SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ROSARY COLLEGE OF COMMERCE AND ARTS

BUTICAS, NAVELIM, SALCETE
403707
www.rosarycollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rosary College, located in the suburbs of the city of Margao, was established in June 1990 due to the noble initiative of Rev. Fr. Jose Robert Vaz, the then Parish Priest of Our Lady of Rosary Church, Navelim. His vision, zeal, and commitment to imparting quality higher education to the children of Navelim and its surrounding villages prompted the church authorities to construct a building for the Institution.

The College is a vibrant part of the Rosary Educational Complex, which is managed by the Diocesan Society of Education (DSE), within the ambit of the Archdiocesan Board of Education (ABE), under the able leadership of Patron, His Grace, Metropolitan Archbishop-Patriarch, Rt. Rev. Filipe Neri Ferrao.

Rosary College is a minority institution affiliated with Goa University and offers educational opportunities for learners from pre-primary to the doctorate level. The College is a co-ed institution, with most of the students being girls and a large number being first-generation learners.

For over three decades, through holistic education and the pursuit of excellence, the College has provided equal opportunities to all including the marginalized and the underprivileged to pursue higher education. The institution has rendered commendable service to the society, irrespective of caste, creed, and economic background; always keeping the needs of the underprivileged in the foreground.

Perpetuating the missionary work of the Institution's founding fathers, the College logo is from the Gospel of John 10:10, '*UT VITAM HABEANT ET ABUNDANTIUS HABEANT,'* which denotes, '*THAT THEY MAY HAVE LIFE AND HAVE IT TO THE FULL".* In line with the same, the ethos of the College is encapsulated in the following:

Vision

An Educative Community marked by Justice, Cooperation, and Integrity.

Mission

To empower young women and men, especially the underprivileged, as responsive citizens through Holistic Education.

The following Core Values and Objectives guide us at Rosary College:

CORE VALUES:

- Faith in God
- Love of Fellow Beings

- Moral Uprightness
- Social Responsibility
- Pursuit of Excellence

OBJECTIVES

- To sensitize our students to the needs of the community with a special focus on the minority and the underprivileged sections of society.
- To empower students with the necessary skills so as to enable them to play an active role in national development and to become globally competent.
- To strengthen the secular, democratic and non-discriminative spirit among the students through value-based education.
- To use modern technology for effective teaching and learning.
- To make students employable and empowered to meet the changing needs of the industry

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Supportive and growth-oriented management with a long-standing presence in the field of education, managing 62 Primary schools, 61 High schools, 1 Special School, 2 ICSC schools, 12 Higher Secondary schools, 2 Colleges, 2400 staff members, and 46,796 students in Goa.
- Proactive, qualified, and committed teaching faculty.
- Diligent administrative and support staff.
- State-of-the-art infrastructure designed for the inclusion of *divyangjan* students
- Infrastructure is used optimally and is constantly upgraded.
- Well-equipped, fully automated, web-OPAC enabled library with books (23,967), books in braille (20), Ph.D. theses (6), magazines (44), CDs/DVDs (792), local newspapers (6), national newspapers (4), research journals (64), access to e-journals, periodicals, kindles (7), i-ball tablets (10), computers and reprographic facilities.
- Access to UGC N-LIST, DELNET, and National Digital Library India (NDLI).
- Innovation, Incubation and Ideation Centre facilitates entrepreneurship ideas and guides upcoming entrepreneurs.
- Transparency and efficiency in the academic and administrative processes through e-governance.
- Regular Faculty Improvement Programs to train and equip the staff with modern teaching and learning methods.
- Focus on student-centric learning pedagogies like experiential learning, field and industrial visits, project work, and internship.
- Value-based education for the holistic growth and development of students.
- Nurturing and fostering students' talents by way of co-curricular/extra-curricular, and sports activities
- Numerous Clubs and Cells to stimulate the social and intellectual development of students.
- Ample student welfare and student support services.
- Rosary Green Protocol for environmental protection and sustenance.
- An inter-disciplinary research journal, *Gyana* (ISSN)
- An annual newsletter, *Navoday*, and a bi-yearly newsletter, *Rosary Compass.*
- Departments publish their newsletters: *Bits n Bites, Phoenix, Aryana, Commerce Canvas, Globe Trotting, Seasons, Sahityachand, Musings, Case Folio, Rosary Sports.*

- Documentation (of activities/processes) and maintenance of records.

Institutional Weakness

- Lack of collaborations, academic linkages, exchange programs, and networking with national/ international institutions.
- Contractual or lecture-basis appointments can occasionally hamper the long-term planning of activities/initiatives.
- Research output is not proportionate when compared to the total faculty strength.
- Lack of Industry-sponsored research; and funding for research from government, non-government and private agencies.

Institutional Opportunity

- The support of the Government and the Management's support can foster the institution's progress by introducing additional programmes and courses.
- Online platforms have increased the College's visibility, which could pave the way for collaborations with reputed institutions within the county and internationally.
- The growing Rosary Alumni Family could contribute more to the institution's growth.
- Qualified and experienced faculty could seek recognition as Ph.D. guides through a Cluster system and establish research centers in multiple programmes.
- The Manohar Parrikar Indoor Stadium recently set up in the vicinity, could further support the sporting ambitions of our students.

Institutional Challenge

- The College is bound by the norms and framework of the affiliating university with limited practical academic autonomy.
- The semester schedule limits students’ opportunities for co/extra-curricular activities.
- Motivating industry/employers to conduct campus recruitment drives for the conventional programmes.
- The institution, being managed by a charitable organization, has to mobilize its funds for enhancing/improving infrastructural facilities and organizing various co-curricular/extra-curricular events.
- The shortage of land and escalating real estate prices hamper the expansion of the College campus and facilities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As an Institution of higher learning affiliated with Goa University, the College abides by the curricula and syllabi prescribed by the University for all six UG Programmes and one PG Programme. In various capacities

and as members of their respective BoS, Faculty members participate in curriculum development and assessment at the University.

The Choice Based Credit System (CBCS) was implemented in 2017 in a phased manner. Every student is given a choice of Discipline Specific Electives, Ability Enhancement Courses, Skill Enhancement Courses, and Generic Elective Courses for each programme. With a strong emphasis on Outcome Based Education, the prescribed curriculum is effectively delivered through systematic planning and documentation.

In addition, various certificate courses and add-on courses keep students abreast with the emerging national and global trends, thus enhancing their employability.

The syllabi of 59 courses address cross-cutting issues like Professional Ethics, Gender, Human Values, Environment, and Sustainability. The same is further integrated into the curriculum through effective delivery of the syllabus, extra-curricular activities, and the College's policies. Students also engage in project work, fieldwork, and internship thus supplementing the teaching-learning process.

The College has a systematic mechanism for collecting and analyzing feedback from students, parents, and other stakeholders.

Teaching-learning and Evaluation

Admissions to all programmes are conducted online with due objectivity and transparency. Every year, many SC/ST/OBC/EBC students are admitted.

Teachers implement modern teaching-learning pedagogies like blended learning, peer learning, and flipped classrooms. Other student-centric methods, such as experiential learning, participative learning, and problem-solving, are also adopted. The teaching-learning process is augmented through co-curricular, extracurricular, cultural, and departmental activities like seminars, workshops, conferences, and inter-collegiate events. Faculty periodically assess students' learning potential and suitably cater to the needs of advanced and slow learners. The College has a teacher-student ratio of 1:28.

The use of ICT to enhance students' classroom experience is emphasized with state-of-the-art infrastructure and a well-stocked library with vast online resources.

The College Examination Committee ensures that all assessment activities are conducted systematically and are time-bound through meticulous planning and orientation programs, especially for First-Year students and newly appointed faculty. In addition to the guidelines laid down by the University, the College implements several procedures to ensure transparent and robust mechanisms for internal assessment. Examination-related grievances are handled in a transparent, time-bound, and efficient manner through the College Unfair Means Enquiry Committee and the College Grievance Committee (examination, including projects).

The outcomes for all courses and programmes are distinctly communicated and the teachers evaluate the progress of the students through meticulous planning/analysis of course/programme delivery, assessment, and feedback.

Research, Innovations and Extension

Innovation, Incubation, and Entrepreneurship Cell provides a conducive environment to stimulate innovation and an entrepreneurial attitude on campus. The College has collaborations with the Centre for Incubation and Business Acceleration (CIBA), I Create Goa (GCCI), and is associated with the Goa State Innovation Council (GSIC).

Students are provided opportunities to explore and exhibit their ingenuity through events/programs like; boot camps, business idea competitions, Bazaar Day, ROSPRENEUR, and S-capade. Skill development courses further help students explore new ideas. Other sessions like 'Blogging for Business, 'Stock Trading,' and entrepreneurs' talks motivate students to choose entrepreneurial careers.

Over the past five years, 73 workshops/seminars on Research Methodology, Intellectual Property Rights (IPR), and Entrepreneurship have been organized. The College has one recognized Ph.D. guide with seven research scholars. Also, faculty members have published 38 research papers in reputed journals, seven books/chapters in edited volumes/books, and 12 papers in conference proceedings.

The College promotes various extension activities through the NSS, NCC, Social Outreach Cell, Gender Champions Cell, and Women's Cell. The activities conducted include social service initiatives, awareness activities, sensitization activities, and commemoration of days of importance. Over the past five years, 150 extension and outreach activities and 936 collaborative activities were conducted with the enthusiastic participation of students.

The College collaborates with local, private, and governmental agencies, including the Central Government for activities like Swachh Bharat Summer Internship, Ek Bharat Shresta Bharat Programme, Swatchhta Hi Sewa, and Swachhata Pakhwada.

The College has been awarded and given recognition for extension activities in different areas.

Infrastructure and Learning Resources

Infrastructure facilities and resources are consistently upgraded to facilitate teaching-learning through modern tools.

Situated within 1.63 acres and a built-up area of 5423 sq. mts, the College is *divyangjan- friendly*. All the 39 classrooms are spacious with adequate lighting and ventilation and are equipped with mounted LCD projectors, Intelligent Interactive Panels, or both. The campus is partially powered by Solar panels and a backup 125 kVA generator provides an uninterrupted power supply.

The laboratories have mounted/portable LCD projectors and adequate computers. The College has two seminar halls, a Multi-media room with soundproof acoustics and a Center for Innovation, Incubation and Ideation.

The entire campus is Wi-Fi enabled with a 60 Mbps 1:1 with a backup line of 54 Mbps data transfer. The student-computer ratio is 6:1. The College network is protected with Sophos Xstream hardware firewall.

The well-stocked library is fully automated with Web-OPAC and has an open-access system. The library houses over 23,967 books, magazines, journals and provides access to several e-books and e-journals. It also allows access to UGC N-LIST, DELNET, National Digital Library India (NDLI), e-ShodhSindhu, and Shodhganga. The library has computer systems, browsing kiosks, e-tablets, kindle, and reprographic facilities.

The Sports room has equipment for various indoor games, and a separate enclosure houses a gymnasium-cum-weight training room with special equipment for boys and girls. Outdoor games like Badminton, Basketball, Football, and Hockey are played on the grounds of the Rosary Educational Complex.

The College has well-established systems and procedures for maintaining the existing infrastructure, ensuring its optimal utilization, and upgrading facilities.

Student Support and Progression

In an endeavor to support students and facilitate their holistic development and progression, mechanisms like the mentorship program, career guidance and placement cell, and counseling cell are instituted to help students gain direction and assistance when required. The Student Grievance Redressal Committee, Internal Complaints Committee, and Anti-Ragging Cell serve as transparent mechanisms to address student grievances. Furthermore, the College has two professional counselors.

Pedagogies are tailored to cater to the diverse needs of the learners. Certificate courses, bridge courses, and short-term courses serve to enhance the quality of the students. Many students also benefit from guidance for competitive examinations and career counseling.

Sub-leadership of various functional units (Committees/ Cells/ Clubs) of the College is given to the faculty members, ensuring the smooth conduct of the academic, co-curricular /extra-curricular events throughout the year. Faculty members draw an action plan and conduct various activities and programs for the students.

Students are given leadership roles in various cells, clubs, and the Students' Council. They are actively involved in organizing events held by the various academic departments.

The College guides students on availing scholarships by Governmental/ non-governmental agencies and supports students financially through the Student Aid Fund.

The Rosary Alumni Family (RAF) is the registered Alumni Association of the College, which aims to encourage the alumni to play an active role in the institution's progress. The RAF conducts meetings, get-togethers, co-curricular and extra-curricular activities, Freshers' Day program and encourages young talent.

Governance, Leadership and Management

The Management, Administrator, Principal, and teaching and non-teaching staff work in tandem and tune with the principles of the Institution's vision, mission, and core values

The Governing Council, headed by the Archbishop-Patriarch, and the President and Secretary, is the parent body of the Institution. The administration of the College is under the overall leadership of the Principal.

The leadership promotes transparency, collaboration, and accountability among the staff and students through the sub-leadership of various functional units (Departments/Committees/ Cells/ Clubs) of the College. The major decision-making bodies of the Institution have adequate representation by staff members.

The Institution endorses various faculty empowerment strategies to nurture an efficient and competent

workforce. Professional development programs are organized to hone the competencies of the staff. Additionally, faculty members are provided financial support to attend conferences/workshops.

Performance appraisal of the faculty is carried out through student-teacher feedback, self-appraisal reports, and the Career Advancement Scheme (CAS-UGC). All staff recruitments are carried out following the rules, regulations, and statutes as prescribed by Goa University, Directorate of Higher Education, Government of Goa, and the UGC.

An internal financial audit of the Institution is conducted annually to ensure financial transparency. An external financial audit is conducted periodically by the Directorate of Higher Education, Government of Goa.

The Institution has implemented e-governance in administration, finance and accounts, student admission and support, and examination since 2019.

The IQAC, through an Annual Action Plan, strives to institutionalize quality assurance strategies and processes to improve the Institution's overall performance.

Institutional Values and Best Practices

Along with academic excellence, the Institution emphasizes the importance of human values and strives to inculcate the same through its policies and activities.

Being a co-educational institution with students from diverse social, economic, and cultural backgrounds, the College is mindful of promoting an inclusive and egalitarian academic environment with feelings of common brotherhood. With a *divyanjan-friendly* campus, the Institution welcomes persons with disability to pursue higher education.

The Institution also sensitizes students to the values and obligations enshrined in the Constitution and, through a code of conduct, emphasizes maintaining discipline on campus.

The use of solar energy, wheeling to the grid, biogas plant, sensor-based energy conservation, and LED/power efficient lighting are some of the green initiatives implemented in the College. The College underwent a Green Audit which included an audit of energy, biodiversity, waste, and water on campus. All waste generated on campus is managed and disposed of responsibly.

