

INTERSHIP TRAINING AT

“GOA UNIVERSITY

FINANCE DIVISION, TALEIGAO

PLATEAU, GOA, INDIA 403 206”

BY

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UNDER THE MENTORSHIP OF

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GOA BUSINESS SCHOOL

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DECLARATION

I, the student of M.B.A. (Executive) of Goa Business School, Goa University, hereby declare that the following internship report at Goa University, Finance Division, Taleigao Plateau, Goa, India has been prepared by me during the period from 01st October 2022 to 30th March 2023 under the guidance of Prof. Purva Hegde Dessai (Mentor), Goa University Goa Business School.

I also declare that this project has not been submitted nor shall it be submitted in future to any other University or Institution for the award of any Degree or Diploma.

Date: 30th March 2023

Place: Goa University

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1. INTRODUCTION

Goa University was established under the Goa University Act of 1984 (Act No. 7 of 1984) and commenced operations on 1 June 1985. The university provides higher education in the Indian state of Goa. It is located on Taleigao Plateau overlooking Zuari estuary on a picturesque campus spread over 402 acres with state-of-the-art infrastructure such as faculty blocks, administrative building, library, sports facilities, student hostels, bank, post-office, staff quarters, etc. Campus-Wide Internet connectivity with strong bandwidth is available for all 24 hours a day.

The University took over the enhanced role of Centre of Post-Graduate Instruction and Research (CPIR) which was set after the liberation of Goa by India in December 1961, by the University of Bombay (now Mumbai), in June 1962. Since 1985 Goa University offers graduate and post-graduate studies and research programmes. It is currently (2014-19) accredited to the National Assessment and Accreditation Council (NAAC) in India with A Grade. The National Institutional Ranking Framework (NIRF) (an organ of Ministry of Human Resources and Development, Govt. of India) has currently (2022) ranked the University at Rank-band 101-150. Among the QS World University Rankings for 'BRICS countries 2019', Goa University is among the group of 241-250 universities. There are about 9000 universities in BRICS countries. QS University rankings - a World University rankings agency - has ranked Goa University in the range of 61-65 among Indian Universities for the year 2022 and among the QS World University Rankings for 'QS Asia University Rankings 2022', Goa University is among the group of 501-550 universities.

Goa University is the only University in the State of Goa and one of the renowned Centre for Higher Education in the Country. The University was established in the year 1985 - 86 around the nucleus of Centre for Post Graduate instruction and Research of the University of Bombay in Goa. The University Campus is located on the outskirts of Capital city of Panaji and spread over nearly 173 hectares on the Taleigao Plateau overlooking the scenic Zuari River joining the Arabian Sea.

The major objects of the University is to disseminate and advance knowledge by providing instructional, research and extension facilities in the branches of learning. Goa University being the nodal educational institution in the State has reached a reasonable level of operation having made

commendable progress within the shortest period and is now able to meet most of the needs of higher education.

It is an affiliating-cum-teaching University having facilities to impart education in faculties of Languages, Social Sciences, Natural Sciences, Life Sciences, Commerce, Management, Medicines, Engineering and Fine Arts. The University offers graduate and Post Graduate courses in Arts, Science, Commerce, Management, Home Science Education, Law, Engineering, Pharmacy, Medicine including Homeopathy and Ayurveda, Fine Arts, Music and Architecture. There are 22 University Teaching Departments, 2 University Centres, U.G. C. Financial Academic Staff College for inservice training of teachers, 35 affiliated Colleges (Professional and Non- Professional) and 8 recognised institutions conducting research.

University is an autonomous body and has to depend entirely on State Government for financial assistance in discharging its activities entrusted to it. The Government releases funds by way of grants every year by reflecting the same in its annual budget which is monitored by the Directorate of Higher Education.

2. FACILITIES AVAILABLE:-

a) Library- Goa University is situated on the campus in a modern building and has a growing collection of books and journals. The University has collection of over 1,00,000 books and subscribes to more than 450 journals out of which 200 are foreign journals which amply support basic post graduate courses and research. Attempts are now, being made to provide on a time information retrieval from Bibliographic Database and other modern facilities. The University has some very rare acquisitions received through donations such as Prof. P.S.S. Pissurelekar (4486 books) and Dr. Nuno Gonsalves (3000 books).

Of the various services offered by the Library, Bibliographic and documentation service, photo copying service and inter Library loan facility for exchange of books and journals are important, besides the normal reading rooms and related services. It also provides reprint service with the help of INSDOC/ Bangalore and other leading organizations more recently, the Library has arranged to get abstracts of papers published all over the world through COPSTAT, which is of great value to

researchers. The Library has recently opened a text - book section and a cover information Center to assist the students.

Library is now engaged in intensive Computerization and automation of services and is looking forward to a new role once the INFLIBNET is fully functional in the next few months. Efforts of networking the Library with all the PG Departments on the campus are also in progress, which will greatly assist in reaching the well needed Library information to Scholars all over the Campus and preparing itself for the 21st Century.

b) Konkani Encyclopaedia : The University has undertaken a project of Konkani Encyclopaedia (an independent unit) to cater to the need of Scholars as well as of the common man knowing Konkani. The project is the first of its kind and in the Konkani world. The encyclopaedia information is classified into various subjects and it contains entries relating to general knowledge with emphasis on information regarding the Konkani speaking region, its people, history, Geography, art, culture, customs and manners etc. the Encyclopaedia consists of four volumes, each having approximately 1000 pages and 1200 entries with illustrations. The first two volumes have already been released by Shivaram Karanth and Girish Kanard respectively. The third and fourth volumes are in the press and are expected to be released shortly.

c) University Science Instrumentation Centre : It was established at the University in 1990 with the initial support of U.G.C. for a period of five years and is presently supported by the Goa State Government. In addition to this, USIC is helping the University in the installation of campus telephone networks. Local area network and purchase of sophisticated instruments. The academic staff of USIC is actively engaged in the M. Sc Electronics programme of the Physics Department.

d) Human Resource Development Centre (HRDC) :- this college has been functioning at the university campus since 1988 and is providing the well needed orientation, refresher and other courses for the teaching faculty at P.G. Departments and affiliated Colleges/Institutes of Goa University and other universities in the country. This College plays a major role in the training of University/College teachers in commendable way. The college is also well equipped with many technical facilities, which are being regularly updated. Besides, the college is now preparing itself

to lunch hands on type courses with practical orientation to teachers under the U.G.C. programme of Career Orientation at first degree level.

e) Counselling, Career Guidance and Employment Liason Cell (CCGEL) :- It has been established in November 1997 to provide necessary advice and guidance to the needy students in pursuit of their careers.

f) Campus Network and Internet Facility:- Goa University has a Campus Computer Network that connects three main faculty blocks. This network uses a fibre optic backbone that currently runs at 10 mops, using ethernet technology. All the individual departments within these blocks have been provided with connectivity to this Network. Currently the University provides E-Mail facility to all the faculty members through a local E-Mail server.

g) Hostel Accommodation:- The University provides hostel facilities on the University Campus for men and women students to accommodate 84 and 200 students in the respective hostels. Students studying in the post-graduate courses of the University will be accommodated in the hostel, subject to the availability of seats. There is also limited hostel accommodation rates and the application form can be obtained from the University Office on payment of Rs.25/- by means of receipts challan at SBI Counter. Interested candidate may apply for hostel accommodation in the prescribed application form to the respective wardens.

h) Transport Facilities:- The University provides bus transport facility for the benefit of the students between University Campus and Bambolim. The bus fare is concessional as applicable to KTC buses. The students who desires to use the University bus transport facility will have to buy fare coupons, available at the University office, teaching departments/library in advance.

