



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**CARMEL COLLEGE OF ARTS, SCIENCE AND
COMMERCE FOR WOMEN**

H.NO.790 NUVEM SALCETE GOA
403713

<https://www.carmelcollegegoa.org>

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Carmel College of Arts, Science & Commerce for Women was established in June 1964 to fulfil the need of higher Education for Women in Goa. It has the distinction of being the first and only college for Women in the State of Goa.

The college had a humble beginning with a limited faculty for the Humanities and Pure Sciences, but today it stands tall as a full-fledged multi-disciplinary institute of higher education. The additions are the faculty of Commerce (1987); post-graduate course in Commerce (M. Com) with specialisation in Management and Accountancy (2007); post-graduate course in Psychology (M.A.) (2007) with specialisation in Counselling and a post-graduate course in science (M.Sc.) (2017) with specialization in Food Technology.

Within 55 years of its inception, Carmel College of Arts, Science and Commerce has made a distinctive mark in the state of Goa as being amongst the forerunners in quality education and the only institute dedicated to the overall development of young women.

The College was reaccredited by NAAC with an A Grade in 2016 and at present we are in the process of the fourth cycle of reaccreditation.

The Management System of the College is certified to be in accordance with the requirements of the management system standards of ISO 9001-2015 valid till 21st March 2023.

Our College has collaborations with institutes of national repute like the National Institute of Oceanography (NIO) and Goa Chamber of Commerce & Industries (GCCCI). Presently we have MOUs with 9 institutes through which collaborative activities are organized.

The present infrastructure is in keeping with the current trends of evolving technology and modernisation in education. The college plans to improve the quality of education through planned development to include new academic courses as well as expansion and upgrade of the existing ones. This should help us achieve self-reliance in terms of quality education, create an inclination towards research and provide students with education relevant to the society and nation as a whole.

Vision

VISION STATEMENT: Holistic Development of Youth through Education amidst a Changing, Challenging and Developing Society.

As a Catholic educational institution our main goal is the alignment of our vision and mission with emphasis on:

1. Imparting current knowledge to our students in their subjects and giving them opportunities through various curricular and co-curricular activities to challenge their reasoning and critical thinking skills

2. Value education through vicarious modelling by Management, Principal and Faculty
3. Sensitising students to be aware of and empathise with the needs of the poor; inculcating in them love for the underprivileged through social development schemes.
4. Developing a greater national consciousness which will bring in its wake, a love for the country and desire to serve the people.
5. Admission to students without any discrimination of caste, creed or socio-economic strata.

Mission

MISSION STATEMENT: To Educate Youth for Altruistic Leadership by Integrating Academic Excellence and Human Ethics.

The objectives of the institution are as follows :

- To provide value-based and quality-oriented education to students with a secular, democratic and syncretic spirit
- To inculcate in students the value of generous service and pursuit of integrity
- To work for the deepening of faith, specially of Catholic students
- To provide a higher education platform specially for first generation learners
- To prepare youth for a dynamic role in a multi-cultural and global society through use of modern technology and effective learning
- To impart knowledge, life skills and work skills in order to make students gainfully employable and face bravely the challenges of the future.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Carmel College is the only women's institution of higher education in the state of Goa, thus creating a more equitable and fair opportunity for women to earn a graduate degree, specially first generation learners.
2. The college is managed by a congregation that has been in the field of education for over 150 years.
3. The college has made a distinctive mark in the state of Goa as being amongst the forerunners in quality education and has to its credit a full-fledged multi-disciplinary institute of higher education with undergraduate as well as post graduate courses.
4. The faculty are erudite and experts in their subjects with nationwide and global exposure.
5. The faculty mentor students to find and chart their own personal and career paths.
6. Faculty members are sought out as experts on various government boards at both the national and state level.
7. The college is easily accessible and centrally located on the NH-66.
8. The college has a sprawling campus area of 32 acres with plenty of greenery and an environment conducive to learning.
9. There is possibility for expansion of the institution to accommodate more students and programs.
10. Availability of hostel facilities – the only undergraduate non-professional college to offer this service.
11. ISO 9001-2015 Certification

Institutional Weakness

1. Limited funds for Upgrading of Information Technology facilities
2. Funds for Infrastructure modernisation
3. The institute is managed by the Apostolic Carmel Congregation who have access to limited financial resources and funding opportunities.
4. Funding from Alumnae is limited as it is only in recent years that ex-students are truly financially independent

Institutional Opportunity

1. Encouraging young women to pursue higher education
2. Retention of talent within the country by empowering the youth through higher education
3. Through mentoring, helping students understand their own strengths and opportunities and take calculated decisions for their career and personal life
4. Giving world class amenities to students from lower socio-economic strata and helping them with placements
5. Enhancing world class research to contribute to the overall development of the nation.
6. Sensitising students with various community outreach programs to inculcate altruism.
7. As the only women's institution in Goa, the college serves as a major attraction for foreign women students from the neighbouring and Lusofonia countries.
8. Multi-cultural milieu and campus diversity offers an enriching campus environment and experience for all students.

Institutional Challenge

1. Lack of funds for upgrade of infrastructure, expansion and development.
2. As a girls only institution, student enrolment, gender diversity and gender equity opportunities are limited.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Carmel College follows the Goa University CBCS syllabus for affiliated colleges. The institution has also implemented the ISO standards in curriculum planning and implementation. It is ensured that the prescribed curriculum and syllabus is executed and completed effectively by a number of teaching methods and innovative strategies. The institution always keeps in mind relevance to the local/national/regional/global developmental needs while framing learning objectives.

Faculty are members of the boards of studies and are special invitees to the syllabus planning sub-committees in their disciplines. While conceptualising and preparing the final syllabus they incorporate suggestions and ideas of other faculty members in their department. This ensures that the curriculum is updated

and relevant. Most faculty members are involved in the Central Assessment Programme of the University. They are chairpersons for various examination panels and are involved in paper-setting and assessment. Faculty also serve as external examiners and experts for practical examinations and the third year project viva voce for other colleges.

Besides the curriculum, the institution offers certificate courses to develop skills, talents and knowledge. Students are encouraged to participate in seminars and workshops to develop overall personality and leadership. Value education classes focus on core human values and life skills like altruism, honesty, integrity, family values, respect for human rights, dignity of labour, resilience and time management. Student enrolment in the NSS and NCC units is robust and enthusiastic.

The IQAC of the college collects feedback from various stakeholders. Changes suggested are implemented wherever/whenever feasible.

Teaching-learning and Evaluation

The learning environment on campus is created to nurture students holistically. Co-curricular, extra-curricular, cultural, sports and add-on courses help identify and explore talents and skills. Analytical and critical thinking and soft skills are given vital importance.

Students are continually assessed through class tests, ISAs, classroom seminars, debates, quizzes, presentations, assignments etc. Field trips, industrial visits, heritage trails and performance of poetry and drama provide students with opportunities to pursue experiential learning in their respective domain. Practical components and field research is designed and conducted with regular opportunity for problem solving.

Many faculty members have teaching experience of over 20 years. Faculty uses ICT tools such as google classroom & edmodo app to engage students during the digital teaching-learning process. Study material is uploaded on these apps in form of power point presentations, word documents, pdfs or YouTube links. Faculty prepare a work schedule and proforma each semester for each course, specifying the objectives, teaching methodology and the learning outcomes. Activities are planned and conducted by the departments in accordance with programme specific and course outcomes. Students' enthusiastic and meritorious participation in large numbers in a variety of these activities is proof of the efficacy of these initiatives.

The college evaluation procedures are transparent and robust. Students are given a clear idea about the syllabus and evaluation procedure. They are shown ISA exam answer sheets. The College has an Examination Committee, Unfair Means Committee and Grievance Committee, which handles various aspects related to exams.

Research, Innovations and Extension

The College Management encourages and promotes research culture on the campus. In the last five years one major and 2 minor UGC sponsored projects have been completed. College faculty are resource persons for seminars, conferences and refresher courses, invited as experts to other colleges and institutions, on the academic audit panel of other colleges of Goa, are master trainers and have published papers in international journals. 13 faculty members have authored books or chapters in books, 3 are recognized research guides.

Carmel College organizes and participates in various extension activities with objectives of not only sensitising students to social and community issues, but also contributing to public awareness, and strengthening community participation. Extension activities are planned to further the college mission to create socially responsible citizens as well as dynamic leaders to take positive action on social and environmental issues, thus contributing towards a just and equitable society. These activities shape the personalities of young adult women while inculcating in them the responsibility to 'give back' to family and community through service without expecting anything in return. The NSS contingent has received the first prize for their community policing contribution under the United 1000 project. Students were assigned the project 'Improving Health Facilities for Verna Police jurisdiction' which focused on enhancing the medical, mental and physical health of the officers and community.

The college has collaborations and linkages with institutions of national repute. Presently we have 9 MOUs through which collaborative research, seminars, workshops and extension activities are conducted.

Infrastructure and Learning Resources

- Spacious, airy, well-lit classrooms with LCD, IT, Multi-media speakers and Wi-fi facilities. UG:24; PG: 7.
- One smart class with an intelligent interactive panel.
- Labs – Botany, Chemistry, Electronics, Physics, Zoology, Psychology, e-commerce, 3 large IT labs with combined with 66 terminals.
- Total no of computers on campus - 175
- Stadium with indoor badminton court, a pool table, table tennis table, carrom board and chess board, gymnasium; changing rooms, hot and cold water facilities. Outdoor sports facilities: multipurpose court for basketball, volleyball and handball matches. Football ground with flood lights for day / night matches, walking track, tennikoit court.
- Air-conditioned auditorium with stage, musical instruments and a Public Address system.
- LIBRARY with Inflight database access to 25,000 journals; reference and lending sections; airconditioned comfort during the summers. Computers for faculty and student research and study. Holdings: 38,529 books, 100 magazines. 21 Rare books.
- Free Wi- Fi and internet services for all stakeholders on campus
- The Botany Department: shade house and a botanical garden which nurtures endemic plants of the Western Ghats. The Zoology department maintains the Museum of
- 200 bedded Hostel with mess hall, washing and ironing facilities, hot and cold running water and e
- Need-based crèche for teaching and non- teaching staff of the college.
- Mobile banking facility that visits the campus regularly.
- 24-hour security and CCTV surveillance for built-up area of college.

Student Support and Progression

Carmel College is committed to student progression. Student fund scholarships provide financial assistance. Students avail of a number of government scholarships. Scholarships are also constituted by the college co-

operative stores and donated founded prizes. Ragging is strictly forbidden and there is a policy for dealing with sexual harassment.

Workshops are conducted for students to develop valuable entrepreneurial, soft and life skills. Training is provided to students to answer competitive exams and special classes are held to train the students to answer entrance exams. Departments organise career counselling talks in their respective subjects. Students are encouraged to go in for higher studies. The Placement cell organizes a placement drive and recruiters are invited to conduct campus interviews for the students.

Students are encouraged to take part in sports and cultural activities not only on the campus but also at the intercollegiate, national and international level. The student council of the college is vibrant and enthusiastic. It has representation in various committees like the college IQAC, the cooperative stores, various clubs and cells. The Carmel family day is organized by the Students Council every year as a fund raiser.

The alumnae association Carmelex is a registered body with an objective to maintain a sense of belonging to the Alma Mater. It conducts various activities like the annual singing competition 'Voice of Carmel', medical camps, pop up bazaars. It has generated funds towards the solar panel by organizing the 'Winter Fiesta' in 2019.

Governance, Leadership and Management

Governance is democratic and collaborative. Management is always open to suggestions and participation of faculty and other stakeholders in decision making that are beneficial for the overall development of the institution. Thus, in keeping with the policies and plans, the Manager of the College along with the Principal and Vice Principal designs and initiates the academic, non-academic and administrative programmes to be executed in the institution and an academic calendar is drawn up.

