YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution CARMEL COLLEGE OF ARTS, SCIENCE AND COMMERCE FOR WOMEN

- Name of the Head of the institution DR.SR.MARIA LIZANNE A.C.

- Designation OFFICIATING PRINCIPAL

- Does the institution function from its own campus? Yes

- Phone no./Alternate phone no. 08322790959

- Mobile no 9881369867

- Registered e-mail carmelcollege64@gmail.com

- Alternate e-mail principal@carmelcollegegoa.org

- Address Nuvem

- City/Town South

- State/UT Goa

- Pin Code 403713

2.Institutional status

- Affiliated /Constituent Affiliated

- Type of Institution Women

- Location Rural

- Financial Status **Grants-in aid**

- Name of the Affiliating University **GOA UNIVERSITY**

- Name of the IQAC Coordinator **Dr. Aldina Braganza e Gomes**

- Phone No. **0822790714**

- Alternate phone No. **08322790959**

- Mobile **9970446065**

- IQAC e-mail address **naac@carmelcollegegoa.org**

- Alternate Email address **aldinagomes@carmelcollegegoa.org**

3.Website address (Web link of the AQAR (Previous Academic Year)

https://carmelcollegegoa.org/wp-content/uploads/2024/03/aqar_2022_23.pdf

4.Whether Academic Calendar prepared during the year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/institu_detail/1_academic_calendar.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 4	**A**	**3.25**	**2022**	**29/03/2022**	**28/03/2027**

6.Date of Establishment of IQAC **08/04/2006**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC   View File

9.No. of IQAC meetings held during the year   `1`

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   `Yes`

- If No, please upload the minutes of the meeting(s) and Action Taken Report   No File Uploaded

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   `No`

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

`Inaugural of the Incubation Centre`

`Activity on Mental Health for students`

`Inviting Ex-students for Interactions`

`Enhancing the E-Waste Best Practice`

`Academic plan as detailed in master plan was executed`

`Infrastructure Plan - Provisions were made for sitting arrangement around the campus for the students and visitors`

`Research Cell inaugurated`

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

05-03-2025 09:40:18

Plan of Action	Achievements/Outcomes
Incubation Centre	Inaugurated on 24th Jan 2024
Activity on Mental Health (Mindfulness)	5 Activities organised in collaboration with college counsellors
Interaction with Ex-students	5 Departments had interaction with students
Certificate Courses	5 Certificates Courses were conducted
Papers Published	14 Papers were Published in scopus and UGC care list journals
Seminar and Workshops organised	10 workshops/seminars were conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship
Technology Upgradation	IT facilities has been upgraded in the administrative, sport complex and students classroom and computer labs

13.Whether the AQAR was placed before statutory body?   **Yes**

- Name of the statutory body

Name	Date of meeting(s)
Carmel College Management	13/12/2024

14.Whether institutional data submitted to AISHE

Part A

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• Registered e-mail	carmelcollege64@gmail.com
• Alternate e-mail	principal@carmelcollegegoa.org
• Address	Nuvem
• City/Town	South
• State/UT	Goa
• Pin Code	403713
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• Affiliated /Constituent	Affiliated
• Type of Institution	Women
• Location	Rural
• Financial Status	Grants-in aid
• Name of the Affiliating University	GOA UNIVERSITY
• Name of the IQAC Coordinator	Dr. Aldina Braganza e Gomes

• Phone No.	**0822790714**
• Alternate phone No.	**08322790959**
• Mobile	**9970446065**
• IQAC e-mail address	**naac@carmelcollegegoa.org**
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Name	Date of meeting(s)
Carmel College Management	13/12/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	19/04/2023

15. Multidisciplinary / interdisciplinary

Interdisciplinary and Multidisciplinary Education Carmel College of Arts, Science, and Commerce for Women has prepared a roadmap

called Vision 2026-2027. This exercise in long-term planning is dedicated to supporting the vision and mission of our institution, while also suggesting strategies and plans that could take our institution closer to achieving national benchmarks of excellence. The thrust areas of this master plan include infrastructure, technology, research, and innovation. As an affiliated college, Carmel faces limitations in offering interdisciplinary courses as part of the credit system contributing to the CGPA. The present pedagogy is transitioning from the CBSC system to the NEP2020 system. Nevertheless, the institution has prioritized multidisciplinary learning by introducing cross-disciplinary courses for second-year Arts and Science students. For example, Science students can select Humanities-based courses and vice versa, enriching their academic exposure and skills. Additionally, as part of the NEP2020, students in the first year get an opportunity to study a general program. The multidisciplinary curriculum includes an extensive list of subjects such as English: "Culture Study through Film: India" and "Literature and Cinema." Economics: "Entrepreneurship Development I & II." Additionally, the college offers add-on courses in areas like financial literacy and stock market investment, enhancing both faculty and student skill sets. Interdisciplinary Research and Projects Carmel College actively encourages interdisciplinary research, particularly in its TYBA projects. Departments such as English, Economics, Political Science, and Psychology support projects addressing cross-cutting issues like gender, social, and environmental concerns. While this integration fosters holistic learning, all credit-based courses still adhere to the curriculum defined by Goa University. A compulsory sports lecture and a 15-day mandatory work experience for students further emphasize NEP's holistic educational vision. Collaboration and Flexibility The flexibility envisaged by NEP is being pursued through the development of college clusters, which will expand curriculum options and collaborative opportunities. Departments frequently partner for seminars, workshops, and international conferences, such as Psychology collaborating with Commerce or English pairing with Commerce for panel discussions and events. These initiatives showcase the institution's commitment to fostering synergy between disciplines. Challenges and Opportunities The institution recognizes the challenges of serious multidisciplinary research. The college also has a large pool of young, contractual faculty, whose contributions remain underutilized due to the lack of permanent faculty benefits. Despite these challenges, the college maintains a robust culture of student engagement through co-curricular activities, workshops, and interdisciplinary

collaborations. Conclusion Carmel College's Vision 2026 reflects a strong commitment to NEP's principles of multidisciplinary education, employability, and holistic learning. Through its innovative course offerings, collaborative research, and strategic planning, the college is poised to deliver a transformative educational experience. However, addressing financial and structural constraints remains crucial to fully realizing its potential as a leader in interdisciplinary education.

16.Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) is a transformative initiative aimed at facilitating credit accumulation and transfer across higher education institutions nationwide and globally. However, its implementation at Carmel College is currently in a preparatory phase due to the absence of established regulations and statutes from the State and Central Government, Goa University, and the Directorate of Higher Education. Despite the lack of a formal credit transfer system, Carmel College has taken proactive steps to align with the ABC framework. Students have registered for the ABC platform, and their data has been submitted to Goa University in anticipation of future developments. While credit transfer processes are yet to be formally implemented, these preparatory measures reflect the institution's commitment to embracing emerging educational reforms. In the interim, faculty leverage flexibility in delivering internal assessments, encouraging students to engage in innovative and experiential learning methods such as field-based assignments, creative writing, surveys, and projects. To further academic rigor, language departments provide enriched reading lists that inspire students to explore literature and resources beyond the prescribed syllabus. These efforts ensure that students benefit from a dynamic, well-rounded educational experience while the institution prepares for the full implementation of the ABC system.