3. OTHER FACILITIES:-

a) Over the years, the University has developed a number of facilities to make life on the Campus more amenable. In addition to canteens located at various points in the Campus, there is also a Health Centre situated at University Guest House and is open to all students and staff of the University from 10.00 a.m. to 12.00 p.m. and 3.00 p.m. to 5.00p.m. (Subject to change) a Public

call office with STD/ISD facility, a Post Office. A Bookshop, xerox facilities, etc. the State bank of India has an extension counter located in the Library building. Soon DOT operated facilities for FAX, E-Mail, Internet etc will also be available at the Campus. The University has a Guest house with an attached dining hall for visiting faculty and other guests and also campus housing for teaching/non-teaching staff.

b) Students Welfare and Cultural Activities:- The students's Welfare activities of Goa University are looked after by the Directorate of Students Welfare and Cultural Affairs.

c) Students Aid Fund:- Under Students Aid Fund, the deserving students are given financial assistance to meet their expenses on tuition fee, examination fee, purchase books, etc.

d) Students Safety Insurance Scheme :- All post graduate students are ensured under this scheme and the students can receive insurance benefits at the time of calamities such as accident, loss of part of body, death, etc.

e) Sports:- Goa University has a sports Centre with facilities for various sports such as Hockey, Cricket, Football, Volleyball etc. in addition to a Gymkhana which is being upgraded. The Sports Center routinely takes part in inter-Collegiate, Inter University programmes in most Sports and has a very strong Football team. Inter Collegiate tournaments are conducted in two phases. First phase starts from last week of July and ends in the first week of October. The second phase starts from the last week of November and ends in the first week of February. Teams are also sent to participate in Inter University Tournaments.

f) Goa University Consumer Co-operative Society Ltd., Goa:- With the increase in the staff and students living on the campus and growing economic activities to meet the needs of post graduate students and staff in general, the members of the University formed a Society to undertake various activities for the benefits of its members which is named as Goa University Consumer Co-operative Society Ltd.

The Main objectives of the Society are to encourage thrift, self help of Cooperation among the members of the Society to sell daily requirements of life/operations to the members and others and

to act as agent for joint purchase of domestic and other requirements of the members and to undertake activities for promotion of economic, social and cultural Welfare of the members. The Society proposes to operate Kiosks located at the staff quarters, book stall of the Central Library of the University, xerox facility at the Arts Faculty Block of the University in the first year of its operation.

Over the past 35 years, the University has steadily expanded its reach, both in terms of the number of affiliated colleges - professional and general education numbering to 61, as well as the diversity of courses offered. These colleges offer various courses leading to a degree at graduate, post-graduate level. 7 of them are also recognized as research centres to offer Ph.D. programmes. The University, on its campus, has 10 schools. The formation of schools has been done at the start of the academic year 2019-20 with amalgamation of traditional departments to allow organic evolution of new courses. They offer programmes leading to Undergraduate degree (3), Masters degree (35) and Ph.D. degree (25) in various disciplines. In addition, 7 recognised institutions in various disciplines situated in the state of Goa are also recognised for research programmes leading to Ph.D. degree by the University.

Over 30000 youth from all talukas of Goa are studying in affiliated colleges and over 2000 are enrolled for post-graduate programmes at the University campus. The percentage of women (over 60%) outnumber men (about 40%).

The University has made a significant impact at the national level in various areas of specialization and draws students in select disciplines from across the country. Geographically, Goa is located in an ecologically sensitive region along the Western Ghats and the Arabian Sea. Goa University has appropriately emerged as an important resource centre for research in the field of flora and fauna endemic to this region, as well as the marine environment. The Ministry of Earth Sciences has recognized Goa University's significant contribution in this domain, as a consequence of which a Centre of Excellence was established in Marine Microbiology. The Departments at the University have developed excellent research facilities. Large funding for research is received from Central Government agencies such as University Grants Commission, Department of Science & Technology, Ministry of Earth Sciences, Ministry of Environmental Sciences and Climate Change, Department of Biotechnology, etc. For a relatively small university, Goa University attracts

generous funding of research projects from national funding agencies which reflects upon the high quality of research undertaken at the University. The research outcomes (over 6500) in the form of papers, theses, etc., have been made available to the public over the university website in its publications repository. The Web of Science reports about 1400 items on their database accruing over 16000 citations. The University publications have an h-index of 54.

In addition to the conventional graduate and postgraduate programmes, Goa University has also taken initiatives to provide innovative programmes. Some noteworthy initiatives are the National Resource Centre in Marine Science under the Ministry of Human Resource Development (MHRD) for the professional development of higher education using the MOOCs platform SWAYAM, the State Resource Centre for Women funded by Ministry of Women and Child Development, Govt. of India as well as Dept. of Women and Child, Govt. of Goa, the Study India Programme with Nihon University of Japan, etc. Goa University launched the Visiting Research Professors Programme (VRPP) from the year 2013-14 to bring luminaries in the field of liberal arts & literature, social and natural sciences, and other fields. The visiting professors interact with students, deliver lectures, offer courses, and work on collaborative research projects, or stimulate the creation of art installations and music performances with faculty and students. These visiting professors are found to generate a creative environment in learning and contemporary knowledge production practices with their intellectual and aesthetic endeavours. The programme is being supported by Directorate of Art and Culture, Government of Goa through generous grants and open to the general public too.

4. DEPARTMENTS (NOW SCHOOLS)

The 10 schools at Goa University Campus are as follows:

1. School of Biological Sciences and Biotechnology
2. School of Earth, Ocean and Atmospheric Sciences
3. Manohar Parrikar School of Law, Governance & Public Policy
4. Shenoi Goembab School of Languages and Literature
5. School of Chemical Sciences
6. Goa Business School
7. School of Physical and Applied Sciences
8. D.D. Kosambi School of Social Sciences and Behavioural Studies
9. School of International and Area Studies
10. School of Sanskrit, Philosophy and Indic Studies

1. School of Biological Science & Biotechnology. (The Departments which are amalgamated under the school are as follows)	
	M.Sc. Biotechnology (G)
	M.Sc. Marine Biotechnology (M)
	M.Sc. Botany
	M.Sc. Microbiology
	M.Sc. Zoology
	Post Graduate Diploma in Medical Laboratory Techniques (PGDMLT)
	Ph.D. Biotechnology
	Ph.D. Botany
	Ph.D. Microbiology
	Ph.D. Zoology

The School of Biological Sciences and Biotechnology (SBSB) was established in May, 2022 by combining four Departments which fit into the school of Biological Sciences. Goa being a coastal state, in proximity to the Western Ghats a biodiversity hot-spot, provides several unique ecosystems for studies including biodiversity hotspot.