The Principal in consultation with the Vice Principal forms various faculty committees with a senior faculty member as coordinator. Committees conduct administrative, academic, co-curricular and extra-curricular activities. Faculty has freedom to conduct innovative and creative student activities as long as they are in keeping with institutional values.

The college has implemented e-governance for finance, accounts, admissions, examinations and aspects of administration. The faculty is encouraged to participate in conferences, workshops and seminars and partial financial support is provided for the same. Appraisals for teaching, administrative and support staff are done annually and feedback is given by the principal to all employees.

The management mobilises funds through the salaries received by the teaching nuns on the college pay roll, by floating self-finance courses, through donations from philanthropists, fund raisers and government grants including RUSA. The IQAC of the college plays a vibrant role in maintaining academic and administrative quality, dynamic teaching learning processes in tune with progressive pedagogy and reviews the quality assurance strategies periodically.

Institutional Values and Best Practices

At Carmel College for Women the priority will always remain **the transformation of the lives of first-generation learners**. Pedagogy of every aspect of the curriculum and campus activity is oriented to this goal with commitment to diversity and inclusion in a safe, nurturing and non-judgmental manner. At Carmel College young women find a physically safe and secure as well as emotionally and spiritually nurturing environment to learn, think and grow.

Numerous campus activities are geared towards teaching students to be physically, emotionally, mentally and spiritually strong, with the eventual aim that women may play more **active decision-making** roles in the home and community, eventually uplifting citizens' economic status, health and hygiene. The college faculty and counsellor provide a safe and secure atmosphere to deal with emotional, psychological and gender issues. The institution strives to make the campus disabled friendly through provisions for special physical facilities, ramps/rails, separate restrooms and scribes for such students.

The Green and Zero Waste Policy of the college outlines strategies for active participation of all stakeholders on the campus. The management, staff and students actively contribute to maintain and improve the natural green ambience of the college campus and adopt strategies for sustainable waste management in a consistent move towards the mission of conserving the environment.

Inculcating human values, one of the core objectives of the institution is implemented through weekly value education classes. At annual self-renewal programmes and retreats, students are made aware of basic values of integrity and ethical conduct.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CARMEL COLLEGE OF ARTS, SCIENCE AND COMMERCE FOR WOMEN
Address	H.NO.790 NUVEM SALCETE GOA
City	MARGAO
State	Goa
Pin	403713
Website	https://www.carmelcollegegoa.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Aldina Braganza E Gomes	0832-2790959	9075417937	0832-2790959	carmelcollege64@gmail.com
IQAC / CIQA coordinator	Mrs. Sajani Dcosta	0832-2790714	9823723060	0832-2790190	sajani123@rediffmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

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

Establishment Details				
Date of establishment of the college	01-06-1964			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Goa	Goa University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	15-03-1967	View Document		
12B of UGC	27-03-2014	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	H.NO.790 NUVEM SALCETE GOA	Rural	35	4556

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Psychology	36	HSSE	English	5	0
UG	BA,Psychology	36	HSSE	English	35	32
UG	BA,English	36	HSSE	English	15	13
UG	BA,English	36	HSSE	English	5	1
UG	BA,Political Science	36	HSSE	English	5	2
UG	BA,Political Science	36	HSSE	English	20	19
UG	BA,Economics	36	HSSE	English	5	0
UG	BA,Economics	36	HSSE	English	10	7
UG	BA,Hindi	36	HSSE	Hindi	5	5
UG	BA,Hindi	36	HSSE	Hindi	5	1

UG	BA,Konkani	36	HSSE	Konkani	20	18
UG	BA,Konkani	36	HSSE	Konkani	5	2
UG	BA,History	36	HSSE	English	5	3
UG	BA,History	36	HSSE	English	40	38
UG	BSc,Zoology	36	HSSE	English	20	17
UG	BSc,Chemistry	36	HSSE	English	40	37
UG	BSc,Physics	36	HSSE	English	10	4
UG	BSc,Botany	36	HSSE	English	20	10
UG	BSc,Mathematics	36	HSSE	English	20	17
UG	BCom,Commerce	36	HSSE	English	20	17
UG	BCom,Commerce	36	HSSE	English	40	39
UG	BCom,Commerce	36	HSSE	English	50	41
PG	MA,MA	24	B.A Psychology	English	40	40
PG	MCom,MCom	24	B.Com	English	40	11
PG	MSc,M Sc	24	B.Sc	English	30	29

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				19				74			
Recruited	0	2	0	2	5	14	0	19	10	64	0	74
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				48
Recruited	9	37	0	46
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	2	2	0	3	8	0	17
M.Phil.	0	0	0	1	3	0	0	2	0	6
PG	0	0	0	2	9	0	4	13	0	28

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	20	0	22

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0		20		20

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	12	1	0	1	14
	Female	106	2	0	2	110
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	940	97	8	2	1047
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	7	6	6	4
	Others	0	0	0	0
ST	Male	0	0	1	3
	Female	179	193	161	119
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	95	91	75	68
	Others	0	0	0	0
General	Male	8	8	1	0
	Female	748	655	583	572
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1037	953	827	766

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
416	380	346	358	358
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
25	21	21	20	20

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1037	953	827	766	788
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
281	290	243	194	162

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
319	271	254	237	252

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
75	60	55	54	52

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
75	60	55	54	52

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 32

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
52.28	55.60	137.2	134.7	105.3

4.3

Number of Computers

Response: 122

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Carmel College is one of the renowned educational institutions in Goa and is the only exclusive women's educational institution in the state. The faculty members play a pivotal role in the planning of curriculum.

Presently, Dr. Sr. Aradhana A.C is the chairperson of the Commerce board of studies.

In addition, a number of the faculty are members on the boards of studies and special invitees to the BoS in their disciplines and are instrumental in the conceptualization and preparation of the final syllabus in their subject. They are also instrumental in incorporating suggestions received from student's feedback about the syllabus. All these processes ensure that the curriculum is updated and relevant to the courses offered by the College.

Carmel College consistently ensures that the prescribed curriculum and syllabus is executed and completed effectively by 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. The institution has also implemented the ISO standards in curriculum planning and implementation.

During the non-instructional days of each semester, every department has departmental meetings. At these meetings the HOD allocates subjects to be taught to each faculty member depending on their subject specialization, and the work-load, so as to enable adequate time to prepare for the semester.

At the beginning of the semester, each teacher prepares Work Proforma schedules. These are detailed outline of syllabus completion, teaching methodology to be adopted, inclusive of innovation in teaching methodologies, field trips, guest lectures. At the end of each chapter/unit, the teachers are required to record their compliance. These work proforma schedules are first approved by the HoD and then by the Principal. Faculty discuss the syllabus with the students, and informs them about the various teaching methodologies that may be adopted for that subject at the start of each semester.

At the start of each academic year the College also plans co-curricular activities for the students, which are mentioned in the academic calendar. This academic calendar is also a part of the College Handbook which is given to every faculty member and student. The handbook also mentions the tentative schedules of university examinations, college ISAs and SEEs. The calendar provides a base for department level micro-planning.

Every Department, at the beginning of each semester, plans detailed activities for the semester and other academic initiatives to be taken by the lecturers and students, such as paper presentations, conferences etc.

At the end of each semester, teachers mention in the work proforma, whether they have completed the syllabus and the activities planned, ensuring a provision for compliance and noncompliance accountability. These are then discussed at the departmental meetings. An evaluation of every activity held in the college for all the students is also undertaken and evaluated at staff meetings.

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

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

Response:

With the publication of the timetable and academic calendar at the beginning of the year, all the concerned stakeholders are fully aware of the academic schedule. The academic calendar schedules the exam dates as per the schedule provided by Goa University. However, the dates of the ISA (Intra Semester Assessment) are decided by the college and mentioned in the academic calendar.

A minimum of two ISAs are conducted for every paper. The first ISA is in the form of assignments, wherein the students, depending on the subject, are given topics to express their views either by evaluation, critical appreciation, comparative analysis etc. The timeline to submit the first ISA is mentioned in the college handbook. The second ISA consists of an objective test, the dates of which are also mentioned in the college handbook

At the commencement of each semester, lecturers initially endeavour to provide the students with an outline about the topics to be taught, the methodologies proposed to be adopted and also the time schedules. At these contact hours, the students are appraised of what to expect of them and they are also given opportunities by individual faculty members to express their views and concerns about the subject.

Carmel College does not restrict itself to conducting ISAs. Continuous internal assessment is continuous and an ongoing process. Lecturers assess the knowledge and skill of students by having a question answer session, spot quiz, open book tests and so forth. The results of these tests become the basis to the further teaching process and each lecturer uses his/her discretion to adopt suitable methods in their teaching learning process to upgrade and fill the knowledge gaps of their students.

At the end of each semester an SEE (Semester End Examination) is conducted for the first and second year students, as per the guidelines laid down by the concerned BoS of each subject. The evaluation scheme and methods are prepared by the concerned teacher with due scrutiny and approval of the concerned HoD. The final year question papers are sent by Goa University. A number of faculty members from Carmel College are involved in exam related work at the University, in the capacity of CAP director, chairperson, paper setter, paper evaluator and moderator.

Many subjects like Botany, Chemistry, Mathematics, Physics, Zoology, Psychology, Languages (orals) have substantial practical components. The scheme of evaluation is prescribed by the respective BoS for

the practical components. Accordingly, the first and second year practical exams are conducted internally, while the final year students are evaluated by an external examiner, appointed by the University. By adhering to these processes and procedures the College ensures that the academic calendar is strictly followed, at the same time ensuring that the students have sufficient time to prepare of the university exams.

In order to help the, slow learners, personal attention by way of individual lectures, special classes are conducted throughout the academic year. Revision classes are organised which are usually scheduled during the examination preparation phase.

File Description	Document
Upload Additional information	View Document

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

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

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 25

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 25

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

2019-20	2018-19	2017-18	2016-17	2015-16
08	05	06	04	02

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

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

Response: 14.06

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

2019-20	2018-19	2017-18	2016-17	2015-16
165	140	171	106	41

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

1.3 Curriculum Enrichment

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

Response:

Carmel College being the only exclusive women's college in Goa comprises of students coming from varied backgrounds – rural, urban, expatriate, Goan émigré families from the Middle East, ICCR sponsored International students, students from the neighbouring countries (Nepal, Bhutan, Maldives) and students from the Portuguese speaking Lusofonia countries. Focusing on holistic development of the student body is the utmost priority of the college. Cross cutting issues are covered in the syllabus, along with various activities.

Professional Ethics: The College expects its students to keep up to high moral and social behaviour. Ethical values are inculcated at every possible occasion be it a teaching situation, a college event, a public incident or a media report of an event.

The college through its various departments focuses on ethical principles underlying research, psychological testing, career counselling, couple and family counselling and clinical practice; orienting students towards ethical decisions in business and providing a framework for understanding, analysing and resolving ethical issues in business decision making is also undertaken. Emphasis is also laid on intellectual honesty and ethics in research and the AMFI code of ethics along with guidelines on professional ethics.

Gender: Matters concerning adolescent girls are of grave concern and priority to the institution. While promoting the protection of women and equal treatment of women in every sphere, the faculty utilises the class room and field learning situations to create necessary awareness of all women related issues.

Activities organised include movie screenings and watching women-oriented films addressing themes like patriarchy, feminism, gender disparity, social, legal and cultural approaches towards marriage, domestic abuse.

Human Values: The college has a weekly value education lecture for all the classes, to inculcate universal human values. Some of the topics included under its ambit are focus on core human values; understanding the personality and emotions of others within a cultural context; understanding oneself in interaction with diverse cultures; development of empathy, genuineness, acceptance, honesty, understanding and silence; respect for people's rights and dignity. Organisational behaviour too is geared towards the application of human values while maximizing individual and corporate goals.