Among the practices seeking to realize the vision and mission of the Institution, the two best practices include encouraging environment consciousness through an environment-friendly campus and fostering social sensitivity and a public spirit.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ROSARY COLLEGE OF COMMERCE AND ARTS
Address	Buticas, Navelim, Salcete
City	Navelim
State	Goa
Pin	403707
Website	www.rosarycollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Helic M. Barretto	0832-2701564	9422387629	0832-2736864	principal@rosarycollege.org
IQAC / CIQA coordinator	Denis Vaz	091-7249661801	9923657164	0832-2736864	iqac@rosarycollege.org

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Certificate_compressed.pdf
If Yes, Specify minority status	
Religious	Christianity
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	01-01-1990

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Goa	Goa University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	16-01-2002	View Document
12B of UGC	17-04-2018	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Buticas, Navelim, Salcete	Rural	1.63	5422.788

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BCom,Department Of Commerce	36	Higher Secondary School Certificate Examination	English	280	278
UG	BA,Department Of Arts	36	Higher Secondary School Certificate Examination	English	160	160
UG	BBA,Department Of Business Administration	36	Higher Secondary School Certificate Examination and Personal Interviews	English	71	71
UG	BBA,Department Of Business Ad	36	Higher Secondary School	English	44	44

	ministration Travel And Tourism		Certificate Examination			
UG	BCA,Department Of Computer Applications	36	Higher Secondary School Certificate Examination	English	88	88
PG	MCom,Post Graduation Department	24	Bachelors Degree from recognized University and Goa University Admission Ranking Test	English	40	27
Doctoral (Ph.D)	PhD or DPhil,Department Of Commerce	60	Masters Degree from a recognized University NET SLET	English	7	7

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				13				78			
Recruited	1	0	0	1	5	8	0	13	13	65	0	78
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				30
Recruited	16	12	0	28
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	3	0	5
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	1	1	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	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.	1	0	0	2	1	0	3	0	0	7
M.Phil.	0	0	0	1	0	0	0	3	0	4
PG	0	0	0	1	7	0	4	16	0	28
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	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	5	19	0	24
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	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	18	0	21
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	15	37	0	52

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	664	3	6	0	673
	Female	1056	6	6	6	1074
	Others	0	0	0	0	0
PG	Male	11	0	0	0	11
	Female	37	0	0	0	37
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	7	0	0	0	7
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	17	5	4	4
	Female	18	14	12	9
	Others	0	0	0	0
ST	Male	42	41	54	49
	Female	117	131	129	118
	Others	0	0	0	0
OBC	Male	55	35	29	27
	Female	112	104	107	110
	Others	0	0	0	0
General	Male	540	514	502	489
	Female	889	887	944	967
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1790	1731	1781	1773

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The College is affiliated with Goa University, and it offers programmes in multiple disciplines including B.A., B. Com, BCA, BBA(General), BBA (Travel & Tourism), and M.Com. Under the Choice Based Credit System, the College offers inter-disciplinary Generic Elective (GE) and Skill Enhancement Courses (SEC).
2. Academic bank of credits (ABC):	The College will register under ABC to enable its students to make multiple entries and exits during the chosen programme.
3. Skill development:	The College offers an array of skill development certificate/add-on courses such as MCSE courses,

	Tally ERP, Income Tax Filing, soft skill courses, a course in Archeology, and summer courses like baking, vegetable carving, and event management. BBA and BBA (T&T) students engage in a compulsory internship, the same practice can be integrated into the curriculum of other programmes. The College plans to associate with National Skill Development Corporation (NSDC), and introduce certificate/add-on courses as per the NSQF Framework. The College is also exploring possibilities to introduce B.Voc. programmes in Retail Management and IT, and Fashion Technology.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Although the medium of instruction for all programmes is in English, teachers are urged to reiterate their explanations in local languages. The present curriculum offers two modern Indian languages (Konkani and Hindi). The integration of Indian knowledge is encouraged through local and inter-state field trips that acquaint students with the culture and language heritage. The College participated in the National Project titled, Ek Bharat, Shresta Bharat, and annually, the College organizes an Indian/Goan Folk Dance competition. During the mentor-mentee interactions and interactions with parents/guardians, teachers are encouraged to use the local language for better communication. The College plans to integrate the Indian knowledge system through courses in Translation Studies, Theatre Arts, Feature Writing, History of Konkani Language Development, History of Indian Culture and traditions, Folk Music, Yoga, and a certificate course on the working knowledge of Konkani.
5. Focus on Outcome based education (OBE):	All programmes offered in the College have distinctly defined POs, PSOs, and COs which are displayed on the campus, and on the College website. Feedback from the industry serves to refine the POs and PSOs. Acknowledging the importance of Outcome-Based Education, the College recently conducted a Faculty Development Programme on the topic.
6. Distance education/online education:	The College has successfully conducted online classes through Google Classroom and hybrid mode during the pandemic. The use of online platforms is continued for remedial teaching and resource sharing. A larger percentage of the teachers have already recorded several modules for online teaching under

	the DISHTAVO Project (DHE). The College Library is equipped for remote access (Web-OPAC) and it has also initiated a virtual library facility.

NAAC

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
435	428	400	394	387

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	6	6	6

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1790	1731	1781	1773	1701

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
361	335	335	317	304

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
622	541	574	564	499

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
64	63	63	65	64

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
64	63	63	65	64

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 40

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
53.50	143.81	226.90	84.19	189.68

4.3

Number of Computers

Response: 290

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

The Institution ensures effective curriculum delivery through a systematic and documented process using time-tested and innovative methods.

- The template for the overall curriculum is prepared through a consultative process among various stakeholders. The same is later published in the College handbook for the perusal of students and staff.
- The planning process for all curricular, co-curricular, and extra-curricular activities commences at the end of the previous academic year. Each department examines the activities conducted during the year and submits a Compliance Report for the same. The courses for the upcoming year are distributed amongst the teachers, and necessary requisitions for books and resource materials are forwarded to the library. All discussions are documented, and in light of the same, a tentative departmental action plan is prepared for the forthcoming academic year. The plan is revisited and finalized at the commencement of the new academic year. Regular departmental meetings serve to monitor curriculum delivery and to undertake necessary changes.
- A semester timetable is prepared. The same is displayed on campus and on the College website.
- Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are discussed with the students at the beginning of the academic year, and the teacher submits a detailed teaching plan. The same is uploaded on the College website. A Syllabi Completion Report is submitted at the end of the semester/term.
- The schedules for Intra Semester Assessment/Intra Term Assessment (ISA/ITA) and Semester End Examinations/Term End Examinations (SEE/TEE) are chalked out in advance by the Examination Committee (following the Academic Calendar of the University).
- The Examination Committee organizes orientations for newly appointed faculty members and the First Year students on the course structure and the conduct of examinations.
- The effectiveness of curriculum delivery is ensured through intra-semester/term and semester/term-end evaluation procedures.
- Teachers are regularly deputed to attend orientation courses, FDPs, discipline-specific refresher courses, short-term courses, workshops, conferences, seminars/webinars, and symposia to hone their teaching expertise.
- On behalf of their respective BOS, Departments conduct workshops to discuss syllabi revision and implementation of new syllabi. In addition, various workshops, seminars/ webinars, guest lectures, and conferences are organized on pertinent issues through which students and the teaching fraternity are apprised of important cross-cutting issues.
- The well-equipped College Library offers a selection of printed/e-books, journals/e-journals, and other web resources. Students are provided with kindles, tabs, netbooks, Wi-Fi/intranet facility, NLIST, NDLI, and adequate reprographic facilities.
- The consistently upgraded infrastructure further enhances the implementation of the curriculum.

- The Institution has a formal/informal mechanism to obtain feedback on curricular aspects from all stakeholders through the open house, the mentorship program, interaction with industry experts, and the alumni. The same is communicated to the University when required.
- Due to Covid-19 restrictions, lectures were conducted online, in blended, and hybrid modes with supplementary e-content uploaded on Google Classroom.

File Description	Document
Upload Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The College is affiliated with Goa University and abides by the Academic Calendar (semesters/terms, examination/vacation schedule) as declared by the University.

Additionally, the College meticulously prepares its Annual Planner for curricular, co-curricular, and extra-curricular activities in keeping with the University's Academic Calendar. The framework for the Annual Planner is drafted towards the end of the previous academic year through a collaborative process among all stakeholders (departments, cells, clubs, committees). The same is published in the College Handbook and displayed on the Institution's website. The College prepares a Handbook for the Aided programmes and each of the Self-financed programmes. The Handbook includes the schedule for:-

- Admissions
- Inaugural of the Academic Year
- Student Induction Programs
- Election to the Students' Council
- Commencement of ISA/ITA/SEE/TEE
- Declaration of Results
- Inter-Class co-curricular and extra-curricular activities/competitions
- Inter-Collegiate/State/ National Level Competitions
- Fresher's Day
- Bazaar Day
- *ROSPRENEUR*
- Fun Week/ Christmas Fiesta
- Rosary Family Day
- First Friday Mass (monthly)
- Annual Athletic Meet
- Founders' Day
- International Students' Day
- Annual photo sessions (Staff/Students)
- Farewell to the Final Year students (UG/PG)
- Graduation Day
- Public Holidays
- Days of State/National/ International importance

- Vacation Breaks

In accordance with the Annual Planner, the faculty members submit a teaching plan at the beginning of each semester/ term. The teaching plans include details regarding the topics, sub-topics, number of lectures required, teaching methodology, teaching aids, and assessment methods for the course. At the end of each semester/term, teachers submit a Syllabus Completion Report and a Summary of Lectures engaged.

Continuous Internal Evaluation (CIE) is conducted following the guidelines of the affiliating University. The method and frequency of CIE are programme, as well as course-specific. The Annual Planner/Handbook mentions dates/ weeks allotted for the conduct of CIE (ISA/ITA/SEE/TEE).

The Examination Committee oversees the smooth conduct of all examinations in keeping with the Annual Planner/ University Academic Calendar. The Committee draws the examination/evaluation schedule for the ISA/ITA/SEE/TEE and the specific modes of evaluation (for the ISAs). The ISA/ITA/SEE/TEE evaluation is time-bound, which enables the declaration of results on schedule.

The Principal, assisted by the Academic Coordinator and Cultural Coordinator, monitors all curricular/co-curricular/extra-curricular activities as per the Annual Planner.

File Description	Document
Upload Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 85.71

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

Response: 6

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 30

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
9	8	8	2	3

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 15.54

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
309	266	182	135	463

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

The College is bound by the syllabi and norms prescribed by the affiliating University. Nonetheless, with an emphasis on holistic education, the College takes a keen interest in integrating cross-cutting issues into the teaching-learning process through the following activities:

Effective delivery of the course syllabus: The syllabi of the BA/B.Com/BCA/BBA/BBA(T&T)/M.Com programmes comprise topics on several cross-cutting issues in our society. Some of these topics include:

- *Professional Ethics*: Advertising ethics and social responsibility, professional ethics and code of conduct for auditors, social responsibilities of entrepreneurs, awareness of media, and journalistic ethics created through course content.
- *Gender Issues*: Development of gender identity, gender similarities, gender in transition, implications of culture on gender, women's rights, history of women's movements, patriarchy, population policy, and demographics and change.
- *Human Values:* Kindness planner, classification of virtues, hope and optimism, community happiness and wellbeing, mental health, and stress management.
- *Environment and Sustainability*: Environmental issues, sustainable practices and preserving resources, ecosystem and biodiversity conservation, environmental pollution, environmental analysis, sustainable development, economy and environment, climate change, forests and deforestation, water pollution, the economics of energy and water, environment and sustainability, and green management.

The language courses (English, Konkani, and Hindi) mainly, through prose/text and poetry, address issues including emancipation of women, professional ethics, gender, social discrimination, patriarchy, bribes and rivalry, communal violence, national integration, tolerance, and environmental sustainability.

Apart from the theoretical coverage of the topics, students are encouraged to gain a broader understanding of the above issues through role-plays, street plays, speeches, and group discussions. Furthermore, seminars/ student-seminars and participation in collegiate/inter-collegiate events serve to apprise the students on issues shaping society.

The College also conducts weekly Value Education sessions for all students on various issues, some of which include interpersonal problems, self-esteem, goal setting, career guidance, gender issues, media influences, values of the constitution, corruption, HIV/AIDS, secularism, moral values, purity of thoughts, feelings, and action, self-discipline, religion, poverty, abortion, suicide, and racism.

Extra-curricular Activities: The different functional units of the College (Cells/Clubs/Committees) such as Women's Cell, Red Ribbon Club, Environment Cell, AICUF, Value Education Cell, Purity Cell, Conference of St. Joseph Vaz (Society of St. Vincent de Paul), Equal Opportunities Cell and Gender Champions, Certificate/Diploma/Winter/Summer Courses Committee, NSS and NCC organize inter-class events/competitions (poster, slogan, rangoli, essay writing, photography) to promote awareness and understanding of cross-cutting and other contemporary issues.

The departments annually organize inter-college events on themes pertinent to environmental sustainability, human values, and gender.

Policies of the College: Acknowledging the need to nurture disciplined and employable students grounded in values, the College has adopted several strategies and policies. Some of these include setting up of a Discipline Committee, periodic checking of Identity cards, leave notes, modest dress code, regular attendance, mentorship program, CCTV surveillance, restricting the use of cell phones in the class/labs, morning reflection, First Friday mass, inter-religious dialogue, zero tolerance to ragging/ discrimination.

The College also serves as an exemplary model to promote environmentally sustainable practices among students.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 2.14

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	8	10	6

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

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

Response: 29.72

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 532

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 ***Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni***

Response: A. All of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 97.08

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
611	619	616	644	631

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
620	640	640	676	640

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
361	335	335	317	304

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

In the pursuit of excellence, the College endeavors to address the diverse needs of all students, many of whom are first-generation learners. From the time of admission, consistent efforts are made to identify and cater to the needs of advanced/ slow learners.

Assessment of learning levels:

- Students' learning potential is first assessed during their admission to the College. Details of their previous academic, co-curricular and extra-curricular involvement are sought. Students are counseled regarding their choice of courses and their academic/ career progression.
- Grades/marks at the entry-level are an important indicator to classify students as advanced and slow learners. Later in the academic year, other modes of assessment such as their performance in ISA/ITA/SEE/TEE, assignments, presentations, internal tests, classroom participation, and interaction are also used to reaffirm a student's proficiency.
- In addition, students' performance in co-curricular activities also indicates their learning competency.

Special Programs for advanced learners:

- High-fliers are given opportunities to acquaint themselves with the upcoming trends in their subject of interest by deputing them to attend seminars, debates, and workshops.
- Students are motivated to enroll in certificate and add-on courses in the subject of their interest. Also, they are guided to register for MOOCs to supplement their knowledge.
- Students are encouraged to participate in inter-collegiate events that provide exposure to current trends in the industry and an opportunity to interact with peers and industry experts.
- Students are given leadership roles in the Students' Council, Cells, Clubs, and Associations, along with the responsibility to coordinate and organize events, competitions, and student seminars.
- The College motivates students to outshine by bestowing special titles/awards/prizes to those excelling in academic and co-curricular pursuits. For instance, Mr. Rosary and Miss Rosary; and the Outstanding Student award are announced annually.
- Learners are encouraged to attempt competitive exams (CAT, XAT, CA-CPT).
- UG students who secure above 60% marks in each semester are issued an additional library book. PG students securing 80% and above are entitled to 3 additional books from the main library and five books through the departmental book bank.

Special Programs for Slow learners:

- Bridge courses are designed to help students overcome barriers in learning. For instance, Bridge courses in English Communication/ proficiency are conducted for international students (ICCR).
- Course teachers provide one-to-one guidance to slow learners after class hours.
- Remedial classes are conducted in courses such as Commercial Arithmetic, Business Statistics, Accountancy, Cost Accounting, Income Tax, and Economics.

- Below average (< 45% marks) students are issued an additional library book for their reference.
- Besides maintaining a regular mentor-mentee interaction, slow learners are directed to seek the assistance of the campus counselors' when required.
- Students facing academic difficulty due to monetary reasons are provided financial assistance through scholarships offered by the Management and various governmental/ non-governmental agencies.

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: 27.97

File Description	Document
Any additional information	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 experiences

Response:

The teaching-learning pedagogies used at Rosary College are designed to meet the needs of both advanced and slow learners. Along with the conventional lecture method, modern student-centric pedagogies like blended learning, peer-learning, flipped classroom methodologies are adopted to enhance students' learning experience and establish an academic milieu conducive to stimulate their scholarly pursuit.

Teachers acquainted with Bloom's Taxonomy choose their teaching methods, impart current knowledge, inform students about current research trends, and empower them to apply their skills to develop critical thinking and discover innovative solutions to contemporary problems.

Periodic subject-based seminars expose students to research activities leading to enhanced learning. Besides lecturing/ discussions on the subject matter, teaching focuses on promoting active and cooperative learning through group discussions, role-plays, debates, demonstrations, practical, subject-based quizzes, assignments, and presentations. Students are encouraged to pose questions and share their thoughts during their interaction with the teacher.

The Departments of Geography, Sociology, Psychology, Konkani, History, Economics, Commerce, B.B.A. (General), B.B.A. (Travel and Tourism), B.C.A and M. Com regularly undertake field trips, industrial visits, and study tours to help students gain hands-on experience on various topics relating to their courses.

