. Used chemicals and solvents are treated/neutralised/recycled for use. The water generated from STP waste treatment is used for maintaining horticulture plantations on campus.

Biomedical Waste Management: Goa University does not have bio-medical laboratories on campus. However, biomedical incinerators are available in the animal house. Additionally, incinerators are installed in ladies' washrooms for safe disposal of sanitary napkins.

E-waste Management: With the increasing use of electronics comes the challenge of responsible disposal. Goa University has an efficient mechanism for disposing of E-waste generated from various sources such as Laboratories and Administrative offices. Usable equipment is repurposed, while other items are disposed of to authorised vendors through an auction. In 2020, the university collected 5356.97 kg of e-waste. In the years 2022, 2023, and 2024, e-waste handed over to the agency for safe disposal weighed 3759 kg, 1005.8 kg, and 4081 kg, respectively.

Hazardous chemicals waste management: Goa University has an effective and compliant way to dispose of hazardous chemicals and flammable solvents which forms one of its best practices. The chemical waste generated on site is segregated mainly as organic waste, aqueous waste and solid silica waste for disposal at government-approved facilities. The waste is stored at designated places within the campus and once sufficient waste is generated, the process for disposal is initiated. Goa University has the NOC from the Goa State Pollution Control Board for the safe disposal of hazardous waste at a Government approved hazardous waste disposal facility.

File Description	Document
Any other relevant information	View Document
Geo-tagged photographs of the facilities	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	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 more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	View Document

7.1.5**Green campus initiatives include**

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The Green Campus Initiative at Goa University reflects the institution's commitment to environmental sustainability. This initiative integrates eco-friendly practices into campus operations, aiming to maintain a harmonious balance between development and nature. The following measures are at the core of the university's efforts to promote a greener and healthier campus environment:

Sustainable transportation choices: To reduce carbon emissions and minimise air pollution, Goa University has dedicated Kadamba buses from major cities of Goa to Goa University and back. The prevalence of electric buses on the Panaji-Bambolim-Goa University route at a half-hour frequency reduces the use of conventional vehicles. This initiative encourages students, faculty, and staff to adopt sustainable modes of transportation, further reducing vehicular traffic. Through these efforts, the university fosters a quieter and eco-friendly environment. Also, entry of heavy vehicles is prohibited on campus.

Use of Battery-Powered Vehicles: To promote green mobility within the campus, Goa University advocates using electric vehicles. The university has procured E-bikes for administrative staff to commute between Schools. The university also has designated charging points for electric vehicles. Under the PM-USHA MERU scheme, approval has been sanctioned for procuring E-buses and E-bikes under the green initiative component. These alternatives to traditional fossil fuel-powered vehicles significantly reduce the campus' carbon footprint.

Pedestrian-Friendly Pathways: The campus has a network of covered pedestrian-friendly pathways that encourage walking as a primary mode of movement, thus reducing the need for vehicular transport and promoting physical activity among students and staff. Further, it encourages free movement within the administrative office and the blocks during the monsoons. The absence of heavy traffic ensures a safe and pleasant walking experience, enhancing the campus' overall aesthetic and functional value. Furthermore, QR codes posted along the pedestrian paths assist visitors and students with easy access to campus map links, helping them reach their destination.

Ban on the use of plastic: As part of its commitment to sustainability, Goa University has implemented a strict ban on the use of plastic within its premises, aligning with the broader national movement to combat plastic pollution. Dustbins are placed on campus and on pedestrian pathways to keep the campus clean and green. Reusable alternatives and proper waste management systems are promoted to ensure compliance with this policy.

Landscaping with Trees and Plants: The university takes pride in its lush green campus, achieved through meticulous landscaping efforts. Strategic planting of native flora enhances existing campus biodiversity, provides shade, and improves air quality. These green spaces not only contribute to the campus' aesthetic appeal but also play a crucial role in mitigating urban heat and supporting local ecosystems.

Plastic-Free Zone and Swachh Bharat Implementation: In line with the Swachh Bharat Abhiyan, Goa University strives to maintain a clean and hygienic campus environment. Regular cleanliness drives, awareness campaigns, and waste segregation practices are integral to this effort. The university reinforces its sustainability and waste reduction commitment by maintaining a plastic-free zone.

These initiatives enhance the quality of life on campus and inspire the larger community to adopt sustainable practices.