Environment and Sustainability: The College ensures awareness of the environment is created among the students through class room teaching along with film, drama, poetry, stories depicting environmental issues; importance of flowers, vegetables, birds and animals in folklore; current issues pertaining to the environment and so on.

The course on Food Packaging and Food Laws orients students towards laws governing the setting up of a food-based industrial unit and the pertinent permissions and certifications necessary based on national and international guidelines. The laboratory courses encourage students to generate products from food waste and teach them to either design food products from food waste or work towards developing products that will not strain the resources in the environment. Most of the courses lay stress on promoting an

understanding of the role that environment plays in human behaviour along with facilitating pro-environmental, sustainable, long-term habits and life-skills.

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

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

Response: 5.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
22	21	19	16	16

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document

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

Response: 28.93

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

Response: 300

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

1.4 Feedback System

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

Response: C. Any 2 of the above

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

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

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

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 82.87

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

2019-20	2018-19	2017-18	2016-17	2015-16
1037	953	827	766	788

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1324	1112	1056	922	886

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

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
281	290	243	194	162

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

2.2 Catering to Student Diversity

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

Response:

At Carmel College students from diverse socio-economical and educational backgrounds are admitted. Some departments conduct tests at the beginning of the academic year to identify the learning levels of students. When needed, a Bridge course is conducted in basic accountancy for vocational students entering FYBCom. Students are continually assessed through class tests, seminars, debates, quizzes, presentations; assignments that focus on application of concepts, critical, creative and tangential thinking. Through these, other co-curricular activities and mentoring, departments and faculty identify learning levels. All teaching is interactive with lively classroom participation encouraged.

For slow learners :

- Remedial coaching in the subject with extra practice problems & assignments
- Handholding by faculty for assignments and seminars, preparing study plans
- Giving academically slower students instructions and guidelines for assignments earlier than the rest of the class. Providing extra examples, reading material, practical applications, question banks
- Urging slower students to sit on the front benches
- Peer tutoring, question paper solving
- E-content and recordings made available to supplement classroom teaching
- Online & offline interactive teaching sessions with the concerned faculty
- Involvement in decision making regarding department activities to boost self-esteem

For advanced learners

- Conducting impromptu assessments and assigning parallel opportunities that are challenging
- Setting challenging home assignments, group discussion and debates in class
- Motivation for participation in state, national and international competitions, conferences, events like book festivals, fairs
- Exposure to research by encouraging students to interact with academic, industrial and subject experts on a regular basis through conferences/seminars/symposia, field trips
- Encouragement to competent students to take up internships
- Access to research labs outside the campus, eg: NIO, Goa University and other institutes, to enhance the quality of project work

File Description	Document
Upload any additional information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)**Response:** 14:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

Faculty is given freedom and autonomy regarding teaching methods. All adopt a judicious mix of lecture method and modern pedagogies that are student centric.

Experiential learning

- Students are required to complete a mandatory internship of a minimum 15 days within the 3 years of the UG program
- A self-defence course is organised for all FY students which helps in building confidence, capability, capacity and to learn how to prevent and handle injury
- Field trips, industrial visits, heritage trails, film and book reviews, performance of select poetry/drama provides students with opportunities to pursue experiential learning in their respective domains
- Within the curricular limitations of an affiliated system the various departments of the college prescribe project work that allows adequate experiential learning; students are also placed in institutes of national repute, such as NIO, ICAR, NCAOR, NMRC and other higher educational institutes for hands-on experiential learning for research-oriented modules.
- The Young Entrepreneurs' Fair held annually on campus for semester VI B.Com students helps them convert their hobbies into business ideas. Students exhibit their entrepreneurial talents using the skills, resources and abilities acquired from the subjects taught and experience real market and business conditions

Participative learning

- Class seminars
- Group discussions
- Debates
- Quizzes
- Role plays
- Drama/mime/street plays
- Field trips and other value-added activities
- Individual and group projects which help them focus on self-study, teamwork and independent/group learning

- B.Sc. practicals are preceded by synoptic lectures on the scope of the practical. No printed protocols are encouraged in regular practicals to ensure curiosity and queries from students and avoid mechanical conduct of experiments
- Acquisition of business skills, gauging the market and analysis of consumer behaviour through organising exhibition cum sale events. Product visualisation, branding, order taking, billing, execution of orders, business ethics and an understanding the importance of quality and customer feedback gives students the right experience of participative learning.
- Use of the **flipped** classroom for participative group learning
- Participation in sports and cultural activities on campus nurture student talents and foster togetherness and leadership
- Students are appointed as members of different committees and given responsibilities so that they develop organisational skills and abilities.
- Socio-political awareness is created by encouraging students to participate in mock parliament and ecological awareness is provided by the environment protection club of the college

Problem solving methodologies via:

- TY Project
- Assignments – field based, experiential; demand exercise of creativity, decision making, critical thinking, logic and reasoning
- Environment Studies evaluation through case studies, local area/state level environmental problems
- In the Skill Enhancement Course, ‘English for Competitive Exams’, students learn to expand their vocabulary, sentence construction, cohesion devices, text organisation, to identify and develop skill in different kinds of writing - expository, descriptive, narrative, argumentative, reflective.

Postgraduate departments also incorporate the following into the curriculum :

- Virtual Stock Market games
- GST Portal
- MOOCs
- Job-oriented Internships
- Industrial visits/ Training
- Community Outreach Programmes
- Study Tours
- Critical reviews of films
- Crossword Puzzles
- Christmas Fiesta

Hence problem-solving methodologies are integrated into the curriculum and enhance the ‘Carmel Campus Experience’.

File Description	Document
Upload any additional information	View Document

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

Response:

College faculty and management lay due importance to ICT enabled teaching-learning processes. Carmel College was the first institution in Goa to provide free wi-fi to all students from the year 2010. By now trends have been set in the use of multimedia devices. Each Department is provided with at least one departmental PC with internet connection and printer. The campus has three big computer labs (28, 18, 20 seats) and the entire built-up area is 100% Wi-Fi enabled. The library has 13 computers with internet for the students and has an online public access catalogue. Departments and staff rooms have desk tops and laptops for use by faculty and students. In totality there are 175 computers on campus. students carry their own laptops given to them by the Government of Goa in class 11/12.

Faculty uses Learning Management Systems such as Google Classroom & Edmodo app to engage students actively during teaching-learning processes. Study material is uploaded on these applications as PowerPoint Presentations, Word Documents, PDFs or YouTube links. Google forms are also use to test the understanding of the study material uploaded to Google Classrooms. Assignments are also scheduled digitally. Google Forms are also used for TYBCom Project data collection, quizzes, curriculum feedback and student feedback. Faculty use hardware such as Pen Tablets and video recording software to create online content. This content is then uploaded on the College YouTube channel – Carmel Live. Links to the same are shared with students. Faculty also communicate with students for editing and finalising project reports on line. Google Meet, Zoom and other applications have been used by faculty for effective interaction, teaching, discussions and feedback. All teaching learning processes including solving difficulties, evaluation of responses, project viva-voce was conducted online during the Covid-19 pandemic using Google Meet.

Software such as SPSS, AMOS are also used by commerce faculty. Chemistry faculty and students use software like ChemSketch, ChemDraw and Data Analysis and Graphing software like Origin. Students of the Mathematics department learn the use of Software like Python and GeoGebra. Physics department uses PhET Interactive Simulations, Graphing Software, EXCEL Graphics, ExpEYES interface. The department of Hindi uses different websites and tools like bharatdarshan, Gadya Kosh, Sahitya Vimarsh, Hindisamay.com, Rajbhasha.net, Shodhaganga.

Principal, department heads and management encourage teachers to attend training programmes, workshops and seminars related to ICT and innovations in digital solutions for teaching-learning. The College has a tie up with SWAYAM - local chapter – to provide students and teachers with additional online courses.

File Description	Document
Upload any additional information	View Document

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

Response: 19:1

2.3.3.1 Number of mentors

Response: 56

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

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 26.46

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

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

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 11.09**2.4.3.1 Total experience of full-time teachers**

Response: 832

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

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

The Institution has adopted a transparent and robust evaluation system. Students are given a clear idea about the syllabus and evaluation procedure which involves classroom evaluation, internal tests and assignments or projects as per broader guidelines of the University. Internal assessment is transparent and every student has a clear idea about the internal evaluation processes for theory and practical components.

- There are two Intra Semester Assessments per subject conducted each semester. Each ISA carries ten marks. The first ISA is conducted in different forms like a PowerPoint Presentation, Audio-Visual Presentation, Field-Based Surveys/Interview, case study and viva-voce, a written assignment.
- The timetable of each ISA is intimated to the students at least 2 weeks prior to the conduct of the ISA.
- The second ISA is generally objective or requires short answer responses. To ensure transparency and accountability, the signature of the students is taken for each ISA attendance. Upon evaluation of the students' performance, the marks awarded are shown to them. The students have to sign against the marks they have obtained.
- The marking scheme of each ISA is made known to the students at the beginning of the academic year.
- In case a student is unable to answer the ISA due to unavoidable circumstances, a third ISA is given upon producing valid proof/medical certificate and approval of the principal.
- The Examination committee of the college decides the dates for the conduct of internal examinations with due consultation of all department heads and the Principal. The HoDs take stock of the syllabus covered in different papers by concerned faculty members and accordingly question papers/assignments are finalised by different departments, in a confidential manner, well in advance of the time table of ISA / SEE examination. The internal examinations are internally managed by the department.
- Evaluated answer sheets are preserved 3 years. Marks for the examinations are submitted to the college office in time. Before filling up examination forms, all departments are asked to submit the debarred list of students based on eligibility criteria of attendance and completion of 2 ISAs.

- Percentage of attendance is calculated separately for each paper and then consolidated and eventually displayed on the notice board.
- The Principal and Examination committee ensure the smooth and transparent conduct of university examinations. Question papers for Internal Examinations, as well as semester end examinations are kept securely. The time table for internal and semester end examinations is prepared by the Examination committee. Examinations are conducted in a fair manner which does not give any scope for any kind of grievance from all stakeholders. In case of any grievance the unfair means committee attends and solves the grievance. invigilators check the identity card and fee receipt of each student before admittance into the examination room. The principal and vice- principal undertake surprise checks and visits to exam halls.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Students can request for re-verification of Intra Semester Examination (ISA) and Semester End Examination (SEE) marks by making an application in writing to the principal of the college. Upon receiving the application, the applicant can verify the same in presence of the principal and concerned faculty. The grievance process is settled within one week of receiving the application.

The college has a centralised Grievance Cell. Students apply to the principal for personal verification of a paper; due procedure according to Goa University guidelines is followed.

The college has an Examination Committee, Unfair Means Committee and Examination Grievance Committee, which handles various aspects related to exams. These committees conduct regular meetings and dry runs to ensure smooth processes and effective implementation of college policies and university guidelines when the need arises.

The Principal and Examination Committee ensure the smooth and transparent conduct of university examinations. Question papers for internal examinations, as well as semester end examinations, are securely stored. The time-table for internal and semester end examinations is prepared by the examination committee. Examinations are conducted in a fair manner pre-empting as far as possible student grievances. Invigilators check the identity card and fee receipt of every student before permitting entry into the examination room. The principal and vice - principal make random surprise checks and visits to examination halls/rooms.

Time tables for all exams except university exams (TY) are prepared by the examination committee. Examinations are conducted in a fair manner with no scope for grievances from any stakeholder. Invigilators check the identity card and fee receipt of every student for every exam paper before allowing entry into an examination room.

The College has a centralised Grievance cell. Students apply to the Principal for personal verification of a paper; due procedure according to Goa University guidelines is followed.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The College has clearly stated its Programme Outcomes, Programme Specific Outcomes, Course Outcomes and learning Outcomes which are displayed on the college website. These Outcomes have been set by taking into consideration the different programmes and the heterogeneity of rural and urban students.