The Departments of B.B.A. (General) and B.B.A. (Travel and Tourism) use participatory discussion-based

learning methods of case study and group study to develop critical thinking, communication, and group dynamics. Also, SYBCA/ M.Com students undertake an internship that gives them real-time experience and allows them to contribute to the industry/ organization through a project/assignment/regular work by arriving at practical suggestions.

The institution has conceptualized a Center for Innovation, Incubation, and Ideation to encourage hands-on exposure to app development, the Internet of Things (IoT), and 3D printing. Besides, skill-based courses and boot camps promote innovation and learning.

The Third year students (BA, BCom, BCA programmes) must compulsorily undertake a Project paper under a project supervisor who guides the students and facilitates the successful completion of the project.

The institution augments the teaching-learning process through co-curricular, extra-curricular, and departmental activities like seminars, workshops, conferences, and events that are planned and organized by the students with the guidance and support of the faculty. Students are encouraged to participate in State, National, and International events.

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Teachers acknowledge the significance of Information and Communication Technology and modern learning tools as catalysts for transforming the classroom experience for students. Consistent efforts are made to upgrade and optimize ICT facilities on campus. The College periodically conducts training programs for the effective use of ICT tools. Students, along with teachers, are also urged to enroll in MOOCs through NPTEL, SWAYAM, EdX, Udemy, and Coursera.

Teachers provide a customized learning environment for students through state-of-the-art ICT facilities in the classroom. All the laboratories have projectors (mounted/portable), and one laboratory has a smartboard. Additionally, netbooks, pen tablets, and portable speakers are also available.

The entire campus is connected with LAN, Wi-Fi, surveillance cameras, and a public-address system. High-end servers provide essential services across the network of computers. The College network is segmented into domains to give secured/authorized access to data users. In addition, a hardware firewall ensures network security to provide integrity of data. The College also has an intranet facility, digital-display boards, and browsing kiosks to provide ready information on the timetable and notices.

The Multi-media Centre offers facilities for video shooting, recording, screening, and editing; and provides a hassle-free learning environment for improving Listening, Speaking, Reading, and Writing skills (LSRW).

The Center for Innovation, Incubation, and Ideation provides a practical experience in App development,

DIY kits for the Internet of Things (IoT), and 3D printing.

The College seminar hall and conference room are ICT-enabled with the latest gadgets.

The College library is fully automated with the NewGenLib (LMS software), is accessible online (OPAC), and provides access to NDLI and subscription-based journals from prestigious institutions. The library also has desktops, kindles, a discussion room with an audio-visual facility, and adequate reprographic facilities.

Learning/Content Management Systems like MOODLE, Google Classroom, and Drupal are used to conduct ISAs, feedback, and quizzes. The Aided programmes (BA/BCom) use the IAIMS portal (DHE's - MIS) for attendance records, admission process, and result generation. The Rosary-MIS (in-house Management Information System) is used by Self-financed programmes (BCA, BBA, BBA-T&T, M.Com) for admissions and attendance. While the BCA Programme also conducts examinations and generates results through the Rosary-MIS. Notices are uploaded on the Rosary-MIS for all the students. Furthermore, work on other modules such as resource sharing management is being developed in a phased manner.

During the COVID-19 pandemic, the Google Suite facilitated the conduct of online lectures, quizzes, tests, sharing resources, creating content, and managing course assignments. Teaching-learning activities were also supported by applications and online resources such as Zoom, WhatsApp, W3schools, Tutorial point, Geek of Geeks, Guru99, GitHub, Google Co-laboratory notebooks, OpenBoard, OBS, Jamboard, OpenShot, and Audacity.

The College Website provides public coverage of the various events on campus. The official YouTube channel of the College posts lecture sessions of teachers, videos of students' curricular and extra-curricular activities, student events, workshops, and webinars. The College also has official accounts on social media such as Facebook, Instagram, Twitter, YouTube, and Gmail.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 30.86

2.3.3.1 Number of mentors

Response: 58

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 12.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	07	09	08	07

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 11.81

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

Response: 756

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The College is affiliated with Goa University and follows the guidelines laid down by the University for continuous internal evaluation. The mechanism of internal assessment is transparent and robust.

The College has an Examination Committee, which ensures the conduct of all assessment activities in a systematic and time-bound manner. The committee meticulously prepares the examination schedule for all the ISA/ITA/SEE/TEE and ensures that all assessment is completed within 15 days of the examination. At the beginning of the academic year, the committee conducts orientation programs for the students and newly appointed faculty about the examination pattern, core structure, and the evaluation process.

Continuous assessment allows teachers to evaluate their students' performance according to the Course Outcomes. This helps gauge the students' performance and enables the teacher to plan for corrective/ remedial measures. The same also helps enhance the students' creativity, critical thinking, teamwork, communication, and leadership skills. The students are continuously assessed through ISA/ITA, including paper presentations, assignments, field studies, class tests, quizzes, open-book tests, group discussions, debates, student seminars, and role-plays.

In addition to the norms and guidelines of the University, the College adopts the following procedure:

- Students are informed of the pattern of evaluation during the syllabus discussion with the course teachers at the beginning of all semesters/ terms.
- The examination schedule is notified well in advance to the students on their respective handbooks, notice boards, and the College website.
- During all semesters/terms, common dates are pre-arranged for the submission/collection of assignments to allow students a timeframe to prepare their assignments and avoid possible clashes.
- Exams are conducted through a three-tier system: Junior Supervisor, Senior Supervisor, and Chief Conductor. In addition, support staff facilitates the conduct of examinations.
- Students have to report to the exam hall before time, and every examination begins with a prayer, an announcement of instructions, and the code of conduct for examinations.

- As per the norms and guidelines of Goa University, an appropriate seating arrangement is followed for the SEE/TEE. However, the College follows appropriate seating arrangements even for ISA/ITA, which is displayed on the notice board.
- The examination committee displays a detailed list of teachers assigned to recheck the assessed answer books in a time-bound manner. The institution follows the practice of rechecking 100% of the assessed answer books.
- Marksheets are computer-generated through the DHE's- IAIMS or the Rosary-MIS.
- Class teachers/mentors closely monitor the students' performance and hand over their marksheets personally to the students who are accompanied by their parents or guardian during the College Open House.
- Learning Management Systems such as Google Classroom and Moodle is also used to enhance the process of internal evaluation.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The College ethos is exceedingly student-centric and strives to create an educational climate that encourages critical thinking and learning. The IQAC, Examination Committee, College Unfair Means Enquiry Committee, and College Grievance Committee (Examination, including projects) ensure appropriate redressal of students' grievances.

At the beginning of the academic year, during the Student Induction Programme (SIP), the Coordinator of the Examination Committee instructs students regarding the conduct of examinations, evaluation pattern, and grievance redressal procedures. All internal/external exams are conducted meticulously. The College has two mechanisms to address examination related grievances:

College Unfair Means Enquiry Committee examines all cases of unfair means during examinations. When a student has resorted to unfair means, the answer booklet and copy material are seized from the student. The junior supervisor gives a new answer booklet, and the senior supervisor is immediately intimated. After the exam, the nature of the offense is recorded, and all the confiscated material along with the new answer booklet, a statement with the signature of the student resorting to unfair means (with signatures of two witnesses) is submitted by the Junior Supervisor to Senior Supervisor and in turn to the Chief Conductor of Examinations.

The case is then handed over to the Unfair Means Enquiry Committee. The Committee thoroughly examines the case/s based on the materials/documents and gives a hearing to the student and the concerned Junior Supervisor. After laying down the exact nature of the offense, the Committee submits its recommendations to the Chief Conductor for consideration and necessary action.

College Grievance Committee (Examination, including projects): By the provisions of Goa University

Ordinances, the College has a grievance committee to address all grievances pertaining to ISA/ITA/SEE/TEE including the distribution of marks according to the syllabus, and discrepancies in the question paper.

In case of assessment-related grievances, a First-year and Second-year student can apply for personal verification of marks by submitting an application to the Principal within a week of the declaration of results. The verification of marks takes place in the presence of the student, the subject teacher, and the Principal/ Vice-Principal. The entire process is documented and is transparent. If the student is dissatisfied with the outcome of the verification of marks, he/she can make another application to the Principal; the same is then forwarded to the College Grievance Committee for further scrutiny.

The grievance committee examines the matter and undertakes an independent inquiry to resolve the grievance within a maximum of seven days. The committee warrants that all grievances are resolved in a fair and timely manner, corrections are made, and justice is given to the aggrieved student. The Committee's non-biased decision is submitted to the Principal.

In case of University exams, the student applies to the University for revaluation of his/her answer booklet. The Examination Clerk assists the student to apply for the same and forwards the applications to the University. The students can apply for photocopies of their assessed answer booklet to the University which ensures complete transparency in the system

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The Course Outcomes for all programmes are in accordance with the vision and mission statements, core values, and objectives of the College.

The Programme Outcomes, Programme Specific Outcomes, and Course Outcomes are displayed on the College website and are communicated through the following mechanisms:

- During the Faculty Induction Program, conducted at the commencement of the academic year, newly appointed faculty members are instructed to pay attention to the POs, PSOs, and COs of their respective courses in light of the overall learning outcomes for the students of the College.
- At admission, the Principal conducts an orientation session for the students/parents wherein POs are highlighted. The same is also emphasized during the personal interaction that the Principal has with each student and parent.
- POs, PSOs, and COs are stressed by the respective course teacher in the classroom. Every faculty member communicates the POs, PSOs, and COs to their respective students at the beginning of

each semester/term. The students are made aware of the knowledge, skills, and competencies that they would acquire on completion of the course.
- Mentors also communicate POs during their interaction with students and parents.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The attainment of POs, PSOs, and COs is measured through both academic and non-academic activities. The institution is affiliated with Goa University and follows the guidelines laid down by the University. Following are the specific methods implemented by the College.

- The College ensures the meticulous preparation of semester/term teaching plans at the beginning of the semester/term. Every teacher has to submit a syllabus completion report at the end of the semester/term to substantiate effectively accomplishing the learning outcomes.
- Attainment of POs, PSOs, and COs is evaluated through students' performance in their ISA/ITA/SEE/TEE.
- Some departments also conduct assessments through debates, group discussions, student seminars, field trips, projects, interviews, and viva-voce examinations to evaluate the attainment of course outcomes.
- The periodic assessment undertaken by the teachers enhances the understanding of students' performance, and accordingly, remedial measures are taken for the benefit of the students.
- Students' performance within and outside the College in various academic events such as inter-collegiate competitions, seminars, conferences, and research paper presentations are other measures for evaluating the attainment of POs, PSOs, and COs.
- Favorable feedback from stakeholders and the progression of many students pursuing higher education reaffirms that the College is achieving the desired outcomes.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 90.76

2.6.3.1 **Number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
603	520	463	515	443

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

2020-21	2019-20	2018-19	2017-18	2016-17
622	541	574	564	499

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.7

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 1.56

3.1.2.1 **Number of teachers recognized as research guides**

Response: 01

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	09	09	09

File Description	Document
List of research projects and funding details	View Document
Any additional information	View Document

3.2 Innovation Ecosystem

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

Response:

Through several initiatives, the institution promotes an entrepreneurial and innovation culture among the students and faculty.

Innovation, Incubation, and Entrepreneurship Cell

The Cell aims to cultivate a supportive and vibrant environment that stimulates an attitude of innovation among student entrepreneurs. Through various collaborations and activities,sincere attempts are made to identify student innovators and support them to evolve self-sustaining business models. The Center for Innovation, Incubation, and Ideation in the College allows students exposure to the process of App development, 3D printing, and the Internet of Things (IoT).

Collaboration activities

The institution collaborates with the Center for Incubation and Business Acceleration (CIBA) to generate awareness of the available facilities for ideation, technical support, and sources of financial assistance to incubate ideas. The institution also associates with the Goa State Innovation Council (GSIC) to promote innovation-related activities among budding entrepreneurs. Collaboration with *I Create Goa (GCCI)* aims at training students with the skills needed to innovate, create, and develop business plans and manage a business.

Boot camps

Such camps familiarize students with the possibilities and opportunities of being an entrepreneur. The camps introduce the concept of entrepreneurship, facilities available, start-up schemes, and incubation of ideas.

Bazaar day (NSS) and ROSPRENEUR

Students are encouraged to design/make household products or food items and sell the same through stalls/ kiosks on campus to promote entrepreneurship.

Business Idea competition

The College has launched the Business Idea competition (in collaboration with CIBA) to nurture and promote new ideas. Inter-collegiate national level events such as Insignia, Noesis, Impressions, Entrada, and Passonic include a business plan competition.

Skill development initiatives

Skilling being an essential facet of an innovation culture empowers students to explore new ideas that could result in viable products. Students are offered skill development courses in Digital Marketing, Machine Learning, App Development, and CCNA certification. For their Third-year projects, the Computer Applications students are encouraged to innovate on ideas in new technology that provide solutions to the needs of society. These ideas and those from other colleges are showcased at an annual competitive event called S-capade. Courses such as “Blogging for Business” and Stock Trading (acquaint students with the nuances of trading) are conducted. The institution also organizes talks by entrepreneurs to acquaint and motivate the students to opt for an entrepreneurial career.

Additionally, the Business Administration, Business Administration (Travel and Tourism), Commerce, and M.Com programmes offer courses on entrepreneurship as a part of their curriculum.

Initiatives for the faculty

Faculty members are deputed to attend faculty development programs conducted by CIBA. They also participate in events organized by GSIC to equip them with skills and knowledge that help inculcate innovative ideas in students and support the Final-year students in their projects and start-ups. In addition, a webinar on Design Thinking was conducted to foster the creative problem-solving process, acknowledging the needs of the end-users.

File Description	Document
Upload any additional information	View Document

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

Response: 82

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	19	13	8	8

File Description	Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 7

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 7

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

Response: 1

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI website	View Document

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

Response: 0.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	13	9	7	15

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	03	03	00	04

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

In keeping with the mandates of the core values and objectives of the College, integral aspects of all extension activities include social sensitivity, service, and responsibility. To prompt action on matters that hinder the betterment of society and humanity, the NSS, NCC, Social Outreach Cell, Red Ribbon Club, Gender Champions Cell, and Womens' Cell conduct various activities to sensitize students to the burning issues existing in society. Some of these activities include:

Social service initiatives: Regular cleanliness drives are undertaken at various locations on campus and in the neighboring community, including homes for the aged, Church premises, beach cleaning, and the Government Primary School. Students also engage in cloth/paper bag making and distribution to local vendors. Tree plantation drives, plastic collection drives, and blood donation camps are undertaken. Students also collect essential commodities, which are distributed to the needy.

During the COVID-19 pandemic, hand-stitched face masks were distributed to the public. Food packets

and ORS sachets were provided to stranded migrants. Social media platforms were also used to disseminate COVID-19 awareness and motivational messages.

Awareness activities: Through participation in numerous street plays, poster demonstrations, rallies, and door-to-door awareness campaigns, students acquire a sense of responsibility and commitment to various social issues. These include gender equality, human rights, blood donation, road safety, HIV/ AIDS, tree plantation, aging, election awareness, national integrity, pollution, plastic menace, communal harmony, organ donation, substance abuse, and nutrition and health.

Sensitization talks are organized on socially relevant issues like road safety, welfare and care of parents and senior citizens, eye donation, organ donation, nutritional health, pollution, and water conservation.

Days of national/international importance, including Sadhbhavna Diwas, World Population Day, National Youth Day, International Women's Day, National Voter's Day, and National Girl Child Day, are commemorated with the active participation of students.

Camps: The NSS students are taken for a 7-day camp (in rural areas) to inculcate a sense of humble living, duty, and responsibility. Students undertake activities like cooking, cleaning, and painting/maintenance work in the locality during the camp. Additionally, students are actively involved in blood donation and dental camps.

Collaborative activities: The College collaborates with private agencies, for example, Sanjeevani NGO to create awareness on Cancer Detection, Sakshi NGO to create awareness on Prevention, Prohibition of Child Sexual Abuse, and POCSO ACT 2012, and Living Heritage Foundation for the geo-tagging of trees.