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency.	View Document
Institutional data in the prescribed format (data template)	View Document
Green audit report of all the years from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- Built environment with Ramps/lifts for easy access to classrooms**

- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

Goa University is committed to creating a Divyangjan-friendly and barrier-free environment, ensuring inclusivity and accessibility for all. The key facilities and initiatives include:

Buildings with Ramps and Lifts: The campus is equipped with ramps and lifts to provide Divyangjan easy access to classrooms, laboratories, and other centres, ensuring mobility and independence. Additionally, each building on campus has a Wheelchair available whenever required.

Divyangjan-Friendly Washrooms: Specially designed washrooms cater to a Divyangjan's needs, ensuring convenience and privacy. These facilities comply with universal accessibility standards.

Signages and Navigation Aids: Signage across the Goa University campus includes tactile paths, lights, display boards, and signposts, enabling better navigation for visually impaired individuals and others with mobility challenges.

Assistive Technology and Facilities: Goa University supports Divyangjan by integrating advanced assistive technologies. The university website adheres to the WCAG 2.0 guidelines outlined on the official government website: <https://guidelines.india.gov.in/>. Several accessibility features have been implemented, including full keyboard functionality, ample time for users to read and interact with content, avoidance of seizure-inducing visuals, and user-friendly navigation aids. Additional enhancements include improved colour contrast, the ability to increase font size by 200%, Alt Text for image links, and compatibility with screen readers. Furthermore, the university provides accessible websites for seamless digital navigation, screen-reading software for visually impaired users, and mechanised equipment to facilitate learning and interaction.

Provision for Enquiry and Information: Goa University ensures that adequate support is available for Divyangjan through human assistance (such as readers and scribes), soft copies of reading materials, as well as screen reading and other adaptive learning tools.

Programme for Divyangjan, for educating the Divyangjan: The university has taken a significant step towards fostering an inclusive environment by signing an M.O.U. with the Ali Yavar Jung National Institute of Speech and Hearing Disabilities and the Goa State Disabilities Commission on 8/5/2024. The institute will start teaching courses in Indian Sign Language Interpretation and Diploma in Teaching Sign Language in the forthcoming academic year. Additionally, the M.A. English programme offered by the university has floated a course on *Critical Disability Studies* that examines disability as an important identity category in the textual as well as the material world. These initiatives are clear indicators of Goa University's commitment to creating an inclusive environment.

Assistance in answering examinations: Goa University offers assistance to candidates with disabilities or with medical issues by appointing a scribe. The candidate is offered 30 minutes of extra time to answer the examination (Ordinance OA 12.41).

Participation in International Purple Fest: Goa University participated in the International Purple Fest 2024 organised by the Government of India (Disability Commission). Faculty members and students were encouraged to participate in various activities such as Antarchakshu, Inclusive Education and Film festival.

File Description	Document
Upload supporting document	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 such other diversities (within 500 words).

Response:

The university strives to provide an inclusive environment for its Students, Faculty and Staff.

Cultural: The university upholds an open policy that fosters assimilation of all cultures, enriching its cultural canvass. The employees showcase their cultural diversity, focusing on national integration at the **university Foundation Day** through skits, dances, music, and songs that depict various cultures and languages. University students contribute to different cultural and linguistically diverse programmes at the three-day Annual Students' Cultural festival '**Plateaunica**'. **The biggest school on campus, GBS, also organises 'TALASH'—an interdisciplinary cultural competition.** An all-Goa Inter-Collegiate Festival titled '**Youthesia**' gives students from across colleges in Goa a platform to present their artistic, cultural and musical talents. University employees also actively participate in the annual event '**Kala Srujanotsav**' of the Directorate of Art and Culture, Goa.

Ek Bharat Shreshtha Bharat (EBSB) programme, an initiative by the Ministry of Education, aims to enhance interaction and promote mutual understanding between people of different states through the concept of state pairing. For Goa, the pairing state is Jharkhand.

Regional: The university supports local indigenous cultural events like 'Fuggdi', 'Ghumat Aarti', Konkani and Marathi Film Festival as well as the Gomantakiya Marathi Documentary Festival.