As an affiliated college, the programme specific outcomes and the course outcomes are in accordance to the Goa University syllabus. Additionally, faculty formulates subject outcomes which are relevant to the course. Faculty prepare monthly lesson plans for each course, called the 'Subject Proforma' specifying the syllabus covered, the details of topics assigned for group discussions, quizzes, assignments, class presentations, as well as field surveys and excursions if applicable.

The programme specific outcomes are designed to relate to the content of the syllabus as per the subject. However there are some universal learning outcomes which are inherent in every syllabus like communication skills, language proficiency, soft skills development, entrepreneurial skills, sensitisation of students to race, religion, diversity/inclusivity, gender equality, empowerment, environmental issues etc.

Most of the activities are planned and conducted by departments in accordance with the programme specific and course outcomes. Active and enthusiastic participation in a variety of these co-curricular and extra-curricular activities helps to judge the programme and course outcomes. For academic assessments the college follows both formative and summative approaches as prescribed by the University.

The Vision and mission statements are displayed on the college website as well as in the college campus.

Post Graduate Departments:

The three post graduate programmes equip students for research leading to a Ph.D. Degree; to setting up an enterprise of their own; or for employment in Research Institutes, in teaching, and in Industry.

1. The **M. Com** Programme enables the students to join the financial services industry such as Banking, Insurance, Securities Market, IT enabled services and junior managerial positions in the areas of Accounting, Finance, Taxation, Marketing and Human Resources or start their own enterprise.
2. The **M. Sc** Programme provides the students with theoretical knowledge and practical abilities required to work in the food industry, research centres, and food-related national and international organizations

Upon completion of the **M.A Psychology** Programme, students Learn communication, and acquire critical thinking skills through internships, practicum placements, and a dissertation. They also develop integrity, sensitivity, and an appreciation for the diversity of the human experience.

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

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

Response:

To achieve the college goal of 'Excellence in Education' Carmel College Management, Faculty and Staff focus on measuring the attainment of Outcomes through a variety of tools and methods. Knowledge and skills are measured through performance in class tests, internal assessment tests, assignments, semester end examinations, seminars, laboratory assignments, evaluation of laboratory skills by conducting practical exam at the end of each semester, projects, reportage of field surveys and excursions, and presentations at academic fora. These methods provide insights to faculty about **students' aptitude, motivation, effort and achievement.**

Students get an opportunity for experiential learning through museum visits, industrial visits, study tours, field trips, local community interface and multi-media experiences. Therefore, learning is enriched and reinforced with superimposition of sensory, tactile, emotional, spiritual and intellectual inputs. Evaluation of all activities undertaken is done.

Mentoring and Counseling plays an important role in analyzing and responding to shortfalls in achievement of learning outcomes as well as trying to develop in students a humanistic and holistic approach to life.

Students present papers at local, national and international seminars, participate in paid as well as free workshops on campus and outside. Talks and student-centric activities are organized by the College. Enthusiasm in voluntary participation in these events is noted. A minimum 15-day period of work experience is compulsory for all college students. Students get an opportunity to get an idea of the real-life work ethic, witness first-hand the day-to-day job duties they can expect to encounter, learn the meaning of time management skills and realise the meaning of the 'employability factor'. They understand the vital importance of transferable skills such as communication and teamwork. Feedback/report is sought from the employer and filed.

Students learn responsibility towards the society and environment through activities of the NSS, NCC, and other campus cells and associations. Extension activities such as awareness rallies, cleanliness drives, environment protection club activities, street plays etc enable students to be creative, proactive and inculcate in them the value of service.

Sports is an integral aspect of campus life and students participate in inter collegiate fests, sporting events at state and national level and have won accolades for their Alma Mater. Ex-students serve as coaches, trainers and referees at national and international events and this is proof of the excellent outcome of the college sports programme.

Students take responsibility to organize conferences/workshops, co-curricular, extra-curricular events, like Carmel Sparks (an interclass cultural competition). Students also organize entrepreneurial fairs, pop-up bazaars, canteens to raise funds, exhibitions and sale of handicrafts and food items made by them. All of these activities create an interest in entrepreneurship, lead to acquisition of basic practical knowledge for self-employment. Students participate in these activities in overwhelming numbers.

The college tries to keep a record of details of students' vertical mobility in academics and employment. Alumni are employed as school teachers, counsellors, in banking & insurance, quality control and quality assurance and are entrepreneurs.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 92.95

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

2019-20	2018-19	2017-18	2016-17	2015-16
317	229	240	216	240

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

2019-20	2018-19	2017-18	2016-17	2015-16
319	271	254	237	252

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.58	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 35.54

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

2019-20	2018-19	2017-18	2016-17	2015-16
3.68	0	4.36	9.5	18.0

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

Any additional information

[View Document](#)

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

Response: 4

3.1.2.1 Number of teachers recognized as research guides

Response: 3

File Description

Document

Any additional information

[View Document](#)

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

Response: 6.41

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

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

3.1.3.2 Number of departments offering academic programmes

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

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document

3.2 Innovation Ecosystem

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

Response:

With an objective to create the necessary ecosystem to develop entrepreneurial and innovative skills, among students our college has organised various workshops and seminars in collaboration with innovation and incubation centres such as GSIC(Goa State Innovation Council) and CIBA(Centre for innovation and business Acceleration)

It gave students an opportunity to interact with different start-ups who advised them on various funding sources, made them aware about different areas of skills where they can establish themselves as entrepreneurs and create jobs for others in doing so. This was also accompanied by field visits.

To provide entrepreneurial mind-set the department of commerce conducts an annual entrepreneurship fair that encourages forging a relationship between start up, industry and the institution.

Industry – Institution relationships work in terms of industrial visits for students and faculties, field and site visits by students.

Faculty members regularly interact with industry to understand functional challenges through student's projects. Projects of students are used as case study in few industries. Also some expert lectures are given by industry personnel for students

College has in-house research journal KRUTI (ISBN No.). Faculty with aptitude for research are identified. Faculty are encouraged to apply and obtain research grants from various Government and non-Government organizations. Faculty are encouraged to take up research activities using inherent skills. Facilities such as flexibility in timings, use of laboratories etc are extended as per the requirement.

Students have presented papers at national and international level

Students and faculty avail the facilities within the campus to carry out research activities. Amenities such as Wi – Fi enabled campus and a well-furnished auditorium with seating capacity of over 500 students is available to conduct seminars/ Workshops, guest lectures, project presentations and screen informative educational movies

File Description	Document
Upload any additional information	View Document

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

Response: 5

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

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

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

3.3 Research Publications and Awards

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

Response: 0

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

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

Response: 3

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 0.95

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

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

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

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

Response: 0.57

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	12	5	6	5

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

3.4 Extension Activities

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

Response:

The extension activities of Carmel College aim to instil in our young women the bent of mind and strength of spirit to serve the community and to instil in students Christian values leading to positive action for the progress and uplift of society. The extension activities are planned to further the mission of the college to create socially responsible citizens as well as dynamic leaders to take positive action on social and environmental issues, thus contributing towards just and equitable communities. These activities also shape the overall personalities of our young women while they learn to serve through their involvement in a wide range of activities. They aim to instil in our students the belief that, "There is no higher religion than human service. To work for the common good is the greatest creed."

Extension activities are conducted under the banners of NCC, NSS, Environment Protection Cell, Women's Cell, Faith and Mission Enlivening Cell, Value Education, Consumer Welfare Cell, Civic Club, Biodiversity Research Cell etc. as well as through associations and collaborations with external agencies along with the departmental extension programs and activities. A number of workshops, seminars, field trips, certificate and add-on courses, inter-class and inter-collegiate competitions organised by the cells, clubs and departments on socio-economic, demographic, cultural and environmental issues over the last five years have helped in sensitising students and enabled them to carry on the awareness to their families and communities.

Students have participated in *swacchata* rallies and waste collection drives, Fit India Plogging events, *vanomahotsav* and plantation drives, street plays, migrant surveys, senior citizen card campaigns, visits to old age homes, orphanages and prisons, surveying community health care needs, blood donation camps, health camps, leadership and social camps, yoga, self-defence classes, health and nutrition fairs and courses, organic farm exhibitions and many more activities which have contributed in making a difference to their own lives and that of their communities. A 'Tiatr'-a Konkani drama with script, direction and acting by a group of 19 students of the College was staged in several successful shows. It highlighted various social issues of the times including suicide, outdated social norms, relationship issues and societal pressures and showed ways of dealing with them.

A group of NSS volunteers clocked in 100 certified hours to complete a community project, 'Improving Health Facilities for Verna Police Jurisdiction' in 2019-20. The project involved multiple efforts taken by the students in community research, analysis, community outreach, and pitching for prospective investor support for health care facilities. Also deserving special mention, is the commendable role of NSS volunteers in reaching out to the needy during the times of COVID-19 pandemic by stitching face masks, distributing food items for the migrants and using social media platforms to disseminate awareness and motivational messages.

Through such engagements, students have inculcated the values of selfless service and altruism. The college management, faculty and stakeholders are immensely proud of the dedication, commitment, love, generosity and humility with which students rise up to the challenge of these activities.

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**Response: 1****3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

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

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**Response: 141****3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
63	23	22	20	13

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

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

Response: 70.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
891	727	428	533	532

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

3.5 Collaboration

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

Response: 103

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

2019-20	2018-19	2017-18	2016-17	2015-16
73	2	14	8	6

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

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

Response: 12

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	0	0	3	4

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

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 with comfortable furniture. The bigger classrooms can accommodate around 80 students. All the classrooms are equipped with ICT facility 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.

The Computer Laboratories have an adequate number of computers (with internet facility) for use by students and teachers. Besides each department has computers to be used by the teaching faculty. Each computer laboratory also has a printer for use by the department. The IQAC/ Conference room has an interactive intelligent panel.

The Science Laboratories have the required instruments/equipment needed for the specialised conduct of practicals. The list of the instruments and equipment in the laboratories are listed in the excel sheet.

Library:

The college library has a collection of 38,529 books and 100 magazines. It subscribes to the Inflibnet data base with access to 25,000 journals. It has provision for students and faculty to use the computers for research and study. Wi- Fi and internet services are also provided. The first floor houses the stack room with numerous titles spread across various disciplines. Besides the library holdings, the college library also houses personal collections donated for the benefit of the reading public, viz. the Muriel Faleiro collection and contributions by retiring faculty and their families. The library augments its collection regularly by adding multimedia resources pertaining to film studies, culture studies and music history. The library also has many rare books in its collection, some dating back to the 1960s.

Others:

The college has a media room managed by the English department. The Botany Department maintains a

shade house which provides live plant specimens for plant related experiments. The shade garden supports the propagation of Orchids and Anthuriums which are made available for the practical component of one SEC paper that is taught at Semester III of the Department. The Department of Botany also has a botanical garden which nurtures endemic plants of the Western Ghats. It also provides plant specimens for practical experiments. The Zoology and Botany departments maintain a museum with a collection of various species of flora and fauna.

File Description	Document
Upload any additional information	View Document

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

Response:

Sports and games are of paramount importance as they are an integral component in the physical and mental development of the students. It relieves stress and inculcates team spirit among students.

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.

As far as cultural activities are concerned the college has an air-conditioned auditorium with various musical instruments (folk and modern), costumes and a professional public address system. The auditorium is used 300-365 days. It is a hub of activity. The local Margao YWCA organises a programme once a month in the auditorium during the zero hour. The auditorium is also the preferred venue for events like seminars, inter-collegiate activities, Teachers' Day, Farewell Day, Friendship Day and First Friday Mass to name but a few. The auditorium is used for department-related activities, singing competition by Carmelex, an annual inter-religious programme for staff and the students. A general assembly is held in the auditorium 4-5 times each semester. The auditorium is also used for community gatherings like a health talk or community health camp. The John Paul Foundation for sports hosts its programme here too.