The College also collaborates with governmental agencies such as the Primary Health Centre (Navelim), the Goa Medical College, the Goa Dental College & Hospital, and the District Appropriate Authority & District Magistrate (PC-PNDT ACT) South-Goa.

Students of the College also participated in the Swachh Bharat Student Internship (SBSI), Ek Bharat Shresta Bharat Programme, Swachhata Hi Sewa, Swachhata Pakhwada, FIT India Movement, Nasha Mukt Bharat Campaign, and Unnat Bharat Program.

File Description	Document
Upload any additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	00	00	00	00

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

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

Response: 110

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

2020-21	2019-20	2018-19	2017-18	2016-17
09	29	28	29	15

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 43.09

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
868	635	683	866	733

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

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

Response: 626

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
19	88	00	248	271

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 31

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	8	9	6	4

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The Management and Staff persistently work towards achieving excellence through state-of-the-art and student-centric infrastructural facilities.

Situated within 1.63 acres of land and a built-up area of 5423 sq. meters, the College has two blocks comprising 3 and 4 floors each, with a lift, ramps, and railings making it accessible to *divyangjan* students.

Classrooms: The 39 spacious classrooms are ICT enabled, including 2 Smart classrooms. There are 27 mounted LCD projectors, two portable projectors, and 16 Intelligent Interactive Panels. All classrooms have adequate desks, benches, lighting (LED/natural light), ventilation, and green boards.

Laboratories: The 7 Computer laboratories have mounted/portable LCD projectors and 183 computer systems with a 1:1 student-computer ratio for practicals. The College also has a Research Center in Commerce and a Psychology Laboratory with 6 and 4 computer systems respectively. The Psychology laboratory has 18 descriptive charts, 183 psychological tests, and 31 apparatus.

Computing Equipment: The College has 290 computer systems, nine licensed software packages, 36 netbooks/laptops, 10 UPS, 8 WACOM tabs, one WACOM tab with display, ten browsing kiosks, four computer scanners, 16 printers, three 3D printers, 9 LED TVs, three high-end servers (domain servers) and a hardware firewall. The entire campus is Wi-Fi/ LAN enabled with CCTV.

The library is air-conditioned and accommodates 138 persons, having a separate discussion room with an audio-visual section and a research room. There are ten computers for students, 11 for staff, and a computer reserved for the visually impaired with NVDA/ Abbys software. It further offers kindles, i-ball tablets, and other reprographic facilities. The library is fully automated (since 2009) and has an open-access system. It houses a collection of books, Ph.D. theses, magazines, books in braille, CDs/DVDs, local and national newspapers, and research journals. The library also allows access to national/ international e-journals and e-books.

Seminar Halls: The main seminar hall is fully air-conditioned with a seating capacity of 200 people. It has a mounted LCD projector, a motorized projection screen, and sound amplifiers. The mini-seminar hall has a seating capacity of 40 persons and is equipped with an LCD projector and an Intelligent Interactive Panel. In addition, the College also utilizes the Rosary Parish Hall (Rosary Educational Complex), which accommodates 750 persons.

Multi-media room has sound-proof acoustics with an LCD projector, amplifier, audio interface, iMac Pro PC, a 5.1 surround-sound system, Yamaha reface-monitors, a recording condenser microphone, and a video recording DSLR camera.

There are separate rooms for conferences/meetings, examination, IQAC, NCC, and NSS, offices for Aided

and Self-financed programmes, a cafeteria, two counseling cabins, an infirmary, convenience counter, washrooms (including a *divyangjan*-friendly washroom), and common rooms. The College also has a Center for Innovation, Incubation, and Ideation.

The use of the available infrastructure is optimized during regular teaching hours. During the after-hours and vacations, it is utilized to conduct certificate/add-on courses, research, meetings, and state/national level competitive examinations.

The College campus was made available to the State Government to conduct COVID-19 vaccination drives.

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

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

Rosary College strives to promote the holistic development of its students, and every effort is made to stimulate their creative and artistic pursuits.

Along with the ready support and commitment of the Management, Staff, and Students, the College has a commendable record of sporting achievements, with ample participation in cultural and extra-curricular activities. The campus and the Rosary Educational Complex provide excellent infrastructure in terms of building space, sports, and cultural facilities.

The Rosary Parish Hall, with a seating capacity of 750 persons, is used to conduct various Inter-collegiate/National events like INSIGNIA, NOESIS; and inter-class competitions like Social Advertisement, Goan Folk Dance, and Solo Singing. The College seminar hall is used to conduct activities like the Elocution competition and Rosary Family Day. Inaugural/valedictory programs for sporting/cultural events are hosted on the Mini-Open stage on the campus lawns.

The College Quadrangle is used to conduct various activities during the fun week festival for the students to showcase their creative talents in singing, dancing, acting, painting, and rangoli. Other programs like the Crib and Carol Singing, Prayer Services, Teachers' Day, *ROSPRENEUR*, and Bazaar Day are also conducted in the quadrangle.

The College Sports Room has equipment for indoor games like table tennis, chess and carrom. There are also foam mats, used for taekwondo and judo. A separate enclosure in the sports room houses the gymnasium-cum-weight training room with special equipment for boys and girls. Boys' special equipment includes a bench press, arm curl, calf pull, leg press, dumbbells, weighing plates, weight training rods, and a ladder. There is equipment for arm press, leg press, abdominal curl, abdominal sit-ups, fitness cycles, and

a treadmill for girls.

There are 50 yoga mats for the conduct of yoga classes. All sportspersons are given a yoga session every morning before training for their respective sporting events. The Director of Physical Education conducts yoga classes for the faculty and the public.

Outdoor sports: The College has facilities for outdoor sports like Athletics, Badminton, Basketball, Football, Cricket, Cycling, Handball, Hockey, Kabaddi, and Tennikoit.

Boys and girls participating in sports are provided separate changing rooms and washrooms. In case of injury or ill-health, the College has an infirmary equipped with first-aid facilities.

As an additional incentive and a strong commitment to promoting sports as an integral part of student life, all students participating in State, Inter-collegiate, Inter-University events are provided on-duty leave; and the teachers at their level take special initiatives to help students make up for their absence in the classroom. The College also provides TA/DA to those students representing the College.

Supported by the above facilities, the College won the Inter-Collegiate Goa University Girls Overall Championship in 2016-17 and the Inter-Collegiate Goa University Boys Overall Championship in 2019-20.

File Description	Document
Upload any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 40

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 34.85

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
12.53	56.69	126.81	27.89	42.51

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The College Library has been fully automated through Integrated Library Management Systems with NewGenLib (Helium 3.1.4 version) since 2018. This provides a user-friendly interface for the efficient circulation of books, their issue status, and a digital record of daily library users via an electronic footfall recorder. From 2009 to 2017, an intramural automation software (Bookworm) was used.

The library is equipped with Web-OPAC, making it accessible through remote access. It is also open for public access (physical use). A *Current Awareness Service* and a *Virtual Library Service* are available on request.

The physical infrastructure of the library is designed to accommodate 138 persons in the air-conditioned reading area. It also contains an audio-visual section with televisions/DVD players/ headphones in the discussion room, a research room for the teaching staff, and a storeroom.

In addition, there is also a special seating arrangement for *divyangjan* students and a computer system with Abyss Fine Reader and Non-Visual Desktop Access (NVDA) for the visually impaired.

Various facilities and devices like Wi-Fi, computer systems (10), a browsing kiosk, kindles (7), i-ball tablets (10), and reprographic facilities (2 photocopiers, two printers, and a scanner) with a 50% concession for students help amplify the use of the library resources/e-resources.

The College Library houses a collection of 23,967 books with 8447 book titles, 20 books in braille, 6 Ph.D. theses, 44 magazines, 792 CDs/DVDs, seven local and five national newspapers, 64 research journals, and access to national/ international e-journals and e-books. There are 248 books to help students prepare for competitive examinations such as UPSC, NET/SET, and MBA entrance exams.

The library provides access to various digital libraries such as N-LIST, DELNET, and the National Digital

Library India (NDLI). A login and password for accessing N-LIST is available upon request.

A special stand in the library displays the New Book Arrivals and the Book of the Month. Furthermore, the Self-financed departments (BBA, BBA T&T, BCA, M.Com) have book banks maintained in their respective departments/ classrooms.

The library staff undertakes timely initiatives to augment the teaching-learning process. At the beginning of each academic year, the librarian conducts an orientation program for the newly admitted students on the rules, facilities, and available resources. The staff also conducts book exhibitions. The Library Advisory Committee and Reading Club conduct talks, competitions, quizzes, and webinars for the students.

Students are permitted to take three books for six days for home reading. However, meritorious, below average, and economically backward UG students are given an additional book, and PG students are given three additional books.

The library was ranked in the top 10 College users of the N-LIST database for December 2018.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

1. **e-journals**
2. **e-ShodhSindhu**
3. **Shodhganga Membership**
4. **e-books**
5. **Databases**
6. **Remote access to e-resources**

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

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

Response: 9.5

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
6.45	17.58	9.05	7.76	6.68

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

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

Response: 1.73

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

Response: 32

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Rosary College consistently upgrades its IT facilities to step up to the everchanging trends in ICT and facilitates teaching-learning through the use of modern tools and techniques.

All the classrooms (39), computer laboratories (7), and seminar halls (2) are equipped with ICT tools such as LCD Projectors and the latest desktop computers, which were upgraded in 2017, 2018, and 2021. Since 2017, the College has upgraded 16 classrooms with Intelligent Interactive Panels that allow technological integration in the classroom to enhance the students' learning experience.

The seven computer laboratories with 290 terminals have licensed software that is regularly updated and

renewed. All the computers are protected with Quick Heal SEQRITE antivirus, which is renewed annually.

The College has three high-end servers (domain servers) and a hardware firewall. They run on Windows Server 2016, which was updated in 2019. The agreement with Microsoft is renewed annually. Also, there is a campus-wide intercom network.

The Evolis Primacy ID card printer, upgraded in 2017, produces identity cards with barcodes for the students and staff. The barcodes aid the automated functioning of the Library through Barcode Scanners which were upgraded in the year 2019. The LMS was upgraded from Bookworm to NewGenLib in 2018.

Acknowledging the importance of the internet in knowledge dissemination, information sharing, and networking among students and staff, the College has endeavored to make all students and staff cognizant of the modern learning aids by making the entire campus Wi-Fi enabled. The internet facility has a speed of 60 Mbps 1:1 with a backup line of 54 Mbps data transfer. Internet/ Wi-Fi facilities are periodically upgraded and are made available to the students, teachers, and administrative staff. The entire College network is protected with Sophos Xstream hardware firewall, which monitors the network for suspicious activities and prevents unauthorized internet usage.

The entire campus is equipped with uninterrupted power backup with 10 UPS systems having a capacity of 10kVA, 15kVA, 6kVA, and 2kVA. The campus is backed up with a 125 kVA generator. In 2021, the College installed On-Grid Solar Panels (10 KW) and a lightning conductor.

Up-gradation of hardware, software, terminals, bandwidth, replacement of LAN cabling, and CCTV maintenance is regularly undertaken.

The institution also has a systematic mechanism for maintaining its IT facilities. All facilities are maintained either through an Annual Maintenance Contract (AMC), by external agencies on-demand, or by the System Administrator and Laboratory Assistant (IT).

College also has an MOU with the Global E-Waste Management System for proper disposal of E-waste.

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

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

Response: 6.17

File Description	Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 32.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
20.98	34.33	39.70	22.11	105.85

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

The College infrastructure is designed, developed, and revised, keeping in mind the statutory requirements, technological developments, and infrastructure needs analysis under the guidance of the Management. The College has well-established systems and procedures for maintaining existing facilities and encouraging their optimum utilization.

Computer Laboratories and IT facilities: The System Administrator and IT Lab Assistant constantly monitor the smooth functioning of all the computers and equipment in the labs and ensure that all computer systems (hardware and software) are periodically upgraded. All students are encouraged to use the computer labs for their coursework as well as for their projects. For optimum utilization and effective teaching-learning, students are divided into batches for the conduct of practical training sessions.

Psychology Laboratory: The apparatus, psychological tests, and experimental materials are maintained in cupboards and are serviced/ repaired promptly by trained staff. A stock register is maintained to record all the equipment and materials. The students, primarily Bachelor of Arts (Psychology), are encouraged to visit/use the laboratory for practical learning.

Research Center/ Commerce Lab: The IT Lab Assistant maintains the Research Center/Commerce Lab computers. Students desiring to gain practical knowledge regarding investments/taxation/business or research projects can access the Commerce Lab.

Library: The College library is fully automated with the NewGenLib software (ILMS). The computerized issuing and return of books save time. The well-stocked library with a vast collection of books, national/ international journals, magazines, and newspapers is systematically maintained in cupboards and stands. The fully air-conditioned, spacious, and well-ventilated library ensures a dry environment to preserve the books. The MTS (library attendants) constantly dust, clean, and wipe the cupboards, lights, and fixtures. Computers in the library are also maintained regularly. Pest control, software, and technology up-gradation are also carried out periodically.

Sports: The College has a well-equipped sports room and a gymnasium. The equipment in the sports room and gymnasium are regularly maintained by the MTS (sports). The repairs of major damages to the sports and gymnasium equipment are undertaken through private agencies. The students are encouraged to make prudent use of the sports equipment as per a specially chalked-out schedule by the College Director of Physical Education.

Classrooms: All the classrooms are spacious, well-lit, and have modern ICT facilities, including Intelligent Interactive Panels (IIP), Smart Boards, and LCD Projectors. The timetable committee ensures the optimum utilization of the available infrastructure and facilities on the campus through a systematically designed timetable. During the after-class hours (even during vacations), the campus infrastructure is utilized to conduct certificate and add-on courses, research, coaching classes for various competitive/entrance exams, meetings, and state/national level competitive examinations (for example, GCET, UGAT, GPSC, NEET, CET, JEE, GU-ART). During the pandemic, the College provided the necessary facilities and infrastructure to the State Government to conduct COVID-19 vaccination drives on campus.

The System Administrator and IT Lab Assistant maintain the LCDs, IIPs, Smart Boards, Computers, Netbooks, and Wi-Fi. The classrooms are cleaned every day by janitors. The MTS carries out maintenance work, checks the electrical fixtures, and repairs, when needed, are promptly undertaken.

Administrative Offices (Aided/Self-financed): The administrative offices have a user-friendly layout with adequate working space for the staff. The files in the office are arranged in a Compactor (mobile shelving unit) which provides space-efficient means for filing and storage. The System Administrator and the IT Lab Assistant maintain the equipment and computers in the office, while the compactor is maintained through an AMC with Arna Global.

Overall Campus:

The overall campus is maintained with the help of janitors and MTS. A Complaint/ Maintenance Register is maintained in the College office for the staff and students to register complaints regarding malfunctioning equipment or amenities. The same are promptly addressed. Various signboards are

displayed around the campus to sensitize staff and students regarding the judicious use of the campus facilities and maintain cleanliness and hygiene on the campus.

Various external agencies facilitate the maintenance of the specific amenities on the campus. Naik Solutions maintain the Rosary-MIS. Solar Enterprise does the maintenance of the air conditioners, the water purifiers are maintained by 'Dew Drops Water Concepts,' and VK Enterprises maintain the Generator. M/S Altereneryz maintains the Water Harvesting, Biogas Plant, and Solar Panels. The institution manages e-Waste disposal through an AMC with Global e-Waste Management System, and the Biometric Punching Machine is maintained through an AMC with Technicom. Digitech Sales and Services maintain photocopying machines. CCTV and EPABX (intercom) are maintained by Kimberly's Computer Services. The Lift is maintained through an AMC with Dyna Elevators. Vision Safety India maintains the fire safety mechanism on the campus.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 8.76

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

2020-21	2019-20	2018-19	2017-18	2016-17
113	157	160	175	163

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 1.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	15	26	20	19

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene)**
4. **ICT/computing skills**

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 27.49

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

2020-21	2019-20	2018-19	2017-18	2016-17
1025	666	100	77	540

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: B. 3 of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 4.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	42	41	29	08

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 83.12

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 517

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

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

Response: 10.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	1	2	2	3

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

2020-21	2019-20	2018-19	2017-18	2016-17
73	50	12	13	30

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (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 level (award for a team event should be counted as one) during the last five years.