17.Skill development:

Skill Development Cell at Carmel College Established in 2022, the Skill Development Cell at Carmel College is a dedicated initiative to equip students with practical skills, enhancing their employability and entrepreneurial potential. Through a diverse range of courses and workshops, the cell seeks to bridge the gap between academic learning and industry requirements, while fostering personal and professional growth. The college offers add-on courses in areas such as soft skills, heritage

management, Tally, and other accounting and e-commerce processes, aligning with the evolving demands of the modern workforce. In addition, hobby-oriented courses such as gardening, aquariums, mushroom cultivation, and food preservation encourage students to develop monetizable skills. Faculty members have actively participated in Masterclasses and Faculty Development Programs (FDPs) focusing on banking, experiential education, creative thinking, and pedagogy for physical sciences to implement the National Education Policy (NEP) syllabus effectively. Soft Skills Training and Vocational Education Soft skills training is a cornerstone of the Skill Development Cell. As part of the NEP framework, students across semesters I, II, and III have the option to undertake a Soft Skills paper as a Skill Enhancement Course. While the college has made strides in integrating such courses, it is working to benchmark these efforts against the National Skills Framework for wider recognition. Formalized, industry-accredited vocational programs are yet to be introduced on campus, but plans are underway to incorporate these offerings through partnerships and collaborations. Value Education and Vocational Training The college also maintains a strong focus on value education, with weekly lectures that emphasize ethics, civic responsibility, and personal growth. Significant national days are celebrated with enthusiasm, supported by active student clubs such as the NSS, Environment Protection Club, Consumer Welfare Cell, and Women's Cell, which contribute to the holistic development of students. To strengthen vocational training, the institution is designing a credit structure to include vocational courses as a graduation requirement. This initiative is set to commence in the 2023-24 academic year through the college cluster system. These courses aim to equip students with hands-on, industry-relevant skills, enhancing their career prospects. Industry Engagement and Real-world Exposure The Skill Development Cell actively collaborates with industry professionals to provide students with insights into current trends and practices. Industry experts are invited to conduct workshops, mentoring sessions, and guest lectures on topics ranging from finance and environmental science to emerging fields like robotics. Students and faculty also benefit from participation in events such as Goa's Arts and Literature Festival, which offers opportunities for networking and exposure to diverse fields. The Skill Development Cell reflects Carmel College's commitment to integrating skill enhancement with academic learning. While formalized, accredited vocational education remains a future goal, ongoing initiatives in soft skills training, vocational courses, and industry engagement ensure students are prepared to meet the challenges of a dynamic global landscape.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Carmel College recognizes the significance of integrating Indian knowledge systems and promoting regional languages as part of its commitment to the holistic and culturally rooted education envisioned by the National Education Policy (NEP). Efforts are ongoing to incorporate these elements meaningfully into the academic and extracurricular framework. Current Integration Efforts Although teaching in regional languages is not yet part of the regular curriculum, the college embeds Indian cultural narratives into its syllabus through innovative approaches. Papers on Indian Literature are included, encouraging students to explore the richness of regional and national literary traditions. Further, the college uses screenings of impactful movies to address critical social issues such as gender dynamics, tribal rights, and Dalit struggles. These methods not only expose students to diverse perspectives but also foster a deeper understanding of India's socio-cultural complexities. Celebrating Traditional Goan Culture The campus vibrantly celebrates traditional Goan cultural practices, ensuring students remain connected to their heritage. Activities such as koppel-making, Caju Fest, and Rangoli competitions coincide with seasonal festivals, creating opportunities for students to engage with and appreciate the cultural richness of Goa. These celebrations serve as both recreational and educational experiences, emphasizing the significance of traditional knowledge systems in everyday life. The Botany department further contributes by curating exhibits of unique wild fruits and vegetables traditionally used in Goan cuisine during the Ganesh festival. This initiative not only highlights the region's biodiversity but also raises awareness about sustainable practices, nutrition, and the importance of preserving indigenous flora. Scope for Regional Language Integration While teaching in regional languages is yet to be implemented, there is immense potential to enhance the academic experience by introducing courses or electives in local and regional dialects. Offering language studies in Konkani, Goa's native tongue, or Marathi, widely spoken in the region, could empower students to connect more deeply with their roots. Additionally, translating existing resources into regional languages would make knowledge more accessible to students from diverse linguistic backgrounds. To further align with NEP's emphasis on Indian knowledge systems, the college considers initiatives such as: Workshops and lectures on traditional art forms, music, and crafts to preserve and promote indigenous knowledge. Research projects focused on documenting local

practices, folklore, and oral histories. Collaborations with cultural institutions to provide students with hands-on experience in traditional industries like pottery, weaving, and organic farming. Integration of traditional Indian philosophical and ethical systems into value education classes, encouraging students to explore the wisdom of our ancestry Carmel College demonstrates a strong commitment to promoting India's cultural and linguistic heritage. While the college follows Goa University's guidelines, which require English as the primary medium of instruction, efforts are being made to incorporate the regional language into various ceremonies and activities. These initiatives help gradually integrate regional languages into the academic and extracurricular fabric of the institution. By preserving and celebrating local traditions alongside contemporary education, Carmel College ensures that students remain deeply connected to their cultural roots while gaining the skills and knowledge needed to excel on a global stage.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Carmel College has embraced the principles of Outcome-Based Education (OBE) to ensure a student-centered approach to teaching, learning, and assessment. OBE focuses on defining clear learning outcomes and aligning instructional and evaluation methods to achieve them, preparing students for real-world challenges and opportunities. At the college, OBE principles are integrated into both internal assessments and semester-end examinations. The Boards of Study (BoS) at Goa University play a crucial role in this process, designing course outcomes and question papers that adhere to OBE guidelines. This alignment ensures that the evaluation methods effectively measure the achievement of specified learning outcomes. Faculty members employ Bloom's Taxonomy, a hierarchical framework for categorizing educational objectives, to design question papers and assignments. This ensures a well-rounded assessment strategy that includes a variety of question types targeting different cognitive levels. Basic recall and understanding questions are balanced with those requiring intermediate, advanced, and higher-order thinking skills such as analysis, evaluation, and creation. For internal assessments, assignments are thoughtfully designed to bridge theoretical knowledge with practical applications. This alignment not only supports the principles of OBE but also enhances students' critical thinking and problem-solving abilities, equipping them with the competencies needed to thrive in their chosen fields.

20.Distance education/online education:

Distance and Online Education at Carmel College While distance education and fully online programs are not permitted in Goa University-affiliated colleges, Carmel College has embraced technology to enhance teaching and learning through innovative methods. Recognizing the potential of digital tools, faculty actively use platforms such as Google Classrooms and chat rooms to deliver e-content, assignments, and digital storytelling projects. These tools provide students with flexible access to educational resources, enabling them to revisit materials at their convenience and deepen their understanding. The college has also integrated Blended Learning into its teaching methodology, combining traditional in-person instruction with online resources. This approach allows students to learn at their own pace, catering to diverse learning needs. Blended Learning has proven particularly beneficial for students who face personal challenges, such as health issues or other constraints, enabling them to stay on track academically without the pressure of a rigid schedule. Additionally, Flipped Classrooms are employed to engage advanced learners more effectively. In this model, students review course materials independently before class, reserving classroom time for interactive discussions, problem-solving, and hands-on activities. To facilitate online education, the college is equipped with relevant technology such as LCD projectors, sound systems, and smart boards. The IT department takes up annual updates. These initiatives not only enhance accessibility and engagement but also prepare students to thrive in a technology-driven academic and professional environment, fostering self-directed and active learning.

Extended Profile

1.Programme

1.1   **443**

Number of courses offered by the institution across all programs
during the year

File Description	Documents
Data Template	[View File](#)

2.Student

2.1   **1160**

Number of students during the year

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2   **298**

Number of seats earmarked for reserved category as per GOI/
State Govt. rule during the year

File Description	Documents
Data Template	View File

2.3   **414**

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1   **89**

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2   **89**

Number of sanctioned posts during the year

Extended Profile

1.Programme

1.1	**443**
Number of courses offered by the institution across all programs during the year	

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2.1	**1160**
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3.Academic

3.1	**89**
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.2 Number of sanctioned posts during the year	89

File Description	Documents
Data Template	View File

4.Institution

4.1 Total number of Classrooms and Seminar halls	33
4.2 Total expenditure excluding salary during the year (INR in lakhs)	89.0773
4.3 Total number of computers on campus for academic purposes	170

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Carmel College has been the precursor in imparting education exclusively to women in Goa. Affiliation to Goa University necessitates the syllabus be taught both the undergraduate and postgraduate level. Many faculty members are part of the Board of Studies (BOS) and actively involved in the planning and designing of the curriculum.