Students also use the auditorium to rehearse. The basketball and tennikoit courts are used as practicing area for street plays. The unused basketball court and the empty car park are also used at times. Open areas under the administrative section, the space outside the cooperative store and the space under the library are also used by students to practice or host canteens.

File Description	Document
Upload any additional information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 32

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document

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

Response: 33.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
28.19	29.5	57.9	13.2	7.92

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

4.2 Library as a Learning Resource

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

Response:

.

LibSys is an integrated multiuser library management software, that caters to the needs of an advanced

library and information professionals. The present times demand Library Management System to deliver much more than operational efficiency. It provides a delightful library experience and gives appreciable staff satisfaction. LibSys is committed to delivering value to the libraries through its products. In-depth understanding of Library operations implicit needs of the patrons.

The Web-based Library Management System LibSys provides a greatly enhanced user experience through value added features and services. LibSys is built on international standards and open technologies. It covers Acquisition, Cataloguing, Circulation along enriched OPAC. It has a powerful and user-friendly WEB-OPAC along with Windows-based OPAC. Its seamless work-flow enables library staff to manage library operations efficiently and covers all the needs of the library automation. It is a perfect solution for the automation of small libraries and resource centres with basic needs. It configures the entire library workflow easily with the latest software technology. A powerful yet simple solution for the automation of Libraries and Resource Centres having a small set up.

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

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

Response: 5.34

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

2019-20	2018-19	2017-18	2016-17	2015-16
6.32	6.93	3.03	4.33	6.07

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

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

Response: 7.64

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

Response: 85

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Carmel College has all the necessary IT infrastructure to provide all faculty, staff and students free IT facilities. The IT infrastructure and resources are updated and upgraded continuously as per the requirements and changing technology.

The college provides its students with state-of-the art, well-furnished computer labs, computing centres with internet enabled computers to serve the day-to-day computing needs of students. Internet bandwidth is upgraded from 10Mbps to 20Mbps over RF with high fault tolerance. Internet connectivity is monitored and controlled by Sophos Next Gen firewall. Besides, the college is also a Jio Digital Campus and has access to a state government stationed internet line of 60Mbps for internet connectivity.

The existing network switches have been upgraded to manage capability and to Gigabit standard, with POE switches powering access points and CCTV. Access Point (AP) has been upgraded to b/g/n and ac standard and is installed at prominent locations to maximise WIFI coverage.

Computers and servers have been installed with Seqrite Endpoint security Business Edition antivirus which is renewed annually. Microsoft Volume Licenses have been procured to upgrade existing version of Microsoft Windows and Office. Tally ERP Gold was upgraded to the latest release with subscription of TSS (Tally Software Service). Systems are maintained through repairs/troubleshooting/upgrade and with up-to-date software updates and patches. For corrective maintenance, an IT complaint register is maintained. Endpoint clients are managed and updated through Endpoint Security Server Console. Renewal of AMC is done at the beginning of the academic year for the deployed software applications, UPS and Generators.

CCTV cameras are installed at all prominent places in the campus.

IBM Server x2600 M4 is used to deliver SAP e-content and running tally server and N-Computing application. The institution has a total of 165 Computers (15 Thin Clients), 1 Server, 9 laptops, 27 printers, 1 digital copier and 1 photocopier.

Desktop Computers (OEM and assembled) and laptops were purchased to upgrade old and aging computers with relevant licenses.

Notices, event and news updates are automated and delivered via a Smart TV. Online UPS have been installed at various locations to support ICT equipment so as to facilitate learning and teaching in case of blackouts to ensure zero downtime and to protect the IT equipment as well. Classrooms have been equipped with ICT equipment like LCD Projectors, an Intelligent Panel (IIP), Speakers, Computer, Printer, and WiFi.

LIBSYS system (iLMS) provides basic modules for library management software such as Acquisition, Cataloguing, Circulation, Serial, Article Indexing, and OPAC System. The record of entry and exit of users in the library is electronically captured by barcode reader.

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

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

Response: 9:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 69.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
67.5	82	68.7	20.4	5.08

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

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

Response:

Common Procedures for maintenance and utilisation of Laboratories:

- Procurements are made on the basis of requirement after notifying at least three vendors for current rates.
- Selection is made on the basis of quality, cost and previous experience with dealers.
- On receipt of the equipment, it is tested by a staff member with the help of a lab attendant.
- For laboratory work the students get the required material for each experiment.
- Precautions for the safety of students during experiments are taken.
- After the experiments the equipment is put away safely and the lab is cleaned.

Department wise distinct procedures for maintenance and utilisation of Laboratories:

- Department of Chemistry

- *Procedure:* Practical material is issued to students at the time of practicals. The preparation of chemical solutions/media is done by the laboratory assistant on the previous day of the practical. Fresh material from the field is procured by the field collector on the day of the practical.
- Chemical solutions/plant material are prepared on the same day. Glassware/ instruments are arranged on the respective work tables before the start of the practical by the laboratory attendant.
- *Maintenance:* After the practical is over, the lab is cleared by the laboratory attendant. Chemical solutions / reagents are placed back in the cupboard. Instruments are checked and kept in their respective places. Used glassware is rinsed with water and kept soaking in detergents. This glassware is washed on the next day and kept for drying in allotted places. Tables are cleaned and the laboratory is swept at the end of the day.

- Department of Zoology

Procurement: Bulk consumables are ordered at the beginning of the year, whereas live specimens are ordered as per requirement a fortnight before the practical class.

- Department of Physics

- Calibration is done before the practical exam and at the end of every semester by the faculty members with the help of the laboratory technician by standard calibration techniques. Meters and other instruments used in the college laboratory do not require a high degree of precision as most of them are of standard specifications.
- If the instrument is out of order, it is repaired by the laboratory technician under the guidance of the faculty members.
- Regular replacement of batteries for digital stop watches and multi-meters are done as and when needed.

- Department of Information Technology

- *Maintenance:* the computers and other devices in the laboratory of the Information Technology (IT)

Department are maintained by the staff who are appointed for the maintenance of ICT- related equipment of the college. A periodic check of all the devices and updating of the software is carried on as and when the need arises.

- If the system requires any repairs, a maintenance slip is filled and given to the office. The maintenance staff repairs the machine or replaces the parts as and when the need arises.

- Department of M.Sc. (FOOD TECHNOLOGY)
 - *Procedure:* Each student using the specialized laboratories (Microbiology, Preparatory, Instrumentation) and the equipment therein, have to record details of their *entry, exit, equipment or chemicals/media used* in a Record Register maintained for each of the 3 laboratories. This is counter-signed by the laboratory in-charge.
 - *Maintenance:* External or Internal calibration is done dependent on type of equipment and frequency of usage. Calibration/servicing tags are pasted on equipment needing extreme care so as to indicate calibration/servicing schedules.

COLLEGE LIBRARY

- At the beginning of each academic year, the Departments fill in a Library Requisition Slip for the purchase of new books required by the Department.
- According to the requirement the purchase order is issued to the publishers for books.
- After delivery of requirements is made, books are checked as per the bill and then entered into the respective Accession Registers, numbered as per the Serial No. of Accession Register.
- The books purchased are specifically labelled with pockets, date slips, book card and with specific indexation for stacking in the respective cupboards.
- Books are arranged in the stacks subject wise. Books not available with publishers are photocopied, bound and made available to the students.
- When books are returned by the students, they are checked and mended if necessary. Books lost or damaged are replaced.
- A stock book for books purchased from UGC Grant is maintained. Annual stock taking of the library books is undertaken from March to May.

Sports Complex

Students and staff have free access to all the facilities. Sports equipment can be availed from the sports room after recording the borrower's name in the register. For purchase of equipment an acquisition slip has to be submitted to the college office and it is usually purchased from the suppliers chosen through past experience. The equipment and facilities are maintained by the in-house MTS staff/ gymkhana peon. External labour may be hired in exceptional cases when need arises.

Computer Labs

- A system analyst and technical staff maintain all the computer equipment and software.
- Any technical issues faced by the faculty and students are communicated to the technical staff or system analyst.
- A periodic check of all the devices and updating of the software is carried on as and when the need arises. If the system requires any repairs, a maintenance slip is filled and given to the office. The technical person repairs the machine or replaces the part/s.
- If any IT related equipment is to be purchased, the department has to fill in a requisition slip and submit it to the office.

Classrooms

- Classrooms are wide and spacious, well-lit and ventilated.
- They are dusted and swept regularly after the completion of all the lectures at the end of the day by the cleaning staff.
- Classroom cleanliness is supervised by the administrator of the college.
- Repairs and maintenance of the furniture as well as electrical appliances is done as and when the need arises. Any problems related to the maintenance and repairs of the classrooms are brought to the notice of the administrator via a maintenance slip.

File Description	Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 29.9

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
291	327	271	249	172

File Description

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

Document

[View Document](#)

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

Response: 13.54

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
109	115	125	127	106

File Description

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

Document

[View Document](#)

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

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

Response: A. All of the above

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

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

Response: 24.32

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

2019-20	2018-19	2017-18	2016-17	2015-16
131	236	321	296	53

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 4.11

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	17	7	17	11

File Description	Document
Details of student placement during the last five years (Data Template)	View Document

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

Response: 116.3

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

Response: 371

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

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

Response: 35.56

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

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

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

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

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 104

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

2019-20	2018-19	2017-18	2016-17	2015-16
30	25	32	15	2

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

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

Response:

The students of Carmel College have a representative body called the Student Council which is elected by the students of the college. The student council comprises of the General Secretary, Cultural Secretary, Discipline Secretary, Class Representatives and the Assistant Class Representatives. Besides all the major committees of the college like the IQAC, NSS, NCC, Women's Cell, Environment Protection Club have their own 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 enhance the quality of education. Students are a part of organizing committees while coordinating various workshops, seminars and conferences at the state, national and international level. Students are also important participants at 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 adequately represented. The student council is encouraged to organize various co-curricular activities in the college. This fosters in them leadership, creativity, discipline and improves organizational skills. Student representatives are involved in the managing committee of the cooperative society.

In the sport arena, students not only organize inter-class tournaments but also actively participates in them as well as at the state and national level. The college team represents the college at various inter-collegiate events.

File Description	Document
Upload any additional information	View Document

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

Response: 43.8

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution

participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
63	54	55	34	13

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

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

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 with the Sub-Registrar of South Goa.

Objectives:

- .To inculcate a sense of belonging to the Alma Mater.
- To be a support system to the Institution in executing its vision.
- To elicit feedback on the efficiency of the programme offered by the Institution.
- To liaison with ex-students of the Institution and tap the resources available for furthering the Institutional goals.

Number of Members:

The Association consists of 143 enrolled members. Members include past students from the Higher Secondary, Graduate and Post Graduate programmes.

Organization:

The Carmelex Association is organized into a General Body consisting of all the members and Executive Council consisting of the President, Vice President, Secretary, Joint Secretary, Treasurer, Joint Treasurer and Six Members. The affairs of the Carmelex Association are handled by the Executive Council.

Meetings:

An Annual General Body Meeting is held once a year, usually in the month of August.

Activities:

- A token amount is contributed by the graduating students each year.
- The Carmelex sponsors refreshments for the Feast of Our Lady of Mount Carmel every year.

- The Association organizes the much-anticipated Voice of Carmel Singing Competition on the 14th of February every year.
- The Association also organizes fund raising activities such as canteens, pop-up bazaars and festivals.
- Besides this, the Carmelex Association organizes skill based workshops, talks on health and fitness and other activities that will contribute to the betterment of the students in the institution.

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

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

Response: C. 3 Lakhs - 4 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION STATEMENT: Holistic Development of Youth through Education amidst a
Changing, Challenging and Developing Society.

MISSION STATEMENT: To Educate Youth for Altruistic Leadership by
Integrating
Academic Excellence and Human Ethics.