Linguistic: At the forefront of promoting Indian and foreign languages, the university offers a Bachelor's degree in French and Portuguese and a Master's in Portuguese, the only such course offered in the Indian subcontinent. Other programmes offering Master's are Konkani, Marathi, Hindi, English and French. To better understand the Indian knowledge system and traditional ethos, the university has

recently started a Master's degree in Sanskrit. Certificate of Proficiency courses are offered in Japanese, Spanish and Portuguese. The Konkani discipline has organised 'Yuva konkani katha sammelan'.

Faculty from the discipline of French and Konkani have been awarded with 'Sahitya Academy Award', 'Prix d'excellence de l'enseignement du français' and the 'Enseignant Exceptionnel de français' award.

Communal harmony: People of all faiths celebrate different religious traditions to maintain communal harmony: Christmas, Holi, Dahi handi, Makar Sankranti, **Onam**, Shardsav, Navratri, Thanks Giving Prayer and Satyanarayan Pooja. To commemorate Raksha Bandhan, an event to honour soldiers titled 'A rakhi for a soldier' is held annually where students and faculty tie rakhis to the invited armed forces personnel. Goa University students participated in a course on 'Tibetan Religious Life—An Introduction to Nalanda Tradition' conducted at the Drepung Loseling Monastery in Karnataka.

Socio-Economic Diversity: To promote equal opportunity for marginalised groups, the university provides supplementary financial and academic support to students through various Central and State-sponsored schemes: Post and Pre Matric Scholarship (SC), Educational loan scheme (SC/OBC), Gagan Bharari Shiksha Yojana (ST) and Merit-based Award (ST). Goa University provides financial assistance to deserving students from economically weaker sections through the Merit Scholarship, Student Aid Fund, Free Studentship and Earn While You Learn scheme. An additional 10% of the total seats are allocated for Economically Weaker Sections (EWS) students per the State reservation policy. In 2021, university Employees contributed Rs.1,34,000 to its adopted Carcra village to overcome cyclone-inflicted losses.

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The Constitution, adopted on November 26, 1949, and enforced on January 26, 1950, established India as a sovereign, democratic republic. **Constitution Day** (Samvidhan Divas) has been commemorated annually to honour this transformative moment in India's history.

Republic Day marks the adoption of India's constitution and the country's transition to a republic on January 26, 1950. This day is commemorated every year on campus. **Goa's liberation**, on December 19,

1961, solidified the nation by integrating the erstwhile Portuguese territories into the Indian Union. This day is also celebrated every year on campus.

Being a Democracy, India adopted universal adult franchise right from independence, giving women and men equal voting rights. The university partners with the Election Commission of India to spread electoral literacy, particularly among young voters, and has been recognised for its excellence in voter education initiatives.

Goa University integrates the Indian Constitution, **human rights**, and civic responsibilities in its academic programmes viz., **LLM in Human Rights, Courses in Political Science and Philosophy**. The university collaborates with the National Human Rights Commission (NHRC) to promote human rights awareness. In February 2020, a national conference with NHRC saw active participation from students and faculty. Additionally, citizens reinforce their respect for the National Anthem as it is sung at every event conducted on the university premises, fulfilling citizens' basic Constitutional duty to respect the National Anthem.

Goa University conduct annually Parrikar National Moot Court & Policy Hackathon, which continues to pay homage to the legacy of Manohar Parrikar, the esteemed former Chief Minister of Goa, whose dedication to justice, governance, and intellectual pursuit was unparalleled. This event bridges two pivotal spheres of legal and policy innovation. The Moot Court Competition, reflecting Parrikar's academic prowess and commitment to legal reform, comprises three key components: the moot court competition, a researcher's test, and judgment writing. These elements work in harmony to challenge participants' legal expertise, research acumen, and analytical skills. A legal quiz further adds to the competitive spirit, allowing participants to showcase their depth of legal knowledge.

Faculty, staff and students vow to abide by their Constitutional responsibilities by taking the necessary pledges: Pledge for **National Voter's Day**; Anti-Dowry Pledge; Vigilance Awareness

Students of Goa University participated in a course on 'Tibetan Religious Life: An Introduction to the Nalanda Tradition', held at the Drepung Loseling Monastery in Mundgod, Karnataka, from August 2 to 5, 2019. A total of 15 students participated in this enriching program, gaining insights into the Nalanda tradition. From January 21 to 24, 2020, ten faculty members from Goa University participated in the SEE Learning (Social, Ethical, and Emotional) Educator Preparation Programme held at the Drepung Loseling Monastery in Mundgod, Karnataka. This value-based education program provides educators with a structured approach to developing social, emotional, and ethical skills. It covers attention training, self and interpersonal compassion, resilience through trauma-informed care, systems thinking, and ethical discernment.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Institutional data in the prescribed format (data template)	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	View Document

