

3. Extended Profile of the Institution

1. Student:

2.1 Number of students during the year.

Year	2024-25
Number	1471

[Extended templates\2.1 Number of students during the year 2024-25.xlsx](#)

[Extended templates\2.1 Number of students during the year 2024-25.pdf](#)

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

Year	2024-25
Number	340

[Extended templates\2.2 Number of seats earmarked for reserved category as per GOI,State Govt. rule during the year 2024-25.xlsx](#)

2.3 Number of outgoing/ final year students during the year

Year	2024-25
Number	507

[Extended templates\2.3 Number of outgoing students 2024-25.xlsx](#)

[Extended templates\2.3 Number of Outgoing students 2024-25.pdf](#)

3. Academic:

3.1 Number of full time teachers during the year

Year	2024-25
Number	54

[Extended templates\3.1a & 3.1b.xlsx](#)

3.2 Number of Sanctioned posts during the year

Year	2024-25
Number	54

[Extended templates\3.2.xlsx](#)

Criteria 2- Teaching- Learning and Evaluation

Key Indicator- 2.1 Student Enrolment and Profile

Metric No.									
2.1.1. QnM	<p>Enrolment Number</p> <p>2.1.1.1 Number of students admitted during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2024-25</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">479</td> </tr> </table> <p>2.1.1.2 Number of sanctioned seats during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2024-25</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">608</td> </tr> </table> <p>Data Requirement last completed academic year.</p> <ul style="list-style-type: none"> ● Total number of Students admitted ● Total number of Sanctioned seats <p>2.1.1\2.1.1 Enrolment Number 2024-25.xlsx</p> <p>File Description:</p> <ul style="list-style-type: none"> ● Any additional information ● Institutional data in prescribed format <p>2.1.1\2.1.1 Enrollment Number 2024-25.pdf</p>	Year	2024-25	Number	479	Year	2024-25	Number	608
Year	2024-25								
Number	479								
Year	2024-25								
Number	608								
2.1.2. QnM	<p><i>Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2024-25</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">26</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> ● Number of Students admitted from the reserved category ● Total number of seats earmarked for reserved category as per GOI or State government rule <p>2.1.2\2.1.2 Number of seats filled against seats reserved for various categories (SC, ST, OBC, (exclusive of supernumerary seats) 2024-25.xlsx</p> <p>File Description: (Upload)</p> <ul style="list-style-type: none"> ● Any additional information ● Number of seats filled against seats reserved (Data Template) <p>2.1.2\2.1.2 Number of seats filled against seats reserved for various categories 2024-25.pdf</p>	Year	2024-25	Number	26				
Year	2024-25								
Number	26								

Key Indicator- 2.2. Catering to Student Diversity

Metric No.							
2.2.1. Q _M	<p><i>The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners</i></p> <p>The college admits students from diverse academic and socio-economic backgrounds. At the beginning of the academic year, students are classified as <i>slow learners</i> and <i>advanced learners</i> based on academic performance, internal assessments, peer learning test, classroom participation and mentoring inputs. Accordingly, the following measures are undertaken:</p> <p>For Slow Learners</p> <ol style="list-style-type: none"> 1. Formation of peer learning groups under faculty supervision 2. Remedial coaching sessions and post-lecture support to strengthen concepts 3. Bridge courses to reinforce fundamental knowledge 4. Revision classes to improve exam preparedness 5. Special Supplementary remedial classes for interested students with backlog papers 6. Textbooks/Reference books are provided under the Library Book Bank Scheme to strengthen fundamentals and support effective examination preparation 7. Students with specific learning difficulties are supported with a scribe, extra time, or MCQ-based question papers during examinations as per Goa University norms <p>For Advanced Learners</p> <ol style="list-style-type: none"> 1. Additional reference books are provided under the Library Book Bank Scheme to facilitate in-depth study and higher-level learning 2. Recognition and felicitation of outstanding performers at the Annual Prize Distribution Ceremony 3. Inclusion of scholar members in the college council <p>File Description:</p> <ul style="list-style-type: none"> ● Past link for additional Information 2.2.1\2.2.1 additional information.docx ● Upload any additional information 2.2.1\2.2.1 additional information.docx 						
2.2.2. Q _{nM}	<p><i>Student- Full time teacher ratio (Data for the latest completed academic year)</i></p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2024-25</td> </tr> <tr> <td style="text-align: center;">Number of Students</td> <td style="text-align: center;">1471</td> </tr> <tr> <td style="text-align: center;">Number of teachers</td> <td style="text-align: center;">54</td> </tr> </table> <p>Data requirement:</p> <ul style="list-style-type: none"> ● Total number of Students enrolled in the Institution ● Total number of full time teachers in the Institution <p>Formula: Students: teachers 1471:54 27:1</p> <p>File Description (Upload)</p>	Year	2024-25	Number of Students	1471	Number of teachers	54
Year	2024-25						
Number of Students	1471						
Number of teachers	54						