Response: 256

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	72	44	62	66

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The Institution encourages the active participation of students in the effective governance of the College through the Students' Council and the various co-curricular/extra-curricular activities.

Administrative activities:

The **Students' Council** comprises the General Secretary (GS), Cultural Secretary, Sports Secretaries (boy and girl), and all the Class Representatives (CRs). The Council is elected through a parliamentary system of elections, wherein every Class Representative is elected through a secret ballot by the students of their respective class. The date and entire procedure for elections is notified in advance. The conduct of the elections is supervised by the Principal, Vice-Principal, and the Cultural Coordinator (faculty), with faculty members as Returning Officers for each class. The four executive members of the Council (General Secretary, Cultural Secretary, and Sports Secretaries) are also elected through a secret ballot by the Class Representatives on another date earmarked for the same. The General Secretary is a member of the IQAC, Student Quality Assurance Cell (SQAC), and Student Grievance Redressal Committee.

The Students' Council represents the students' ideas, interests, and concerns to the College Council (which comprises the Principal, Vice-Principal, Academic Coordinator, Cultural Coordinator, Director of Physical Education, Office Superintendent, and Librarian). Students have direct access to the Principal to represent their specific concerns or place their suggestions in the suggestion box outside the Principal's cabin.

The Students' Council also provides feedback to the Principal on various issues, like the functioning of the

canteen and timings of classes. All concerns of the students are resolved in a democratic spirit.

Co-curricular and extra-curricular activities: Students play an active role in several organizing committees while coordinating workshops, seminars, and conferences at the state, national and international levels. Students of each department also organize different intra- and inter-departmental activities and events (Insignia, Asmitai, S-capade, Ensemble, Noesis, Impressions, Entrada, World Goa Day). They also celebrate major festivals and national/ international days of importance on campus; while also participating in various extension and outreach activities through NSS and NCC outside the campus.

The Students' Council actively organizes several co-curricular and extra-curricular activities, such as Teachers' Day celebrations, Fun Week, Sports Day, Bazaar Day, Christmas Fiesta/ Festival, Friendship Day, Freshers' Day (with Rosary Alumni Family), and inter-class sports events.

Students are allowed to collaborate as authors and student editors for various in-house publications like *Commerce Canvas, Musings, Seasons, Sahitya Chand, Bits & Bytes, Rosary Geeks, Phoenix, Aryana, Globetrotting,* and *Rosary Sports*.

***Cells, Clubs, and Committees*:** Each of the 26 cells and clubs of the College has a student President, Secretary, and Treasurer, in leadership positions, along with a faculty member as a facilitator to coordinate various student activities. Students are given the freedom to plan and organize activities for the cells and clubs.

The various committees like the Prevention of Sexual Harassment Committee, Library Committee, Canteen Committee, Anti Ragging Committee, and Anti Ragging Squad also have adequate representation by the students.

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

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

Response: 13.4

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
14	14	13	13	13

File Description	Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Rosary Alumni Family (RAF)

The Alumni Association of the College, the Rosary Alumni Family (RAF), was registered under the Societies Registration Act, 1980 (Central Act 21 of 1860) on 27th June 2016 with registration no. 184/Goa/2016 with the following objectives:

- To encourage the members to take an active interest in the activities and progress of their Alma Mater.
- To provide assistance and facilities for the all-around development of Rosary College of Commerce & Arts.
- To promote and encourage friendly relations among all members of the RAF.
- To keep Alumni informed about their Alma Mater.
- To promote and support technological planning, research, and development of Rosary College of Commerce & Arts.
- To promote career guidance, interaction with Industry, and quality education.
- To serve the common cause of the members of the RAF in general.

The RAF elects an executive body, including a President, Treasurer, and Secretary. Upon successful completion of any degree from the College, a student is eligible to become a life member of RAF upon payment of a nominal membership fee. Since 2016, the association has 1,117 members. The activities organized by RAF include:

Meetings and get-togethers:

The RAF members meet annually to plan the activities for the year. They organize events and get-togethers for all ex-students to meet and interact with each other during the year.

Co-curricular and extra-curricular activities:

Alumni who have excelled in academic and socio-cultural fields are called to deliver guest lectures, talks, and workshops to the current students. They are also invited as jury for various competitions and events conducted by the College (for example, Solo Singing Competition, Social Advertisement Competition,

Christmas Crib, and Carol Singing Competition). Their presence and interaction during such events serve as an inspiration to the current students. Annually at the Athletic Meet of the College, the members of the Rosary Alumni Family set up a refreshments stall for the students and staff.

Fresher's day program:

A day-long program is organized to welcome the First-year students to the College. The event serves as a platform for interaction and networking among the current students and the alumni, creating a solid bond.

Social Responsibility:

In its initiatives to give back to the institution and the community, the alumni organize medical camps and yoga sessions for the staff. Also, the association members undertake visits to homes for the aged.

Encouraging young talent:

The RAF organized a felicitation program for the young footballers of the College.

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

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

Response: D. 1 Lakhs - 3 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Vision: An educative community marked by justice, co-operation, and integrity.

Mission: To empower young women and men, especially the underprivileged, as responsive citizens through holistic education.

Nature of governance

- Acquiescent with the vision and mission, the governance model of the Institution (under the overall leadership of the Principal/Management) is designed to facilitate transparency, collaboration, and accountability.
- All new initiatives proposed by the leadership through interaction with external agencies/stakeholders are placed in the custody of appropriate Committees/Cells/Staff for discussion.

Perspective Plans

- The plans and policies for the Institution's growth are primarily designed and implemented by the IQAC, while the Departmental Quality Assurance Cells (DQAC) ensure quality and excellence at the departmental level.
- The IQAC prepares an 'Annual Plan of Action' with the approval of the Principal/Management and provides guidelines for various activities to be conducted by Departments, Cells, and Committees during the academic year.
- Every Department/Cell/Committee designs its annual plan of activities at the beginning of the academic year and submits a compliance report.

Participation of the teachers in the decision-making bodies of the institution

- The management appoints the Principal and Vice-Principal, who further appoint an Academic coordinator and Cultural coordinator to oversee academic/non-academic activities of the institution.
- The major decision-making bodies of the institution, namely the Local Managing Committee, IQAC, Purchase Committee, Finance Committee, and Committee for Building and Campus Development, have adequate representation of staff members. Teachers can propose infrastructure additions/improvements to the management through these bodies.
- The Principal periodically conducts formal planning/reviews of curricular, co-curricular, extra-curricular, and sports activities at staff meetings. Additionally, these meetings allow teachers to express their perspectives on critical issues affecting the College's operation.
- Decisions regarding other academic and non-academic matters are made in collaboration with the Departments/Cells/Clubs/Committees.

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

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

Response:

The Institution's leadership promotes an inclusive and participatory management system, along with significant decentralization across the institution. The Principal is the Head of the Institution and is assisted by the Vice-Principal, Academic Coordinator, and Cultural Coordinator. Responsibilities are further delegated among the Heads of Departments, IQAC, Convenors of various Committees/Cells, Director of Physical Education, Librarian, Office Superintendent, Accountant, and System Administrator.

- The IQAC ensures the maintenance of quality in the institution and prepares/implements an Annual Action Plan for the institution's growth.
- The Academic Coordinator undertakes various initiatives to ensure effective curriculum delivery through an annual academic planner (calendar of events) and documentation of all activities. The Coordinator is a member of all the academic, finance, and examination related committees.
- The Cultural Coordinator plans and oversees various cultural activities within the College and inter-collegiate activities.
- Every department operates under the leadership of the Head (HoD/ In-charge/ Coordinator), who facilitates the department's day-to-day functioning, which includes planning of events, assignment of courses, feedback, and compliance with the departmental plans. The department's leadership is changed every three years, on rotation (based on seniority).
- The sub-leadership of various functional units (Cells/ Clubs) of the College is given to the faculty, with authority to draw an action plan and conduct various activities and programs for the students. This ensures the smooth conduct of academic, co-curricular/ extra-curricular events.
- Teachers are also assigned responsibilities as class teachers/mentors to monitor the students' overall progress.
- The Director of Physical Education takes all decisions related to sports under the overall leadership and guidance of the Principal.
- The Librarian manages the smooth functioning of the library and assigns duties to the library staff.
- The Office Superintendent and Accountant take care of office-related responsibilities and delegate duties to the office staff.
- The System Administrator and the IT Lab Assistant manage all the hardware/software in the Institution and suggest the need for technological up-gradations, as required.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

PROMOTING A CULTURE OF RESEARCH

The College devised a perspective plan for 15 years in the academic year 2016-17. One of the areas of keen focus in the plan was the need to promote research and scientific temper among the staff and students. In view of the same, the College has taken numerous initiatives to encourage research activities, and some of these include:

- The College has taken the initiative to establish a Research Centre in Commerce under the Cluster of Colleges, affiliated with Goa University.
- Research scholars are offered '*Seed money'* of six thousand rupees as a one-time incentive to pursue their doctoral studies.
- Faculty awarded for writing/ presenting the 'Best Research Paper' by various external agencies are felicitated by the College with a certificate and a monetary incentive (three thousand rupees). (NRD)
- Faculty are regularly deputed to attend research-related workshops/training programs and are encouraged to apply for major/minor research projects.
- A research room is set up in the library for faculty to pursue research in a conducive environment. The room has 11 computer systems with access to several subscribed/free e-journals and other databases, including N-LIST, DELNET, and National Digital Library India (NDLI).
- The College undertook to reimburse research-related expenses of the faculty, including registration fees for seminars/conferences/workshops and traveling expenses outside the state.
- Faculty/students are invited to write research papers in – *GYANA*, an in-house multi-disciplinary peer-reviewed journal with an ISSN number.
- The Librarian is encouraged to subscribe/purchase relevant journals and books in Research Methodology and Data Analysis.
- Quality research is encouraged among students and faculty through the Research & Development Committee.
- The Project Coordination Committee sought to uplift the quality of research undertaken by the Final year students. The committee scrutinized project titles/reports for quality and the use of the scientific methodology. In an endeavor to promote ethical research, students' projects were subjected to plagiarism/ similarity tests through Online Plagiarism Checker and URKUND.

Evidence of effectiveness:

During the last five years, the College has gained recognition as a Research Center in Commerce under the Cluster of Colleges with one recognized Ph.D. guide who has seven students under his guideship. Five teachers have completed their Ph.D., and 17 are currently pursuing their Ph.D. studies. Also, faculty members have published 38 research papers in reputed journals, seven books/chapters in edited volumes/books, and 12 papers in conference proceedings.

File Description	Document
Upload any additional information	View Document

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

Response:

The College is a Minority Institution and is managed by the Diocesan Society of Education (DSE) under the umbrella of the Archdiocesan Board of Education (ABE). The Governing Council is the parent body of the Institution and is headed by the Archbishop-Patriarch as the Patron. The College has an Administrator, who besides overseeing the functioning of the College on behalf of the DSE, is a link between the Management and the Staff.

The Local Managing Committee provides suggestions for improvement in academic matters and infrastructure up-gradation of the College. Additionally, financial audit reports and all AQARs are presented to the committee.

The administration of the College is under the overall leadership of the Principal who is directly accountable to the parent body. The Vice- Principal, along with the Academic and Cultural Coordinators, assists the Principal in the functioning of the College. The Principal is also the Convenor of all important committees and addresses any matter of dispute in the College.

The IQAC Co-ordinator, DQAC, Director of Physical Education, Librarian, Office Superintendent, System Administrator, and Counsellors report directly to the Principal.

The DQAC comprises the heads of all academic departments. They manage the daily affairs of their respective departments in accordance with the IQAC. The teaching faculty, besides reporting directly to the Principal, are also accountable to their respective Heads. Teaching faculty are also given leadership roles as Convenors of various Committees/Cells/ Clubs, with the autonomy to plan the type and nature of various activities in compliance with the IQAC objectives.

The Director of Physical Education oversees all the sports-related activities of the College and is supported by a Physical Education Instructor and a Multitasking Staff.

The Librarian is assisted by Librarian Grade I, Librarian Grade II, and two Multitasking staff to manage the College library.

The administrative office for Aided programmes is headed by the Office Superintendent, with an Accountant, Head Clerk, Stenographer, UDC, LDC, and Multitasking Staff. Whereas, the administrative office for the Self-financed programmes includes Office Assistants and Multitasking Staff.

The System Administrator, supported by an IT Laboratory Assistant, maintains all hardware/software in the College.

With due considerations as a Minority Institution, all staff members are appointed by following the rules

and regulations, and statutes as prescribed by Goa University, Directorate of Higher Education (Government of Goa), and the UGC. The institution also follows all service conditions and procedures as per the aforementioned regulatory bodies, and in addition, employs the service guidelines by the Diocesan Society of Education (DSE).

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The Institution undertakes several measures to ensure the personal welfare and professional advancement of the teaching and non-teaching staff.

Staff welfare:

Staff members use various College facilities, including the gymnasium, sports room, infirmary, and garden. The canteen has a separate seating area for staff members to have their meals and socialize with colleagues. A microwave and an electric kettle are also available. A convenience counter is open for staff members to purchase stationery and sanitary articles.

Staff members are also encouraged to attend health and dental camps and talks/workshops (organized by various cells/clubs) to enhance their wellbeing. Children of staff members are invited to participate in the Summer camp organized by the College. Also, children of staff members enrolled in the College are offered a concession on admission fees on request.

Annually different departments undertake the responsibility of organizing a picnic for all staff members, where the management bears the travel expenses. Also, the management organizes the 'Rosary Family Day,' which comprises a prayer service, Christ Child (exchange of gifts), games, and a Christmas fellowship lunch for all the staff.

Professional advancement:

Workshops and faculty development programs are periodically conducted to help the teaching staff hone their professional and research skills. Staff members are encouraged to participate in seminars/ workshops/conferences outside the institution and are supported through granting on-duty leave and reimbursement of expenses for registration/ travel.

The College also offers seed money to research scholars and felicitates faculty awarded for writing/ presenting the 'Best Research Paper' by various external agencies. The College also provides the facility of checking research papers for plagiarism.

The staff is provided a research room within the library and access to all computer laboratories. Besides, the institution also provides a Wi-Fi facility with access to various digital libraries such as N-LIST (login and password are available on request), DELNET, and National Digital Library India (NDLI). Every staff member is given an official G-suite account.

The non-teaching staff was offered a certificate course in Computerized Accounting using Tally ERP 9. Other programs are also conducted for the benefit of the non-teaching staff.

Along with sufficient autonomy in academic matters, staff members are also given leadership opportunities as convenors of various committees/ cells/ clubs.

Other welfare measures:

In times of need, staff members can seek an advance on their salary, and the Principal/Management sanctions the same. Also, during the COVID-19 pandemic (lockdown), the daily-wage staff were paid their full wages.

Furthermore, the Institution also grants all welfare measures and provisions as offered by the Government. Some of these include the grant of 03 increments on completion of Ph.D., gratuity, pension, reimbursement of tuition fees of children, medical reimbursement, loans on Provident Fund, Leave Travel Concession (LTC), and other leaves like casual, commuted, duty, study, and maternity leave.

The staff has a formal mechanism to resolve their grievances through the Teaching and Non-teaching Staff Grievance Redressal Cell.

File Description	Document
Upload any additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 19.84

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**

2020-21	2019-20	2018-19	2017-18	2016-17
6	21	19	10	7

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	3	3	2

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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

Response: 17.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	21	05	07	03

File Description	Document
Upload any additional information	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

A sound performance appraisal system facilitates the professional growth and enrichment of the teachers, enhances the Institution's quality, and ensures the achievements of the overall vision and mission of the Institution.