The focus of amalgamation of the four departments was to bring fundamental and biological science Departments under one umbrella to provide the students a platform for interdisciplinary research.

The focus of the school is to provide quality education and research in biological sciences through an integrated approach with a view to create well trained human resource to handle the upcoming challenges in a sustainable manner and to apply the knowledge to the welfare of the society.

2. School of Earth, Ocean & Atmospheric Sciences (The Departments which are amalgamated under the school are as follows)	
	M.A. Environmental Sciences
	M.Sc. Environmental Sciences
	M.Sc. Applied Geology
	M.Sc. Marine Microbiology
	M.Sc. Marine Science
	M.Phil. Earth Science
	M.Phil. Marine Science
	Ph.D. Earth Science
	Ph.D. Earth Science (NIO Dona Paula)
	Ph.D. Earth Science (NCAOR Vasco)
	Ph.D. Marine Microbiology
	Ph.D. Microbiology (Under Cluster of Colleges)
	Ph.D. Marine Science
	Ph.D Marine Science (NATIONAL INSTITUTE OF OCEANOGRAPHY, DONAPaula, GOA)
	Ph.D Marine Science(NATIONAL CENTRE FOR ANTARTIC AND OCEAN RESEARCH, VASCO)

The School of Earth, Ocean, and Atmospheric Sciences (SEOAS) was established by the amalgamation of two departments that are related to planetary studies, viz., Earth Science (established in 1986) and Marine Sciences (1985) to deliver better together. Marine Microbiology,

Environmental Science, Atmospheric Science and Remote sensing & GIS were added to the School during the A.Y. 2020-21, 2021-22, 2022-23, respectively.

The significant coupling between lithosphere, atmosphere, hydrosphere, and cryosphere necessitated a holistic approach to study Earth system science that include Marine Sciences, Marine Microbiology, Atmospheric Science, Remote sensing and the environment, highlights the dynamic nature of the Earth system. The daunting task of Oceanographers, Earth Scientists, Marine Microbiologists, Environmentalists and Atmospheric Scientists is to understand the complex dynamics and wade through the present crisis of climate change to create a sustainable environment for the human to survive.

The focus of the school is to provide quality education and research in earth system science through an integrated approach with a view to the deciphering process for sustainable development. Since we have framed our syllabi in tandem with the NET syllabus, our pedagogy makes the courses offered by the school as the most favoured in post graduating earth system science, with strongly inter-disciplinary courses.

The research funding from external agencies are not only a measure of research quality but also a good judgment of the acclaim our faculty members held in academic and research arena. By this metric, we are doing well, as our school has the largest external cash flow amongst the science faculty in GU.

Funding is mainly from Ministry of Earth Sciences (MOEs), Ministry of Shipping, Indian Space Research Organization (ISRO), Naval Research Board (NRB), University Grants Commission (UGC) along with Department of Science and Technology (DST). Outstanding faculty members will be recruited to carry out teaching and research for this programme. This will enable the school to have a strong inter-disciplinary faculty by the end of 2022. In addition to PG programmes, the school will provide the need-based certificate and PG diploma courses. Students registering for the Ph.D. degree will have the option to get a degree in any branch of the earth system science viz; Marine Sciences (Physical Oceanography, Chemical Oceanography, Marine Biology, Marine Geology), Marine Microbiology, Atmospheric Science, Hydrography, Remote Sensing & Geographic Information System, Polar Science and Environmental Science.

3. Manohar Parrikar School of Law, Governance & Public Policy (The Departments which are amalgamated under the school are as follows)	
	M.A. Public Administration
	M.A. Women's Studies
	Master of Social Work (M.S.W)
	Ph.D. Women's Studies

The Manohar Parrikar School of Law, Governance and Public Policy encompasses the disciplines of Law, Public Administration, Women's Studies, Social Work, Tribal Studies and Disability Studies. The Chhatrapati Shivaji Maharaj Chair in Leadership and Governance is associated with this School.

There are two distinct reasons for the establishment of the Manohar Parrikar School of Law, Governance and Public Policy in the Goa University. The first is to create within the only public University of the State a living memorial of Shri Manohar Parrikar, our late Chief Minister whose immense contributions to the people-centric public policies are widely recognised and celebrated. The School is named in the memory of a national leader who was widely recognised for his commitment to good and effective governance and popular public outreach. The second reason is to create an academic entity within Goa University that will conduct policy-relevant research and offer advanced programmes in applied social sciences, thereby contributing to the creation of a well-trained cadre of public policy professionals in the State.

Goa stands at a very interesting intersection with multiple claims on development, local aspirations and public policies. The state needs well designed research on environmental development for which effective formulation and implementation of public policies are the most important to make public administration and governance more effective and adaptive to the new demands and challenges. Goa University seeks to contribute by establishing an academic entity for research and training in the areas of public policy, administration and governance which can assist legislators, officials and public servants at all levels in the performance of their duties. The Manohar Parrikar School shall act as a knowledge hub, where public policy experts, practitioners and members of the wider public will get a chance to deliberate on ideas of good governance and to carry out research.

Currently the Manohar Parrikar School offers programmes that lead to both M.A. and Ph.D. in Women's Studies as well as MSW with specializations in i) Health and Development, ii) Community Organization and Community Development Practice, iii) Social work Practice with Children, Family and Youth, iv) Gender and Development, v) Tribal Development and, vi) Working with People with Disabilities. Both the M.A. Women's Studies and the MSW Programmes are designed to facilitate critical thinking, develop new knowledge, with a commitment to social change. We strive to use new and inclusive methods of knowledge production in our efforts to bridge theory and practice. The programmes aim at developing the research capacities in students to engage academically and practically with social realities. The pedagogy includes extension activities, hands on training, research, documentation, advocacy and field action within the wider community, while networking with organizations committed to social empowerment at the state, national and international arenas.

Other programmes that will soon be offered in the Manohar Parrikar School include: 1) LLM, 2) MA Public Administration, 3) MA Rural Development 4) BSW, and 5) BA Women's Studies

4. Sheno Goembab School of Language & Literature

(The Departments which are amalgamated under the school are as follows)

	Certificate of Proficiency in French-1 (Level A1)
	Certificate of Proficiency in French A2 (Level A2)
	Certificate of Proficiency in Portuguese – I
	Certificate of Proficiency in Portuguese – II
	Certificate of Proficiency in Japanese I
	Diploma of Proficiency in French (Level B1)
	Diploma of Proficiency in Portuguese
	Advanced Diploma in French Language (Level B2)
	Advanced Diploma in Portuguese
	Advanced Diploma in Translation
	B.A. French (Hons.)
	B.A. Portuguese
	M.A. English
	M.A. French

	M.A. Hindi
	M.A. Konkani
	M.A. Marathi
	M.A. Portuguese
	M.Phil. English
	M.Phil. Hindi
	M.Phil. Marathi
	M.Phil. Portuguese
	Ph.D. English
	Ph.D. French & Francophone Studies
	Ph.D. Hindi
	Ph.D. Hindi (Under Cluster of Colleges)
	Ph.D. Konkani
	Ph.D. Marathi
	Ph.D. Portuguese

The Sheno Goemab School of Languages and Literature is established by the amalgamation of six conventional language departments active in the field of languages and literature, viz., Department of Konkani (established in 1987), Department of Marathi (1970), Department of Hindi (1965), Department of English (1965), Department of Portuguese (1987) and Department of French (1965).