	<ul style="list-style-type: none"> Any additional information <p>2.2.2.2.2 Additional Information.pdf</p> <p>(Note: Data template is not applicable to this metric)</p>
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Key Indicator- 2.3. Teaching- Learning Process

Metric No.	
2.3.1. QIM	<p><i>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</i></p> <p>Upload a description in maximum of 200 words</p> <p>Experiential Learning</p> <ul style="list-style-type: none"> - Field-Based Study: The college organizes industrial visits and educational tours within and outside the state. These visits involve interaction with departmental managers and professionals. Other visits include libraries, orphanages, courts, historical sites, mental health centers, and events with renowned authors. - Field-Based Projects: Final-year students across disciplines undertake field-based research projects involving data collection, analysis, and interpretation. The compiled Project Reports is available in the college library. - Internships: Mandatory internships are part of the curriculum for BBA, BBA (Shipping & Logistics), and M.Com. Part II students, offering them direct exposure to industry practices. Besides the department of Commerce also initiated the internship for the students. <p>Problem Solving Methodologies</p> <p>Case Studies:</p> <p>The BBA department employs case studies as a tool for analytical learning. The BCA students engage in programming-based problem-solving using real-world scenarios.</p> <p>Participative Learning Methods</p> <p>A wide variety of participative methods are used to ensure active student involvement: Group discussions, problem solving, debates, quizzes, student presentations, role plays, street plays Cultural and community-based activities like celebrating inter-religious festivals, community outreach programmes, and events like Commerce Fiesta, Eco-Fest, Socio-Creations, and Genesis. The third year projects work in groups and promote participative learning among the student's groups.</p> <p>File Description:</p> <ul style="list-style-type: none"> Upload any additional information <p>Experiential Learning</p> <p>Dept reports_ Experiential Learning\Dept reports.pdf Educational visit n tours\Educational visit n tours.pdf Internships\Internships.pdf TY Projects\TY Projects.pdf</p> <p>Participative learning methods</p> <p>Participative learning methods\Participative learning methodologies.pdf</p> <p>Problem solving methodologies</p> <p>Problem solving methodologies\Case analysis.pdf</p>