The performance appraisal system of the teaching staff includes the following mechanisms:

Student-Teacher feedback

At the end of the semester/academic year, students provide feedback on each course they attended. The feedback form is designed to collect information regarding the effectiveness of the teacher and other aspects of the teaching-learning process. This exercise was earlier carried out using a printed questionnaire, where the same was to be answered in the classroom. However, since the academic year, 2018-19, feedback is collected in online mode.

Self-Appraisal Report of Teachers

The teaching faculty annually submit their respective Self-Appraisal Report (SAR). The report contains details regarding teachers' leadership roles/ accomplishments in academics, research, and extra-curricular activities during the year. The report also includes details regarding the teacher's relationship with the students, colleagues, and administration.

Career Advancement Scheme (CAS- UGC) For Teachers:

At every stage of promotion, teachers submit a detailed performance report of all their activities in the College/ University/ BOS, various research publications, papers presented, and details of the seminars/conferences/symposiums attended by them during the preceding years.

Based on the feedback from the students, the Self-Appraisal Report and Career Advancement Scheme

report of the teacher, the Head of the Institution, as required, discusses the findings with the concerned teacher and guides them. The Principal also prepares a Confidential Report for every teacher on an annual basis.

The non-teaching staff does not have any formal mechanism for collecting feedback; their performance appraisal is done by the Principal/Head of the Institution through a confidential report.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal Audit

An internal audit is conducted annually, where all the College accounts are examined as per the books of accounts. The receipts, payments, bills and vouchers, statements of income and expenditure, and the utilization certificates are consolidated and audited. The internal audit is presently conducted by a registered Chartered Accountant, Mr. Fotudas R. Kanekar & Company.

External audit

The external audit is conducted by the Directorate of Higher Education, Government of Goa. The latest external audit was completed in 2019. The auditors visit the College and physically verify all the documents during the audit, including the bills and vouchers, service books, asset registers, cash books and ledgers, library registers, and logbooks.

Discrepancies, if any, are brought to the notice of the superintendent, accountant, and the Head of the Institution. The same is promptly addressed and rectified.

File Description	Document
Upload any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 57.63

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during

the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.1	12.93	16.04	16.88	11.68

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Annual statements of accounts	View Document

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

Response:

The College is a Grant-In-Aid Institution, and the primary source of funds for the Aided programs is the Government. Also, the Institution availed of grants from Rashtriya Uchchatar Shiksha Abhiyan (RUSA).

Besides these, the Institution mobilizes funds in the following ways:

- Individual departments raise funds for their various seminars/ workshops/ certificate courses/events through appeals, sponsors, and by setting up stalls to sell hand-made crafts and food items in the College Quadrangle. Departments also receive funds through registration fees and funding from external collaborative agencies for various events.
- *"The Christmas Hamper,"* a lucky draw, is organized annually by the AICUF. Every student is given a raffle with 20 coupons to sell. A lucky draw is held based on the raffles collected, and prizes are distributed to the winners. The remaining income is spent to organize an annual retreat for the students.
- The Institution maintains a Students Welfare Fund (donation box) at the entrance of the College, where students, teachers, non-teaching staff, and visitors can donate generously for the welfare of the students.
- Agricultural produce and products such as fruits, vegetables, coconuts, coconut oil, pickles, brooms, and vermicompost are sold at a nominal price.
- The College earns revenue through leasing out the its premises, beyond the regular lecture timing and during the vacations, to conduct competitive exams (CAT, JEE, NEAT, GUART, GPSC)
- To ensure the optimal utilization of financial resources, the Institution has a purchase committee that examines the need for new equipment, instruments, machines, or other materials. All purchases are made following proper procedures of securing quotations and tenders.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The IQAC monitors the academic processes and activities conducted in the College through the DQAC (HoDs/ In-charge/ Programme Coordinators), the Academic and Cultural Coordinators. It closely reviews the teaching-learning process and provides suggestions for improvement in the following ways:

1) Academic Quality Enhancement:

- At the end of the academic year, every department prepares a tentative departmental plan comprising academic/co-curricular activities for the forthcoming year. The plans are scrutinized, and suggestions for improvement are made. At the commencement of the new academic year, feasible suggestions are incorporated, and the departmental plan is finalized. Reports are submitted to ensure compliance with the departmental plan during the year. Every month, the calendar of events is updated, and a half-yearly consolidated report is prepared at the end of the semester. Additionally, an annual compliance report along with a detailed consolidated report is submitted at the end of the academic year.
- The IQAC ensures that the teaching plans are prepared at the beginning of each semester, and a syllabus Completion Reports and the Summary of Lectures engaged are submitted at the end of the semester.
- The IQAC aids the academic committees of the College. Through the DQAC, it ensures that the question papers of the ISA/ITA and SEE/TEE are scrutinized for their structure, allotment of marks, and language. Further, it also assists the Project Coordination Committee in organizing an orientation for Third-Year BA/BCom/BCA.
- Continuous efforts are made to introduce new technology in the teaching-learning process, and the faculty is encouraged to adopt innovative/student-centric teaching methods.
- The IQAC also focuses on developing the skills of the teachers through various programs and encourages teachers to attend programs that augment teaching. At the beginning of the academic year, an Induction Program is organized for the newly appointed faculty members. To keep the faculty abreast of new developments/issues, the IQAC organizes Faculty Development Programmes (FDPs) annually.

2) Management Information System (MIS)

- A Management Information System (MIS) was developed for the College to organize students' data. The same has been fruitful in integrating student information on a single platform.
- The Rosary-MIS (in-house Management Information System) is used by Self-financed programmes (BCA, BBA, BBA-T&T, M.Com) for admissions and attendance. The BCA Programme also conducts examinations and generates results through the Rosary-MIS. Notices are uploaded on the Rosary-MIS and are accessible to all the students.
- Furthermore, work on other modules such as leave management and resource sharing management is being developed in a phased manner.
- The MIS is also used to keep records of the books and journals maintained by the library.

- The College daily timetable is uploaded on the MIS.
- The College website is continuously updated to apprise the stakeholders of the activities organized by the College.
- Since 2020-21, the Aided programmes (BA/BCom) use the IAIMS portal (Directorate of Higher Education's MIS) for attendance records and for the admission process.

File Description	Document
Upload any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

1) Feedback and evaluation

- The IQAC obtains feedback from teachers and students regarding academic quality and takes necessary steps to improve the teaching-learning process. Every year, the Student-Teacher evaluation is conducted for all faculty members through a well-designed questionnaire. Feedback is obtained on parameters such as class control, punctuality, audibility, attitude towards students, and teaching aids used. The analyzed feedback is submitted to the Principal. As required, the Principal then has a one-to-one interaction with the teachers, wherein suggestions for improvement are made.
- An External Academic audit was conducted in March 2020 for all the Aided and Self-financed programmes by the Xavier Board of Higher Education in India. However, the BBA and BBA (Travel and Tourism) programmes are audited annually by Goa University.
- The General Secretary, a representative of the students, is allowed to interact and give suggestions during the IQAC meetings. Additionally, feedback is elicited from students during their Council meetings.
- Students also provide feedback through the suggestion box. The Principal periodically checks the same.
- For the academic year 2018-19 and 2019-20 the feedback was obtained through the online mode. The detailed report of the analyzed data was sent to the respective faculty members for their records and information.
- Institutional Feedback is collected from all students on the curriculum, library, laboratories, and overall infrastructure. Feedback on the course content and its relevance is also elicited from other stakeholders like parents, industry, employers, and alumni. The same enhances the overall academic process.

2) Refining teaching skills with the integration of technology

- The IQAC conducts faculty development programs and hands-on training sessions for the faculty to

keep abreast with modern and technology-based teaching-learning methodologies.

- Faculty are encouraged to undertake research and are acquainted with research tools and methods.
- Periodic training sessions are conducted for the faculty on using ICT, gadgets, and devices to enhance lecture delivery. These include programs on the use of Intelligent Interactive Panels and the Management Information System (MIS).
- During the pandemic, training programs were organized for the teachers using teaching-learning applications such as Google Meet, Google Forms, Google Classroom, Zoom, and other apps that enable the smooth conduct of online classes and sharing of learning material.
- Faculty members are encouraged to attend International, National, and State level seminars/workshops/conferences/webinars to enhance their teaching methods.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: C. 2 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Rosary College, a co-educational Institution with a significant percentage of female students and staff, is mindful of women's issues and strives to promote an egalitarian academic environment.

Safety and security

- A secured compound wall around the campus with a single entry/ exit point ensures authorized/restricted entry on campus. Professional security personnel (24hours) monitor the entry of staff and students with ID cards. Visitors must log in their details in the visitor's register.
- Continuous surveillance (24hours) of the entire campus is done through CCTVs (132) installed in common spaces throughout the campus.
- The College has a zero-tolerance policy on gender discrimination, ragging, and sexual harassment. Special committees, for example, the Student Grievance Redressal Committee, the Anti-ragging Committee, and Internal Complaints Committee (the latter two committees have representation by the Police Sub-Inspector-Margao and a legal expert, respectively) address the offenses/ grievances of students.
- The Teaching and Non-teaching Grievance Redressal Cell addresses the concerns of the staff.
- The College SMS Portal is used to notify parents regarding their wards' monthly attendance, special holidays, or suspension of classes. An official letter is sent to the student's residence in case of regular absence. Also, parents are telephonically informed if their ward has to leave the campus early (due to illness). The same is noted in the student's handbook.
- Self-defense sessions are conducted for the students and staff.

Counseling

- The College has two full-time professional counselors; each has an independent counseling cabin with adequate privacy and facility to maintain confidential case sheets for every student counselee.
- Under the student mentorship program, each mentor (faculty) is assigned an average of 23 mentees (students) to guide/advise on various academics and personal issues.
- As the need arises, mentors/ class teachers/counselors call the students' parents/guardians to the campus for an interaction.

Common rooms

- The girls have a common room, and there are separate washrooms for boys and girls. In addition, students participating in sports have separate changing rooms with personal lockers and a shower room.
- There is a *divyangjan* friendly washroom and an infirmary for staff/ students to rest in case of health issues.
- Other common spaces like the canteen, quadrangle, and corridors are spacious and well-

illuminated.

Other information:

- Sensitization of gender issues is highlighted through the Women's cell, Equal Opportunities Cell and Gender Champions, Prevention of Sexual Harassment Committee, and Anti-Ragging Squad. Some of the activities include talks on women's health issues, entrepreneurship opportunities for women, diet and nutrition, poster competitions, debates, and the International Women's Day celebrations.
- Students actively promote the Beti Bachao, Beti Padao campaign through street plays and rallies.
- Issues on gender inequities and sexual diversities are addressed through weekly Value Education classes.
- The College's admissions process is merit-based, with no gender discrimination.
- The prescribed curriculum for the BA programs includes discussions on several gender issues, for example, Psychology of gender and identity, History of women's movements, and Sociology of gender.

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

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

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

Response: A. 4 or All of the above

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

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

- **Solid waste management**

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

Response:

The Institution has established practices for the efficient management of all waste on campus and plays an active role in protecting the environment and promoting sustainability.

Solid waste disposal:

The production of solid waste is controlled by advising students and staff to limit the use of non-biodegradable products (single-use plastics), such as PET bottles, tetra packs, and aluminium foils/cans. The solid waste generated is segregated at the source into separate bins (plastic, glass, paper, aluminium foil/can, and e-waste) placed at strategic locations on the campus. Paper, cardboard, hard plastic, and glass are recycled through the local Panchayat or disposed to commercial recyclers. Incinerators in the girls' washrooms ensure the proper disposal of sanitary pads.

The bio-degradable waste (food/kitchen waste) is collected through special bins in the College canteen and put into the Gobar Gas plant that fuels one cooking burner in the canteen kitchen. Garden waste is put in the vermicomposting unit. The organic compost generated is used for organic farming/ plants in the College garden. The surplus is sold at a nominal amount.

E-waste management:

The e-waste of the Institution comprises I.T. and telecommunication equipment such as PCs (CPU with input and output devices), printers including cartridges, and consumer electronics such as fluorescent and other mercury-containing lamps, ceiling fans, batteries, cables, wires of various types. Non-operational/ end-of-life electrical and electronic equipment and E-waste containing radioactive material are disposed of separately (as per 'E-waste Management Rules, 2016' and Schedule 1 of Atomic Energy Act, 1962).

The Institution has an M.O.U. with Global E-waste Management System, through which e-waste collection drives are conducted (as the need arises) on campus, and the e-waste as mentioned above is handed over to the agency.

Liquid waste:

Though the College does not produce hazardous liquid waste (chemical), several initiatives are taken to reduce the use/wastage of water. For example, water sprinklers in the garden, and water-saving aerators for taps. Additionally, the rainwater harvesting plant on campus collects up to 6,50,000 liters of runoff annually, and the same is utilized in the toilets and for watering the garden.

The Institution does not produce biomedical waste and hazardous chemicals.

File Description	Document
Any other relevant information	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document

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

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

Response: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

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

Response:

Inculcating a secular, democratic and non-discriminative spirit among students and sensitizing them to the needs of the minority/ underprivileged community is ingrained in the Institution's objectives. Despite being a Catholic Minority Institution, the College is open to students from diverse communal, cultural, regional, linguistic, and socio-economic backgrounds.

- The teachers/ mentors/counselors, and the administration pay personal attention to the needs of all students. Consequently, the College attracts students from diverse backgrounds.
- Admission to College is open to all and is conducted online, ensuring efficiency/transparency. No student is denied admission due to financial difficulties or their social diversities.
- Eligible students are assisted in availing welfare schemes from governmental and private agencies.

Further, students with financial constraints are allowed to pay their fees in installments. In deserving cases, the management (through the Student's Welfare Fund) pays the student's entire tuition/examination fee.

- Through the 'Xikta Xikta, Zodd' scheme, financially weaker students are provided opportunities to earn a stipend for volunteering during admissions.
- The College welcomes differently-abled students aspiring to pursue higher studies and provides them every opportunity to participate in co-/extra-curricular activities. Additionally, various facilities/provisions are established to make the campus divyanjan-friendly (ramps and hand railings on the ground floor, separate toilet, wheelchair, lift, books in braille, and computer software).
- Issues on Human Rights, Inter-religious Relations, Secularism, and Communal Harmony are addressed through weekly Value Education classes for the students.
- College celebrates 'Sadbhavana Diwas' to encourage national integration, peace, and communal harmony. Peace and Diversity week is commemorated through rallies/ poster making/ street play competitions to highlight the need for communal harmony.
- Various programs are conducted to acquaint students with issues and concerns of certain sections of society. For example, rallies, poster competitions, student seminars on 'Issues faced by the farmers', annual visits to homes for the aged/orphanages/ prisons/women's shelters.
- During the annual inter-class social advertisement competition, each class raises awareness of a socially pertinent theme through skits and mimes. Some themes include *respect for the elderly, communal harmony, religious intolerance, child labor, and saving the girl child.*
- Students visits have been organized to the tribal areas of Goa to accustom them to the tribal way of life, and appreciate the social/cultural diversities, thereby integrating the subaltern perspective into the curriculum.
- Department of History had hosted an inter-collegiate elocution competition on Dr. B.R. Ambedkar's work.
- A public lecture titled *Language Extinction is an Intellectual Catastrophe* was delivered by Padma Shri Prof. Anvita Abbi.
- 'World AIDS Day is observed annually to promote awareness of AIDS and to sensitize students to the discrimination faced by HIV-positive people.
- An annual Christmas program is organized for the Government Primary School students, Navelim.
- Basic- necessities collection drives serve to gather and distribute notebooks/ stationery/groceries to the underprivileged. Furthermore, free- medical/ dental camps are organized annually for the villagers of Navelim and the surrounding areas.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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

Response:

The core values of Rosary College echo the fundamental duties and responsibilities enshrined in the Constitution of India. The College conducts various activities to promote a sense of selfless service and obligation to the country; and foster a spirit of common good surpassing all diversities.