Through the varied languages we embrace, we usher in vibrant possibilities for academic programmes and research. The erstwhile language departments dealt with a variety of literatures—Konkani, Hindi, Marathi, Goan Marathi, Dalit, British, Indian, American, Portuguese, Indo-Portuguese, Lusophone, French, Francophone, to name a few. Comparative Literature, Post-colonial Literature, Travel literature, Folk literature, Classical Literature, Christian tradition in Marathi literature, Feminist Writings, Literary Criticism and Contemporary Theories expand the scope of literature studies in the School. Other thrust areas include, but are not restricted to, Cultural Studies, Translation Studies, Media Studies, Linguistics and Comparative linguistics, Sociolinguistics, Didactics of language teaching, Performative Arts and Traditions, Mythology and Folklore Studies, Indian and Western Poetics, Diaspora Studies and Gender Studies.

Goa University's School of languages and literature is aptly named after Shenoi Goembab, a renowned Konkani writer and activist. Besides his mother tongue Konkani, he mastered diverse languages during his life journey—Marathi, Portuguese, English and Sanskrit, just to mention a few. They left a vivid imprint on his monumental corpus of works, which includes translations of the Bhagavad Gita and plays by renowned English and French playwrights (Shakespeare and Moliere) into Konkani. The school carries forward Shenoi Goembab's visionary perspective toward languages: it stays deeply rooted in local issues and opens up to global influences. As with Shenoi Goembab, Goa occupies centre stage and the School embraces interdisciplinary domains of knowledge to better cater to the specifics of the state. Thus, in this multifaceted framework, interdisciplinary areas like Sociological Study of Literature, the Language Movement, Goa Cultural Studies, Subaltern Studies, LGBTQ Studies, Law and Literature, Human Rights, Cartography and Archives, Heritage and Material Culture, Stories of Migration, India-Lusophone Relations, and Contemporary Art are explored and taught under the purview of the School.

Many eminent personalities were associated with the Faculty of languages before it became the School. Prof. B.V. Nemade who was the Founder Head of the erstwhile Department of English won the reputed Jnanpith award in 2014 for his contribution to Marathi literature. Similarly, Prof. Arvind Pandey from the former Department of Hindi was an outstanding scholar of Sanskrit and Urdu besides being an established literary critic of Hindi literature. Dr. Manohar Rai Sardesai, who was an eminent teacher of French, was also a renowned poet in Konkani. Dr. Olivinho Gomes, who was the Head of the erstwhile Department of Konkani contributed significantly to Konkani sociolinguistics. Moreover, Konkani Department has various projects from Sahitya Academy, NCERT, UGC, Central Directorate of Hindi, New Delhi, Commission for Scientific & Technical Terminology, New Delhi and Goa Konkani Academy, Goa. A Centre for Konkani Development Studies had been set up with the support of UGC in the IX Five-Year-Plan as an adjunct of the Department of Konkani which was engaged in multiple academic projects like the preparation of terminology, dictionaries, translation from Indian and foreign classics especially those relating to literary criticism, transliteration of Konkani texts from one script to another and the publication of the same for the benefit of the students. The Centre has done video documentation of Dasro, Ghumat vadan (Sakaarat), Rannamale (folk drama), Fugddi (folk dance) and the Three Kings Feast of Chandor under the unique programme called "Know our Culture".

The erstwhile Department of Portuguese and Lusophone Studies is the only one of its kind in the entire Indian Subcontinent. Through the Joaquim Heliodoro da Cunha Rivara Chair, it actively promotes Indo-Portuguese studies. Joaquim Heliodoro da Cunha Rivara (1809 - 1879) was a Portuguese historian, philologist, administrator, politician and a Professor of Philosophy who defended the Konkani language and published a grammar and a history of the language titled *Ensaio Histórico da Língua Concani*. Thanks to the Cunha Rivara Chair, students, faculty and the public in Goa are able to benefit from interactions with international visiting research professors in the areas of language contact, ethnomusicology, social and economic networks, maritime communities, political and cultural history and history of art.

The amalgamation into a School is promising in more ways than one: inter-language and inter-linguistic synergies in a variety of domains, translations with local and international languages, opening up of new research opportunities and an innovative offer of courses await. Down the years, students have benefited from the quality education and industry preparedness offered by the language departments. The synergies of the School will multiply the advantages for our students. On the whole, it is our belief that The Sheno Goemab School of Languages and Literature will be able to offer exciting possibilities for our students and researchers to express themselves by incorporating interdisciplinary perspectives and vision.

5. School of Chemical Sciences (The Departments which are amalgamated under the school are as follows)	
	M.Sc. Analytical Chemistry (Chemistry)
	M.Sc. Biochemistry
	M.Sc. Inorganic Chemistry
	M.Sc. Organic Chemistry
	M.Sc. Physical Chemistry
	Ph.D. Chemistry

The establishment of the School of Chemical Sciences by transforming one of the existing oldest (established in 1965 as a part of Centre for Post-Graduate Instruction and Research of the then Bombay University) department (of Chemistry) into a school. The School is currently located in the Faculty block E since 2013, with modern infrastructure, conducive for quality education and

research in Chemistry. The School already has Organic, Inorganic, Physical and Analytical Chemistry as distinct streams. The establishment of this School is in line with the reorganization of the institutional architecture that will allow us to rebrand and showcase our strengths in research and teaching. The research at this school has been recognized by the award of projects to the individual faculty members and also receiving handsome grants from the University Grants Commission (UGC) and the Department of Science & Technology (DST), Govt. of India in their prestigious programs like UGC-SAP & DST-FIST.

6. Goa Business School (The Departments which are amalgamated under the school are as follows)	
	Integrated M.B.A. (Hospitality, Travel & Tourism)
	M.A. Economics
	M.B.A.
	M.B.A. (Executive)
	M.B.A. (Financial Services)
	Fundamental of Computer & Networking
	M.C.A.
	M.Com.
	M.Sc. Integrated
	M.Phil. Computer Science
	M.Phil. Economics
	M.Phil. Management Studies
	Ph.D. Commerce
	Ph.D. Commerce (Cluster of Commerce)
	Ph.D. Computer Science
	Ph.D. Economics
	Ph.D. Economics (Cluster of Economics)
	Ph.D. Management Studies

The Goa Business School is established by the amalgamation of departments that can deliver better together. The departments that are amalgamated in the Goa Business School are Commerce (established in 1988), Computer Science & Technology (1987), Economics (1968 Centre for Post-

Graduate Instruction & Research at Goa - CPIR - affiliated to then University of Bombay) and Management Studies (1988). Each of these departments has a glorious past. The Department of Economics has a legacy of a part of Centre for Post-Graduate Instruction and Research (CPIR) that gave birth to the University. The Department of Computer Science and Technology was established with initial financial assistance from DOE/UGC under the Manpower Development Scheme. The amalgamation would allow the faculty and research students to discover new synergies that remained hidden within department silos, rebrand and showcase our strengths in research and teaching in these areas together. The students passing out from these departments have been absorbed in the industry within India and abroad in the past.