NEP 2020 was implemented from the academic year 2023-24. All the faculty members were actively involved in drawing up the road map and discussing the implementation of the policy. Most of the faculty members from various departments were involved in the drafting of syllabi for their respective subjects as part of the Board of studies.

Carmel College consistently ensures that the prescribed curriculum and syllabus is executed and completed effectively by effective teacher Performa's which detail a number of teaching

methods and innovative strategies. The institution always keeps in mind the relevance to the local/national/regional/global developmental needs while framing learning objectives. To facilitate the same, the institution has incorporated certificate and diploma courses.

College plans the department teaching pedagogies and co-curricular activities for the students, which are mentioned in the academic calendar is a part of the College handbook. The calendar provides a base for department level micro-planning.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/1/1.1.1/add_inf.pdf

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The dates of semester end examination are communicated by the Goa University. The dates for the ISA (Inter Semester Assessment) are decided by the college. These dates are published in the academic calendar for the benefit of all the stakeholders. As per the NEP 2020, the College conducts 3 Intra Semester Assessments. The first ISA is applied and subjective in nature. Students are assigned field based assignments, presentations; creating and analysis of course work such as business plan, cost sheet, quizzes, documentary making, creative writing, videos, book reviews. For the second ISA students are given MCQ's and objective questions. The third ISA is an extra ISA for the benefit of the student. The best two are considered for the final results. Under the CBSC, the third ISA is considered for genuine cases. Internal marks are conveyed to the students within a week of the exams. At the end of each semester an SEE (Semester End Examination) is conducted. To ensure zero errors, question papers for these examinations are checked by the Head of Department before submission. The third year students answer the University exams. Continuous evaluation and assessments are also done for project work and internal Viva through the year.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/1/1.1.2/add_inf.pdf

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 year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University	`B. Any 3 of the above`

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View File](#)
Any additional information	[View File](#)

1.2 - Academic Flexibility

1.2.1 - Number 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

`25`

File Description	Documents
Any additional information	[View File](#)
Minutes of relevant Academic Council/ BOS meetings	[View File](#)
Institutional data in prescribed format (Data Template)	[View File](#)

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

5

File Description	Documents
Any additional information	**No File Uploaded**
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

175

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

1.3 - Curriculum Enrichment

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

Professional Ethics: The college instils ethical standards through diverse initiatives, that focuses on intellectual honesty, ethical decision-making in business, and business decision-making frameworks and adhering with ethical guidelines like the AMFI code . Students are also taught to engage in research strictly adhering to ethics like the APA standards. Additionally critical elements of the Indian Constitution are used to understand the socio-cultural, economic, and political factors influencing the global business environment.

Gender: Addressing adolescent girls' challenges, the curriculum emphasizes women's protection and equality. Activities like debates and film screenings on themes of patriarchy, feminism, and gender disparity, alongside literature courses foster

discussions on gender-related themes such as approaches to
marriage and domestic violence, LGBTQ+.

Human Values: Weekly value education lectures nurture empathy,
honesty, and respect for human dignity. Courses like Folktales
of India and Soft Skills enhance cultural understanding and
ethical awareness, aligning individual and organizational goals
with universal values.

Environment and Sustainability: Environmental consciousness is
promoted through teaching and creative mediums like storytelling
and films. Practical applications include sustainable laboratory
practices and courses like Food Packaging and Food Laws, which
align with global standards. Zoology and Botany curricula
address sustainability and environmental conservation.

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

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

36

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

771

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**A. All of the above**

File Description	Documents
URL for stakeholder feedback report	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/1/1.4.1_1.4.2/reports.pdf
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows	**A. Feedback collected, analyzed and action taken and feedback available on website**

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/1/1.4.1_1.4.2/reports.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

1160

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

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

298

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

The institution employs a range of methods to assess students' learning and provide tailored programs for both slow and advanced learners. During the first semester tests, assessments, and observation of class participation allow instructors to track progress and identify students who may need additional support or enrichment.

Slow learners are helped by giving them Assignments, projects, and reading materials on platforms like Google Classroom, enabling them to study at their own pace. Special programs, including remedial classes, mentoring, and extra assignments, are designed to help slow learners reinforce their understanding and keep up with the syllabus. Faculty members also use thelocal language while giving the students remedial classes.

For advanced learners, the institution offers challenging programs, such as research-based projects, higher-order practice problems, and participation in specialized workshops and seminars.

Students are encouraged to Students are encouraged to participate in national and international events, present research, and attend career guidance sessions. Additional resources, including professional study materials and courses like graphic design, are also available to broaden their skills and knowledge.

File Description	Documents
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/2/2.2.1/add_inf.pdf
Upload any additional information	View File

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

Number of Students	Number of Teachers
1160	89

File Description	Documents
Any additional information	View File

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

Experiential Learning:

Students gained practical experience through internships in their fields and interacted with eminent experts from industry and academia through guest lectures. Departments assigned project work/assignments, giving students the opportunity to engage in hands-on learning. Case studies were introduced to help students develop problem-solving skills and draw meaningful conclusions.

Participative Learning:

The college fosters collaborative learning through interactive seminars and group discussions. Students take on leadership roles as members of various committees, building their organizational skills. Participation in mock parliament sessions enhances their socio-political awareness, while the college's environment protection club promotes ecological awareness and a deeper understanding of environmental conservation.

Problem solving methodologies via:

- Taking up TY Projects to help develop research skills.
- Environment Studies evaluation through case studies, local area/state level environmental problems.
- Community Outreach Programmes
- Critical reviews of films

File Description	Documents
Upload any additional information	[View File](#)
Link for additional information	[NIL](#)

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The institution leverages various ICT tools to create an enriched learning environment. Wi-Fi-enabled classrooms, equipped with computers and LCDs, facilitate digital education, making learning more interactive. Google Classroom serves as the central platform for organizing online assignments and lectures, while Google Meet supports virtual classes. A specialized writing tab is also available to simplify writing chemical equations, performing derivations, and creating diagrams.

Each department utilizes specific software tailored to their discipline to deepen understanding. For instance, in the Chemistry department, students and faculty use ChemSketch and ChemDraw for molecular modeling, along with MS Excel for plotting graphs and data analysis. Similarly, the mathematics and physics departments integrate software like Python, Mathematica, and GeoGebra.

Students are encouraged to explore digital resources such as digital libraries, online courses, and DISHTAVO—a government initiative by Goa for enhanced learning. PowerPoint

presentations are regularly incorporated into lectures, and students are encouraged to use e-books, research papers, and smart boards for independent learning and classroom presentations.

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

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

2.3.3.1 - Number of mentors

69

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

89

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	**No File Uploaded**
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality /

D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

25

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

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

2.4.3.1 - Total experience of full-time teachers

855

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

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The institution follows a transparent and robust evaluation system aligned with the Choice Based Credit System (CBCS) and National Education Policy (NEP 2020), implemented since 2023-24. Each semester, students undergo Intra Semester Assessments (ISAs) for theory and practical courses.

Under CBCS, there are two ISAs per subject, each worth 10 marks. The first ISA is subjective in nature and tests the applied component of the subjects. Students have to present a paper, conduct field-based surveys, and viva-voce, while the second is objective-based with MCQ's and Q and A. If a student missed an ISA for valid reasons, a third ISA with the Principal's approval

is administered.