	<ul style="list-style-type: none"> ● Upload any additional information ● Link for additional information 				
2.3.2. Q _n M	<p>Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words</p> <p>Use of ICT-enabled Tools The institution is fully Wi-Fi enabled, allowing seamless integration of Information and Communication Technology (ICT) in teaching and learning. Classrooms are equipped with hardware such as LCD projectors, Smart Boards, and audio-visual aids. The Laboratories are equipped with desktops, laptops, ensuring dynamic and interactive pedagogy.</p> <p>Faculty extensively use platforms like Google Classroom, Moodle, Google Meet, and Google Forms for sharing syllabi, study materials, and assignments. The use of Flipped Classroom techniques and Google Collaboration tools fosters participative learning. Students engage in online submissions, peer presentations, and discussions, enhancing digital literacy and collaboration skills.</p> <p>Subject-specific software such as SPSS, E-Views, Coglaba, and Gretl support statistical and analytical learning across disciplines. Library and research resources like INFLIBNET, NLIST, Shodhganga, e-PG Pathshala, and OPAC provide students with access to academic databases and e-content.</p> <p>To support multimedia learning, faculty share recorded lectures, YouTube videos, PDFs, and e-reader resources. Language skills are developed using linguistic apps, Microsoft Word games, and blogs.</p> <p>Additionally, faculty also contribute to <i>DISHTAVO</i>, a digital content creation initiative by the Directorate of Higher Education, Government of Goa. These efforts reflect the institution's commitment to enhancing quality education through effective use of ICT tools.</p> <p>File Description</p> <ul style="list-style-type: none"> ● Upload any additional information ● Provide link for webpage describing the ICT enabled tools for effective teaching-learning process. ● 2.3\05-12-25_Cedila_Edited 2024-25 NAAC 2.3\naac 2.3 n 2.5_Cedila\2.3.Teaching-Learning Process\2.3.2_Teachers using ICT enabled tools ● 2.3 additional 				
2.3.3. Q _n M	<p>Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Number of students assigned to each Mentor</p> <table border="1"> <tr> <td>Year</td> <td>2024-25</td> </tr> <tr> <td>Number of mentors</td> <td>61</td> </tr> </table> <p>Formula: Mentor : Mentee 1471:61 24:1</p> <p>File Description</p> <ul style="list-style-type: none"> ● Upload, number of students enrolled and full time teachers on roll. ● Number of students enrolled and full-time teachers on roll. ● Number of students enrolled and full-time teachers on roll. ● Circulars pertaining to assigning mentors to mentees 	Year	2024-25	Number of mentors	61
Year	2024-25				
Number of mentors	61				

- mentor/mentee ratio
- [2.3\09-12-25_Cedila_Edited 2024-25 NAAC 2.3\naac 2.3 n 2.5_Cedila\2.3.Teaching-Learning Process\2.3.3_Ratio of mentor to students](#)
- [2.3 additional](#)

(Note: Data template is not applicable to this metric)

Key Indicator- 2.4 Teacher Profile and Quality

Metric No.					
2.4.1. QnM	<p><i>Number of full time teachers against sanctioned posts during the year</i></p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2024-25</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">54</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> ● Number of full time teachers ● Number of sanctioned posts <p>File Description (Upload)</p> <ul style="list-style-type: none"> ● Full time teachers and sanctioned posts for year(DataTemplate) 2.4.1\2.4.1 n 2.2 2 HEI.docx 2.4.1\2.4.1. & 2.4.3 Full time teachers and sanctioned posts -.xlsx 2.4\2.4.1scanned appointment letters 24-25.pdf <p style="text-align: center;">Any additional information</p> <ul style="list-style-type: none"> ● List of the faculty members authenticated by the Head ofHEI 	Year	2024-25	Number	54
Year	2024-25				
Number	54				
2.4.2. QnM	<p><i>Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)</i></p> <p>D.N.B2.4.2.1. Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.CSuperspeciality / D.Sc. / D.Litt.</i> during the year</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">2024-25</td> </tr> <tr> <td style="text-align: center;">Number</td> <td style="text-align: center;">20</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <p>2.4.2\2.4.2-Full time teachers with Ph.D.xlsx 2.4\2.4.2_PhD_scnned 24-25.pdf</p> <ul style="list-style-type: none"> ● Number of full time teachers with PhD./ D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. /D.Litt. ● Total number of full time teachers <p>File Description (Upload)</p> <ul style="list-style-type: none"> ● Any additional information ● List of number of full time teachers with <i>Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt.</i> and number of full time teachers for year(Data Template) 	Year	2024-25	Number	20
Year	2024-25				
Number	20				

2.4.3. Q _n M	<p><i>Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)</i></p> <p>2.4.3.1 : Total experience of full-time teachers</p> <table border="1"> <tr> <td>Year</td> <td>2024-25</td> </tr> <tr> <td>Number</td> <td>638</td> </tr> </table> <p>2.4.3.2 Data requirement for year (As per Data Template)</p> <table border="1"> <tr> <td>Year</td> <td>2024-25</td> </tr> <tr> <td>Number</td> <td>11.81</td> </tr> </table> <ul style="list-style-type: none"> Name and Number of full time teachers with years of teaching experiences <p>File Description: (Upload) 2.4.3)2.4.1. & 2.4.3 Full time teachers and sanctioned posts -.xlsx</p> <ul style="list-style-type: none"> Any additional information List of Teachers including their PAN, designation, dept. and experience details(Data Template) 	Year	2024-25	Number	638	Year	2024-25	Number	11.81
Year	2024-25								
Number	638								
Year	2024-25								
Number	11.81								

