

INSTITUTIONAL DEVELOPMENT PLAN (IDP 2022-2032) FOR HIGHER EDUCATIONAL INSTITUTIONS IN GOA

As part of the implementation of National Education Policy-2020

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1. Institutional Basic Information

1.1. Institutional Profile:

Name of the Institution	Fr. Agnel College of Arts & Commerce, Pilar, Goa – 403 203					
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NAAC Accreditation Status	1 st Cycle:		Grade: B++		2 nd Cycle	
	3 rd Cycle		Grade: A+		4 th Cycle	
NIRF Ranking	2020-21: ---		2019-20: ---		2018-19: ---	
UCG Recognition	2(f)		Yes √		No	
NBA accreditation	Yes		No √			
Financial Status	Government /Aided: √			Self-Finance: √		
Under National Education Policy (NEP 2020), would your institute prefer to be:	i. Constituent college of the State University ii. Autonomous degree granting College. iii. Part of Higher-educational institution (HEIs) cluster. √					



1.2. Institutional SWOC Analysis

Strengths:

- Ideal location (centrally located in the state of Goa)
- As per its vision/mission special attention to the needs of the socio-economically weaker sections
- Cordial and healthy student-teacher relationship
- Good infrastructure and availability of space for improvement/expansion
- Availability of facilities like Conference room, Meeting room, Auditorium, Seminar Halls etc
- Availability of facilities for sports (place/grounds, equipment)
- Qualified and dedicated staff
- Adaptability to changes/needs and innovative practices
- Use of technology for teaching
- Wi-Fi enabled campus
- Strong, vibrant and automated Library with necessary facilities
- Research (*Research Policy, Research Centres through Cluster option, peer reviewed ISSN Online Research Journal*)
- Linkages and Tie-ups with industries to provide additional skills
- Conducive environment for staff / students to express/develop talents
- Access to international students (through ICCR and MOU)
- Remedial classes for slow learners
- Encouragement/opportunities for advanced learners
- Emphasis on values and inter-faith services
- Career oriented courses to develop employability skills
- Semester Choice Based Credit System followed
- Timely payment of salaries/dues and settlement of promotions
- Feedback from various stakeholders (*used for further improvement*)
- Study Centre of IGNOU
- Active MOUs (*including those related to student/ teacher exchange programmes*)
- Recognised Nationally (*via Rankings; NAAC A+ grade; participation in programmes; contribution to Society*)
- Secure campus
- Centre for showcasing options for sustainability of environment (including waste management, energy conservation and water conservation)
- Strong welfare measures for Staff and Students
- Strong commitment towards extension activities
- Noteworthy contribution to Sports, NSS and NCC
- Strong contribution of Alumni (*via registered body*)



- Special provisions for the physically/visually challenged
- FDA approved Canteen
- Fire safety compliant campus
- Effective Leadership and Management involvement in College Development
- Functional and effective IQAC, and participation of staff in operations of the institution
- Array of scholarships for needy students
- Focus on discipline (*zero tolerance to ragging, drugs, alcohol and tobacco*)
- Healthy student-teacher ratio
- Availability of Counsellor and Medical Assistance (OPD/Clinic)
- Healthy adaptations for online teaching-learning-evaluation

Weaknesses:

- Being an affiliated College, academics gets to be relatively more theoretical
- Being government-aided and managed by a non-profit Society, periodic constraint of maintenance funds
- As per government policy 'uncontrollable' presence of Contract basis teachers
- Annual number of research publications is substantially less: (i) being basically a non-Science College; and (ii) due to undue focus of an affiliating University undergraduate system, on teaching-learning-evaluation.

