

# Faculty Feedback on NEP Initiatives: November, 2023

99 responses

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99 responses

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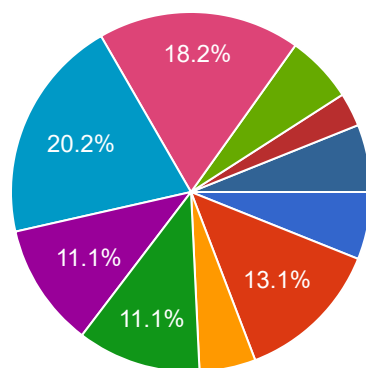
Pranav P. Naik

Sandesh T. Bugde

### Name of the University School

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99 responses



● School of Biological Sciences...  
● School of Earth, Ocean & Atm...  
● Manohar Parrikar School of L...  
● Shenoi Goembab School of L...  
● School of Chemical Sciences  
● Goa Business School  
● School of Physical & Applied...  
● D.D. Kosambi School of Soci...

▲ 1/2 ▼



**Discipline:**

99 responses

Physics

Marine Microbiology

Microbiology

Chemistry

Economics

Electronics

Political Science

Philosophy

Management

Konkani

Mathematics

International Relations

Marine Science

Organic Chemistry

Social Work

Physics

Konkani

Inorganic Chemistry

Marine Sciences

Library and Information Science



PHYSICS

Applied Geology

Botany

French

Applied geology

IMBA HTTS

Mathaematics

History

Computer science

INTERNATIONAL STUDIES

Public Administration

IMBA HTT

Law

Management

Philosophy

M.com

Computer Science and Technology

Portuguese & Lusophone Studies

Applied Geology

ANALYTICAL CHEMISTRY

SSPIS

Hospitality and Tourism





Sanskrit

Women's Studies

French and Francophone Studies

MBA Integrated- Hospitality Travel and Tourism

Physical Chemistry

Economics

Mathematics

Integrated MBA

IMBA (HTT)

Commerce

cst

French and Francophone Studies

Biochemistry

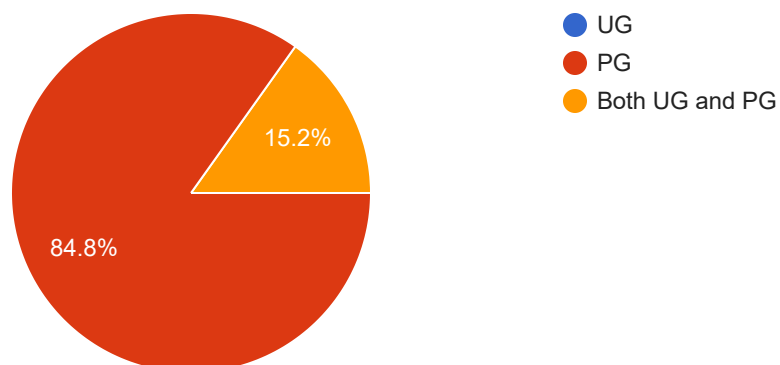
Marathi

Financial services

### Programmes taught:

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99 responses

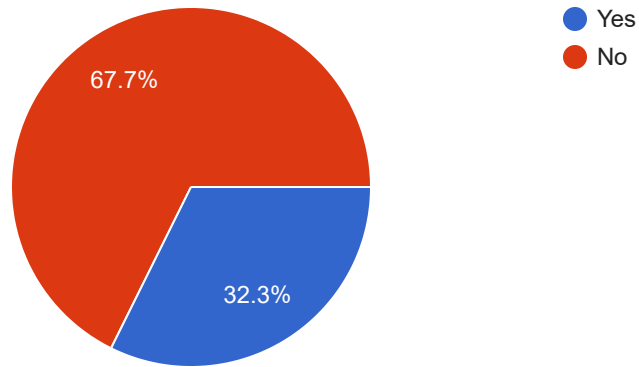


## Feedback on the implementation of the National Education Policy (NEP), 2020

1. Do you have any suggestions to strengthen the components outlined in the NEP implemented at Goa University?

 Copy

99 responses



1. Suggestions to strengthen the components outlined in the NEP implemented



## 1. Kindly provide suggestions to strengthen the components outlined in the NEP implemented at Goa University :

32 responses

The number of ISAs under each paper must be reduced to reduce the burden on the students who end up answering more than 30 exams in a semester

- a) Establishment of Autonomous colleges
- b) Continuous assessment with 80 marks for ISA and 20 for SEA
- c) Compulsory integration of science and social science courses to foster inter-disciplinarity
- d) Greater industry orientation

The implementation of NEP must be carried out considering the academic and Infrastructure requirements of the educational institute in a planned time-bound manner.