- Value Education classes (with a structured syllabus) are organized for all students on topics such as; Our Constitution and its values, the Cultural Heritage of India, Human Rights, Inter-religious relations, Secularism, Communal Harmony, Animal rights, and Contemporary Environmental Issues.
- The Institution observes days of National importance to celebrate the sovereignty and integrity of India. This also serves as a reminder for students to cherish and follow the principles that inspired India's struggle for freedom, respect the National Flag and the National Anthem. The National Anthem is played and sung daily after the morning prayers and at every College event.
- In keeping with the principles of fraternity and brotherhood, Sadbhavana Diwas is celebrated to encourage national integration, peace, and communal harmony across all diversities. Inter-religious prayer services and poster competitions are organized.
- Blood donation camps and basic commodities/stationery collection/ distribution drives serve to help the needy and instill a sense of compassion for others.
- Activities organized to protect our natural environment and safeguard public property include tree plantation, plastic collection, cleanliness drives, empty milk packet collection, cloth/paper bag making/ distribution, rallies, and door-to-door campaigns on cleanliness. Days of International importance such as World Ozone day, World Food Day, Water Day, and Wildlife Week are commemorated. Also, documentaries on environmental topics are screened.
- Staff and students serve the State/ Nation when required. For example, they have assisted at the Mega Health Camp, served in different capacities at hospitals/ health centers during the COVID-19 pandemic, and worked as presiding officers/ support staff during elections to the Lok Sabha, Legislative Assembly, and other local bodies. The staff also aided the State Government by conducting surveys on the Economic Revival Plan for Village Panchayats in Goa.
- To encourage the youth to participate in the country's electoral process, National Voters Day is celebrated by distributingEPIC Cards to the new voters. Other activities like skits/ street plays and poster demonstrations are also conducted.
- The Annual Goan Folk-dance Competition, treks/ hikes/ visits to heritage sites, and ethnographic museums encourage students to appreciate and protect our rich cultural heritage.
- Students are encouraged to develop their scientific temper through participation in various curricular/co-curricular activities, such as debates, paper presentations, and project papers/dissertations.
- Students are encouraged to join the NCC/ NSS to develop their character, discipline, a secular outlook, and a spirit of selfless service to the country. The NCC cadets are explicitly taught the values, rights, duties, and responsibilities of citizens. NSS Unit serves as a platform for students to understand the importance of community service, the dignity of labor, brotherhood, and humble living.
- Additionally, quizzes, essay competitions, mock parliament, guest lectures, and panel discussions serve as a platform to realize the values of the Constitution.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	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 Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

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

Response:

The College observes days of National and International importance to inculcate the values of nationalism, secularism, and brotherhood among the students and staff. All festivities are celebrated with due reverence and care.

- Days of patriotic importance, such as Independence Day, Republic Day, and Goa State Liberation Day, are celebrated with great enthusiasm. The program for such days includes the hoisting of the National Flag, an NCC drill, an inspection of NCC cadets, a street play on a socially relevant theme, singing/ recitation of patriotic songs/ poems, speeches by the Head of the Institution, a staff member and a student re-affirming the values expressed in the Indian Constitution. All the observances aim to promote awareness of our duties and responsibilities as citizens of India and foster a sense of patriotism and national unity.
- In December, besides the festivities of Christmas, programs are undertaken to inculcate feelings of compassion, charity, and love towards the less fortunate. Students contribute generously to organizing Christmas programs at orphanages, homes for the aged and prisons, and distribute personal essentials and gifts.

- International Day of Yoga is celebrated to create awareness about the benefits of practicing *yog-asanas*, promote healthier choices and encourage lifestyle patterns that foster good health. The Department of Physical Education, NSS, and NCC units conduct mass yoga sessions (meditation/ pranayama) for the students and staff.
- Gender parity in our society is celebrated on International Women's Day. On this day, women's social, political, economic, and cultural achievements are celebrated through various activities.
- Gandhi Jayanti is observed through initiatives and activities such as cleanliness drives, Swachh Bharat Abhiyan activities, taking the non-violence pledge, and awareness rallies on *Gandhian Ideology*.
- Vigilance Awareness Week serves to sensitize staff on good governance by eradicating corruption.
- The Institution commemorates special days to sensitize students and the public on the importance and need to preserve the environment. Correspondingly, World Ozone Day, World Environment Day, International Coastal Clean-up Day, World Food Day, Water Day, Van Mahotsav, and Wildlife Week are observed. Similarly, World Population Day is celebrated to raise awareness about demographics in India and globally.
- The Goa Opinion Poll is celebrated as a remembrance of the State of Goa being conferred an independent identity.
- National Voters Day is marked to inculcate a sense of participation in the Indian democracy. On this day, Electors Photo Identity Card (Voter ID Cards) are distributed among students.
- Dr. Babasaheb Ambedkar's Birth Anniversary is commemorated to instill the principles of equality and fraternity as enshrined in the Indian Constitution.
- World AIDS Day is observed in correspondence with the theme of the World Health Organisation through several activities like poster competitions, rangoli competitions, and quizzes.
- National Youth Day/week commemorates the Birth Anniversary of Swami Vivekananda.
- Other days commemorated by the Institution include National Girl Child Day, National Military Equipment Day, Teachers' Day, Matribasha Diwas (Mother Language Day), National Road Safety Week, Sadbhavana Diwas (Harmony Day), World Mental Health Day, Hiroshima and Nagasaki Day, World Elders' Day, Suicide Prevention Week, World Tourism Day, and Prison Ministry Day.

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document
Link for Geotagged photographs of some of the events	View Document

7.2 Best Practices

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

Response:

BEST PRACTICE 1

Title of the Practice: Environment-Friendly Campus

Objectives of the Practice

- To create a learning atmosphere that empowers students to become crusaders of sustainable living through ecologically responsible choices and inculcate a sense of environmental mindfulness through teaching and extension activities.
- To optimize the use of Green Energy wherever possible while reducing pollution and harm to the environment.
- To model and encourage, among other institutions, environmentally sustainable practices.

The Context

It is a globally acknowledged fact that environmental sustainability is one of the major concerns today. Escalating anthropogenic activity and human insensitivity towards the environment, and over-exploitation of our natural resources have led to environmental degradation and adverse consequences for all living creatures. Consequently, protecting the environment for future generations is of great significance. Since the youth constitute a large part of the population, there is a strong need to impart a sense of environmental stewardship and develop lifestyles that preserve and nurture our environment. Rosary College has taken the responsibility to nurture and care for the environment and integrate environment-friendly practices with the teaching-learning process. Rising above the challenges of limited land, finance, and human resources, the College has taken numerous initiatives to promote an environment-friendly campus.

The Practice

The institution has aggressively sought to endorse and inculcate an environment-friendly lifestyle amongst the staff and students through various eco-friendly initiatives and serves as the finest model. The most prominent practices include:

- **Environment-Friendly Campus Policy** was devised to serve as a guiding light for the staff and students to promote an on-campus lifestyle that preserves and protects the environment.
- **Water conservation** initiatives focus on tapping, reducing, and reusing water. The Rain Water Harvesting unit on campus can store 40,000 liters. The same is used for the garden and in the toilets. The boys' washrooms have unique waterless urinals (11 nos.), and taps in the College washrooms have water aerators that further reduce the volume of consumed water. Also, cautionary notes in the washrooms prompt the students to report leaking taps or faucets. The main water pumps of the College are also equipped with sensors that prevent the overflow and wastage of water.
- To reduce the consumption of plastic bottles, water refill stations are installed, and guests/dignitaries/ resource persons are served water in a glass jug. Anti-plastic and water conservation rallies, poster competitions, talks on reducing waste creation are held.
- **Energy efficiency:** The garden and street lights around the campus are powered by solar energy, and the campus is lit with only LED lights. Also, bulbs and tube lights with motion sensors are installed at several locations on the campus, and cautionary notes are placed in every classroom and staffroom to switch off unused lights and fans.
- Alternative sources of energy are promoted by installing the **Solar on Grid Power Plant** (Solar Panels) with wheeling to the grid that supplies 10KW power. Also, the **Gobar- biogas plant** that utilizes the wet waste from the canteen fuels a single burner in the kitchen.

- Other waste from the canteen kitchen, such as onion peels, is carefully segregated and put in the **Khamba- 3 Tier Stack Composter.** The garden waste is placed in the **Vermicomposting Unit.** The generated compost and vermicompost is utilized for the garden plants and the surplus vermicompost is packaged and sold at a nominal rate.
- **The Smart garden and greenhouse** has over 67 varieties of name-tagged medicinal and 30 ornamental plants with QR codes providing additional information about the plant.
- **The Kitchen garden** promotes a mindset of self-sufficiency among staff and students. The College has optimized the available land for a kitchen garden with a variety of vegetable and fruit-bearing plants. Some garden produce such as coconuts, jackfruit, sweet potato, soursop, radish; and garden products such as coconut oil, brooms, bilimbi pickle (bhimli fruit), saplings of ornamental and fruit-bearing plants are sold. Other produce such as tamarind, kokum, bananas, papaya, guava, lime, and vegetables are distributed among the janitors.
- **The Biological diversity** on campus promotes the idea of harmonious living with nature. There are 40 varieties of plants **(butterfly garden)** that especially attract butterflies and birds to the campus. There is also a nesting habitat for birds, bird water feeder, tortoise habitat, beehive boxes, a fish pond, and two aquariums on campus.
- Students are urged to commute to the College by bicycle, and the staff is encouraged to carpool.
- **Waste management:** All plastic, glass, paper, and recyclable waste on campus is mindfully segregated and disposed of accordingly. The institution also has two paper shredders.
- The use of Rosary-MIS and other paper-saving practices such as retaining e-copies of teaching plans, and salary slips have reduced the quantum of paper used on campus. The BCA programme conducts its internal examinations, assignments, and lab journals in e-mode.
- Students are encouraged to stitch and distribute cloth/paper bags to the public and grocery stores in the vicinity.
- Programs and competitions are frequently conducted on themes relating to the environment.
- The curriculum of several courses include topics relating to sustainable practices, preserving resources, climate change, green management, ecosystem, and biodiversity.
- **The building architecture:** A Unique feature of the institution's building permits sunlight to permeate into the structure through skylight, air vents, and passages that allow free flow of air across the campus with minimum electricity consumption. Special Mangalore tiles and metal sheets on the concrete roof of the building reduce the heat and save electricity. The institution also has an open-air stage.

Evidence of Success

- Students have become mindful of the environment, and they enthusiastically participate in activities that help sustain the planet.
- The College has received recognition for green initiatives.
- There is a substantial reduction in the electricity bills of the College.
- The College has earned revenue by selling plants, compost, and garden produce.
- There is a reduction in the amount of paper used.
- Through the rain-water harvesting plant, it is estimated that 6,50,000 liters of water are collected every year, which equals saving 6,50,000 liters of water annually.

Problems Encountered and Resources Required

- The initial cost of installing green energy systems is high.
- Limited campus space is a hindrance to planning large-scale green initiatives.

- A complete ban on the usage of plastic and paper on campus is challenging.

Notes

- The Institution is exploring the possibility of acquiring additional land adjacent/ in the vicinity of the campus.
- Though tireless efforts are made to completely stop the use of plastic on campus, it is an on-going process.

BEST PRACTICE 2

Title of the Practice

Fostering Social Sensitivity and a Public Spirit

Objectives of the Practice

- Develop a spirit of social responsiveness accompanied with necessary skills to direct social action, thereby initiating a change in society.
- Sensitize students to the community's needs such that they become willing partners in rendering selfless service to the nation/state, especially in challenging times.

The Context

The youth, constituting a significant percentage of the entire population, are the backbone of our society. They are the future of communities and the country at large. As future leaders and pioneers of change, the youth shoulder a greater responsibility towards the nation. With a mission to empower students as responsive citizens, Rosary College acknowledges this noble responsibility and works towards fostering a community of proactive students armed with knowledge and skills to bring about a positive change in society. The College has initiated programs and projects to instill in students the need to get involved in community concerns, develop compassion for others, and render selfless service to those in need. This encourages the student community to move beyond their comfort zone and become productive members of society.

The Practice

The ethos of the College focuses on developing an educative community of responsive citizens, empowered with skills that promote the advancement of the nation as a whole and this serves as a perennial guiding dictum for activities on the campus.

Developing a public spirit:

- Weekly Value Education classes on socially relevant themes apprise students of pertinent issues plaguing society and prepare them to generate a positive change.
- Students regularly visit homes for the aged, orphanages, and homes for the needy in order to sensitize them to the problems and concerns of the underprivileged.
- Plogging- picking up trash while jogging aims to promote physical exercise and a litter-free surrounding.

Community welfare measures:

- Annually blood donation camps, talks, and awareness programs on organ/ eye donation are organized.
- The College students have distributed books, stationery, shoes, spoons, soap, plates, and identity cards to the children of the Government Primary School, Navelim.
- Christmas programs are conducted for the underprivileged from the local Government School and Nano Nagale Trust School.
- Regular rallies, door-to-door campaigns, short films, and street plays through the village/ town served to inform and sensitize the locals on socially relevant issues.
- As a part of the Sampanna Gaon, Swaympurna Goem, Atmanirbhar Bharat; the staff conducted surveys on the Economic Revival Plan for Village Panchayats in South Goa.
- Student volunteers helped in organizing a Mega Health Camp in Navelim.
- Health, diabetes, eye, and dental camps were organized for the general public.
- Students mobilized relief funds to help people affected by the floods in Kerala.

Pollution and environment protection:

- Cleanliness/plastic collection drives are regularly organized in the vicinity and nearby beaches.
- Students regularly make and distribute cloth /paper bags through door-to-door campaigns in the vicinity.
- Beautification and maintenance of the Panchayat garden and public divider near the College are undertaken.
- On the occasion of Vanamohotsav, over 300 students participate in tree plantation drives.

Tackling the COVID-19 Pandemic:

- The College was among the first few institutions to serve as a COVID-19 Vaccination center.
- The College served food and water to over 2150 migrant passengers traveling from the Margao Railway Station to their hometowns.
- Breakfast was served to migrants stranded in Goa due to lockdown at the Jawaharlal Indoor Stadium, Fatorda, and the Manohar Parrikar Indoor Stadium, Navelim.
- In the wake of the anguish and despondency brought about by the Covid-19 pandemic, a Free Tele-counselling Service for the students, parents, and the general public was provided.
- COVID-19 awareness videos were also uploaded on the College YouTube channel.
- Seven hundred and thirty-nine students participated in various COVID-19 related awareness activities, including making videos and sharing COVID-19 awareness videos on social media, making face masks, downloading the Arogya Sethu Application, and educating the general public on the use of the application.
- As an initiative to help the financially weaker students cope with the expense of online classes, resources were mobilized to procure mobiles phones for the students.
- Students were encouraged to stitch/ distribute face masks in the locality, and 150 masks were given to the Collector of South Goa for distribution to frontline workers.
- The College staff undertook deputations at various hospitals, health centers, and the COVID-19 counseling center to help combat the pandemic.

Evidence of Success

- The local Panchayat, Health Centre, Directorate of Health Services, and other Non-Governmental Organizations appreciate the social service undertaken by the students and staff of the College.
- Three hundred and thirty-nine pints of blood were collected during the blood donation camps. These helped replenish the available blood in the government blood banks.
- Many local villagers benefitted from the health, diabetes, and dental camps held on campus.
- Thousands of local villagers benefitted from the Mega Health Camps, where the College was a Co-partner.
- The vaccination drive on-campus catered to 5,178 beneficiaries.
- Three mobile phones were given to students.
- Seventeen students were felicitated as COVID-19 warriors.
- Caritas Goa acknowledged the receipt of Rupees 1,16,961 for flood relief in Kerela.
- A donations of Rupees 42,828 was collected for the CM'S Relief Fund for COVID.