While the amalgamation is with the defined objectives, we cannot forget the contributions that are made individually by the departments. Therefore, the graphs of the publications and the number of PhDs exhibited below also indicate the strength of these disciplines together. The academic programmes of each of these would evolve over a period of time with the synergy in the near future that provides challenging opportunities to the students passing out of the Goa Business School. Scroll on this page to view a variety of programmes that are being offered including the number of seats. Visit the faculty pages to know more about them and their strengths individually. Have a look at the projects that were carried out in the past and at hand currently and contact us for the opportunities, collaborations, and exchanges and explore the best amongst us.

The school has established good contacts with the industry and business enterprises in and outside Goa for corporate internship and placement services. The programmes provide comprehensive knowledge and practice covering various aspects needed in the industry. Goa University has thus become one of the select universities.

7. School of Physical and Applied Sciences

(The Departments which are amalgamated under the school are as follows)

	M.Sc. Electronics
	M.Sc. Mathematics
	M.Sc. Physics
	M.Phil. Mathematics
	M.Phil. Physics

	Ph.D. Electronics
	Ph.D. Mathematics
	Ph.D. Physics
	Vocational Programmes under NSQF

The School of Physical and Applied Sciences is a result of the amalgamation of three correlated departments which belonged to the erstwhile Faculty of Natural Sciences. Individually, the departments have a long and glorious past. Department of Physics (established in 1963 as a part of Centre for Postgraduate Instruction and Research (CPIR) of University of Mumbai) and Department of Mathematics (established in 1965 as a part of CPIR of University of Mumbai) are two of the oldest departments that served the local students by providing them quality higher education in two of the oldest fundamental sciences for more than four decades. Department of Electronics, on the other hand, was established in 2010, centred around the M.Sc. Electronics programme started by the Physics department in 1992.

The three departments have come together to multiply their strengths and chart out new interdisciplinary programmes of teaching and research. The first two of such programmes are M.Sc. in Biophysics and M.Sc. in Computational Physics. These new programmes will add to the existing M.Sc. Physics, now rebranded as M.Sc. in Solid State Physics, M. Sc. Mathematics and M.Sc. Electronics.

The focus of this School is to develop strong teaching and research programmes in Physical and Applied Sciences. The departments which formed this School had identified thrust areas which continue, but the amalgamation will lead to the emergence of new areas bordering the cutting edge areas of research.

All the three departments that formed this School were well funded. Department of Science and Technology, Government of India under its Fund for Infrastructure in Science and Technology (FIST) programme as well as by the University Grants Commission under its Special Assistance Programme (SAP) provided research funding to the Department of Physics. Department of Mathematics also received funding under the DST-FIST programme while the Department of Electronics was identified by UGC to initiate Innovative program in Embedded Technologies.

Additionally, individual research projects funded by the DST-SERB, CSIR, UGC, DoE, ICAR, DST, MeitY, ICMR, etc. have led to the development of research facilities in the School.

The School also offers UGC approved certificate and diploma programmes in Fundamental of computers & networking and Advanced instruments, gadgets & appliances, to provide skill-based education under National Skill Qualifications Framework (NSQF). These programmes will be extended to advanced diploma and B. Voc. degree programme in near future. The aim is to enable a person to acquire desired competency levels via multiple pathways, within vocational education and vocational training, transit to the job market and, at a reasonable time, return for acquiring additional skills to upgrade their competencies.

8. D.D. Kosambi School of Social Sciences and Behavioural Studies

(The Departments which are amalgamated under the school are as follows)

	Bachelor of Library and Information Science (B.L.I.Sc.)
	M.A. History
	M.A. Political Science
	M.A. Sociology
	Master of Library and Information Science (M.L.I.Sc.)
	Ph.D. History
	Ph.D. Political Science
	Ph.D. Sociology

The D.D. Kosambi School of Social Sciences and Behavioural Studies (DDKSSSBS) is named after Damodar Dharmananda Kosambi (1907–1966), the prominent Goan multi-faceted intellectual usually remembered as a historian, mathematician, statistician, Indologist, philologist and polymath. The DDKSSSBS is established in 2022 by integrating the existing Departments on the Goa University campus and the affiliated Colleges. It covers a wide range of disciplines with differing methodologies, and includes History (1965 Centre for Post-Graduate Instruction & Research at Goa – CPIR affiliated to the then University of Bombay) Political Science (1973 – CPIR), Sociology (1974 – CPIR), Geography, Psychology, Education (Education, Physical Education, Special Education) Library and Information Science, Journalism, Study of Social Exclusion and Inclusive Policy, Logic, and Minority Studies.

With the spirit of integration, the school aims to build on vibrant pluralistic ethos and the intellectual diversity that has been the hallmark of the state. The DDKSSSBS is highly multidisciplinary and focuses on developing strong teaching and research programmes that advance our understanding of Goa and production of new knowledge.

9. School of International and Area Studies (The Departments which are amalgamated under the school are as follows)	
	Certificate of Proficiency in Japanese Language
	Certificate of Proficiency in Spanish Language
	Diploma of Proficiency in Spanish Language
	M.A. International Studies
	M.Phil. Latin American Studies
	Ph.D. International Studies
	Ph.D. Latin American Studies

The School of International and Area Studies (SIAS), Goa University, earlier the Department of International Relations, and subsuming within it, the erstwhile UGC established Centre for Latin American Studies, in existence and vogue for close to three decades, is anchored in the realm of Global and Area Studies, with a view since inception, to deepening and enhancing pedagogy and research, concerning the specialised disciplines of International Relations, Defence, Security, and Strategic Studies.

With a prospective core strength of twenty full-time faculty members, this School shall be the overarching entity, endeavouring to seed new innovative avenues, as also consolidate academic domain resources and policy relevant expertise, in International Relations, Strategic and Defence Studies, as also a curated Area Studies focus, in terms of a dedicated focus on South Asian affairs, China studies, East Asian affairs, the study of Israel and West Asia, Europe, and Latin America, not to mention a dedicated emphasis on Strategic Maritime Affairs w.r.t. to the Indo-Pacific, besides, and an abiding interest in Diaspora and Soft Power Studies.

Pursuant to the considered understanding that linguistic conversance and proficiency is integral to sound expertise in the domain of International Relations and Strategic Studies, the SIAS is currently offering Course Papers and Certificate of Proficiency programmes, in Spanish and Japanese languages, with the proposed addition of Mandarin, Korean, and Hebrew, on the anvil.

Longstanding faculty at the School, have already been engaged in teaching and collaborative research, as also through professional association, with peer academic institutions across South Asia, China, Europe, and Latin America, besides providing considered inputs to various agencies, such as the Indian Council of World Affairs (ICWA), Ministry of External Affairs, Govt. of India, MEA), the Manohar Parrikar Institute for Defence Studies and Analyses (MP-IDSA), Ministry of Defence, Govt. of India, as also the Naval War College (NWC), at INS Mandovi, Goa, for the past decade and more.