1) As NEP is trying to increase GER, it is important to provide for Language improvement programmes based on assessment of the students. I have noticed that some extremely talented students find English writing challenging and hence there is a need to develop language improvement programme especially for the First Year of PG 2) It would helpful if Goa University creates a Centre for Lifelong Learning as a space where adult learners can explore and be guided for courses of their choice so that learners have one central place to interact with for their educational needs.

3) Infrastructure: Some of the faculty including me are sharing cabins, this affects our interactions with students and also our research.

University should have UG, PG and PhD in all subjects including engineering, health sciences.

Skill upgradation for the faculty members is a continuous process. There must be a provision for faculty members to upgrade technical knowledge by attending courses which enhance teaching particularly skill development courses to keep up with industry which is changing at a rapid pace. The involvement of industry experts in advising and suggesting the curriculum must be incorporated.

little enhancement in credits for skill component

Nil

I suggest;

- 1. International Collaborations to strengthen peer perception and to provide students with opportunities for global exposure and exchange programs.
- 2. Community Outreach Programs that encourage students and faculty to actively engage with the local community, addressing societal needs through academic initiatives eg: Legal Aid Cell, Legal help Desks at Courts.



The NEP is oriented towards creating an employable human resource through education. The output of the University in terms of the human resource can be strengthened when we can identify the necessary general competencies needed for employment as well as the domain-specific competencies in the respective areas of study of the course participants. The Board of Studies needs to identify these competencies and incorporate them in the course outcomes after linking them to the Knowledge-Skill-Attitude component of the syllabus developed in the respective courses.

All teachers and staff need to read and understand the National Education Policy in its true spirit. NEP has been designed very well, with a futuristic orientation to equip the students at all levels and to promote creativity and innovative spirit among them, equipping them with competencies that enable them to become life long learners and contribute to the development of the nation

Along with Dissertation. Option of Internship can be offered. Where the students can opt for dissertation or internship based on their choice. However those opting internship can conduct research based on their internship e.g. stock Markets, Finance etc if working under brokerage firm or accountant. Marketing/HR related study if working in Management roles etc. Thus allowing the students interested in non academic careers to apply research in practice.

NEP should be implemented in stages

For the students who are not willing to do a dissertation, it would be good if we could give them the option of doing additional courses.

Dissertation should not be a compulsion keeping in mind students of different caliber attend the course. It becomes difficult for the weaker lot to come up with authentic and valid results in Pure Mathematics.

More clarity on validity of a one year M.Sc course and the certificates issued upon completion of just one year of M.Sc.

This is with regards to the dissertation component of M.Sc. Mathematics Students. As all students may not be able to do a dissertation of research level, it would have been better if there was some kind of mechanism to decide who could take up dissertation and the rest of the students could take regular courses.

Active involvement of all the stakeholders in the education system to create a supporting environment. Also, improvement in the infrastructure is required along with the integration of technology.

Infrastructure is needed for simultaneous classes for optional papers.

Need for more generic courses which focus on Indian arts

Kindly have more options of courses at UG level.



Too many internals seemed to be too taxing on students as well as teachers. 60 hours of classes and 4 ISAs do not allow the students to participate in extracurricular activities of the University which NEP demands.

It is better to implement NEP first for UG and then for PG

Fewer internal assessments

Need for infrastructure like more classrooms and laboratories so that more courses can be opted by students

Dissertation should not be compulsory at PG level. Those who complete PG with Course work should be awarded say M.Com and those who complete PG with Dissertation should be awarded say M.Com Honours with Research

Visit of students to Industries or laboratory related to the course.

1. The spirit of NEP should be followed.
2. The ordinances are flawed against the spirit of NEP.
3. Interpretation of pedagogy and evaluation is flawed and needs an urgent revisit.
4. The whole implementation of NEP should be "Academic centred Administration" however, NEP is designed for administrative convenience and is thus, "Administration centred Academics"
5. The spirit of NEP must be followed or else it shall be a regressive step when the intent is progress.