7.2 Best Practices**7.2.1**

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

Response:

Best Practice #1: Goa University Research Framework (GURF)

Objectives:

Goa University outlined a research framework to cultivate a research-driven academic environment that fosters excellence and innovation. This initiative aims to:

1. Promote research in thrust areas while upholding integrity, quality, and ethics.
2. Support new faculty with seed funding, now enhanced from Rs. 50,000/- to Rs. 1 lakh.
3. Encourage research productivity through the Research Incentive Fund (RIF).
4. Strengthen intellectual property rights through dedicated support for patents, trademarks, copyrights, and geographical indicators.
5. Facilitate collaboration between academia and industry for impactful research.

The Context:

Recognizing research as a core academic function, the Directorate of Research & Development and Resource Mobilisation (D-RDRM) was tasked with creating an ecosystem that supports and mentors researchers. This structure helps improve the quality of publications while addressing global and Goa-specific challenges. The university's IPR cell annually funds 10 innovative proposals with Rs. 50,000/- each, assisting in patent filing and commercialization, while the Goa University Innovation, Incubation, and Start-Up Scheme (GUIISS) nurture entrepreneurs with grants ranging from Rs. 20,000/- to Rs. 1,00,000/-.

Practice:

Since 2018, Goa University has provided seed funding to newly appointed permanent faculty to procure essential research equipment. Faculty must submit a research plan, reviewed by the D-RDRM, with acquired equipment remaining faculty's discipline property. The university financially supports faculty and doctoral students to present research at international conferences.

Faculty are expected to publish in peer-reviewed journals and enhance research output; the RIF program awards monetary incentives based on journal impact (e.g., Rs. 1 lakh for Q1 publications). In order to deter predatory publishing, authors must declare non-payment to journals.

The IPR scheme, introduced in 2021, provides financial and administrative support for filing patents, copyrights, and trademarks. A dedicated Intellectual Property Rights Committee (IPRC) reviews applications and monitors research progress.

Faculty members submitting research proposals to external agencies receive administrative and financial assistance, including fund management and compliance support through D-RDRM and the finance section. The university promotes national and international collaborations, with MoUs facilitating joint

research endeavours. Ethical oversight is ensured through Institutional Human Ethics and Animal Ethics Committees, which provide mandatory approvals. Plagiarism, data fabrication, and research misconduct are strictly monitored and addressed.

Success:

The number of research publications indexed in WoS and Scopus increased by 70% (from 504 in 2019 to 722 in 2023). Between 2021 and 2024, 34 IPR projects received grants of Rs. 50,000/- each, resulting in 8 patents filed.

Notable patents include:

Granted: AI-based apparatus for non-invasive fruit ripening detection.

Filed: Non-invasive device for monitoring Haemoglobin, HRV, SpO2, and Blood Pressure.

Published: Songs in the Sun.

Awaiting Publication: New Trends in Modern Konkani Literature, Puran Sheti: A Silt-Based Paddy Farming Technique.

Geographical Indicator Submitted: Goa Ghumat.

Problems Encountered and Resources Required:

Strengthening interdisciplinary collaborations and expanding access to global academic networks are crucial for advancing research and innovation. Challenges persist in academia-industry partnerships due to differing research priorities, bureaucratic hurdles, and limited industry engagement in research design. Streamlining the patent filing process can reduce approval time and costs, enhancing research commercialization. Additionally, increasing industry funding for applied research will drive innovation, ensuring practical applications that benefit both academia and the industrial sector.

Best Practice #2: Community-Centric Sustainable Development through the adoption of villages, traditional agriculture and blue-green economy initiatives

Objectives:

Goa University fosters sustainable rural development through:

1. Village adoption programs to enhance livelihoods and environmental sustainability.

2. Capacity-building initiatives in traditional agriculture and aquaculture.
3. Innovation-driven problem-solving, including patent-backed mechanized coconut harvesting.
4. Hands-on training and entrepreneurial incubation via the Mushroom Cultivation and Incubation Center (MCIC) promoting 'Lab to Land' concept.
5. Promoting the '*Puran Sheti*' farming technique to revive indigenous agricultural practices.