Under NEP 2020, each semester has two or three ISAs depending on credit structure, with assessments carrying 10, 5, or 7.5 marks. The first ISA is subjective and constitutes an assignment, the second ISA is an objective written test (MCQ's), and the third a varied format such as open book tests, presentations, surveys, or model making. This structure provides students with diverse opportunities to demonstrate their understanding. The ISA timetables are also communicated three weeks prior on the college website and notice boards. After evaluations, marks are communicated through personal interaction.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/2/2.5.1/exam_policy.pdf

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

Students may request re-verification of their Inter Semester Assessment(ISA) and Semester End Examination (SEE) marks by submitting a written application to the principal. Once the request is received, students can review their marks in the presence of the principal and relevant faculty. Grievances are addressed within one week of submission.

The college has a centralized Grievance Cell where students can apply to the principal for paper verification, following Goa University guidelines.

The Principal and Examination Committee ensure the fair and transparent administration of exams. Internal and end-semester examination question papers are kept confidential.

The timetables for college exams both ISA and SEA are prepared by the Examination Committee and the university exams (TY) are framed by the university. All exams are conducted under strict supervision to prevent grievances; supervisors verify students' ID cards and fee receipts before entering the examination hall. The Principal chief conductor , senior supervisiors make regular hall visits to prevent misconduct.

The college also has dedicated committees—an Examination Committee, an Unfair Means Committee, and an Examination Grievance Committee—that handle examination-related responsibilities. These committees meet regularly to ensure smooth, effective implementation of all examination procedures, maintaining fairness and transparency throughout.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/2/2.5.2/exam_policy.pdf

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.

The institution clearly defines and communicates its Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), which are displayed on the college website and communicated to both teachers and students. These outcomes are set by considering the diverse backgrounds of rural and urban students across various programs.

As an affiliated college, the course objectives and course outcomes align with the Goa University syllabus. Additionally, faculty members formulate subject-specific outcomes to enhance the relevance of each course. Faculty also prepare monthly lesson plans, outlining the syllabus, topics for group discussions, quizzes, assignments, presentations, and fieldwork or excursions where applicable.

While program-specific outcomes are aligned with the content, the college also emphasizes universal learning outcomes such as communication skills, language proficiency, soft skills, entrepreneurial skills, and awareness of diversity, gender equality, inclusivity, environmental issues, and empowerment.

For academic assessments, both formative and summative approaches are used as prescribed by the University, ensuring comprehensive evaluation of student performance.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	NIL
Upload COs for all Programmes (exemplars from Glossary)	View File

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

The institution has a well-structured approach to defining and communicating its Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). These outcomes are prominently displayed on the college website and are effectively communicated to faculty and students to ensure a shared understanding of educational goals. In developing these outcomes, the college takes into account the diverse backgrounds of students from rural and urban areas, aiming to make the programs inclusive and accessible to all.

As an affiliated institution, the college aligns its course objectives and outcomes with the syllabus set by Goa University. Faculty members further refine these objectives to meet specific course needs, ensuring that each subject has clear, relevant outcomes. Additionally, teachers prepare monthly lesson plans that detail the syllabus content, incorporating group discussions, quizzes, assignments, presentations, and fieldwork where relevant, to create a holistic learning experience.

While focusing on program-specific outcomes, the college also prioritizes universal skills such as communication, language proficiency, soft skills, and entrepreneurship. It promotes awareness of diversity, gender equality, inclusivity, environmental issues, and empowerment. Both formative and summative assessments are used to evaluate students comprehensively, adhering to university guidelines for a balanced approach to academic performance.

File Description	Documents
Upload any additional information	[View File]()
Paste link for Additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/2/2.6.2/mentorship_form.pdf

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

343

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View File]()
Upload any additional information	[View File]()
Paste link for the annual report	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/2/2.6.3/pass_percentage.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://docs.google.com/forms/d/1HWim11TSzCiBxh_3Sts7MvYF6OrQ71-ibiD30A9sl6M/viewanalytics

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

0

File Description	Documents
Any additional information	**No File Uploaded**
e-copies of the grant award letters for sponsored research projects /endowments	**No File Uploaded**
List of endowments / projects with details of grants(Data Template)	**No File Uploaded**

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

3.1.2.1 - Number of teachers recognized as research guides

0

File Description	Documents
Any additional information	**No File Uploaded**
Institutional data in prescribed format	**No File Uploaded**

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

File Description	Documents
List of research projects and funding details (Data Template)	**No File Uploaded**
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	**No File Uploaded**
Paste link to funding agency website	NIL

3.2 - Innovation Ecosystem

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

Inauguration of the Incubation and Innovation Centre at Carmel College

Carmel College of Science, Arts, and Commerce marked a significant milestone on January 24, 2024, with the inauguration of its Incubation Centre in the Postgraduate block. The event was graced by eminent dignitaries, including Dr. Doris D'Souza A.C., Consultant and Expert for Education; Dr. Ancilla A.C., General Councillor for Education; and Sr. Supreeta A.C., Provincial Councillor for the Western Province, Mumbai. Leading the centre are Mr. Mrunal Parsekar as Director and Ms. Sajani D'Costa as Assistant Director.

The Incubation and Innovation Centre is a transformative initiative aimed at fostering innovation, entrepreneurship, and leadership among students and the broader community. Its primary mission is to create an ecosystem that empowers aspiring student entrepreneurs to ideate, develop, and launch sustainable venturessuch as small scale units like Nail polish remover, sanitizer and soaps etc.

Beyond the campus, the centre extends its resources and expertise to support local entrepreneurs, businesses, and community initiatives. By offering mentorship and networking opportunities, it cultivates a culture of creativity and business acumen among students. The Incubation Centre stands as a testament to Carmel College's commitment to holistic education and its dedication to making meaningful contributions to both the academic environment and society at large.

File Description	Documents
Upload any additional information	[View File]
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/3/3.2.1/add_inf2.pdf

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

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

10

File Description	Documents
Report of the event	View File
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

0

File Description	Documents
URL to the research page on HEI website	NIL
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	No File Uploaded
Any additional information	No File Uploaded

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

14

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

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 year

8

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

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 year

Carmel College, committed to holistic education, conducted various outreach activities through its National Service Scheme (NSS) and other initiatives, addressing health, environmental conservation, and community welfare. These efforts involved multiple departments, cells, and committees working collaboratively.

Key health initiatives included a Breast Cancer Screening Camp for women, a Blood Donation Camp, and a Pet Clinic offering free veterinary care. Environmental conservation was promoted through a Tree Planting Drive with the Nuvem Village Panchayat and an E-Waste Collection Drive encouraging responsible electronic waste management.

The institution fostered national pride with initiatives like "Ek Ghanta Desh Ke Naam" on Republic Day, featuring cleaning drives and tree planting, and a Torch Rally for the 37th National Games. Patriotism was further strengthened through the "Our Army, Our Pride" Rakhi initiative, where students crafted rakhis for soldiers.

Social outreach included visits to an orphanage and Nazareth Old Age Home, where students distributed supplies and spent time with residents. Sustainability was championed through the Cloth Bags Initiative to reduce plastic use.