Opportunities:

- ✓ To make students employable in times of changing market demands (*with updated skill sets*)
- ✓ To improve infrastructure further
- ✓ To start new degree / diploma courses
- ✓ International exchange study programmes for students and faculty
- ✓ To increase linkages with other institutions (*educational and industry*)
- ✓ To promote research, including research publications
- ✓ Creating better sports facility
- ✓ To be the state level leader in initiatives towards sustainable environment
- ✓ Use of research for societal needs
- ✓ To start online standalone courses
- ✓ To opt for autonomy
- ✓ Fostering global competencies
- ✓ To become creative/entrepreneurial in approach (promote skill development among students)
- ✓ Inculcating desirable value system among the students
- ✓ Promoting use of technology for teaching, learning and governance
- ✓ Ensuring equity and improved access to higher education
- ✓ Acting as instruments of social change



Challenges:

- Enrolment of unfocussed students (*who intend to migrate abroad or seek immediate/midway pre-graduation employment*)
- Getting students placed due to migrating nature of students
- Incoming of foreign universities
- Number of competing institutions in the vicinity/state
- Commencement of number of competitive programmes in recent times
- Delays in obtaining permissions in an affiliating system
- Professional courses attracting better students
- Trends towards lesser enrolment in certain courses
- Students preferring low cost/quality under-graduate programmes for quick/easy credentialing
- Online/distance education courses getting recognition.



2. Institutional Development Plan (for at-least next 10 years)

2.1. Vision

An institution of excellence that builds competencies in all, irrespective of background; a dynamic stakeholder and leader in empowerment, social progress and nation building.

2.2. Mission

To provide quality higher education to all including the socially, economically and academically challenged students and through 'Honest Toil' build successful citizen's in all walks of life who will sustain the ethos of our great country through imbibed values of Truth, Love and Justice to all.

2.3. Goals and Objectives

- To promote quality education without discrimination.
- To inculcate in students, the value of hard work as a stepping-stone to success.
- To enrich young men and women with the value of truth, love and justice for all.
- To inspire students to use their knowledge as an instrument of social change.
- To build a pool of successful citizens in all walks of life

2.4. Executive Summary

- Open admission policy; nobody will be denied admission on basis of financial (poor), socio-economic-regional background; quality education will be available to all in spite of no reservation policy being followed by the College due to its Minority status as per Article 30(I) of the Indian Constitution.
- Experiential learning opportunities will help build wholesome pool of successful citizens
- Extension activities will enable students to use knowledge as instrument of social change, and foster in values of responsibility to others and justice for all.
- Skill based/enhancement certificate courses (including those of 30 hours or more; like 'tailoring' and 'personality development, life skills & value education') will enrich students, including girls, in curricular and non-curricular areas
- MoUs with noted institutions from within/outside Goa will bring in external exposure and expertise; enabling students get beyond the classroom quality education.
- Welfare measures (financial and non-financial, including those related to free/subsidised sanitary/stationary items and various free health camps) will ensure access to quality education without discrimination and helping students, including girls from marginalised backgrounds, join the pool of successful citizens and become thereafter instruments of social change.
- Exposure to curricular, co-curricular and extra-curricular activities along with opportunities for participation in Sports, NCC and NSS will ensure a pool of inspired students become successful citizens.
- Adoption of healthy practices, like for example GREEN initiatives (water conservation, waste management and energy conservation), will help ensure our students become instruments of socio-economic change.

2.5. Developing Motivated and Energized Faculty

- Conduct of periodic/semester-wise national/international/state/college level training/workshops (FDPs/SDPs)
- Encouraging to pursue with research (paper publication, presentations, PhD, etc)
- Deputing Faculty to other institutions for workshops/seminars/conferences etc.
- Promotion of interstate student-teacher exchange programme; this will enable faculty to get fresh perspective of various teaching-learning-evaluation-research matters.



2.6. Teaching, Learning and Education Technology

Introduction:

Learner-centered education through appropriate methodologies facilitate effective learning as Teaching-Learning modalities of the Higher Education Institutions are considered to be relevant for the learner group. Although it is true that diversity of learners in respect of their background, abilities and other personal attributes will influence the pace and extent of learning, Learner-centered education calls for appropriate methodologies that can be used by teachers to provide a more experiential, holistic, integrated, inquiry-driven, discussion-based, flexible and above all enjoyable learning.