The Context:

Under the Unnat Bharat Abhiyan (UBA), Goa University supports five adopted villages—Cacra, Nauxi-Pirbhat, Pale-Shirdon, Madkai, and Gudi Paroda—by addressing socio-economic and environmental challenges. Efforts focus on reviving traditional agriculture threatened by urbanization and shifting land use, bridging awareness gaps in mussel farming despite Goa's ideal coastal conditions, and fostering sustainable livelihoods through entrepreneurship in agriculture and aquaculture. Additionally, student engagement through the Swachh Bharat Student Internship (SBSI) promotes sanitation, waste management, and community development.

Practice:

Goa University's Unnat Bharat Abhiyan (UBA) integrates academic research, field learning, and community engagement to foster sustainable development in adopted villages. Through the Swachh Bharat Student Internship (SBSI), students drive sanitation, waste management, and rural innovation initiatives. Hands-on solutions like the Unmanned Remote-Controlled Palm Tree Harvesting Robot enhance efficiency while preserving traditional practices.

The Mushroom Cultivation and Incubation Center (MCIC), established after a two-year research study, promotes high-yield, sustainable production and knowledge transfer to rural entrepreneurs.

The university inaugurated mussel farming with the Honourable Governor, promoting sustainable aquaculture through training and awareness programs. Indo-German and state-level workshops, along with marine farming internships, equipped researchers, students, and fishing communities with low-cost, high-yield techniques, fostering local commercial interest.

A key initiative revives Puran Sheti, a traditional silt-based farming technique, integrating indigenous knowledge with academic documentation. Restoration at Dhawe-Tar, Sattari, involved natural fertilization and water conservation strategies. Challenges like fluctuating water levels and mussel spat availability were addressed through water management and collaborative efforts, ensuring long-term sustainability.

Success:

The initiative has successfully equipped villagers with skills in sustainable agriculture and entrepreneurship, fostering self-reliance. The MCIC has effectively transferred mushroom farming expertise from the lab to rural entrepreneurs, promoting economic opportunities. The revival of Puran Sheti has demonstrated the viability of traditional paddy cultivation. Mussel farming workshops and Indo-German collaborations have enhanced local engagement in sustainable aquaculture. Additionally, the initiative has influenced policy discussions on agricultural sustainability and indigenous knowledge preservation.

Problems Encountered and Resources Required:

Initial scepticism among farmers about the economic feasibility of sustainable agriculture was addressed through interactive training. Integrating traditional practices with modern science required tailored knowledge-sharing strategies. Infrastructure and resource constraints led to innovative solutions like eco-friendly fencing and low-cost mussel farming setups. Ongoing collaboration with government bodies and research institutions will help scale these initiatives for broader impact.

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

Introduction

Goa, recognised as a World Biodiversity Hotspot, is known for its natural boundaries that enhance its ecological value. The Western Ghats, covering 16% of the state, significantly contribute to its biodiversity. According to the 2021 India State of Forest Report, Goa ranks third in forest quality in India. The state has a 160 km coastline and seven major rivers, creating a complex estuarine system. About 69% of Goa is affected by monsoonal rainfall, enriching its ecology. With 27 km² of mangrove canopy and abundant mineral wealth in the Western Ghats, environmental monitoring remains crucial, as highlighted by the Gadgil and Kasturirangan panel reports.

Goa University (GU) has taken a leading role in preserving and studying the region's natural environment, aligning its efforts with the United Nations' Sustainable Development Goals (SDGs). GU

has established an Environmental Science discipline focusing on marine biodiversity and collaborates with ISRO for improving environmental resource management. Leveraging its location along the Arabian Sea, GU contributes significantly to marine sciences, including marine biotechnology, microbiology and coastal ecology, while addressing key SDGs related to climate action, water conservation, and biodiversity.

GU has been designated as a National Resource Centre (NRC) in Marine Science by the Ministry of Education, India, strengthening its leadership in the field. It develops advanced curricula, offers online learning resources, provides expert guidance through faculty development programs, generates research-based learning materials, and uses ICT platforms like SWAYAM to make high-quality marine science education accessible. Key courses include Introduction to Marine Science, Sustainable Fisheries and Aquaculture, Climate Change and Oceanography, Marine Biodiversity and Conservation Strategies, and Remote Sensing and GIS Applications in Marine Science.