- 1) The clause wherein courses having theory+practical component, the ratio of 75-25% is may be re-looked and freedom may be given to change this ratio as per individual course requirement.
- 2) The professional/skill programmes like BBA-MBA, BCA-MCA, BVoc-MVoc could be separated from NEP implementation as by nature, these programmes need different treatment w.r.t. curriculum design, assessment, grading, etc.
- 3) Programme structure could atmost have max. credits per sem, under different course categories. The fixed number of courses of exactly fixed credits in a sem, makes the programme structure very inflexible.
- 4) The grading scheme of marks-grade mapping of each course, could be suggestive and not mandatory. Each programme could be given option to do relative assessment and grading, as suggested by UGC.
- 5) There could be a mention that practical/lab sessions be held in a batch of max. fifteen (15). While it is mentioned the class/division strength should be a max. of sixty (60), it may be ambiguous for theory/practical session.

Adequate choices in subjects for UG students

Coordination Committee on Campus for courses offered



1. Curriculum should be fine tuned in line with the industry needs by having a thorough participation by all the BOS members (there must be more emphasis on having industry experts in majority on BOS as well as some prominent domain experts from reputed institutes in India)
2. Skill enhancement course must be curated and delivered by an industry expert (either presently working in the industry or has attained a rich experience in the past for at least 15 years)
3. Internship period must be of 6 months with a mandatory corporate mentor. (specifically for MBA)
4. A strong industry-academia interface must be initiated by the DISPAR so that the skill enhancement courses, value addition courses, placement fairs can be well organised
5. The FDP funding allocation available in the budget must be readily disbursed for the faculties (those faculties who apply for FDP on curriculum/research based topics)

In order to strengthen career opportunities & self employment, a translation cell could be set up at the SGSLL of Goa University.

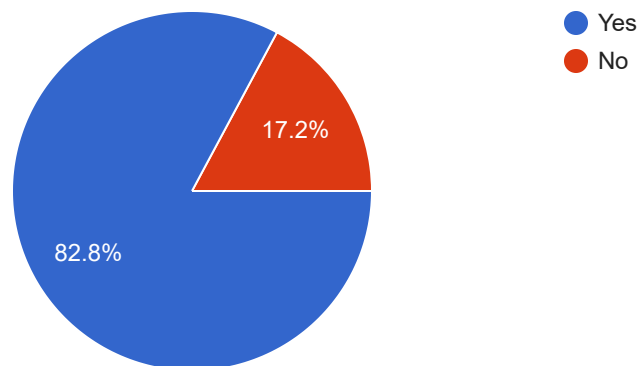
Having four ISA examinations as components of a four-credit course appears to impose additional stress on both students and faculty members.

## 2. Skill Enhancement Courses (SECs)

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2. Are you satisfied with the content of the Skill Enhancement Courses (SECs) introduced under the NEP structure of Goa University?

99 responses



2. Not satisfied with the content of the Skill Enhancement Courses (SECs) introduced under the NEP structure of Goa University



## 2. Kindly provide suggestions to improve the content of SECs :

17 responses

There has to be more industry orientation

I do not know if there is a course catalogue of SECs which is available on the website. I could not find it

Include field based training in order to improve performance of the program and students

SEC should be guided by the industry requirements. Course content should be developed taking inputs from the industry.

NIL

A study must be conducted to understand the needs of the industry before designing curriculum

more skill component required for industry

Each discipline should have multiple skill development courses

Content of the Skill Enhancement Courses is directly influenced by the way in which these skills are evaluated. For example language skills and communication (Oral) skills are evaluated in writing through a SEA which is ridiculous to say the least

As of now, all that is being done is to put old wine in a new bottle, without due regard to the need and changing requirements of the industry and society

Efforts need to be made to improve this component by on-site/hands-on training.

NA

Skills related to material testing, Airconditioning and refrigeration and technical skills related to energy storage and renewable energy may be introduced.

The issue is of pedagogy and evaluation alongwith content.

Due to inflexibility of programme structure, the curriculum design of programmes may have been done in such a way that discipline-specific core practical courses are placed in SECs. The rigidity of programme structure could be re-looked at.