The younger generation in the context of changing student expectations over time, is exposed to an advancement in communication technology, changes in social and family setup and more orientation for free learning. The teaching should be measured in terms of the outcome of the education at the end of the course. The outcome should be checked on the basis of Course Outcomes, Program Specific Outcomes and Program Outcomes set by the subject teacher and the institution. Besides their regular Program/Course the student needs to be intellectually competent, physically healthy, emotionally balanced, socially committed, spiritually Inspired, civically Responsible and morally upright.

Curriculum Integration focuses on the different perspectives brought about by different disciplines to illustrate a topic, theme or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline. It involves people from different disciplines who work together, each drawing on their specialized disciplinary knowledge. With a view to providing access to quality learning resources and online courses to students using Information and Communication Technology (ICT) covering a wide range of subjects and skill based courses, it ensures that every student would develop all capacities of human beings – intellectual, aesthetic, social, physical, emotional and moral in an integrated manner.

Following is the Action Plan of the institution for short term, mid-term and long-term period:

1) Short Term (Two years)

○ Implementation of Outcome Based Education

- Preparation of PO, PSO and CO by respective HODs for which experts will be invited for FDP and detailed knowledge would be acquired for the preparing and mapping criteria for measuring Course Outcome.
- Course activity will be set by all faculty in their respective subject and preparation of criteria or mapping for measurement of Course Outcomes.

1.2 Enhancement of student's progress

- To improve communication skills a workshop/talks on facing interviews and improving communication skills will be organized in association with NGOs/clubs/other institutions.
- Talk on women empowerment, self-defense workshops, awareness of women's issues/domestic abuse, creative writing, etc. will be organized in collaboration with NGOs/other institutions.
- Tackling slow learners with remedial classes will be engaged.
- Field trips will be made mandatory for the students studying in second and fourth semester for the purpose of experiential learning.



1.3. Multidisciplinary Teaching

- Students will be given opportunity to opt for individual courses in different programmes.
- Students could be taught a topic by separate subject teachers so as to provide a holistic understanding. (E.g. Teaching a play in English literature: Inputs could be sought from experts in the field of drama and film studies.)
- Seminars, workshops, conferences across programmes could be conducted regularly.
- Guest speakers and experts from industry would be invited across disciplines.
- Teachers will be trained (Orientation/Refresher courses) to initiate interdisciplinary Teaching which focuses on learner centric pedagogy.

1.4. MOOCS and ODL

- Selection/mapping of skill courses of 30 hours (Short term) will be done by each department related to the respective department from MOOCS/ SWAYAM/IGNOU and the students will be allowed to choose courses as per their interest from the pool of skills courses selected by the teacher, under the guidance of respective teacher.
- Teachers will be trained for ODL to create online content by using online teaching platforms and tools by inviting experts from the respective fields.

2) Mid Term (Five years)

2.1 Implementation of Outcome Based Education

- Activities set for Course Outcomes will be informed to the students by each faculty at the beginning of the academic year.
- The measurement of CO, PSO and PO will be done at the end of the academic year by the concerned teacher and HODs with the help of matrix calculation and in case of any deficiency, corrective steps will be taken to improve subject Course Outcomes.

2.2 Enhancement of student's progress

- Theatre club, Nature club etc. to be formed in the college; students will be given exposure through NGOs/establishments in the respective fields.
- Certification courses like Tally and other vocational courses will be introduced for BCom, BA and BCA students irrespective of discipline.
- Community service in partnership with NGOs, NSS unit, NCC unit and sports will be explored.
- As part of holistic education, opportunities for internship would be provided during 3 years programme to be carried out through local industry, businesses, panchayat, NGOs, etc. on their own as well as research projects for third year students with their respective faculty or any other research institutions, so that the students will get the practical side of their learning and improve their employability.