Cultural and educational events such as Pavsotsav 2023, Creative Burst, the Eat Right Mela 2024, and observances like the International Day Against Drug Abuse and International Youth Day engaged students in global and local issues, reinforcing the college's dedication to community development and social responsibility.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	No File Uploaded
e-copy of the award letters	No File Uploaded

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

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

17

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

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 year

993

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

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

2

File Description	Documents
e-copies of related Document	View File
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

7

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

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.

```
Classrooms:

The College has 24 classrooms in the under-graduate block and 7
classrooms in the Postgraduate block. The areas of the
classrooms vary between 23 sq. mts and 97 sq. mts. All the
classrooms are well-ventilated, spacious and well lit. All the
classrooms are equipped with ICT facilities and Wi-Fi facility.
Some classrooms have a desktop, printer, LAN facility and multi
-media speakers.

Laboratories:

The physics, chemistry, botany and zoology and psychology
departments have their own laboratories. At the undergraduate
level, there are three computer laboratories.

The Post Graduate Block has 3 Computer Laboratories, one for
each of the Masters Programmes (M.Sc., M.Com, and M.A.), and 4
for MSc Food Technology. Technology/Microbiology/Instrumentation
Laboratories required for the conduct of practicals in M.Sc.
Food Technology.

Library:

The college library has a collection of 40,712 books, 20
magazines and 28 journals. It subscribes to the Inflibnet
database with access to 25,000 journals. Wi- Fi and internet
services are also provided.
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Others:

The college has a media room. Botany Department maintains a shade house for Orchids and Anthuriums cultivation besides an organic vegetable cultivation is carried out. Zoology and Botany departments maintain a museum with a collection of various species of flora and fauna.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/4/4.1.1/room_numbers.pdf

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

The college has adequate facilities for sports and games, both indoor and outdoor. We have an indoor stadium with a badminton court of international standard, a pool table, table tennis table, carrom board and chess board. The stadium also has a modern state-of-the-art gymnasium which has weights, a treadmill, a training cycle, yoga mats, a bench press. There are changing rooms for home teams and other teams along with hot and cold water facilities.

The facilities for outdoor games include a multipurpose court used for basketball, volleyball and handball matches. The college has a football ground with turf with flood light for day / night matches and a walking track around the football ground. It also has a tennikoit court.

The college has an air-conditioned auditorium with various musical instruments (folk and modern), costumes and a professional public address system. The auditorium is also preferred venue for events like conferences, seminars, inter-collegiate events and other significant celebrations. The auditorium is also used for department-related activities, singing competition by Carmelex, an annual inter-religious programme for staff and the students. The auditorium is also used for community gatherings like a health talk or community health camp.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/4/4.1.2/add_inf.pdf

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

33

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

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

29.8388

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload audited utilization statements	[View File](#)
Upload Details of budget allocation, excluding salary during the year (Data Template	[View File](#)

4.2 - Library as a Learning Resource

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

Koha, a robust and widely recognized Free And Open Source

Software (FOSS) Integrated Library System (ILS), has been implemented in the college library starting from the academic year 2023-2024. This system comes equipped with a comprehensive suite of features designed to streamline library operations and enhance user experience. One of its key components is the ONLINE PUBLIC ACCESS CATALOGUE (OPAC), which allows users to conveniently search and locate library resources. The full catalogue module enables library staff to efficiently record and manage detailed information about all library holdings. The circulation module automates processes such as borrowing, returning, and managing library items, ensuring seamless operations. Additionally, the acquisitions module supports librarians in procurement activities and aids in effective budget management. By adopting KOHA, the college has embraced an innovative and flexible platform, empowering both library staff and users with a technologically advanced and user-friendly resource management system.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	http://dhegoalib.unifyed.com:8080/cgi-bin/koha/mainpage.pl

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	A. Any 4 or more of the above

File Description	Documents
Upload any additional information	[View File](#)
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	[View File](#)

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

5.85

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

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

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

99

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

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The IT infrastructure is continuously updated to align with technological advancements.

In the sports complex, a dual-band Access Point (AP) with 802.11ac Wave2 technology ensures Wi-Fi coverage, supported by a POE network switch. Security measures include CCTV cameras, while a Raspberry Pi-powered footfall station tracks entry and exit of students and faculty via QR/Barcode readers.

Administrative upgrades include the installation of a Ricoh Photo Copier Model M2701 for advanced photocopying, scanning, and printing, along with two all-in-one desktop computers equipped with Microsoft Office LTSC 2021.

Wi-Fi coverage in the Theodosia Block was enhanced with upgraded dual-band access points. Internet connectivity is managed through a Sophos Next-Gen XGS 2100HW firewall with a 50 Mbps leased line.

Labs now feature 23 Intel Core i3 12th Gen computers with OEM Windows licenses and 56 MS Office LTSC Standard 2021 licenses. A Ricoh IM 6000 multifunction copier with wireless features supports examination-related tasks, while an upgraded Ricoh M2702 enhances photocopying facilities.

System security is ensured through Seqrite Endpoint Security antivirus. Infrastructure improvements include CAT6 network cabling upgrades and regular maintenance via an IT complaint register.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/4/4.3.1/wifi_upload.pdf

4.3.2 - Number of Computers

170

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution	**A. ? 50MBPS**

File Description	Documents
Upload any additional Information	**No File Uploaded**
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

34.2693

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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.

Laboratories:

Laboratory material procurement follows a three-quote system. The selection isbased on quality, cost, and supplier reliability. Upon receiving equipment, the staff tests it, and safety protocols are ensured and enforced during student experiments.

Each department has specific procedures. The Chemistry Department prepares materials in advance, maintains instruments and glassware, and ensures cleanliness post-experiments. Zoology orders bulk consumables yearly and live specimens as and when needed. In Physics, faculty calibrate instruments each semester, and regular maintenance includes battery replacements and minor repairs. Food Technology maintains detailed entry logs and calibration records. The Psychology Department procures test and other material at the begining of every semester.

Library :

The library procures new books based on department requests through a requisition slip, records them by entering details in the accession register, andlabels and organizes them by subject. Annual stock-taking of library books is undertaken and maintained as per the UGC guidelines.

Sports Complex:

A register is maintained to document footfalls, purchases, and other related activities. For purchase, anacquisition slip needs to be submitted. Maintenance is carried out regularly by MTS and

external labour

Computer labs:

The IT Department has a system analyst and technical staff who oversees regular checks, updates, and repairs. Requisition slips is submitted for purchase of equipment and maintenance

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/4/4.4.2/policy_upload.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

84

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	[View File](#)
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	[View File](#)

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

70

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

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills | **A. All of the above**

File Description	Documents
Link to Institutional website	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/5/5.1.3/add_inf.pdf
Any additional information	No File Uploaded
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

880

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

880

File Description	Documents
Any additional information	No File Uploaded
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**A. All of the above**

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View File](#)
Upload any additional information	[View File](#)
Details of student grievances including sexual harassment and ragging cases	[View File](#)

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

36

File Description	Documents
Self-attested list of students placed	[View File](#)
Upload any additional information	[View File](#)
Details of student placement during the year (Data Template)	[View File](#)

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

130