SECs must be curated and executed by industry professionals (working or retired). There need



to be a component of on the job training in these SECs

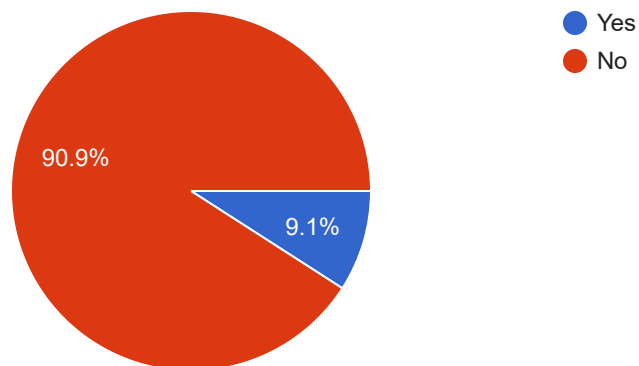
Better laboratory facilities should be provided for SECs so that hands on experience can be provided

### 3. Value-Added Courses

3. Do you have any suggestions on the Value-Added Courses introduced under the NEP curriculum of Goa University?

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99 responses



### 3. Suggestions on the Value-Added Courses





### 3. Kindly provide suggestions to improve the Value-Added Courses introduced under the NEP curriculum of Goa University

9 responses

The lecture timing should be uniform for all the programme so that the student may have the option to attend other programme

ENVIRONMENTAL SCIENCE/PHYSICS PAPER MAY BE INTRODUCED

Value added courses need to add value - beyond what is required by the curriculum something that helps in broadening the thinking of participants, and encourage diverse perspectives on different aspects of life

Value added courses on Filing income tax returns and Filing GST returns can be introduced for students and faculty.

Since I have obtained my training in classical indian dance, I volunteer to impart training by introducing a generic course which may contribute to adding value to student's holistic development

Value Added courses should change time to time based on feedback of students

Additional VAC covering other major areas could be considered in future.

There can not be uniformity in either SEC, AEC and VAC for all disciplines. Apart from pedagogy and evaluation.

Specialist faculty recruited to teach the courses

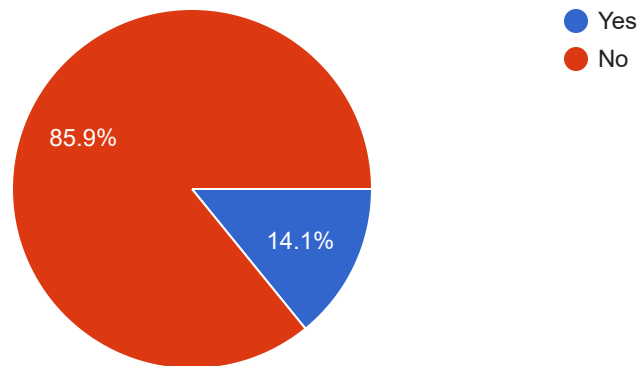
### 4. Multidisciplinary Courses





#### 4. Do you have any suggestions on the Multidisciplinary Courses introduced under the NEP Curriculum?

99 responses



#### 4. Suggestions to improve the Multidisciplinary Courses



#### 4. Kindly provide suggestions to improve the Multidisciplinary Courses introduced under the NEP Curriculum

14 responses

The list of the courses under all three segments Skill Enhancement, Multidisciplinary and Value added should be ready available on the University Website. A search engine allowing the learner to navigate would be helpful. Creating a course catalogue would be helpful.

There are common courses across the subject areas. For example basic mathematics, statistical analysis, data science, machine learning, basic genetic etc. Some of these courses may be structured in such a way to make it useful for all

For the UG Program under NEP there is not much choice for the students. They have to do Course in Portuguese discipline. More choice can be given to students.

Multidisciplinary courses should be introduced at PG level.

Multidisciplinary Courses suggest that participants have an option to choose courses from different disciplines so that their scope for application is varied - not just ask students to take courses designed for a particular discipline; For example, a sociology course designed for students of sociology doesn't automatically become eligible for students of other disciplines as an MDC; we need to design courses which draw from knowledge of different disciplines and make it relevant - to the students of a particular discipline - teachers can be involved from other disciplines in design/ delivery of the course - but tailor-made to these students' needs based on the environment within which they need to operate in the future

Multidisciplinary Courses must be available to the students of all Disciplines. for Example Language Course must be available to Commerce and science subjects also.