10. School of Sanskrit, Philosophy and Indic Studies (The Departments which are amalgamated under the school are as follows)	
	M.A. Philosophy
	M.Phil. Philosophy
	Ph.D. Philosophy

The School of Sanskrit, Philosophy and Indic Studies (SSPIS) is the outcome of integrating two separate academic units at Goa University, namely, the Department of Philosophy, one of the oldest Departments, and the nascent School of Sanskrit and Indic Knowledge Systems into a composite whole for wider and deeper engagements. Academic study of Philosophy at Goa University was initially part of the then Centre for Post-Graduate Instruction and Research of University of Bombay (CPIR-1967). Subsequently, when Goa University came into existence, it became one of the constituent departments.

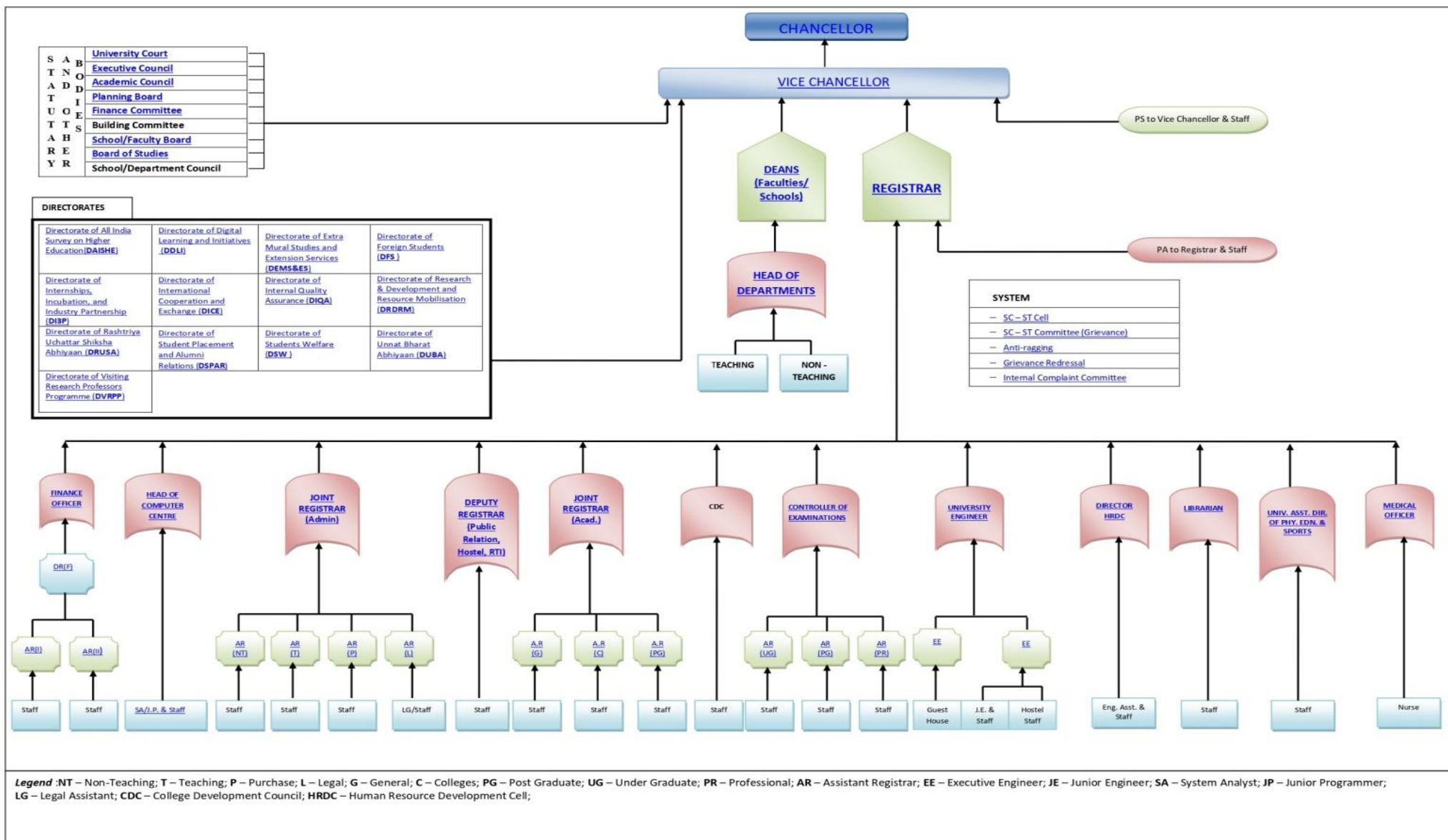
Currently, the SSPIS offers Master's as well as Doctoral studies in Philosophy, encompassing both the Indian and Western Philosophical specializations. As Philosophy overarches beyond any specific subject matter as far as it involves systematic investigation into various sources and methodologies of knowledge, the Master's Programme in Philosophy at Goa University offers a wide range of courses, both as Core and as Optional that aim to develop critical awareness in

understanding other disciplines and subject matters. Built on the classical foundations, the curriculum addresses contemporary developments and prepares the students for an informed and meaningful life. The small classroom size serves well the learning eco-system. Opportunity for student exchange programmes is also available for the students with reputed Universities abroad.

SSPIS has a very robust research programme and students from other reputed Universities both from India and abroad pursue their studies here. Over the years, with sustained efforts of the faculty and students, the Philosophy programme at Goa University has been able to embark on the path towards excellence in teaching and learning. Prof. Ramakant A. Sinari, Prof A.V. Afonso, Prof. U.A. Vinayakumar, Dr. Milan B. Desai, Prof. A. Raghuramaraju and Prof. C.A. Tomy were faculty members of Philosophy here and had contributed to the growth of the discipline.

In the near future, SSPIS would offer programme of studies in Sanskrit Language and Literature, Computational Linguistics, Pali and Buddhist Studies besides Philosophy. Through these academic programmes, SSPIS aims to explore the dialogical potentials of our ancient knowledge and wisdom traditions with our contemporary concerns in order to build a cosmopolitan knowledge community, capable of addressing the societal challenges from the perspective of the Humanities discipline aimed at moulding the enlightened citizens.

5. Organization Chart



6. *PROPER UTILIZATION OF FUNDS*

Goa University being the only state funded university, so the proper utilization of the funds is an very important aspect. Finance is a blood of any institution/ organisation/ venture, although there are other important areas which plays vital role too, but without finance one cannot survive in today's competitive world. To run any institution/ venture, one needs to have funds and proper funds management. Managing of funds is a skill or an art which results in smooth functioning of day to day activities. This project report research focuses on receipts collected from students towards tuition fees and expenses on Pay & Allowances (P&A) of Teaching and Support Staff (T&SS), other expenses of programmes like servicing & maintenance of lab Instruments, visiting lecturer & contributory teachers, filed trips, consumable stores, contingency items, seminar, maintenance of museums, animal house maintenance, analysis, AMC, housekeeping, repair & maintenance etc.