Bearing in mind our Vision, Mission and Core Values, we have incorporated certain objectives into our policy and planning through the various cells, clubs, linkages and associations that function in the college. Teaching faculty, administrative staff, multi-tasking staff and the daily wage staff work in tandem with the management to ensure the Vision and Mission goals are met in every campus activity and interaction. These objectives are as follows :

- To provide value-based and quality-oriented education to students with a secular, democratic and syncretic spirit,
- To inculcate in students the value of generous service and pursuit of integrity,
- To work for the deepening of faith specially of Catholic students,
- To provide a higher education platform specially for first generation learners,
- To prepare youth for a dynamic role in a multi-cultural and global society through use of modern technology and effective learning,
- To impart knowledge, life skills and work skills in order to make students gainfully employable and face bravely the challenges of the future.

NATURE OF GOVERNANCE: Governance is democratic and collaborative. Management is open to suggestions and participation of faculty and other stakeholders in decision making that is beneficial to the overall development of the institution. Thus in keeping with the policies and plans, the Manager of the College, along with the Principal and Vice Principal who are also the members of the management, designs and initiates the academic, non-academic and administrative programmes to be executed in the institution. The financial expense for the construction and infrastructure / campus maintenance is borne by the management from the salaries of the working members of the management.

PERSPECTIVE FUTURE PLAN

- Encourage faculty to upload videos of lessons on the internet.
- Conduct short term courses and certificate courses.
- Start more skill-based / job-oriented courses.
- Initiate vegetable gardens in homes.
- Increase the bandwidth for the purpose of conducting e-classes.
- Revamp the college website.
- Install a firewall for e-security.
- Commission the solar panels already installed.
- Provide a green room for the auditorium.
- Provide facilities / equipment for preparing e-content.
- Automate all administration procedures and processes.
- Encourage faculty to enroll for Ph. D.
- Initiate a research culture among faculty and students.
- Organise development programmes for administrative/support staff.

PARTICIPATION OF TEACHERS:

Regular meetings are held of various committees which comprise of faculty members of different departments. Departmental meetings are held every month. The Principal chairs meeting of HoDs, IQAC, Local Managing Committee, NAAC committee, Financial committee etc. A plan of action either for the month or bimonthly or half yearly or as needed is drawn up. An Academic Calendar is prepared at the beginning of the year by incorporating and later adding all campus activities. The PTA, Alumnae, and other stakeholders also play an important role in the decision making of the institution. Suggestions and initiatives are encouraged and welcomed.

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

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

Response:

At the beginning of the academic year, responsibilities are allotted to the faculty, administrative staff, multi-tasking staff and the daily wagers by the Principal in consultation with the Vice-Principal. The employees are encouraged to exercise freedom in their respective departments / workplace through the responsibilities given to them by abiding to the values, principles, rules, regulation, ethics and culture of the institution and the congregation for the benefit of the students. Principal is informed and permission is sought before any activity is undertaken in the campus. On the whole, the institution mainly functions in a decentralized and participative manner.

Committees

The Principal in consultation with the Vice Principal forms various committees comprising of the faculty members for the smooth functioning of the college. A coordinator, usually a senior faculty member is appointed by the Principal for each committee and is given responsible freedom to conduct academic, co-curricular and extra-curricular activities for the holistic development of the students with consultation of the committee members and after obtaining the approval of the Principal.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Increase in Enrolment: Faculty visited neighbouring as well as other Higher Secondary Schools to interact with the students of Standard XII across streams in order to increase the enrolment ratio. Through power point presentation and informal talk the students were made aware of the various combinations and subjects the college offers and also of the advantages of studying at Carmel College. Brochures were distributed to our sister educational institutions throughout the country, information about the college was uploaded on the college website. To familiarise students with senior college faculty and teaching styles, faculty from a few departments offered to take guest lectures with students of our own higher secondary section. The intent was to arrest the loss of students from the Carmel Higher Secondary section to other degree colleges of the state and country.

Management welcomes international students through the Indian Council of Cultural Relations (ICCR) as well as the Lusofonia countries (ex-Portuguese colonies) and the college has had a number of students under both categories. Departments organise activities like the Haibun Workshop, Science Day(annual), skill- based seminars and workshops, exhibitions and departmental open days when students from higher secondaries of South Goa are invited to participate. A 15-day bridge course of 30 hours was organised by the Department of Commerce to help the vocational students to get acquainted with the basic knowledge of accounting. Students of Standard XII Vocational who had enrolled themselves for the First Year B. Com were the participants of the course.

During the 5 years between the last NAAC accreditation to the present time, student enrolment has increased substantially. In both the Science and Arts streams an extra division has been added. There has also been an increase in the number of students enrolled for M.Sc. and M.A. A Green Channel has been initiated to give admission to students who enrol first, provided they fulfil all criteria and formalities that are required.

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

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.

Response:

At the helm of the Institution is the Manager and directly under her are the Principal and Vice Principal. Since this institution is run by the sisters belonging to the Apostolic Carmel Congregation, the responsibility and duties are shared among the Manager, Principal and Vice Principal.

The employees of the Institution are categorized as :

- 1) Faculty (Academic Staff)
- 2) Administrative Staff
- 3) Library Staff
- 4) Multi-tasking Staff
- 5) Daily Wagers - which include the sweepers and the security personnel.

The faculty includes all teaching staff of the Arts, Science and Commerce Streams and the Director for Physical Education. They are assisted by the Laboratory Assistants, Laboratory Attendants, Laboratory Technician, Technical Assistant, Store Keeper, Field and Plant samples collector and the Multi-tasking staff. The Administrative Staff comprises of the Head Clerk, Accountant, UDC (Upper Division Clerk) , Junior Stenographer, LDC(Lower division clerk), System Administrator and Multi-tasking staff.

In the Arts Stream there are seven departments – three of languages (English, Hindi and Konkani) along with History, Political Science, Economics and Psychology. In the Science Stream there are five departments – Zoology, Physics, Chemistry, Botany and Mathematics and we have the Commerce department. Each department comprises of the Head of the Department and faculty members.

There are three departments in the post graduate section – departments of Commerce, Psychology and the MSc Nutraceuticals and Food Technology Department. There is a co-ordinator and staff under each department, a LDC clerk and a Multitasking staff member to assist them.

Library Staff comprises of the Librarian and Librarian Grade I. The Multi-tasking staff is divided as per the norms of the Government. In the examination section, there is one LDC and one multi-tasking staff member.

File Description	Document
Upload any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

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

2015 – 2016

Sr. No.	Particulars	Amount
1	Paid to secure job abroad (support staff)	10,000.00
2	Medical bills paid (support staff)	10,000.00
3	Purchase of cycle (security)	4,880.00
TOTAL		24,880.00

2016 – 2017

Sr. No	Particulars	Amount
1	Amount given to get job abroad (Support staff)	10,000.00

2	Financial help for marriage expenses (2-Support staff)	60,000.00
3	Financial help for one security	34,000.00
TOTAL		104,000.00

2017 - 2018

Sr. No.	Particulars	Amount
2	Payment of Medical Bills (Support staff)	30,000.00
3	Financial help for one security	50,700.00
5	Financial help for a daily wager	6,500.00
TOTAL		87,200.00

2018 – 2019

Sr. No.	Particulars	Amount
1	Financial help a support staff	1,000.00
2	Financial help for two security	20,300.00
TOTAL		21,300.00

2019 – 2020

Sr. No.	Particulars	Amount
4	Financial help for marriage expenses (2-support staff)	35,000.00
5	Financial help for support staff	22,000.00
TOTAL		57,000.00

- Reimbursement of medical and educational expenses (of the children) like shoes, books, uniforms, laundry etc. for non-teaching staff.
- Spiritual upliftment through retreats and recollection once or twice a year or as and when possible.
- Child Care Leave is granted without any hesitation and delay to the faculty as well as non-teaching staff as soon as it is granted by the Department of Higher Education.
- Educational fees of the children of some of the non-teaching staff are either waived off or paid by the management.
- Employees helped financially to pay loans, during their marriage, to buy bicycle etc.
- Repair of the houses of some of our employees.

File Description	Document
Upload any additional information	View Document

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

Response: 36.52

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

2019-20	2018-19	2017-18	2016-17	2015-16
30	22	18	25	14

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

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

Response: 1.2

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

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

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

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

Induction Programmes, Refresher Course, Short Term Course).**Response:** 19.02**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
27	11	12	4	6

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

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**Response:**

Annually, towards the end of the year, the faculty submits a performance appraisal report that 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. Faculty also mentions on the same report the various responsibilities handled by them during the year and other details as required. The Principal scrutinises these reports and takes cognizance of the achievements and shortcomings of the faculty. The report is then discussed with the faculty concerned and remarks are made accordingly and the faculty also is informed. 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 on for further improvement.

Annually the non-teaching staff members (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. The same protocol is followed for the Multi -Tasking Staff.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly**Response:**

The Financial Audit is conducted 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 scrutinise the accounts in detail and queries, if any, 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, Nuvem of the Apostolic Carmel Congregation. Management conducts scrutiny and appraisal. It is then filed in the college.

An external audit of The Carmel Society that manages the college was conducted by the Bursar General of The Apostolic Carmel Congregation on 1st April 2016 and by the Provincial Bursars of the Western Province of The Apostolic Carmel Congregation on 7th October 2016 and 10th July 2019. They scrutinised the accounts and found that they were maintained accurately.

An external audit was also conducted at the discretion of the Government of Goa. Last audit of such nature was conducted during the year 2017, from 2011-12 to 2016-2017.

Following were the objections raised by the auditors:

A - Grant in aid (Salary Grant)

- Overpayment of Pay & Allowance while releasing Ph. D increments
- Ph. D increments at higher rate
- Overpayment of salary during Half Pay leave

B – Non salary grant

- Re-assessment of audit from 2011-12 to 2016-2017

The college settled these objections raised by the Government auditors by complying to whatever was requested and all the points / paragraphs raised remain closed. Permissions were obtained from the Government wherever required, clarifications were provided where they were sought and the recovery of the excess amount that was paid to the faculty has been deposited into the Government Treasury vide Directorate of Accounts (e-Challan No. 74/19.20 dated 22/04/2019. All the objections raised during the audit remain closed.

File Description	Document
Upload any additional information	View Document

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

Response: 16.86

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

2019-20	2018-19	2017-18	2016-17	2015-16
12.88	1.855	2.128	0	0

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

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

Response:

- Major sources of funds are i) Salary Grant from Government (100%), ii) Non-salary Grant from Government - minimum (received up to 2018).
- UGC Grant for 2015-2016 and 2016-2017 only.
- RUSA Grant for 2016 – one crore and 30 lakhs.
- Advance from Apostolic Educational Society (Management), in case of necessity, for the Academic Year 2019-2020, Amount of Rs. 10,00,000/-.
- Salary of sisters working in the institution utilized for repairs, maintenance and upkeep of the institutions.
- Department finance - respective department activities either through sponsors or registration or course fees.
- Self-financed courses are sustained by the fees collected from the students.
- Equipment, Instruments, sanitary items etc. are purchased following a standard protocol, either online or through dealers, tenders. Departments give requisition on a requisition slip – Principal – Office – Quotations of the companies are given by the respective department to the office - Comparative Study of the quotations is done (Principal, HoD, Accountant) — Scrutiny – Purchase Orders – Payment.

File Description	Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

1. Vision 2021

The IQAC of the institution, in an attempt to develop a quality culture and frame policies that are in sync with the institution's vision and mission, organised a workshop for the faculty to draw up Vision 2021.

The resource people for the workshop were eminent administrators belonging to the apostolic Carmel Society who have worked closely with their institutions to increase the quality of education. The policies framed at the workshop were meant to ensure an action plan for the next five years that would help the institution increase and maintain its quality.