Permanent faculty can be recruited

As mentioned under 3.

Multi-disciplinary courses can be streamlined within a school. A science or commerce student taking courses in Art or vice-versa seems to be stretching to the extremes of the notion of multidisciplinary. There is also a time-table issue as various disciplines/schools adopt different time-tables

To take benefit of multidisciplinary courses we need to have common timetable for all stream.

Not enough choices

These courses are well introduced by various disciplines but different academic calendar term for various disciplines makes it inconvenient for students to opt for these courses and for the



faculty to offer it to the interested students

In future more areas may be explored in multidisciplinary, value added courses

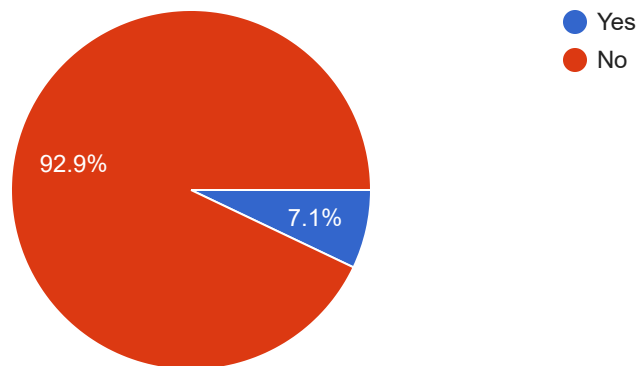
Right now it is observed that although we say Multidisciplinary courses, students are not encouraged to take courses from other disciplines. Strict instructions should be given to the deans and PDs to encourage students to take multidisciplinary courses

## 5. Multiple Entry and Exit options



5. Do you have any suggestions to improve the Multiple Entry and Exit options available to students under NEP for the benefit of the students?

99 responses



## 5. Suggestions on the Multiple Entry and Exit Options



## 5. Kindly provide suggestions to improve the Multiple Entry and Exit options available to students under NEP for the benefit of the students

7 responses

The feasibility of such exit and entry points must be well studied with respect to the content syllabus of the course.

If students find certain courses add value to his/her growth, they will come back to complete that. In other words industry should have involvement in designing courses to work multiple entry and exit options.

The exit point goals must be spelt out. The validity of the diploma given at certain exit points as far as employability is concerned need to be defined.

Providing counseling and guidance service to students at exit point so as to help them make informed decisions about their education. Also, ensuring financial aid or scholarships to the needy students.

There is complete absence of entry and exit for Integrated Programmes which is against the spirit of NEP.

While this is the right step. Not all designed curricula may do justice to this. Curriculum could be re-looked at, s.t. there is measurable outcomes for multiple entry and exit of programmes.

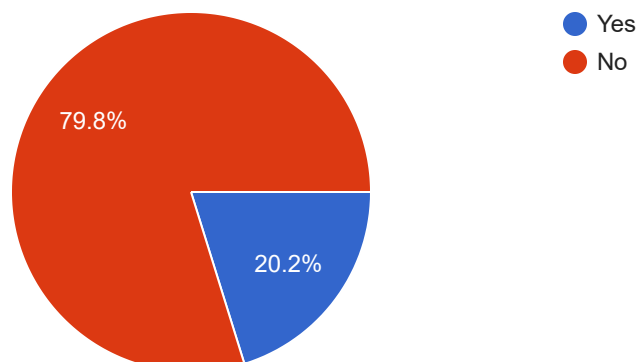
Instead of Multiple Entry and Exits options, NEP may include one/two exit entry options during the stipulated tenure of Masters Program.

## 6. Summer Internship

### 6. Do you have any suggestions to strengthen the Summer Internship component for the UG programmes under the NEP Curriculum?

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99 responses



## 6. Suggestions to strengthen the Summer Internship component



## 6. Kindly provide suggestions to strengthen the Summer Internship component for the UG programmes under the NEP Curriculum

99 responses

NA

Nil

NIL

No suggestions

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No suggestions

no

No Suggestions

The summer internships should have a portal where guides have to register with a topic and students can then choose their area of interest and join. Selection of the internship students should be completed by February

No comment

Summer internship is important especially with industry

Student feedback must be taken based on their learning during internship. Very often, they are made to do menial jobs. The learning outcomes must be communicated to the organisations, keeping in mind the objectives of the internship report.