Strategic Importance of Marine Research and Dedicated Research Laboratories

Goa's strategic location makes it ideal for studying coastal ecosystems and marine biodiversity. GU has positioned itself as a leader in marine sciences, with dedicated research facilities like a remote sensing laboratory, aerosol observatory and meteorology tower. The university also conducts collaborative initiatives and extensive field studies using coastal and ocean research vessels, emphasising its commitment to regional and global sustainability. GU houses state-of-the-art laboratories and programs as follows:

1. **Marine Science:** This discipline brings together experts in oceanography, marine biology, environmental science, and remote sensing/GIS, including a Trevor Platt Memorial Scholar from IOCCG, fostering a diverse and comprehensive marine science curriculum.
2. **Marine Biotechnology:** This discipline focuses on marine biotechnology innovations, exploring marine organisms for pharmaceutical and industrial applications in fields like bio-prospecting, marine pharmacology, and blue biotechnology.
3. **Remote Sensing Laboratory and Aerosol Observatory:** Established with ISRO's grants, this laboratory focuses on marine resource management and coastal sustainability. Supported by the Ministry of Earth Sciences, Naval Research Board, and SPL-VSSC, it hosts national programs like ARFINET and NOBLE. In 2023, the laboratory launched the Visible-Light Extinction with Depth Analysis (VEDA) for coastal water simulations. Collaborations with NIO (Goa) and NCPOR provide access to advanced research vessels and marine biodiversity resources, contributing to oceanographic surveys under MoES.

Collaborative Research and International Partnerships:

1. National Institute of Oceanography, Goa: A key oceanographic and climate change study partner.
2. Indian Council of Agricultural Research (ICAR-CMFRI): Collaborative research on fisheries and aquaculture.
3. Indian National Centre for Ocean Information Services (INCOIS): An institution of MoES for multidisciplinary collaborations on earth system science components.
4. National Centre for Polar and Ocean Research: An institution of MoES for collaborative research in ocean-atmosphere coupled studies in polar regions.
5. Space Physics Laboratory (SPL) of Vikram Sarabhai Space Centre (VSSC), ISRO: Partnership for conducting national programmes, i.e., ARFINET and NOBLE, for marine sustainability and

coastal air pollution.

Success Stories

- **National Space Science Symposium (NSSS) of ISRO:** NSSS-2024 at Dr. Shyama Prasad Indoor Mukherjee Stadium was inaugurated by Goa Governor Shri P.S. Sreedharan Pillai with keynote lectures by ISRO Chairman Shri S. Somanath, Dr. Shailesh Nayak, Dr. Madhavan Rajeevan, and Shri A.S. Kiran Kumar concerning space exploration, climate change, and lunar missions. NSSS-2024 featured plenary sessions on Gaganyaan, Chandrayaan, Aditya-L1 and space-based oceanography, and 711 scientific presentations across six themes. A student session engaged 51 students from 15 states in discussions with space pioneers. Public lectures were live-streamed, fostering interest in space science and technology among researchers and students.
- **Community Engagement Through Marine Farming and Fisheries:** Marine research at GU has significantly benefited Goans, particularly those engaged in fisheries, providing them with scientific insights into sustainable fishing practices, marine resource conservation, and climate-resilient livelihood strategies.

GU conducted a joint scientific workshop on “Marine Farming–Opportunity towards entrepreneurship, self-employment and sustainable rural development (Mari-Sustain) under IGSTC held at Leibniz-Centre for Tropical Research (ZMT), Bremen, Germany from 23-25 August, 2022, with a total funding of EURO32119=00.

- **Alumni as Marine Entrepreneurs:** Following alumni are established entrepreneurs: Dr. Sandhya Tiwari, Bellarine Tech Bio, CEO and Managing Director; Dr. Raghavendra Gaud Vaggu, EMPE Diagnostics Global, CEO; Dr. Suresh Anaganti, L2P Research Labs, CEO; Ajoy Rajendraprasad Shaw, Plateaux Vintners Private Limited, Founder; Swapnil Ballal, Plateaux Vintners Private Limited, Founder; Satyakam Chakrabarty, TikTern Co-Founder; Dr. Arjun Adhikari, Trilochana Aerospace and Defence Technologies Pvt. Ltd., Scientific Advisor, etc.