2.3 Multidisciplinary Teaching

- The concept of cluster could be developed or MOU's could be signed with other institutions, thereby offering students credits from a wide pool of courses; credits could be integrated into the curriculum.
- Pedagogy will have an increased emphasis on communication, discussion, debate, case studies for interdisciplinary thinking.
- Interdisciplinary Research should be encouraged among both faculty and students.



2.4 MOOCS and ODL

- During this period, a student will complete a maximum of two certificate courses (preferably life skills, Human Values and community service etc) from a pool of courses offered. Students should be offered credits on successful completion of the courses. Learners will get a certificate on successful registration and after completing the course successfully.
- On successful completion of each course offered by the institution under MOOCS/IGNOU, the institution should issue a certificate, along with the number of credits or grades, through which the student can get benefit to transfer his or her credits into his or her mark sheet issued by the concerned institution.
- Different Skill based courses completed through cluster colleges or online mode (SWAYAM) and the credits earned will be considered or integrated in the mark sheet of the student.
- Teachers will be trained for hybrid learning for which smart classroom of about 25% (2 classes for BCom and 2 classes for BA) will be developed which will be helpful for regular teaching as well as Online Distance Learning.

3) Long term (Ten years)

3.1 Implementation of Outcome Based Education

- Efforts will be made to meet the target of achieving Course Outcomes to 5-point scale for each department at the end of every academic year.

3.2 Enhancement of student's progress

- By now internship, field trips and other skilled based courses would be integrated in the curriculum.
- Different cells/clubs dedicated to language, music, community service, sports, etc. could be incorporated into the curriculum once faculty expertise and students demand is developed

3.3 Multidisciplinary Teaching

- Students Exchange Programs will be introduced with other institutions / colleges in Goa as well as in India with the use of ABC (Academic Bank of Credit) with the proper permission from the University.
- Integrated courses would be offered (History and Museology/ BA and Bachelor in Library Science/ English literature and Journalism).
- Experiential Learning will be continued if successful and introduced for other students/ Batch.

3.4 MOOCS and ODL

- Under the guidance of a teacher, students could take up a course of their interest and complete it online as per their pace and interest. If the student needs guidance from a teacher with respect to the chosen topic then this guidance could be given by a competent teacher in offline mode or through one-to-one interaction with the student.
- Additional courses will be offered to the students in collaboration with other cluster colleges.
- IGNOU/MOOCS/ SWAYAM courses can be taken up by a student in any area of interest - apart from personal courses - for which due credit can be offered to the students.
- Implementation of hybrid learning, i.e. online and offline classes will be introduced for the selective courses for which the course content need to be developed and the concerned teachers would teach under his/her guidance, for which smart classroom of about 50% of classes (5 classes for BCom and 5 classes for BA) will be developed which will be helpful for regular teaching, MOOCS and ODL.



2.7. Research Development and Innovation

Introduction:

Research is a creative work undertaken systematically to increase/contribute to the existing stock of knowledge and generate new concepts in emerging areas. Although, research is not emphasized at the under-graduate level, an effort is made through the under-mentioned plans, to prioritise research, so that the College can enhance its Institutional profile and ensure development of its students and faculty members

Short Term Plan (2 Years): Action plan for short term emphasizes on the training to faculty and students.

1. Attracting research funds (State, National, International, Industry):

Funding for research is an integral part of any research programme. The members studied, within the time frame available, the sources of research funds available for research in the Country.

Funding Agencies:

1. Indian Council of Social Science Research (ICSSR): ICSSR provides publication grants for publication of manuscripts of the research work done in any field of social sciences in the following ways:
 - a) Reports of Research Projects/Papers presented in Seminars workshops. The ICSSR may give grant for publication of such manuscripts.
 - b) ICSSR provides Grants -in- Aid to Colleges and research institutes for publication of their research journal. The objective is to improve quality and to ensure regularity of the publication.
 - c) The ICSSR Training and Capacity Programme provides grants to social science faculties for organising research methodology and capacity building programmes for young researchers and junior faculties in various social science disciplines.
2. Indian Council for Historical Research (ICHR): The Research Project Committee may award grants for seminars, workshops, academic conferences/lectures concerned with specific themes of History.
3. University Grants Commission: Funding is available for Major and Minor Research Projects.