Based on the workshop a yearly plan and a five-year plan were drafted. Each department had to draw up their own individual action plan and long-term goal for their department.

Vision 2021 was presented by the IQAC to the ISO audit team who further translated the proposed action plan into specific control documents. Every HOD had to thus list yearly short term goals for the department along with their feasibility.

This specific task allows the IQAC to oversee the academic calendar of the institution allows for the academic and administrative audit of the institution. In specific, the IQAC can monitor the feedback from the various stakeholders, oversee the everyday functioning, maintenance and up gradation and ensure the use of modern technology for overall smooth transactions. In addition, it ensures transparency in all of the institution processes.

Within this scope the following was initiated and achieved by the IQAC:

- Green audit: to ensure the use of environment friendly measures like installation of solar panels, replacing LED lights etc.
- Increase in the number of student intake: New programs at the PG level, Green channel introduced for admissions where students with 60% get direct admission in the college.
- Collaborative initiatives spirit and foster a research culture: Strengthening of internship,
- Fundraising strategies and alumni interaction: Carmel Family Day held successfully. Each department to conduct activity in order to maintain a rapport with their alumni. Permanent Staff to contribute Rs20, 000/- each towards the corpus fund.

1. ITC Enabled Learning Processes

The IQAC has specifically been instrumental in giving importance to ICT enable learning processes. Use of IT enabled learning increases student initiatives and participation in teaching learning, administrative

processes and research culture.

Within its scope the following trends were initiated:

- Up-gradation of technology for teaching learning process: Use of multimedia devices, like projectors, computers and smart boards in classrooms.
- The college has Wi-Fi throughout the campus for all stakeholders.
- There are two main computer labs and the library has number of computers with internet for the students with online public access catalogue.
- Use of Learning Management Systems such as Google Classroom & Edmodo app to engage students during teaching-learning process.
- The institution encourages teachers to attend training programmes, workshops, seminars related to the ICT use and innovation in teaching-learning.
- The College is having a tie up with SWAYAM as a local chapter to provide students and teachers with additional online courses.

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

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

Response:

Various quality initiatives to bring about substantial and sustainable changes in efficiency and productivity for improving the teaching-learning process are taken by the IQAC. In specific two major initiatives were taken, Bench marking and reforms in evaluation.

1. Benchmarking

A need was felt that continual learning should be integrated into the institutional structures in the form of obtaining certain benchmarks on various paradigms of higher learning. Benchmarking was considered as a positive process that would provide objective measurements for baselining (setting the initial values), goal-setting and improvement tracking, which would lead to a culture of innovation.

In order to achieve this, the IQAC organized a formal workshop on Benchmarking. The resource person for the program was Dr. Senthil Kumaran, Chairperson of Learners Confluence, Bangalore. The focus of the

workshop was to create benchmarks so that education at Carmel College would be outcome-based education. Based on the recommendations obtained various bench marks were set to be achieved.

faculty prepared templates/formats on the request of IQAC for the following areas

- Redefining the mentorship program
- Relooking at the vision and aligning the department values with the college values.
- Having a systematic placement process
- Remedial teaching
- Public relations with an advocacy committee.
- Security procedures.

These formats were then standardized as part of ISO certification further making them controlled documents (*controlled documents enclosed)

2. Evaluation:

As a measure to ensure outcome-based education special attention has been given to adopt a transparent and robust evaluation system. To support the same a Workshop on Applications of Blooms Taxonomy in Teaching and Learning was organized. The resource person for the same was Dr. Nandkumar Sawant, Principal of Parvatibai Chowgule College, who was assisted by two other resource persons Dr. Nandini Vaz Fernandes and Mr. Andrew Baretto.

The workshop highlighted the method of a lower to higher order of learning and evaluation. Additionally, measures have been taken through controlled documents to ensure that Students are given a clear idea about the syllabus and evaluation procedures. (*attached Controlled documents)

The entire evaluation process involves the following:

- Classroom evaluation.
- Internal tests and assignments or projects conducted as per broader guidelines of Goa University. Internal assessment in the College is transparent and every student has a clear idea about the internal evaluation process of the theory and practical.
- The mechanism to deal with examination related grievances is made transparent, time- bound and efficient. Students can request for re-verification of ISA and Semester End Examination (SEE) marks by making an application in writing to the Principal of the college. Upon receiving the application, the applicant can verify the same in presence of the Principal and concerned faculty. The grievance process is settled within one week of receiving the application.
- An Examination Committee, Unfair Means Committee and Examination Grievance Committee, which handles various aspects related to exams ensure the smooth and transparent conduct of University examinations.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Numerous campus activities are geared towards teaching students to be physically, emotionally, mentally and spiritually strong, with the eventual aim that women may play more **active decision making** roles in the home and community, eventually uplifting citizens' economic status, health and hygiene. The college faculty and counsellor provide a safe and secure atmosphere to deal with emotional, psychological and gender issues that students may be dealing with. Students also approach mentors and the counsellor if they are grappling with substance abuse or violence in their homes. Awareness of **toxic masculinity** at home, workplace and society is imparted and at the same time a **responsible woman centred ethos** is promoted. Students are made aware of Legal rights under the Uniform Civil Code unique to Goa. Faculty have the facility of a **day care center** on campus in the hostel premises if required. Entry and exit at the main gate of the college is restricted and recorded during class hours.

Historically, **women's physical and mental health** was not regarded as an important issues in largely rural Salcete. Even in middle and upper class homes, women's health has never been a priority. Management and faculty realised this had to be tackled. For the past 3 years the IQAC has collaborated with the YWCA, Margao, in arranging a series of talks on women's physical and mental health. This is done approximately 6 times a year (3 times per semester), on Thursdays during the zero hour depending on academic exam constraints. Issues that have been addressed to date have been iron deficiency among young women, bone density and vitamin D deficiency, micro nutrient deficiencies, polycystic ovarian syndrome (PCOS), reproductive organ cancers etc. Eminent orthopaedic, paediatric, a cardiac physician, a psychiatrist, an Ayurveda doctor, even a chiropractor and registered hypnotist have given our students a wealth of information not generally accessible to them. In every case, follow up action in terms of help lines and telephone numbers of professional help is provided. Our aim has been to inculcate awareness as well as the ability to intervene and take action when necessary.

In recent times youth have been confused by conflicting messages on LGBTQ issues. In keeping with our commitment to celebrating equality and diversity of all kinds, Dr Gautam Bandodkar, a medical practitioner employed with the Mormugao Port Trust and Bharat Natyam dancer, visited the campus for 2 consecutive years to dispel myths, half-truths and conjecture in connection with sexuality and gender. He spoke of his own coming out story, on the atrocities faced by those who do not identify with the mainstream heterosexual stereotype and on **gender fluidity**.

A Carmelite is taught to assert her right and fulfil her duty towards family and community. Our aim is to inculcate respect and acceptance of all adult choices and inspire our students to pursue a happy and contented life.

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

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

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

Response: C. 2 of the above

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

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

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

Response:

All **solid waste** generated on campus is segregated in 4 categories. Bins are colour coded : wet(green), paper(blue), plastic (black), other (red). 8 sets of these bins have been placed at strategic places across the campus. A bin is maintained for **e-waste**. All stakeholders as well as the neighbourhood and community is encouraged to make use of this facility. The college has a tie up with Global e-waste Management systems, the only plant approved by Goa state Pollution Control Board for e-waste collection. (CEO – Soham Prabhu). Besides this all **computer and IT waste** is collected in a separate room and sold off annually. Clean **cartons, cardboard** and used office **stationery** is sold to local waste paper collectors from the co-operative stores/college office.

The Department of Chemistry produces two types of **liquid waste**. viz: acid/base waste and solvents. Acidic/base waste is first neutralized, and kept for a few days and then disposed off. All experiments involving solvent are done using micro scale techniques. Solvent used is minimal (2-5mL) and is also ecofriendly (green solvents), which does not harm the environment. Since the past 5 years solvents are stored in a solvent jar. Our plan for the future is to collect these solvents and tie up with an industry to take it away when the volume reaches a sizable amount.

A person has been appointed by the college to pick up **broken glassware** from all departments. Glass waste from the chemistry and biological laboratories is collected and disposed separately. Each of the rest rooms have incinerators installed for sanitary pads. Leaves and decaying green matter is composted on campus.

The college does not generate any radio-active waste.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles

2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

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

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

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. 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

Response: A. Any 4 or all of the above

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

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

Response:

Carmel College was established for easy access to higher education for rural women. In keeping with this mandate, the college does not have any minimum entry requirement in terms of marks or percentage for admission into its courses from students seeking admission from the neighbourhood villages of Nuvem, Verna, Majorda, Betalbatim, Loutolim, Colva. Students are informed and guided to seek available state government aid and scholarships for the needy depending on family income and social background. The college faculty, Alumnae, retired faculty and principals have also instituted scholarships for needy students. Scholarships are awarded to meritorious poor students from profits of the co-operative store. All awards and scholarships are awarded irrespective of religious or other affiliations. A very few are reserved for Catholic students according to the wish expressed by the donor.

Consultation, capacity building training; talks and active aid on medical welfare for students and their families; self-image and grooming; information and mentoring which is otherwise expensive and/or difficult to access for rural students and communities is provided gratis or for a very minimal fee. Need based skill and employment oriented courses, entrepreneurship information and hand holding is arranged at nominal cost. The college departments have tied up on numerous occasions with the MSME and other government agencies as well as professionals to arrange courses on mushroom cultivation; pickle, jam and preserves making; bakery and vegetable/fruit carving; cosmetology among others.

Internships are arranged for students by faculty through their academic, social and community affiliations. Eg : 'Sangath' which runs schools and institutions for the differently abled, accounting and auditing firms, industries at the Verna industrial estate, local schools, supermarkets, department stores and other businesses. The Placement Cell arranges on-campus interviews and entry level offers. Courses like ones offered by 'The Leader' and Egnosi which otherwise are prohibitively expensive have been arranged for the students at drastically reduced cost. A SAP course, which usually costs close to one lakh was available on campus for students, faculty and their families for Rs 8000.

Bi – lingual teaching is implemented when needed for international students. Students from Afghanistan with a working knowledge of Hindi and very poor English are supported. Portuguese speaking students from Mozambique and Cape Verde have been supported by Portuguese speaking faculty. International students and those from other states are given equal opportunity to perform on stage showcasing their culture, costume and music. Diverse culinary skills are encouraged through student canteens and fund raising as well as fun activities. Students who may not be able to afford a trip, picnic or any campus party are discreetly aided by the class and faculty. On numerous occasions faculty contribute towards fees and other essentials anonymously. Confidentiality is maintained and only the Principal or management

representative and college accountant may be privy to the arrangement.

The college campus is a safe and secure haven for all – to learn, grow and reach their full potential.

File Description	Document
Link for any other relevant information	View Document

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

Response:

An annual inter religious programme is organised for our College and Higher Secondary School faculty. On occasion students attend and present a paper or stage a musical production/skit/mime/street play at other colleges or institutions on communal harmony. On occasion the college has collaborated with other institutions and seminarians for organising this event.

Multi-lingual street plays are performed on issues relating to the girl-child, climate change and other current issues. In January 2020, 35 students participated in the Goa State Yuvamahotsava organised by the Konkani Bhasha Mandal and Ravindra Bhavan. Faculty and students participate in state level cultural events and competitions and even travel when invited to other states as Goan ambassadors. 4 students and 2 faculty members attended the National Youth /Conference at Marian College, Kuttikanam, Kerala in December 2019.