Way ahead

- Ecosystem modelling leading to development of digital twin has been identified as a major institutional research thrust area, wherein science faculty at GU are encouraged to collaborate on interdisciplinary research in marine studies. In this regard, with the MoU signed with Leibniz Institute for Baltic Sea Research, Germany, GU aims to develop predictive models for coastal ecosystem dynamics, climate resilience and marine biodiversity conservation, contributing significantly to Goa’s economy.
- Goa University Research Park Unit (GURU) aims to develop innovative food products and supplements derived from local agricultural and marine resources like: mushroom-based supplements, whey protein powders, energy bars, cookies, fish-based items like pickles and oils, and seaweed offerings. By partnering with local businesses and Women Self-Help Groups, GURU will create a marketing network to promote sustainable and nutritious products. This initiative supports economic growth, environmental sustainability, and social empowerment while showcasing the region’s biodiversity and agricultural potential

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

In a higher education ecosystem, teaching-learning and research have been the major activities. In light of the implementation of NEP-2020 from the academic year 2022-23, Goa University is envisioning to become a multidisciplinary education and research university with holistic teaching-learning, research and community engagement. Here, the university has already implemented NEP-2020 at all levels of general education. Goa University has also registered for the Academic Bank of Credit, which gives an option for a student to earn a part of their credits from any other institution in the country or from the approved online courses. The Ph.D. programme is also restructured as per the UGC guidelines.

Being the only University of the state, Goa University caters to the higher education of the local students by offering quality academic programmes in need-based and emerging areas. An online, transparent process, strictly based on merit is followed for admitting local students. About 10% of the total allotted seats are filled on an All-India basis. University has 15% of seats over and above the allotted number of seats reserved as supernumerary seats for overseas students. Presently, the campus strength of international students is about 1.2%. University has a Study India Programme with Nihon University, Japan, since 2003. Student and faculty exchange programmes also exist with Science Po de Lyon, University of Porto, University of Aveiro and Bangabandhu Sheikh Mujibur Rahman Maritime University. Recently, a delegation from Leibniz Institute for Baltic Sea Research Warnemünde visited Goa University and signed a MoU for research in marine biodiversity and climate studies. Through these efforts, it is planned to increase the strength of international students to 10% of its allotted number in 5 years.

To promote quality research among faculty and students, the University is strengthening its research capabilities by recruiting high-quality faculty, developing research and infrastructural facilities, and networking with reputed institutions and academic bodies. This will enable students to fuse technology with modern and traditional knowledge. A trajectory in this direction will be drawn by offering UG and PG programmes in Bioengineering, Biomedical Engineering, and Indic knowledge studies, particularly Sanskrit and Ayurveda.

Concluding Remarks :

Goa University (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, young, qualified and competent faculty have been recruited. University has also welcomed qualified and reputed faculty through UGC-FRP and its Visiting Research Professorship Programme as well as DST-INSPIRE programmes.

The University has made serious inroads into interdisciplinarity, vocationalization of education 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 national and international funding agencies. To further encourage research, innovation and entrepreneurship, the University has established a research park, GURU and state-of-the-art characterization facilities at its Materials Characterization Laboratory acquired through funding from RUSA and DST-PURSE. Recently, GU has been sanctioned Rs. 100 Crore under MERU scheme of PM-USHA. With the new massive and robust academic infrastructure coming up on its campus, GU is

poised for exponential growth. The Government of Goa is encouraging the University's various initiatives and providing all necessary support.

Governance of the University is in a proactive mode for growth and opportunities. Massive infrastructure development incorporating green initiatives have been taken up on its beautiful 402-acre campus. With the establishment of Schools and implementation of NEP-2020 for the general and technical education programmes, the University has acted swiftly and decisively, to the challenges of new education era. The launch of Unigoa Pathshala and massive community engagement programme has realised the university's dream to providing the latest knowledge to the last person at the bottom of the pyramid.