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	**No File Uploaded**
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

10

File Description	Documents
Upload supporting data for the same	View File
Any additional information	**No File Uploaded**
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

5.3 - Student Participation and Activities

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

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) during the year.

13

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

The students at Carmel College have a representative body called the Student Council. The students of the college elect members of this body. The student council encompasses the positions of the General Secretary, Cultural Secretary, Discipline Secretary, Class Representatives and the Assistant Class Representatives. Besides, all the major college committees, like the IQAC, NSS, NCC, Women's Cell, and Environment Protection Club, have student representatives who coordinate the activities and the working of these committees. As a part of the IQAC, a student representative is involved in the decision making of various policies to improve the quality of education. Students are also in the organizing committees while coordinating various workshops, seminars, and conferences at the state, national, and international levels. Students are an integral part of the participation in extension and outreach activities in the college. For inter-college activities, the Cultural Secretary takes up the responsibility of forming the team and sees to it that the college is effectively represented. The student council is encouraged to organise various co-curricular activities in the college. This fosters in them leadership, creativity, and discipline, and improves organisational skills. Student representatives are involved in the managing committee of the cooperative society. In the sports arena, students not only organise inter-class tournamentsbut also actively participate in them as well as at the state and national level. The college team represents the college at various inter-collegiate events.

File Description	Documents
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/5/5.3.2/add_inf.pdf
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

31

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

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

Carmel College of Arts, Science and Commerce has a registered Alumni Association called the Carmel Ex-Students Association or 'Carmelex'. This association was registered in 2020-2021 under the Societies Registration Act, 1860, with the Sub-Registrar of South Goa on the 15th of October 2020. An Annual General Body Meeting was held on the 3rd of October 2023 where a new Executive Committee was elected for 3 years. The Association conducted the following activities:

1. Thanksgiving Mass offered on the 23rd of December 2023.

2. Fundraising activity for Voice of Carmel titled Love Bazaar on the 12th of February 2024.

3. Annual singing competition titled Voice of Carmel on the 13th of February 2024.

File Description	Documents
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/5/5.4.1/council_activities.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs) | **E. <1Lakhs**

File Description	Documents
Upload any additional information	View File

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

Aligned with its vision, mission, and core principles, the institution integrates specific objectives into its policies and planning through active participation from its cells, clubs, linkages, and committees.

Key objectives include:

- **Delivering value-based, quality education in a spirit of secularism, democracy, and cultural harmony.**
- **Instilling in students a commitment to selfless service and integrity.**
- **Strengthening the faith of Catholic students while embracing diversity.**
- **Offering higher education opportunities, especially to first-generation learners.**
- **Equipping students to contribute effectively to a multicultural and global society using modern technology and innovative learning methods.**
- **Imparting knowledge and life skills to make students employable and prepared to face future challenges with confidence.**

The institution's governance emphasizes collaboration, inclusivity, and development, engaging faculty, staff, alumni, and PTA members in decision-making processes. Programs are designed collaboratively by the Officiating Principal and faculty, with financial resources sourced through management contributions and government grants. This comprehensive approach ensures sustainable growth and community enrichment.

Future Goals and Initiatives Empower students through skill-based courses, campus placements, and financial aid for the underprivileged. Encourage research participation by fostering a research-oriented culture and publishing achievements while inspiring academic excellence through faculty-student collaboration and mentorship.

File Description	Documents
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/6/6.1.1/apo_policy.pdf
Upload any additional information	View File

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

The institution demonstrates effective leadership by practicing decentralization and participative management in various institutional processes. Responsibilities are distributed among faculty, administrative staff, multi-tasking staff, and daily wage workers, ensuring collaborative decision-making and execution. Committees play a pivotal role in this process. Coordinators are usually senior faculty members, who lead their teams to execute academic, co-curricular, and extra-curricular activities. This structured and inclusive approach ensures smooth operations while fostering a sense of shared ownership and accountability among all stakeholders.

Case Study: Admission Process

The principal forms an admission committee to plan and oversee the admission process. At the time of admissions, the prospectus committee prepares detailed information about courses, admission guidelines, and registration processes, which are published on the college website as per the Directorate of Higher Education

(DHE) directives. The system administrator ensures the necessary information is entered into the DHE portal.

Once applications are submitted, the administrative staff verifies eligibility, prepares merit lists, and displays them as per DHE guidelines. Faculty members from the admission committee counsel students in subject selection and help them with their academic choices. These processes are supported by multi-tasking staff who assist with logistical needs, including managing candidate flow, providing documents, and maintaining attendance.

File Description	Documents
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/6/6.1.2/online_admission.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

According to the institutional strategic plan, the following is effectively deployed :

The college consistently upgrades its IT infrastructure to align with evolving technological advancements.

- The sports complex is equipped with a dual-band Access Point (AP) using 802.11ac Wave2 technology, powered by a POE network switch, ensuring robust Wi-Fi coverage.
- \CCTV cameras enhance security, while a footfall station using a Raspberry Pi and QR/Barcode reader monitors usage by students and faculty.
- Recent administrative upgrades include the installation of a Ricoh Photo Copier Model M2701 with advanced scanning, printing, and photocopying features, alongside two all-in-one desktop computers. Microsoft Office LTSC 2021 was added to support productivity.
- The Theodosia Block saw expanded Wi-Fi coverage through upgraded and additional access points managed by the Sophos XGS 2100HW firewall, ensuring seamless connectivity.
- A significant addition to the labs includes 23 Intel Core i3 12th Gen computers with OEM Windows licenses and 56 MS

Office LTSC Standard 2021 licenses, enhancing efficiency.

- Upgraded photocopiers, including the Ricoh IM 6000 with wireless functionality, streamline examination processes.
- Endpoint security is ensured through Seqrite Antivirus, while systems are maintained with timely updates and troubleshooting.
- Network cables were upgraded to CAT6 standards, ensuring reliable connectivity.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/6/6.2.1/add_inf_1.pdf
Upload any additional information	View File

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

The institution operates under an organized and efficient structure that ensures smooth functioning across various domains. At the top is the Manager, followed by the Officiating Principal, both members of the Apostolic Carmel Congregation.

The institutional staff is divided into five categories:

1. Academic Staff: Includes faculty members from the Arts, Science, and Commerce streams, along with the Director and Instructor for Physical Education. As sanctioned, the Faculty is supported by laboratory assistants, a technician, a storekeeper, and field sample collectors.
   - Arts: Comprises seven departments— English, Hindi, Konkani, History, Political Science, Economics, and Psychology.
   - Science: Includes five departments—Zoology, Physics, Chemistry, Botany, and Mathematics.
   - Commerce: Focuses on Accounts and Management. Each department is led by a Head of Department (HoD) and supported by faculty.
2. Administrative Staff: Includes roles such as Head Clerk, Accountant, UDC, Junior Stenographer, LDC, and System Administrator, with assistance from multi-tasking staff.
3. Library Staff: Comprises the Librarian and Librarian Grade

        I.
    4. **Multi-Tasking Staff:** Allocated as per government norms, supporting all operations.
    5. **Daily Wagers:** Includes sweepers and security personnel.

An examination section is managed by one LDC and a multi-tasking staff member, ensuring efficiency in academic evaluations.

File Description	Documents
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/2023/07/carmel_college_policies.pdf
Link to Organogram of the institution webpage	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/6/6.2.2/organogram.pdf
Upload any additional information	No File Uploaded

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	No File Uploaded
Screen shots of user inter faces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

FINANCIAL HELP GIVEN TO THE STAFF AND STUDENTS OF CARMEL COLLEGE OF ARTS, SCIENCE AND COMMERCE FOR WOMEN

2023 – 2024

Sr. No.

Particulars

Amount

1.

Mrs. Celina Fernandes

1,180/-

2.

Mrs. Graciana Dias e Menezes (medical assistance)

5,415/-

3.

Mrs. Graciana Dias e Menezes (charity – sick)

10,000/-

4.

Mrs. Sucorine Colaco, Mrs Joaquina, Mrs Graciana Dias, Mrs. Martina and Mrs Sanita (daily wagers) uniform cloth