Key Indicator- 2.5. Evaluation Process and Reforms

Metri c No.	
2.5.1. Q _i M	<p><i>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</i></p> <p>Upload a description not more than 200 words The Goa University ordinances OA-38(NEP- B.A./B.Com./B.C.A./B.B.A. and B.B.A.(Shipping and Logistics)), OC-66(CBCS- B.A./B.Com.), OC-67(CBCS-BCA), OA-24(CBCS -BBA and BBA(Shipping and Logistics)) and OA-35(NEP-M.Com.) govern the academic and examination frameworks.</p> <p>The college has 3 committees for smooth conduct of internal assessment namely</p> <ul style="list-style-type: none"> College examination committee ISA monitoring committee College Grievance committee <p>There are two modes of evaluation called as Intra Semester Assessment (ISA) and Semester End Examination/Assessment (SEE/SEA). Before the commencement of academic year Goa University notifies academic calendar wherein the dates of commencement of the semester, vacations and the commencement of the SEE/SEA is mentioned. Accordingly, the College examination committee prepares the schedule pertaining to the ISAs and SEE/SEA examinations and other related matters and strictly adheres to it. The students are notified of the ISA and SEE/SEA schedule by examination committee.</p> <p>The students are informed about process of conduct, weightage of ISA's, minimum number of ISA to be answered, pattern, modes of evaluation of ISAs by the respective course teacher. The students are shown corrected ISA papers and their performance is discussed individually with the student and necessary guidance is given for improvement.</p> <p>Once the results of SEE/SEA are declared the students are handed over the marksheet.</p>

	<p>File Description:</p> <ul style="list-style-type: none"> Any additional information 2.5.1\2.5.1 Additional Information.docx Link for additional information 2.5.1\2.5.1 Additional Information.docx
2.5.2. QIM	<p><i>Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient</i></p> <p>Upload a description not more than 200 words.</p> <p>The mechanism for addressing internal examination-related grievances for B.A. and B.Com. programmes is governed by the Goa University Circular dated 15-07-2024 and Goa University Ordinances OA-38 and OC-66. These provisions state that there shall be no revaluation of answer books for Semester I to IV examinations. However, candidates may request personal verification of marks, provided they apply within one week of the declaration of results and pay the prescribed fees. Personal verification shall be conducted in presence of the Principal and the concerned Examiner. The college will notify the candidate of the date and time for verification, which must be scheduled within 10 days of receiving the application. The candidate will be shown the answer book in the Principal’s chamber. If the candidate remains unsatisfied after the verification, he or she may submit a written grievance to the College Grievance Committee within one week. The Committee will examine the case in accordance with the relevant Ordinances and communicate its final decision to the candidate.</p> <p>For B.C.A., B.B.A., B.B.A.(Shipping and Logistics) and M.Com. programmes, examination-related grievances if any are handled as per the provisions of Goa University Ordinances OC-67, OA-38, OA-24 and OA-35, which outline the respective procedures.</p> <p>File Description:</p> <ul style="list-style-type: none"> Any additional information 2.5.2\2.5.2 Additional Information.docx Link for additional information 2.5.2\2.5.2 Additional Information.docx

Key Indicator- 2.6 Student Performance and Learning Outcome

Metri c No.	
2.6.1. QIM	<p><i>Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.</i></p> <p>Describe Course Outcomes (COs) for all Programmes and mechanism of communication within a minimum of 200 characters and maximum of 200 words</p> <p>The institution ensures transparency and accessibility by clearly defining and communicating Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). These are displayed on the official college website and</p>