While visualising and implementing its own initiatives towards rapid growth, Goa University has implemented 100% of NAAC peer team (2022) recommendations. The University's initiatives, accomplishments and plans at various stages of implementation reveal 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																																								
1.3.2	<p>Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :93</p> <p>Remark : As per supporting document input is as it is.</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1516</td><td>1564</td><td>1530</td><td>1500</td><td>1160</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1615</td><td>1564</td><td>1530</td><td>1495</td><td>1160</td></tr></table> <p>2.1.1.2. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1151</td><td>1172</td><td>1147</td><td>1141</td><td>979</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1151</td><td>1172</td><td>1147</td><td>1141</td><td>979</td></tr></table> <p>Remark : Input edited as per clarification document.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	1516	1564	1530	1500	1160	2023-24	2022-23	2021-22	2020-21	2019-20	1615	1564	1530	1495	1160	2023-24	2022-23	2021-22	2020-21	2019-20	1151	1172	1147	1141	979	2023-24	2022-23	2021-22	2020-21	2019-20	1151	1172	1147	1141	979
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1151	1172	1147	1141	979																																					
2.4.3	<p>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</p> <p>2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year</p> <p>Answer before DVV Verification : 3083</p> <p>Answer after DVV Verification: 3041</p>																																								

	Remark : Considering 11 months experience of faculty input edited.
2.6.2	<p>Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)</p> <p>2.6.2.1. Total number of final year students who passed the examination conducted by Institution.</p> <p>Answer before DVV Verification : 915 Answer after DVV Verification: 889</p> <p>Remark : Input edited as per clarification document & certified report from the COE.</p>
3.2.1	<p>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification : 2789.13950 Answer After DVV Verification :2390.215</p>
3.2.2	<p>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</p> <p>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years</p> <p>Answer before DVV Verification : 97 Answer after DVV Verification: 97</p>
3.3.2	<p>Total number of awards received for <i>research/innovations</i> by institution/teachers/research scholars/students during the last five years</p> <p>Answer before DVV Verification : 53 Answer After DVV Verification :48</p>
3.4.2	<p>Total number of Patents awarded during the last five years</p> <p>Answer before DVV Verification : 8 Answer After DVV Verification :8</p>
3.4.5	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.5.1. Total Number of books and chapters in edited volumes published during the last five years</p> <p>Answer before DVV Verification : 305 Answer after DVV Verification: 295</p> <p>Remark : Excluding ISSN no. input edited.</p>
3.7.1	Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative

	<p>research during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :53 Remark : As per the SSR, input is edited.</p>
4.3.3	<p>Institution has the following Facilities for e-content development and other resource development</p> <ol style="list-style-type: none"> 1. Audio visual center, mixing equipment, editing facilities and Media Studio 2. Lecture Capturing System(LCS) 3. Central Instrumentation Centre 4. Animal House 5. Museum 6. Business Lab 7. Research/statistical database 8. Moot court 9. Theatre 10. Art Gallery 11. Any other facility to support research <p>Answer before DVV Verification : C. Any 5 of the above Answer After DVV Verification: A. Any 7 or more of the above Remark : Input edited as per clarification document.</p>
5.1.4	<p>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
5.2.3	<p>Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years</p> <p>(eg: NET/SLET/ Civil Services/State government examinations etc.)</p> <p><i>5.2.3.1. Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)</i> Answer before DVV Verification : 683 Answer after DVV Verification: 672</p> <p>Remark : Input edited considering qualifying in state/National/International level Examination</p>
5.3.3	<p>The institution conducts / organizes following activities:</p>

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Answer before DVV Verification : A. All four of the above

Answer After DVV Verification: A. All four of the above

5.4.1 Alumni contribution during the last five years to the University through registered Alumni Association

5.4.1.1. Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
597320	275090	85500	55300	215230

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5.97320	2.75090	0.85500	0.55300	2.15230

Remark : Input edited in lakhs.

6.3.3 Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

6.3.3.1. Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
189	106	87	94	16

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
189	106	87	94	16

6.5.2 Institution has adopted the following for Quality assurance:

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, 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 and other recognized ranking like Shanghai Ranking, QS**

Ranking Times Ranking etc**6. Any other quality audit recognized by state, national or international agencies**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: A. Any 5 or more of the above

2.Extended Profile Deviations

Extended Form Deviations					
ID	Extended Questions				
1.1	Number of full time teachers in the institution year wise during the last five years				
	Answer before DVV Verification:				
	2023-24	2022-23	2021-22	2020-21	2019-20
	244	226	218	217	185
	Answer After DVV Verification:				
	2023-24	2022-23	2021-22	2020-21	2019-20
	213	211	205	208	132
1.2	Total number of full time teachers worked/working in the institution (without repeat count) during last five years:				
	Answer before DVV Verification : 213				
	Answer after DVV Verification : 207				