6,060/-

5.

Mrs. Succorine Colaco, Mrs Joaquina, Mrs Graciana Dias, Mrs. Martina and Mrs Sanita (daily wagers) stitching charges

5,000/-

Mrs. Succorine Colaco, Mrs Joaquina, Mrs Graciana Dias, Mrs. Martina, Mrs Sanita and Mr. Piedade (daily wagers) gloves

1,365/-

6.

Mr. Wilson Ribeiro

5,000/-

7.

Mr. Jose (Security – uniform cloth)

900/-

8.

Mr. Edmond (Security – uniform cloth)

900/-

9.

Mr. Piedade (Gardener – Uniform cloth)

540/-

10.

Mr. Anasta Cardozo

5,000/-

11.

Incentive for research to faculty

8,000/-

TOTAL

44,360/-

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/

workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

43

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

3

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz.,

Orientation / Induction Programme, Refresher Course, Short Term Course during the year

28

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	**No File Uploaded**
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

Towards the end of every year, the teaching and the non-teaching staff members submit a performance appraisal report to the Principal. This report gives an account of the leadership role played by the faculty within the Institution and outside as members of the Board of Studies, other University Bodies such as the Court, Academic Council etc. They also mention on the same report the various responsibilities handled by them during the year and other details as required. The Principal scrutinizes these reports and takes cognizance of the achievements and shortcomings of the staff members. The report is then discussed with them if needed and remarks are made accordingly and they also are informed.

Additionally, the students also evaluate the teachers towards the end of the academic year. The teachers are given these papers and asked to make note of the suggestions given by the students. The positive strokes boost up the confidence of the teacher and the negative ones are accepted and worked up on for further improvement.

The non-teaching staff members (Office Superintendent, Accountant, Head Clerk. Upper Division Clerk / Lower Division Clerk) write their Annual performance Assessment Report (APAR) which is assessed by the Reporting Officer along with necessary comments followed by comments from the Reviewing Office and

countersigned by the Highest Authority of the Institution with remarks. Same protocol is followed for the Multi -Tasking Staff.

File Description	Documents
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/6/6.3.5/add_inf.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

1) Financial Audit by M/s N. T. Mathew & Co. Every year the internal financial audit is conducted during the month of April or May where the Auditors scrutinize the accounts in detail and any enquiries if arise are clarified by the accountants of the college. Once the accounts are approved by the auditors, the financial statement is submitted to the Principal. The Principal then places the audited statement before the Carmel Society of the management for scrutiny and appraisal. It is then filed in the college.

2) Financial audit is also conducted by the Provincial Bursar; the books are scrutinized minutely and approved. The accountants are also guided by her as per the requirement of the management and congregation.

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

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

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

7.19

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Resource Mobilization and Utilization Strategies

The institution employs well-structured strategies for fund mobilization and optimal resource utilization, ensuring sustainability and efficiency in its operations.

Sources of Funds:

1. **Government Grants: The institution relies heavily on salary grants (100%) and minimal non-salary grants from the government.**
2. **Staff Contributions: Reserve funds are collected by the Staff and are used with discretion.**
3. **Departmental Funds: Departments generate funds through sponsors, canteen operations, and registration fees for workshops, seminars, conferences, and certificate/add-on courses.**
4. **Directorate of Higher Education (DHE): Funds are provided for collaborative seminars and workshops.**
5. **Self-Financed Courses: These are self-sustaining courses.**
6. **Management:Management finances the repairs and maintenace and upkeep of the institution.**

Resource Procurement and Utilization: The procurement process is standardized and transparent. Departments submit requisitions, which the Principal forwards to the office. Three quotations are obtained for the required items, and a comparative analysis is conducted by the Principal, Head of Department (HoD), and Accountant. Upon scrutiny, purchase orders are issued, and payments are processed.

This streamlined approach, combining internal contributions and external funding, ensures efficient resource allocation while

maintaining financial accountability and supporting the institution's objectives

File Description	Documents
Paste link for additional information	NIL
Upload any additional information	View File

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

a) Interaction with Ex-students

Many of our ex students are doing well in various fields and some of them are working in top positions in corporates. Departments were requested to invite ex-students to interact with our students, so that they could get an idea of the scope and the latest that is happening in the corporate world.

Sr. No.

Topic

Department

Resource Person

(ex-students)

1

Motivational Talk on Chartered Accountancy as a Career

Commerce

Ms. Apoorva Mandrekar

2

Nano Chemistry in Today's Life

Chemistry

Dr Lactina Gonsalves

3

Guest Lecture Mosquito Midgut Microbiome: Key to Vector Control

Zoology

Dr Minisha Pereira

4

Judges and Motivational talk on their career journey on National Mathematics Day

Mathematics

Ms. Alvina Almeida and Ms. Alivia Fatima Gomes,

5

2-day HACCP- ISO 22000: 2018

Certification Session

MSc Food Technology

Mr. Hamad Shaikh, an FSSAI-deputed FoSTac trainer and

Certified Lead Auditor in HACCP, ISO 22000, and GMP,

b) Programmes on Mental Health

Based on the feedback received from the college counselors of the college the IQAC initiated a programme on mental health for students in collaboration with them. A number of activities under the title "Mindfulness" were organized for the students.

File Description	Documents
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/6/6.5.1/add_inf.pdf
Upload any additional information	View File

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

The institution periodically evaluates its teaching-learning processes, operational methodologies, and learning outcomes through the IQAC, following established norms. Incremental improvements are recorded across various activities.

The institution adheres to its comprehensive master plan, VISION 2026, designed to align with NAAC, NEP, and NIRF ranking standards. Departments streamline processes and documentation under this plan. Activities proposed by departments require approval from the Principal via an activity/proposal form detailing the activity's nature, objectives, and beneficiaries. The IQAC oversees departmental activities to ensure alignment with the five-year master plan.

Faculty are encouraged to engage in research, with the Research Activity Cell providing updates on funding opportunities and applications for major or minor research projects. Each department submits an annual plan for research activities and provides a year-end report to the research cell.

Student mentoring is systematized through mentoring forms that track student backgrounds and academic progress. Faculty meet mentees monthly and submit an annual report to the mentoring committee.

Departments are motivated to organize seminars, workshops, and certificate courses while fostering collaborations with industries and associations to enhance practical exposure. Students are encouraged to participate in intercollegiate activities, with the Outside Activity Committee submitting a report to the IQAC for review.

File Description	Documents
Paste link for additional information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/6/6.5.2/add_inf_1.pdf
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	**A. All of the above**

File Description	Documents
Paste web link of Annual reports of Institution	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/6/6.5.3/report_upload.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	**No File Uploaded**
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

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 year

Carmel College of Arts, Science & Commerce is a college exclusively for women at the UG level in Goa. The college's primary focus has always been women's safety, welfare, and development.

Safety and Security: CCTV cameras are installed across the

campus to ensure safety and a watchman monitors vehicle and visitor entry at the main gate.

Counselling Services: Two on-campus counselors support students in addressing challenges while maintaining confidentiality. They also organize workshops and talks for students and staff to promote their well-being and mental health as women.

Facilities: The campus provides a common room, sick room, and reading room, ensuring comfort and convenience for students. Emergency first aid and medical assistance are readily available. A cooperative store supplies essential items, including stationery, hygiene products, and snacks.

Mentor Scheme: A mentoring program assigns small student groups to faculty members who guide them in academic and personal matters through regular interactions.

Hygiene and Washroom Facilities: Dedicated washrooms for men and women are available across campus, including separate facilities for undergraduate staff and visitors. Amenities like sanitary pad incinerators, hand soap, liquid handwash, and towels are provided, with regular cleaning to maintain hygiene standards.

These measures collectively ensure a secure and supportive environment for women, promoting gender equity and empowerment.

File Description	Documents
Annual gender sensitization action plan	NIL
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://carmelcollegegoa.org/geotag/pgallerygps.php?path=AQAR_2023_24_7.1.1

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	B. Any 3 of the above

File Description	Documents
Geo tagged Photographs	[View File](#)
Any other relevant information	[View File](#)

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Waste Management Practices on Campus