	<p>incorporated into each course as mandated by Goa University. Faculty members prepare detailed lecture and lesson plans that highlight objectives, learning outcomes, and student expectations. These plans are submitted to the IQAC, uploaded on the DHE portal, and shared with students through Google Classroom at the beginning of each semester.</p> <p>Teachers explain outcomes during lectures to help students understand measurable knowledge and skill goals. This practice ensures alignment between teaching, learning, and evaluation, with examination papers reflecting the intended outcomes. To enhance relevance, faculty also formulate subject-specific outcomes and plan activities such as group discussions, quizzes, assignments, presentations, and field visits.</p> <p>By consistently reinforcing outcomes through lectures, assignments, and classroom interactions, the college ensures that both teachers and students are well-informed of academic expectations. These measures reflect the institution’s commitment to quality education, academic excellence, and enriching the overall learning experience for students from diverse backgrounds.</p> <p>File Description:</p> <ul style="list-style-type: none"> ● Upload any additional information ● Past link for Additional information ● Upload COs for all Programmes (exemplars from Glossary) ● 2.6\hyperlinks 2.6.1.docx
<p>2.6.2.</p> <p>QIM</p>	<p><i>Attainment of Programme outcomes and course outcomes are evaluated by the institution.</i></p> <p>Describe the method of measuring the level of attainment of POs , PSOs and COs in not more than 200</p> <p>Programme Outcome is attained through student progression, such as the percentage of students pursuing higher education, the Placement Cell assisting students to become employed by organizing campus interviews and placement drives, graduates starting their own business and students getting jobs in various sectors. In 2024, ninety-four students graduated, opted for postgraduate studies, reflecting the effectiveness of academic delivery. These measures ensure continuous improvement in curriculum, teaching, and evaluation, while addressing the diverse needs of students.</p> <p>The college evaluates Programme Outcomes (POs) and Course Outcomes (COs) through an Outcome-Based Education (OBE) framework adopted from the even semester 2024–25 academic year. OBE ensures that teaching methods, assessments, and learning strategies are aligned with measurable course outcomes. Comprehensive teaching plans—including objectives, outcomes, instructional strategies, and evaluation methods—are submitted to the IQAC, uploaded on the DHE portal, and shared with students via Google Classroom, WhatsApp, college website and classroom briefings.</p> <p>Faculty employ diverse pedagogical tools such as lectures, discussions, ICT-enabled methods, and interactive activities. Assessments are directly linked to COs, and post-semester analysis of attainment are documented and published on the college website.</p> <p>To strengthen implementation, the Teaching Learning and Education Technology (TLET) Cell supports faculty with training sessions and guidance.</p> <p>File Description:</p>

	<ul style="list-style-type: none"> ● Upload any additional information ● Paste link for Additional information ● 2.6\hyperlinks 2.6.2.docx 						
2.6.3. Q_nM	<p><i>Pass percentage of Students during the year</i></p> <p>2.6.3.1. Total number of final year students who passed the university examination during the year</p> <p>2.6.3.2. Total number of final year students who appeared for the university examination during the year</p> <table border="1"> <thead> <tr> <th colspan="2">Previous completed academic year</th> </tr> </thead> <tbody> <tr> <td>Number of students appeared</td> <td>499</td> </tr> <tr> <td>Number of students passed</td> <td>344</td> </tr> </tbody> </table> <p>Data Requirement (As per Data Template)</p> <ul style="list-style-type: none"> ● Programme code ● Name of the Programme ● Number of Students appeared ● Number of Students passed ● Pass percentage <p>File Description</p> <ul style="list-style-type: none"> ● Upload list of Programmes and number of students passed and appeared in the final year examination (DataTemplate) ● Paste link for the annual report ● 2.6\hyperlinks 2.6.3.docx 	Previous completed academic year		Number of students appeared	499	Number of students passed	344
Previous completed academic year							
Number of students appeared	499						
Number of students passed	344						

Key Indicator- 2.7 Student Satisfaction Survey

Metri c No.	
2.7.1 Q_nM	<p><i>Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)</i></p> <p>2.7.1\2.7.1 Student Satisfaction Survey 2024-25.pdf</p>