7. *OBJECTIVES OF SOCIO-ECONOMIC ANALYSIS*

To perform program wise analysis of capacity utilization of different programmes under the 10 different schools at Goa University. Capacity utilization rate measures the percentage of an organization's potential output that is actually being realized. The capacity utilization rate may be measured in order to provide insight into how well it is reaching its potential.

A number under 100% indicates that the organization is producing at less than its full potential.

Calculating the capacity utilization rate pinpoints the degree to which an organization is achieving its full production potential.

Business executives can use the rate to decide how much production can be ramped up without the cost of investing in new equipment.

A nation's economists use it to track how its industries are performing given the current economic environment. Fiscal and monetary policy may be adjusted based on the number.

Capacity utilization is most relevant to industries that produce physical products rather than services.

8. SCHOOL WISE PRELIMINARY ANALYSIS OF RECEIPTS AND PAYMENT OF GOA UNIVERSITY.

Capacity utilization rate is a key metric for a business or a national economy. It indicates the slack in the organization at a given point in time.

A company that has a utilization rate of less than 100% can, at least theoretically, increase its production without incurring the additional expensive overhead costs that are associated with purchasing new equipment or property.

A national economy with a ratio of under 100% can pinpoint areas in which its production levels can be increased without significant costs or disruption.

The concept of capacity utilization is best applied to the production of physical goods, which are simpler to quantify.

With the help of details like receipts and payments against the admission and expenses towards the course and then comparing with the different courses can evaluate the capacity utilization and also the seats available against which the actual seats getting filled up helps in analysing the capacity utilization.

3. An simple consolidated comparative analysis of different schools. Within the school where 3 to 4 programs have been brought under one umbrella i.e. under Goa Business School i.e. Commerce, Computer Science & Technology, Economics and Management Studies can be compared on the bases of total seats available and seats getting filled up through which we can analyse the program which one getting more response and which one getting less response and same can be ranked upon the same, also which program collecting the maximum fees. This can be compared with another aspect i.e. spending / expenses of the program, which can determine the program which is doing better then the each other and program which is not doing better can be analysed and suggested to do the program better.

9. LITERATURE REVIEW.

India occupies a significant position in the global education sector. One of the world's largest networks of institutions of higher learning is found in India. With almost 27% of India's population in the age group of 0-14 years, India's education sector provides numerous opportunities for growth.

The number of colleges in India stood at 42,343 in FY-2020. As of November 25, 2022, the number of universities in India stood at 1,072. India had 38.5 million students enrolled in higher education in 2019-20, with 19.6 million male and 18.9 million female students. In FY-20, Gross Enrolment Ratio (GER) in Indian higher education was 27.1%.

The education sector in India was estimated to be worth US\$ 117 billion in FY-20 and is expected to reach US\$ 225 billion by FY-25. The Indian edtech market size is expected to reach US\$ 30 billion by 2031, from US\$ 700-800 million in 2021.

The online education sector in India is growing rapidly, with growth of US\$ 2.28 billion expected during 2021-2025, at a CAGR of almost 20%. Higher education institutes in India are focusing on creating online programmes due to the increasing demand from consumers.

India's large English-speaking population allows easy delivery of educational products. India was ranked 48th out of 112 countries in the English Proficiency Index 2021. Nine Indian institutes - the Indian Institute of Science (IISc) in Bengaluru and eight Indian Institutes of Technology (IITs) - were among the top 500 universities in the QS World University Rankings 2023. A total of 100 Indian institutions have been qualified for the Times Higher Education World University Rankings 2023, with the Indian Institute of Science in Bengaluru being the highest-ranked. Edtech startups in India raised US\$ 296 million across 5 deals in October 2022.

Amazon has launched its global computer science education initiative in India. The aim of this initiative is to offer one lakh students the opportunity to study computer science. Amazon India has also launched the second edition of Machine Learning (ML) Summer School, with the aim to

provide students the opportunity to learn important ML technologies from Amazon scientists, making them ready for careers in science.

To liberalise the sector, the Government has taken initiatives such as the National Accreditation Regulatory Authority Bill for Higher Educational and the Foreign Educational Institutions Bill. The government schemes of Revitalising Infrastructure and System in Education (RISE) and Education Quality Upgradation and Inclusion Programme (EQUIP) are helping the government tackle the prominent challenges faced by the education sector.

The National Education Policy (NEP), which will be fully implemented over the course of this decade starting from 2021-22, will have a strong focus on high-quality vocational education. Under the National Education Policy 2021, the government will set up regional and national institutes for virology, >15,000 schools, 100 new Sainik schools, and 750 Eklavya model residential schools in tribal areas.

The Central Government has approved the “New India Literacy Programme” for the period FY 22-27 to cover all the aspects of adult education to align with the National Education Policy 2020 and Budget Announcements 2022-23.

The National Commission for Women has started a country-wide capacity building and personality development programme for women undergraduate and postgraduate students in an effort to make them more independent and job-ready. The commission will partner with central and state institutions to prepare women students for the job market by providing sessions on personal capacity building, professional career skills, digital literacy and effective use of social media.

STEM-based edtech companies are partnering with Niti Aayog and the government to build a STEM ecosystem by establishing Atal Tinkering Labs (ATL) to spread knowledge about STEM, STEAM, AI, ML, and robotics for K-12 students.

The education sector has seen a host of reforms and improved financial outlays in recent years that could possibly transform the country into a knowledge haven. With human resource increasingly gaining significance in the overall development of the country, development of the country’s

education infrastructure is expected to remain the key focus in the current decade. In this scenario, infrastructure investment in the education sector is likely to see a considerable increase.

10. SOME ARTICLES

Article No. 1

Publication date: 23 November 2021

Data analytics in education: are schools on the long and winding road?

Mara Soncin and Marta Cannistrà

This study aims to investigate the organisational structure to exploit data analytics in the educational sector. The paper proposes three different organisational

Purpose

This study aims to investigate the organisational structure to exploit data analytics in the educational sector. The paper proposes three different organisational configurations, which describe the connections among educational actors in a national system. The ultimate goal is to provide insights about alternative organisational settings for the adoption of data analytics in education.

Design/methodology/approach

The paper is based on a participant observation approach applied in the Italian educational system. The study is based on four research projects that involved teachers, school principals and governmental organisations over the period 2017–2020.

Findings

As a result, the centralised, the decentralised and the network-based configurations are presented and discussed according to three organisational dimensions of analysis (organisational layers, roles and data management). The network-based configuration suggests the presence of a network educational data scientist that may represent a concrete solution to foster more efficient and effective use of educational data analytics.

Originality/value

The value of this study relies on its systemic approach to educational data analytics from an organisational perspective, which unfolds the roles of schools and central administration. The analysis of the alternative organisational configuration allows moving a step forward towards a structured, effective and efficient system for the use of data in the educational sector.