Problems Encountered and Resources Required

- Undertaking large-scale programs is not feasible due to lecture schedules, continuous academic activities, and financial constraints.
- Acquiring permission from panchayats, police, RTO, and government offices is challenging.
- Due to the strong influence of the virtual world, technology, and social media, students are not always receptive to social causes, making it challenging to foster a public spirit.
- Public cooperation perception

File Description	Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

EDUCATION FOR ALL-ENCOMPASSING DEVELOPMENT

Rosary College of Commerce and Arts owes its humble beginning to the noble initiative of the late Rev. Can. Jose Roberto Vaz, who was then the Parish Priest of Rosary Church, Navelim. The College was established in June 1990 by the Archdiocese of Goa and Daman and is managed by the Diocesan Society of Education.

The College is located in the suburbs of the city of Margao. The College is a Co-ed institution, with almost two-thirds of the students being girls and many students being first-generation learners.

Guided by the vision and mission, the Management, Principals, and Teachers, over the years, have worked tirelessly to mold the lives of young students and have helped them realize their potential, develop a good

character, and an all-round personality through multi-pronged thrusts spearheaded by the Institution.

Intellectual Development and Critical Thinking: The teaching-learning process is undertaken with state-of-the-art ICT /infrastructure facilities and modern pedagogies. The College emphasizes the use of student-centric/participatory teaching methodologies to help students develop their critical and creative thinking and develop problem-solving skills. Students are provided a diverse array of opportunities to enhance their knowledge beyond academics through organizing and participating in national and international conferences/seminars/webinars, guest lectures by eminent personalities, value-added certificate/diploma courses, hands-on training and workshops, field projects, and internships.

Psychological and Emotional Wellbeing: At the beginning of the academic year, approximately 23 students are assigned a mentor to help the students adapt to college life and develop a healthy relationship with their teachers. The mentor ensures the successful academic performance of students, builds their confidence, inculcates in them human values, and helps them gain insight into their problems. They also interact with the parents/guardians of every student during the open house. Students have access to two professional counselors on campus. Additionally, through the weekly Value Education sessions, an array of topics promoting the all-around development of the students are addressed.

Discipline and Character: One of the hallmarks of Rosary College, making it the most preferred College in South Goa, is the high standard of discipline that is observed on campus. The College strives to build a community of disciplined individuals through the Discipline Committee and various other policies. During the admissions, the Principal personally interacts with every student and their parent/ guardian and orients them towards the Institution's core values. Throughout the academic year, strong emphasis is placed on students' conduct, punctuality, dress code, and wearing of Id cards. The students' SMS portal updates parents on their ward's monthly attendance, and in cases of frequent absence, an official letter is sent to the student's residential address. The College also has a Purity Cell, AICUF, and Value Education Cell, which aim at building a morally sound character.

Spiritual: Contributing to students' spiritual growth, every morning, a faculty member conducts a morning reflection through prayer or by reading an anecdote with morals/values. Also, every program/event organized by the College begins with invoking the blessings of the Almighty. The College annually organizes retreats for students and a Christmas program for the needy children from the neighboring school. Days of importance like Sadbhavana Diwas and Peace Week are commemorated on campus.

Physical Development: The College endeavors to make the students physically active and fit, which indirectly helps enhance their learning abilities. Sports is given great importance, and students are encouraged to participate in inter-class/inter-house tournaments such as football, cricket, volleyball, athletics, and table tennis. The College also organizes health camps and yoga sessions. The Gymnasium/sports room is accessible to all on campus. The Annual Athletic Meet helps encourage a spirit of sportsmanship and collaboration among the students.

Social and Leadership Abilities: Students are given ample opportunities to organize inter-collegiate national/state events, like, Passonic, Impressions, Insignia, Noesis, Entrada, and inter-class events/competitions like Social Advertisement Competition, Bazaar Day, ROSPRENEURS, Christmas Fiesta/Fun-Week. The Students' Council, which comprises Class Representatives (CRs), provides opportunities for students to take up leadership roles. The activities of the NSS and NCC promote the overall development of students.

Environment Consciousness: The College seeks to endorse and inculcate an environment-friendly lifestyle through its green policies and by modeling several green practices. The campus has a Rain Water Harvesting Unit, Khamba and Vermicomposting Units, Biogas Plant, Solar on Grid Power Plant, LED lights and sensors based lights, and water pumps. There is also a kitchen and spice garden, greenhouse, nesting habitat for birds, aviary, beehive boxes, butterfly garden, bird water feeder, tortoise habitat, a fish pond, and aquariums. All these serve to sensitize students about the environment.

Social Mindfulness: Along with developing a community of young citizens who are cognizant of their social and civic responsibilities, the College also strives to instill a service attitude among students. The various departments/cells/clubs/committees organize seminars/workshops/rallies/door-to-door campaigns/short films/street plays on socially relevant themes. Various cleanliness/ plastic collection drives, tree plantation drives, cloth/paper bag making and distribution, blood donation camps, talks/ awareness programs on organ/ eye donation, visits to homes for the aged, orphanages, home for the children of HIV infected parents and homes for the destitute are organized.

To model a socially responsive attitude, the College undertook renovation work at the premises of the Government Primary School, Navelim, along with the distribution of books, stationery, shoes, spoons, plates, and school identity cards to the students. Also, responding to the demands of the pandemic situation, migrant passengers traveling to their hometowns were served food and water. Also, a tele-counseling service (COVID) for the general public was initiated.

Appreciation/Awards: The College acknowledges students' exceptional performance in curricular/co-curricular/extra-curricular/sports activities. Annually Mr. and Ms. Rosary Titles are awarded to students who have excelled in all areas and have displayed leadership qualities. Furthermore, other awards, including the Outstanding Student of the Year, Best Conduct, Best All Rounder (sports), Hardworking NSS Volunteer, Best NCC Camper, Sportsperson of the Year, and Best Outgoing Student, are also given. Faculty members also give prizes to students who excel in their respective courses.

File Description	Document
Link for appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The growth of the institution is evidenced in the consistent improvements in the grades awarded by the NAAC during the Second Cycle (‘A’ Grade with a CGPA of 3.21 on a 4 point scale) and Third Cycle (‘A’ Grade with a CGPA of 3.29 on a 4 point scale) of re-accreditation.

Further, based on the recommendations of the NAAC Peer Team during the Third Cycle of re-accreditation, the College has undertaken several initiatives that have resulted in favorable outcomes for the College. Some of these include:

- A large number of faculty members are pursuing their Ph.D. and are publishing research papers in reputed journals.
- Consistently upgraded Infrastructure/ICT facilities and training imparted to faculty members have augmented the teaching-learning process.
- E-governance in administration, finance and accounts, student admission and support, and examination has been implemented.
- Women’s Cell, grievance cells, and career counseling cell have been strengthened.
- Medical facilities on campus have been augmented.
- The library facilities are automated.
- The College has devised a perspective plan for 15years.
- Several skill-based courses and need-based certificate courses have been introduced.
- Skill-based learning is encouraged through the Centre for Innovation, Incubation, and Ideation.

Concluding Remarks :

The Institution has stood true to the tenets of the vision, mission, core values, and objectives of its ambitions. The support of the Diocesan Society of Education, faculty, staff, stakeholders, and well-wishers has been unstinted - and its trajectory in academics, extracurricular, and sports activities, is noteworthy.

For over three decades to promote holistic growth of students and achieve excellence in education, the College has provided state-of-the-art educational facilities to all, especially the marginalized and underprivileged. It is a matter of pride that our value-based thrusts have imbued a sense of integrity, discipline, and accountability in the outgoing students.

Our largely first-generation graduates are molded into dynamic, forward-looking citizens with apparent interest and the ability to make positive contributions leading to the progress of society. Over the years, the Institution has become one of the most sought-after, student-centric institution of higher learning in Goa.

For the fourth cycle of re-accreditation, this Self Study Report submitted to NAAC, recapitulates the invincible vigor of Rosary College, and showcases an indomitable spirit striving towards excellence.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.1.3</td><td>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above</td></tr>
<tr><td>1.2.1</td><td>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented.
Answer before DVV Verification : 6
Answer after DVV Verification: 6</td></tr>
<tr><td>1.2.2</td><td>Number of Add on /Certificate programs offered during the last five years

1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years.
Answer before DVV Verification:
<table>
<tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr>
<tr><td>9</td><td>9</td><td>8</td><td>2</td><td>3</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr>
<tr><td>9</td><td>8</td><td>8</td><td>2</td><td>3</td></tr>
</table></td></tr>
<tr><td>1.2.3</td><td>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years
Answer before DVV Verification:
<table>
<tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr>
<tr><td>309</td><td>303</td><td>217</td><td>133</td><td>455</td></tr>
</table>
Answer After DVV Verification :</td></tr>
</table>

2020-21	2019-20	2018-19	2017-18	2016-17
309	266	182	135	463

1.3.2 **Average percentage of courses that include experiential learning through project work/field work/internship during last five years**

1.3.2.1. **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	19	18	17	14

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	8	10	6

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

1.3.3.1. **Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 532

Answer after DVV Verification: 532

Remark : As per HEI.

1.4.1 ***Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders***

1) Students

2)Teachers

3)Employers

4)Alumni

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

1.4.2 **Feedback process of the Institution may be classified as follows:**

Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**

3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Answer before DVV Verification : C. Feedback collected and analysed
Answer After DVV Verification: C. Feedback collected and analysed
Remark : As per HEI.

2.1.1 **Average Enrolment percentage (Average of last five years)**

2.1.1.1. **Number of students admitted year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
611	619	616	664	631

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
611	619	616	644	631

2.1.1.2. **Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
620	640	640	676	640

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
620	640	640	676	640

Remark : HEI Input considered.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
361	335	335	317	304

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

	361	335	335	317	304

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

2.3.3.1. Number of mentors
Answer before DVV Verification : 78
Answer after DVV Verification: 58

Remark : As per document provided by HEI.

2.4.2 **Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	7	9	8	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	07	09	08	07

Remark : As per HEI.

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

2.4.3.1. **Total experience of full-time teachers**
Answer before DVV Verification : 756
Answer after DVV Verification: 756

2.6.3 **Average pass percentage of Students during last five years**

2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
603	520	463	515	443

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

603	520	463	515	443

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
622	541	574	569	499

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
622	541	574	564	499

3.1.2 **Percentage of teachers recognized as research guides (latest completed academic year)**

3.1.2.1. **Number of teachers recognized as research guides**

Answer before DVV Verification : 1

Answer after DVV Verification: 01

Remark : As per HEI.

3.1.3 **Percentage of departments having Research projects funded by government and non government agencies during the last five years**

3.1.3.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

3.1.3.2. **Number of departments offering academic programes**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	15	15	15

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	09	09	09

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

3.2.2.1. **Total number of workshops/seminars conducted on Research Methodology,**

Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
29	18	12	7	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
34	19	13	8	8

3.3.1 **Number of Ph.Ds registered per eligible teacher during the last five years**

3.3.1.1. **How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 7

Answer after DVV Verification: 7

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

Answer before DVV Verification : 2

Answer after DVV Verification: 1

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8	10	3	4	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	13	9	7	15

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	4	3	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	03	03	00	04

Remark : Total number of books and chapters in edited volumes/books published and papers with ISBN/ISSN number as per document provided by HEI.

3.4.2 **Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	7	5	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	00	00	00	00

Remark : Total number of awards and recognition received as per document provided by HEI, excluding participation and appreciation certificate.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	33	35	42	23

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
09	29	28	29	15

Remark : Number of extension activities conducted through NSS/NCC as per document provided by HEI.

3.4.4 **Average percentage of students participating in extension activities at 3.4.3. above during last five years**

3.4.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
868	1097	1074	1234	733

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
868	635	683	866	733

Remark : As per document provided by HEI.

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

3.5.1.1. **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
20	112	295	243	266

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
19	88	00	248	271

3.5.2 **Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

3.5.2.1. **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	8	9	6	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

4	8	9	6	4

4.1.3 **Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.** ***(Data for the latest completed academic year)***

4.1.3.1. Number of classrooms and seminar halls with ICT facilities
Answer before DVV Verification : 41
Answer after DVV Verification: 40

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

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12.53	56.69	135.85	27.89	42.51

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12.53	56.69	126.81	27.89	42.51

4.2.2 **The institution has subscription for the following e-resources**

1. **e-journals**
2. **e-ShodhSindhu**
3. **Shodhganga Membership**
4. **e-books**
5. **Databases**
6. **Remote access to e-resources**

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

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

4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6.45	17.58	9.05	7.76	6.68

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6.45	17.58	9.05	7.76	6.68

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

4.2.4.1. Number of teachers and students using library per day over last one year
Answer before DVV Verification : 123
Answer after DVV Verification: 32

4.3.3 **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : A. ?50 MBPS
Answer After DVV Verification: A. ?50 MBPS

4.4.1 **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
20.35	34.33	53.01	22.11	105.86

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
20.98	34.33	39.70	22.11	105.85

5.1.1 **Average percentage of students benefited by scholarships and freeships provided by the Government during last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
113	147	164	180	163

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

	113	157	160	175	163

5.1.2 **Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	12	23	20	19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	15	26	20	19

5.1.3 **Capacity building and skills enhancement initiatives taken by the institution include the following**

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene)**
4. **ICT/computing skills**

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

5.1.4 **Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1025	666	100	77	540

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1025	666	100	77	540

5.1.5 **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

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

5.2.1 **Average percentage of placement of outgoing students during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	42	41	29	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14	42	41	29	08

Remark : HEI Input considered.

5.2.2 **Average percentage of students progressing to higher education during the last five years**

5.2.2.1. **Number of outgoing student progression to higher education during last five years**

Answer before DVV Verification : 517
Answer after DVV Verification: 517

Remark : HEI Input considered. HEI has provided Transfer certificate and ID cards.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	1	2	2	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

7	1	2	2	3

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
73	50	12	13	30

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
73	50	12	13	30

5.3.1 **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) during the last five years.**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	74	52	62	68

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	72	44	62	66

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

5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	76	90	75	95

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14	14	13	13	13

Remark : Number of sports and cultural events as per HEI, all the activities conducted under an event to be counted as one.

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

Answer before DVV Verification : D. 1 Lakhs - 3 Lakhs
Answer After DVV Verification: D. 1 Lakhs - 3 Lakhs

6.2.3 **Implementation of e-governance in areas of operation**

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

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

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

6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	20	16	10	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	21	19	10	7

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	5	3	4	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

2	5	3	3	2

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
35	54	33	27	38

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
20	21	05	07	03

Remark : As per document provided by HEI.

6.4.2 **Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.1	12.93	16.04	16.88	11.68

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.1	12.93	16.04	16.88	11.68

6.5.3 **Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Answer before DVV Verification : A. All of the above

	Answer After DVV Verification: C. 2 of the above Remark : As per document provided by HEI.
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** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above
7.1.4	**Water conservation facilities available in the Institution:** 1. **Rain water harvesting** 2. **Borewell /Open well recharge** 3. **Construction of tanks and bunds** 4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above
7.1.5	**Green campus initiatives include:** 1. **Restricted entry of automobiles** 2. **Use of Bicycles/ Battery powered vehicles** 3. **Pedestrian Friendly pathways** 4. **Ban on use of Plastic** 5. **landscaping with trees and plants** Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: B. 3 of the above
7.1.6	**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:** 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : As per document provided by HEI.
7.1.7	**The Institution has disabled-friendly, barrier free environment**

	1. **Built environment with ramps/lifts for easy access to classrooms.** 2. **Divyangjan friendly washrooms** 3. **Signage including tactile path, lights, display boards and signposts** 4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment** 5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : As per document provided by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
435	428	400	394	402

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
435	428	400	394	387

ID	Extended Questions
1.2	**Number of programs offered year-wise for last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	6	6	6

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	6	6	6

2.1 **Number of students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1790	1731	1781	1773	1700

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1790	1731	1781	1773	1701

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
361	335	335	317	304

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
361	335	335	317	304

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
603	520	463	515	443

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
622	541	574	564	499

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
64	63	63	65	64

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
64	63	63	65	64

3.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
64	63	63	65	64

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
64	63	63	65	64

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 41

Answer after DVV Verification : 40

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
53.50	143.81	226.90	84.19	189.68

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
53.50	143.81	226.90	84.19	189.68

4.3 **Number of Computers**

Answer before DVV Verification : 290

Answer after DVV Verification : 290