Time Line: In the first year of the plan period, the College can invite resource persons, who are well-versed with funding procedures, to apprise the faculty of the College about various funding agencies, how to approach them for getting funds and types of projects that are generally considered for funding. In the subsequent year, the College can motivate and incentivise faculties to approach agencies for funding their research projects especially from State and National Agencies.

2. Improving quantity and quality of research publications: Research should be an integral part of every teacher in the Higher Educational Institution. The College can conduct workshop/ seminar on how to have quality research publications in UGC care list etc. All teachers guiding projects for the third-year students in the College should be encouraged to convert their projects into a research paper and publish it in a reputed journal. This will ensure both quantity and quality of research publications in every academic year.

Time Line: In each academic year, the College/Department can decide the minimum number of papers that can be published.

3. Training faculty/students for research: Seminars/workshops may be conducted in the following areas:
 - i. How to gather data and analyse data for research, including usage of software.
 - ii. Values underlying Research Integrity and frame work for good academic research practices.
 - iii. Checks for plagiarism.
 - iv. Collaboration in Research.



Time Line: One Seminar/workshop to be conducted every academic year including use of statistical tools. Members of faculty may be asked to attend a mandatory Faculty Development Programme (FDP) on research of minimum one week, who will in turn train their students for research. The College can develop a policy wherein, one teacher publishes at least one research paper in UGC approved journals in the next two years. Teachers may be motivated to publish paper with students or two teachers to publish a joint paper.

4. Preparing faculties for 4th year research programme: Research in interdisciplinary areas will be required to be encouraged as and when New Education Policy 2020 will be implemented.

Time Line: Plan of Action to begin from 2023-24.

5. Developing an environment conducive for research: The College has its own research policy in order to incentivise its research programme and to create a research culture in the College. Facilities available for research include the research centre, computer laboratories and a well-equipped library.

Time Line: In the short term, facilities that are available can be put to use.

Medium Term Plan (5 years): Action plan for the medium term emphasizes on the actual implementation of the training received for different areas in research.

1. Attracting research funds (State, National, International, Industry):

Time Line: At least one research project (minor or major) to be taken up every 3 years by Departments. This policy can be adopted by the College and can be done on a rotation basis for different Departments. Funding may be sought from National funding agency. The option to get funds from Industry (in Goa) may be looked into by conducting a preliminary study.

2. Improving quantity and quality of research publications: Research should be an integral and ongoing activity in higher educational institutions.

Time Line: The practice of converting research projects of the third-year students into a research paper and publishing in reputed Journals as per guidelines issued by UGC should continue in each academic year. Possibility of Collaborative publishing with faculty from other Colleges/ Clusters could be explored in the subsequent 2-3 years under the plan period. The College can invite research plans from the faculties at the beginning of each academic year.

3. Training faculty/students for research:

Time Line: Encourage all faculty members to complete Ph.D.

Workshops/Seminars for students should continue since there will be a fresh batch of students for research in each academic year.

Since the College does not have autonomy in framing syllabi, it is necessary to propose that Research Methodology be incorporated in the Syllabi for the students. Short term course to coordinate research with skill-based courses may be designed.

4. Preparing faculties for 4th year research programme: Research in interdisciplinary and transdisciplinary areas will be required to be undertaken.
5. Developing an environment conducive for research: Advisory Committee on research may be set up with representatives from major departments.
Identify Mentors for Research Programmes in the College so that research mentorship is able to attract young researchers.

Time Line:

In the beginning of the year under the plan period, Ethical Committee for research to be constituted in the College and guidelines to be framed.