The college has implemented a comprehensive waste management system to ensure environmentally responsible disposal and recycling. All waste generated on campus is segregated into distinct categories, including biodegradable (wet waste), paper, plastic, glass, and e-waste.

Biodegradable Waste: Wet waste is composted on-site using designated pits and bins. Specific areas are allocated for vermicomposting, where organic waste is converted into nutrient-rich compost for campus greenery.

Dry Waste: Non-biodegradable dry waste is collected every Thursday by the local panchayat for further processing. Glass waste is sold as scrap, promoting recycling and resource conservation.

Sanitary and E-Waste: Waste from sanitary pad incinerators is handled and disposed of safely. E-waste generated on campus is collected, cataloged in a manifest, and handed over to professional recycling firms. Faculty and students are encouraged to bring e-waste from home, further enhancing the institution's commitment to reducing electronic waste.

Chemical Waste: Hazardous chemical waste is neutralized through appropriate chemical methods before disposal. The college strictly avoids generating radioactive waste, aligning with its environmental safety practices.

These sustainable practices reflect the college's dedication to responsible waste management, reducing environmental impact, and promoting ecological awareness among students and staff.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (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	A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	View File

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 200 words).

Carmel College takes pride in fostering an inclusive environment that embraces cultural, regional, linguistic, communal, socioeconomic, and other diversities. The institution welcomes women from varied backgrounds, spanning different states, cultures, faiths, and social strata, ensuring no discrimination during the admission process. This commitment to inclusivity is reflected in several institutional efforts to nurture tolerance and harmony among its diverse student body.

To promote interfaith understanding and encourage mutual respect activities such as an inter-religious faith dialogue and a Peace Rally were organized. furthermore, festivals of different religions were celebrated with equal fervor, providing a platform for students to understand and appreciate each other's traditions.

National days, including Independence Day, Republic Day, and Goa Liberation Day, were commemorated with great enthusiasm, instilling patriotism, loyalty, and a sense of unity among students.

Given the diverse linguistic backgrounds of the students, the college organized various linguistic activities to create a harmonious and inclusive learning environment. Students were also encouraged to engage in traditional cultural events, enabling them to appreciate and respect India's rich heritage and diversity. These initiatives collectively contribute to a nurturing and inclusive atmosphere, fostering tolerance, harmony, and mutual respect within the college community.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View File](#)
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The faculty and staff at the college are committed to upholding both the letter and spirit of the Indian Constitution. Nationally significant days are observed with due reverence, and the lives of prominent national leaders are celebrated to inspire both faculty and students. During crises, NSS and NCC volunteers step up to assist. Value education classes follow a detailed chart outlining the themes for each semester. All campus activities align with the college's code of ethics and national development goals. The history and political science departments take the lead in commemorating major national holidays. The Sisters of the Apostolic Carmel Congregation also dedicate days of prayer and responsibility to events like Independence Day, Republic Day, Goa Liberation Day, and Goa Statehood Day. To further the growth and development of the institution and its community, various activities and sessions are organized to educate and empower both teaching and non-teaching staff.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/7/7.1.9/report.pdf
Any other relevant information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/7/7.1.9/add_inf.pdf

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

File Description	Documents
Code of ethics policy document	View File
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 File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The college celebrates State, National and International days. Some of these were Goan Opinion Day, Peace Day, Independence Day National, Mathematics Day, National Science Day, World Wildlife (Eremos- Intercollegiate event), National Wildlife Week, Global Tiger Day, International Year of Millet's, National Nutrition month , World Poetry Day, International Women Day. Activities like quiz, talks, cultural programs, short film competition, canvas painting, flip the Switch, fashion show, book mark competition, elocution, presentation, photography competition, inter-collegiate competitions, exhibitions,Clay model making and Illustration competition, Cosplay competition, PPT competition.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Title of the Practice: Work Experience/Internship

Goal: To provide students with practical knowledge and insights into the work world, helping them make informed career choices.

Students must complete a mandatory internship (minimum 15 days) in their field of interest, bridging the gap between academic learning and real-world expectations. This practice allows students to gain hands-on experience, enhance work ethics, and explore career options.

Context: Students can choose their internship areas, with the college providing an official letter of authenticity and obtaining parental consent.

Practice: The program equips students with real-world skills, discipline, and networking opportunities, helping them grow professionally.

Evidence of Success: Internship references have aided students in securing jobs and postgraduate admissions.

Title of the Practice: E-Waste Collection and Work Experience/Internship Program

Objectives of the Practice: The initiative combines environmental responsibility and skill development. The E-Waste Collection Program promotes sustainable disposal habits among students and the community, while the Work Experience/Internship Program equips students with workplace skills and career insights, fostering holistic growth.

The Context: Located in a rural area, the college addresses local e-waste challenges and empowers students through internships.

The Practice: E-waste bins are provided, and periodic pick-ups are arranged. Internships of 15+ days offer practical exposure and networking opportunities.

Evidence of Success:

- 246 kgs of e-waste collected.
- Students secured jobs and postgraduate admissions through internships.

Problems Encountered: Awareness campaigns and logistical efforts were needed for participation and coordination.

Notes: These practices prepare environmentally conscious, career-ready graduates.

File Description	Documents
Best practices in the Institutional website	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/7/7.2.1/best_practices_website_2023_24.pdf
Any other relevant information	https://carmelcollegegoa.org/wp-content/uploads/AQAR_2023_24/7/7.2.1/rel_doc.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Carmel College for Women distinguishes itself through its unwavering commitment to transforming the lives of first-generation learners, primarily from rural and conservative backgrounds in South Goa. The institution's pedagogical practices and campus activities are tailored to create a safe, nurturing, and inclusive environment for students who might otherwise lack access to higher education. By delaying marriage age and ensuring graduates become educated mothers, the college contributes significantly to national development goals.

Admission policies historically favored local students irrespective of academic performance, offering mentoring and equal opportunities to help them succeed. Despite recent centralized admission mandates, the college continues to nurture students' academic and personal growth. Many students, starting with modest grades, graduate with distinctions and secure admission into postgraduate programs.

The college's woman-centric mentoring program provides holistic support, including financial aid, emotional guidance, and accommodations for needy students. Faculty actively engage with families and intervene in crises, fostering stability. Inspired by the Apostolic Carmel Congregation's ethos of service, integrity, and simplicity, students imbibe values of humility, fairness, and leadership.

Graduates emerge as empowered, morally grounded individuals ready to tackle life's challenges, embodying Carmel College's mission of cultivating skilled, socially responsible citizens who uphold truth and integrity

File Description	Documents
Appropriate web in the Institutional website	[View File]()
Any other relevant information	**No File Uploaded**

7.3.2 - Plan of action for the next academic year

1. For the promotion of employability:

- **Engage with industries to promote strategic employment skill sets**
- **Conduct placement fair**
- **Increase the number of MOUs (a minimum of 5) to promote internship, training, research and development**

2. Exposure to other educational institutions to stay up-to-date with evolving standards and best practices

- **Conduct visits to other educational institutions**
- **Invite consultations by experts to review educational standards**
- **Launch a systems approach to establish the institution's best practices**

3. Enhancing ICT in the curriculum

- **Further modernizeall the computer laboratories.**
- **Install smart boards in at least three classrooms.**
- **IT Upgradation of auditorium**

4. Encourage research activity in the faculty

- **Publish papers by faculty (10 papers)**
- **Conduct research-related training**

5. Up-gradation of the library:

- **Enhancing facilities with advanced IT support.**
- **Establishing a browsing centre and optimizingspace management.**
- **Developing departmental libraries for improved resource accessibility.**

6. Generating ideas under the Innovation and Incubation Nurturing Centre.

- Innovation / startups (three)
- Fostering interaction and collaboration with industry stakeholders

7. Conduct Add-on courses that will promote employability (minimum of 5).

8. Campus-to-Community Initiatives:

- Minimum tenextension activities to foster community engagement.

9. Social Media Engagement:

- Strengthen social media presence to involve alumni.