Article No. 2

Publication date: 22 February 2008

Institutional strategies for developing enterprise education: A review of some concepts and models

Luke Pittaway and Paul Hannon

This paper aims to identify criteria for assessing the viability of institutional strategies for enterprise education and to develop models that describe methods

Purpose

This paper aims to identify criteria for assessing the viability of institutional strategies for enterprise education and to develop models that describe methods of organising enterprise education.

Design/methodology/approach

The paper identifies and explains a number of key criteria including: educational impact, financial sustainability, academic credibility, human capital, structural embeddedness, context and infrastructure, alignment with institutional strategy and policy, community engagement, and alignment with policy context and funding. The paper then considers a number of models. These models are separated into two clusters: single department-led models and campus wide models. The evaluative criteria are applied to each model to explore the impact of particular strategies and the criteria are used to assess the long-term viability of each model. The paper concludes by making judgements about each criteria and their usefulness for helping understand long-term sustainability of enterprise education.

Findings

The paper shows that different models may be valuable in different higher education contexts and illustrates the temporal nature of the relationships between the models.

Research limitations/implications

This is principally a conceptual paper that can be developed further by the application of the evaluative criteria empirically. The models developed can be tested and analysed further through reference to observations of practice.

Originality/value

The paper makes a valuable contribution to knowledge in this subject area by describing and analysing the various models of organisation that could be used to support enterprise education in higher education institutions.

11. RESEARCH METHODOLOGY

The analyses required data about the seats available for different programmes under various schools and the number of seats filled. The methodology was to compare these two datasets to derive conclusion about capacity utilization about the latest available year.

The information about seats available for the Academic Year programs / courses is normally available on Goa University website. But we needed information of last academic year so the same was borrowed from Academic Section as the further information to it i.e. tuition fees generated from it and expenses for the program were related to the information about the seats filled. This is not finalized in the Budget Book as it has to be passed in the finance committee and further get it pass in Executive Council Meeting.

Although the data about seats available was received from the Academic Section but the data towards number of seats got filled up was not readily available. After lot of request with the authority, the data was able made available in the raw un-sorted mode. The data about the fees paid by the students through the Goa University software program named Goa University Management System (GUMS) were provided. The same was handed over in excel form which was a jumbled up i.e. as per the dates when students paid their tuition fees. The same was sorted by applying filter and then getting the exact no. of seats filled for each program under each school.

On getting the actual data of fees paid by the students it was noticed that the seats filled information was on higher side then of the seats available. Hence, the information collected with the Academic section was not updated information on the website.

12. FINDINGS

Also it was found out based on the sorting of raw data we had full data of seats filled i.e. by way of paid status for the seat, but the information collected with Academic Section about the seats available and published is incomplete the reason behind this told is some of the admission data is maintained by the department.

After taking data of seats available and seats filled against the program as per Schools, the further data i.e. actual teachers strength for the AY 2020-21 and tuition fees collected for the AY was collected from the Budget Book. It was first step of analysis i.e. seats filled against the seats sanctioned and second step was on the basis of fees collected for the program, the program that has got the maximum revenue as per the full utilization capacity of seats available.

Further to this the data, the expenses towards the program i.e. expenses on Pay & Allowances (P&A) of Teaching and Support Staff (T&SS), other expenses of programmes like servicing & maintenance of lab Instruments, visiting lecturer & contributory teachers, filed trips, consumable stores, contingency items, seminar, maintenance of museums, animal house maintenance, analysis, AMC, housekeeping, repair & maintenance etc. is added to the data to get the expenditure side of the program. With the further information of expenses to the program we were able to get to the conclusion that programs which has more expenses but lack less revenue in view of seats available capacity not getting fully utilized also other reason being expenses are higher then the receipt e.g. on P&A of T& NT staff.

In the last step, after revenue and expenses data collection, School wise comparative analysis was made.

13. ANALYSES AND FINDINGS

a) ***School of Biological Science & Biotechnology:*** The seats have been filled in all courses. The data showed that seats filled were more than the seats available. The explanation offered was that the sanction was later done by the authorities.

b) ***School of Earth, Ocean & Atmospheric Sciences:*** Although receipt wise M.Sc. Applied Geology is ranking No. 1, but as per the payment wise M.Sc. Marine Science is highest. Reason can be seen is expenditure on P&A (T&SS) is more then other programs.

c) ***Manohar Parrikar School of Law, Governance & Public Policy:*** Seats available in M.A. Women's Studies are not been fully filled i.e seats available 15 where as seats filled are 7 only. On the other side the payment is much heavier then the receipts.

d) ***Shenoi Goembab School of Language & Literature:*** Receipt wise M.A. Hindi is ranking No. 1, but as per the payment wise M.A. English is higher side. Reason can be seen is expenditure on P&A (T&SS) is more then other programs. Seats available with M.A. Marathi is not been fully filled i.e seats available 30 where as seats filled is 22. Along with regular program, languages like french, portugues, japanese has started with courses as the seats are not fully utilized, the capacity is being utilized by starting the diploma courses.

e) ***School of Chemical Sciences:*** Seats available with M.Sc. Biochemistry is not been fully filled i.e seats available 20 where as seats filled is 11. In case of capacity not getting fully utilized the same can be utilized by starting the courses in relevant similar short term courses.

f) ***Goa Business School:*** Although receipt wise MBA (FS) is ranking No. 1, but as per the payment wise MCA tops. Reason can be seen is expenditure on teachers & support staff is far more then other programs. Seats available with M.B.A. (F.S.) is not fully filled i.e seats available 60 where as seats filled is 33. As per the receipt generated of M.B.A. (F.S.) i.e. Rs. 1.08 Cr for 33 seats filled, if the seats were fully utilised the receipts would have been on much higher side. For getting the seats being fully utilized, more awareness of the program needs to be done at Higher Secondary Level and also attract admission from outside state by way of promotion and awareness.

g) ***School of Physical and Applied Sciences:*** Receipts of M.Sc. Electronics ranks 3 and M.Sc. Mathamatics ranks 2, but expenditure wise it tops 2 and maths last. Reason expenditure on P&A of Teachers & Support Staff is more then others.

h) ***D.D. Kosambi School of Social Sciences and Behavioural Studies:*** M.A. Political Science & M.L.I.Sc. Seats available are not getting utilised. Receipts of B.L.I.Sc. is ranking First, but payment wise M.A. History ranks First. Reason can be seen is expenditure on P&A (T&SS) is more then other programs. On the other hand receipts of M.A. Sociology is ranking Forth, but payment wise it ranks Second. Reason can be seen is expenditure on P&A (T&SS) is more then other programs.

i) ***School of International and Area Studies:*** Data published i.e. seats available does not match with seats filled. The data should have been provided after actual seats are being filled and process

if any in increase the seats. Although the seats are fully utilized but the expenditure is at much heavier side, the reason can be seen is pay & allowance.

j) *School of Sanskrit, Philosophy and Indic Studies:* Seats available is not getting fully filled i.e seats available 15 seats filled is 5. As only Philosophy course in only running and other courses are still not started i.e. Sanskrit and Indic Studies, there is no much flow of revenue, and since its under separate school, the expenses are at much heavier side, the management could have re-think on adding the same with other school so the utilization capacity can be at much better side.

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