Long Term Plan (for 10 years): Action plan for the long term emphasizes on the steps to be taken in the following direction:

Time Line:

In the first two years of the long-term plan period, the College can apply for research centre in subjects like English, Konkani and Computer Science so that research output can increase. In the next two years the College can collaborate to get international funding for a research project. As the research activity increases it will be necessary to provide a separate space/ room with all facilities for researchers who should be permitted to use it only for research purposes. A Budget for research should be prepared at the beginning of the academic year under the long-term plan period. The College should move towards being a institution known for its research undertaken and where research and consultancy services may be provided. The College can collaborate with Industry to prepare research projects for them.

2.8. Industry-Academic Partnership

- Industry experts will be periodically invited as resource person's/guest faculty for special sessions to interact with students;
- Industry experts will be co-opted as members on bodies like IQAC for obtaining their first hand inputs which will then be forwarded to the respective BoS for the purpose of consideration of adoption in the syllabi.

Other matters pertaining to industry-academic partnership over 10 years' time period will be on the basis of the guidelines of NEP.

2.9. Institution's Placement Plan for Students

- Strengthen the existing career guidance, job/skill training and placement cells of the College.
- Forge additional partnerships with renowned institutions/organisations (over and above existing ones like BajajFinserv and TCS) for specific skill training and capacity building, ultimately leading to enhancement in placements.
- Collaborate with the Government/DHE through MOUs signed by the latter with various start-ups, bodies for the purpose of training students and getting them placed.

2.10. Achieving the Target for Accreditation

The College participates regularly in NAAC and NIRF accreditation/rankings. The same will continue. The College recently secured the prestigious A+ NAAC grade with CGPA of 3.28, currently the highest in Goa. The drive towards further improvement will go on with incremental changes being introduced (*including those that will be appropriately shaped over time as per NEP guidelines*)

2.11. Incubation and Start-up

Presently incubation and start-up as standalone initiatives are absent as the College is basically an Arts and Commerce College. However, notwithstanding the same, both will be taken up in due course as per guidelines to be listed by NEP

2.12. Alumni Engagement/ Activities plan

The plans for alumni engagement/activities are already in place, they including the following:

- Conduct of special talks for students by prominent alumni
- Organization of state/national level sports and/or co-curricular events (including sponsorship)
- Assistance to poor students (example: by way of donation of cycle, mobile phone, sports equipment etc.)



2.13. Basic Infrastructure Development plan

- **Short term (2 years):** (i) Making provision for about 2 -3 new classrooms;
(ii) Setting up of a new computer laboratory;
(iii) Making proper arrangements for increased parking of vehicles
- **Mid Term (5 years):** (i) Making provisions for 6-8 new classrooms;
(ii) Building a new Basketball court
- **Long Term(10 years):** (i) Construction of a new wing with 8-10 rooms.

2.14. Skill Development of Non-teaching Staff

- Periodic training within the College through external / internal experts on various skill enhancement matters, including those related to use of excel, use of tally, accounting practices etc.
- Periodic training by deputing staff to workshops organized out of campus by other organizations (government and private)

2.15. Any Other Initiatives for the Student's and Institutional Growth

- **Short term (2 years):** (i) introducing new skill enhancement courses
(ii) initiating at an introductory level the formation of "Cluster of Colleges
(iii) Commencement of inter-state student-teacher exchange programmes
- **Mid term (5 years):** (i) Pursuing offering the fourth year in Arts/Commerce/Computer Applications programmes (teaching) in the College as per NEP guidelines
(ii) pursuing the process of building a new block with new / additional facilities including classrooms
(iii) Pursuing signing of new MOUs and Collaborative partnerships including those with international institutions
- **Long term (10 years):** (i) as member of a strong cluster (as per NEP guidelines), pursuing along with other member colleges the option of degree granting cluster/cluster-university
(ii) Pursuing green initiatives including setting up of sewage treatment plant and generation of electricity through rooftop solar harvesting (connecting to the grid)



[Signature] 23.11.2022

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Seen and approved

23.11.2022