Faculty and non-teaching staff readily serve local government bodies when called on to do so. Faculty served as Presiding Officers, Flying Squad Personnel as well as polling officers during the Lok Sabha elections in 2014 as well as 2019. At the time of writing this report during the Covid-19 pandemic, multi-tasking staff member Mr. Minguel Baptista is on duty at the district hospital as South Goa Collector's task force member in charge of positive reports' contact tracing, reporting to the executive magistrate and Joint Mamlatdar of Salcete. In the month of May 2020, faculty conducted socio-economic surveys for GIPARD (Goa Institute of Public Administration and Rural Development) and prepared livelihood generating suggestions and a sustainability road map for the panchayats of Nuvem, Betalbatim and Loutolim. Students from the department of Political Science undertake panchayat based projects, visit the State Assembly when in session and get actively involved in disseminating information on rights and duties of citizenship.

Facility for making Aadhar cards was provided on campus. Enrolment in the state electoral rolls on attaining majority is supported, actively encouraged and enrolment forms for first time voters are distributed on campus. Every student who is eligible is exhorted to exercise her franchise and also tasked to guide and mentor all adults in her family and community to vote. Through watching and aiding in the filing of tax returns for other faculty members by Associate Professor Mr. Audhoot Satardekar of the Commerce department, students appreciate the importance of this civic duty. Value education classes address issues regarding ethics, secularism, responsible use of social media, developing a discerning eye and ear for unethical propaganda and fundamentalism, responsible feminism, service etc.

Through the NSS and in collaboration with the YWCA, students host programs, entertainment, fun and

fellowship throughout the year, but specially during Christmas, at orphanages and old age homes – eg Cluny Home in Margao, Sr. Valentina’s shelter, Colva; they visit shelters for abandoned HIV positive people; institutions like the IPBH (Institute Of Psychiatry & Human Behaviour). Students realise the importance of gratitude for good health and are acquainted with the harsh ground reality for many of their fellowmen. They are inspired to commit to some form of service in their lives thus fulfilling the college mission of altruism.

File Description	Document
Link for any other relevant information	View Document

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

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

Response: A. All of the above

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

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

Response:

Independence Day, Republic Day, Goa Liberation Day (19th December), Goa Statehood Day (30th May); Goa Revolution Day (18th June); Goa Opinion Poll Day (16th January);

Birth/death anniversaries of eminent martyrs, freedom fighters are all celebrated:

- Birth and Death Anniversary of Mahatma Gandhi
- Dr Francisco Luis Gomes – Goan Freedom Fighter & Martyr (30th Sept)
- Tilak Jayanti in memory of Indian freedom fighter Lokmanya Tilak (23rd July)
- Constitution week (20th to 25th January 2020)
- Matrubhasha Divas (21st February)

- International Women's Day
- International Yoga day

A brief biography and summary of the person being honoured is read out. In the case of a day dedicated to a cause, the history of how, when and why it came to be commemorated is presented. Sometimes a quiz or an on stage performance is organized.

Departments celebrate days of importance. Significance of Science Day is celebrated either together or separately by each of the science departments – Chemistry, Physics, Zoology and Botany. Wetland day is of importance to the biological departments and occasionally faculty and students may even go on a field trip or trek.

Local feasts like San Joao (St. John the Baptist) are celebrated with a fun activity. Egs: for Sao Joao - *Koppel* making (floral head wreaths); Ganesh Chaturthi - *matoli* building (canopy for the idol made of unique local and wild fruits and vegetables); Onam – rangoli making competitions(sometimes made of rice, various pulses and flowers). Faculty accompany students for a unique village festival like *Bonderam* - a historically and culturally important event on the International Travel calendar.

The NSS organizes a group Yoga session and related activities on 21st June for **International Yoga Day**. As a women's college, **International Women's Day** is a grand celebration on campus. We take this opportunity to hammer home the importance of suffrage and how youth should not take this privilege lightly and regularly cast their vote at local, state and national elections. The UN International year theme is often taken as the theme of the college magazine Carmelines. Issue based days declared from time to time - like day against human trafficking - are picked up either by a department, the IQAC or club/association like the Consumer Welfare Cell, Women's Cell, Environment Protection Club, NSS, NCC, Sports Department, Commerce Club etc.

Income Tax Day Pledge is taken on 24th July. The entire campus repeats the pledge after the announcer over the college intercom.

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

7.2 Best Practices

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

Response:

I Self Defence Training

1. **Title of the Practice: Self-defence training**
2. **Goal:** The objective of the self-defence training program is to empower young women with realistic street women with the ability to defend themselves during a threatening situation but also to train them in techniques to be attacked. We believe this form of training helps our students acquire a sense of control and increases their life opportunities to be independent and importantly not to lose out on opportunities because of unrealistic fears. well – meaning mentors.
3. **The Context:** The college hires specially trained defence Karate Masters to teach the first year students. Self-defence is incorporated into the timetable so that students would not miss regular lectures. Permission from parents is obtained. Organisation: Combat Martial Arts Karate-Do Association, Goa.
4. **The Practice:** Self-defence is not considered 'ladylike' or a mandatory physical skill for young women. By incorporating this practice, we provide an opportunity for our students to gain a sense of empowerment, understand the importance of physical fitness, and gain employment and further education in environments and communities out of their comfort zone. This is vital for our home state which has limited scope and where the general perception is that the rest of the country, the big cities, and even the very accomplished and talented among our students missing out on opportunities for career advancement beyond borders. Once confidence to defend themselves is gained, a world of limitless possibilities opens up for them to be confident and adventurous.
5. **Evidence of Success:** Students reported feeling good about their bodies. There was a perceptible positive change in their attitude towards other everyday tasks and activities. The feedback obtained at the end of the course was very positive.
6. **Problems Encountered and Resources required:** The fee charged by the trainers was borne by the college. Some students faced difficulties in attending the training due to financial constraints.

II 1.Title of the Practice: Work experience/Internship

2. Goal: The practice is initiated so as to give students a realistic view of the work world and also help them in making career choices. Students have to compulsorily choose to either intern in the area of their career choice or apply for any form of job. The stipulated time period is minimum 15 days during their three years as a student of this college. However many students complete the internship for a longer period. This practice allows the student to bridge the gap between what they learn from their text books and within the professional expectation of their potential employers in the real world.

3. The Context: The students are given a free hand to choose their area of work. The institution hands out a letter of request and the reason behind their internship/volunteering. Permission from parents is obtained.

4. The Practice: By incorporating this practice the young women students gain an understanding of the demands of the work world for discipline at work. They also get the opportunity to meet new people and possible references if needed for future employment.

5. Evidence of Success: References from their employers during their internship have helped students with their job applications at private institutions like Christ College, Bangalore and St. Xavier's, Mumbai.

6. Problems encountered and Resource Required: Not all parents are supportive of their daughter being put into the work world. Some are expected to stay till the end of the work day, which is often 6pm, students return home after dark and this is not ideal.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

At Carmel College for Women the priority will always remain **the transformation of the lives of first generation learners**. Pedagogy of every aspect of the curriculum and campus activity is oriented to this goal with commitment to diversity and inclusion in a safe, nurturing and non-judgmental manner. A majority of the college students are first generation learners from remote, rural areas of South Goa, often from orthodox and conservative backgrounds who but for a girls' college like ours, would not have been allowed by their patriarchal families to pursue higher education. The fact that they can do so at Carmel College is a sense of pride for us for it meets the National Development Goals of delaying the age of marriage by upto 5 years and ensures that the mothers of the coming generation are all graduates. At Carmel College they will find a physically safe and secure as well as emotionally and spiritually nurturing environment to learn, think and grow.

Students from the neighbourhood are given admission regardless of their performance at the class 12 examination. In the humanities stream, even students with a low percentage are welcomed, mentored, tutored and given equal, free and fair opportunities to participate in all activities on campus. Needless to say they are our proudest successes when the lessons learnt at college, in class and outside it, teaches them to stand on their own feet financially, emotionally and spiritually. Many who enter college with percentages in the 40s and 50s graduate with a first class and distinction. The learning outcome of students is portrayed by many of our students qualifying at the Goa University Admission Ranking Test conducted by Goa University for admission into the Masters and B.Ed. courses. When this leads to gainful employment, we have seen entire extended families' circumstances change and improve and these are our greatest success stories.

Management and Faculty provide tremendous emotional support to students. Woman centered mentoring is in place for all students. At times of personal and family bereavement faculty and management visit homes and provide unstinted support. Faculty interacts with parents whenever required. Timely intervention is carried out when faculty feel students may be in danger or unstable in any way. The management sponsors a midday snack for students from very poor homes. Needy students, or those with unstable homes are provided hostel facility at reduced rates or even free. In 2019-20 the management has extended financial support to students and members of the local community of an amount of Rs. **5,24,922.00**.

All of the above is followed and pursued by all stakeholders with faith, hope and trust in God and in keeping with the principles of Truth, Service and Integrity. Through an immersive experience of selfless altruism and service of the management, faculty and campus staff, we are convinced our students imbibe these qualities. A secular, democratic and syncretic spirit is inculcated through the first hand example of diversity and multiculturalism on campus. Watching the sisters of the Apostolic Carmel Congregation uphold dignity and justice for the poor; wearing proudly the badge of patriotism; witnessing their simple lifestyle, hard work and dedication in running the institution from their salary income without the support of an industry or business is a lesson in itself. Observing the dynamic leadership of an all woman management and administrative staff and their ability to cope with the rapidly changing demands of a technology enabled workplace are an inspiring example of the breaking of the glass ceiling for our student body. Experiencing every day the respect, and cordiality accorded on campus to the support and cleaning staff and to every stakeholder regardless of class, race, qualification or gender is an education in humility, fairness and integrity for our students.

By the time she graduates, a Carmelite is an articulate young lady ready to take on the challenges of the variety of roles she will have to play in the pursuit of a happy and contented life. She does so with deep faith in a higher order and irrevocably entrenched moral values. To quote words from the college anthem, we strive that here at Carmel the youth experience a 'journey well begun' of a lifelong quest of "The Truth"; that they shall keep the flame of critical thinking and honest questioning burning bright even 'when the winds of life are stormy' and 'carry forth' the courage, grit and determination to always make the right choices. The management and faculty at Carmel College believe that their true role is the transformation of raw human resource into educated, skilled and socially responsible citizens to be the true wealth of the nation.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

Yes, as a rural, single gender (except post-graduate classes) institution of higher learning we face challenges when benchmarked with similar co-ed, urban colleges. As an institution that has no private, business or High Net Worth Individuals' or Industry Funding available, we have imbibed the virtues of thrift, economy and caution to give the best and the most that we can to our students. Though generously endowed by the land donated by Dona Thelma, the management right from its founding, runs on income earned by the sisters who teach college classes, which at one time was substantial. Today, the number of teaching nuns drawing a permanent salary is tiny. All pensions of faculty nuns are ploughed back into the Management Society. Yet, we do not cut corners when faced with challenges of upgrade, change, quality assurance and innovation. In spite of our challenges, we persevere onward.

Concluding Remarks :

At Carmel College, every Human (emotional, organizational, Instructional); Infrastructural, Material, and Financial Resource is used carefully and committedly to deliver excellence in education and learning experiences. We know that at the end of her journey, a Carmel Woman is a resilient adult, committed to life-long learning; she cherishes diversity and multi-culturalism and is a responsible citizen. Our alumnae are academicians, insurance and finance professionals; scientists and researchers; sports and physical trainers; lawyers, entrepreneurs, artists, entertainers, psychologists, counsellors, politicians and exemplary mothers.

The college maintains transparency, integrity and honesty in every human, material or spiritual transaction undertaken. We have sincerely endeavored to reflect this in every Criterion of the SSR Report and Executive Summary presented for scrutiny to the NAAC for this, our 4th Accreditation Cycle.

Sacrifice and Service were the weft and web of the founding sisters of Carmel College. A tiny group of 11 simple selfless young women who dreamt of an institution far ahead of their times have seen their vision flourish into an institution which is today ranked 11th in the country among affiliated colleges. Awards, accolades and great grades are encouraging and we are always grateful for them. But above all we believeHe sees !

Jai Hind