Summer internship programme should be made compulsory component

Not Applicable as it is for UG

For UG atleast half semester should be allowed for summer internship

No answer

I don't have any idea about the UG programmes, since I do not teach the UG students.



Not applicable to my discipline

Develop practical skills

Orientation for teachers to update the relevant knowledge from time to time to help students to do the follow up after summer internship

making it more comprehensive (multidimensional) will add to the overall knowledge and skills of students.

Collaboration between university and organisations/industries to provide multiple opportunities for internship

The summer internship component looks fine at the moment.

for Hospitality program, MOUs need to be signed with hotels.

-

Students should be given the option to do summer internship in different research labs.

The Summer Internship Component for the UG Programme should be industry based even in the Social Science and Literature fields. This can be done by closely involving the industry in the functioning of the course inclusive of visiting faculty sessions, module handling by the industry as well as guest speaker sessions compulsorily in each course. That way the industry is also aware of the inputs given to their prospective employees and will enhance the Industry-Academia interaction further

SOME COMPONENT OF THE PROJECT AT THE UNDERGRADUATE LEVEL SHOULD HAVE TO BE CARRIED OUT ON UNIVERSITY CAMPUS, SO THAT UNDERGRADUATE STUDENT SHOULD GET MOTIVATED TOWARDS HIGHER EDUCATION AND AWARE OF THE DIFFERENT FACILITIES AVAILABLE ON GOA UNIVERSITY CAMPUS.

None

It's a very important component that provides exposure to the real world in which they function after completing their education. Hence, it is important to orient the students on day one of joining course on working towards a good internship opportunity; establishing a good connect with the stakeholders who can provide internship opportunities to the students very important for the institution and the faculty; Having regular guest speakers from target stakeholders can help a lot in this

Intensive practical trainings sessions may be introduce as per the subject.





Under Summer Internship Program kindly provide the topic which Language students can comfortably able to do the work.

University should send students to other Universities/Institutes for Summer Internship - may be in the form of Exchange program or something similar

No suggestions yet. We'll see how it goes for the BA Portuguese students

There should be a MoU between Goa University and other HEI in Goa

No

Industries with research capabilities should compulsorily take students for internships.

RESEARCH INTERNSHIP AT UNIVERSITY FOR UG STUDENTS.

N.A.

Skill enhancement

Increase the credit allocation and duration of the internship

It should be made mandatory

More Mou to be signed with Institutes and Industry

Not thought about it

i have no suggestions

The internship program can be considered as a minor project with some credits so that it can be considered as a course work

Collaboration with Industry and academia need to be strengthened.

Teaching PG level, so I cannot comment on UG programmes in colleges

Enough options to choose from must be provided

Their internship orientations should not be limited to industries or jobs, rather they could be with more of NGOs, social order like policing, govt office sectors, etc

Students must be made aware of the choices available for them



We can encourage students to apply for summer internship programs of JNCASR, Indian Academy of Sciences, IUCAA. Our semester schedule should allow them to attend such programs.

It is essential to have tie-ups with Industries, located in the near vicinity to understand and train the manpower for readiness.

Students should be encouraged to take Summer Internship and changes should be made in the time table to accommodate these students

Training faculty and students by involving industrial experts, sending faculty to industries for at least a week long training programme, industry academia interactions through regular seminars and workshops, formulating new elective courses based on industrial needs.

MOU

Funding opportunities for faculties at Goa university engaging summer intern students to facilitate conduct of quality research.

Assistance should be provided to students to find and get placements for summer internships in industries and research institutes.

Have more MOUs with industry

Programs requiring more hands on training should be offered more internship credits

No Suggestions

More on the job trainings to be added

Collaboration with industries to design internship programs that is in line with the curriculum and industry requirements.

DST-Govt of Goa student project scheme should be focused for implementing Summer internship of UG student.

It would be difficult for all students to get selected in National laboratory for summer internship hence they may be allowed to take summer internship courses in their Institutions.

BBA internship at UG and MBA at PG is well established and should not be interfered unless there is justified and reasonable issue.

we teach only PG



Organisations should be empaneled to take interns. Internship profiles should be listed so that students approach the organisations they are interested to work in.

Internship period must of at least 2 months for UG students with an internship based report submission

Tie -ups with various local organizations to provide internships to students in their field of interest.

Students may be provided with incentives or scholarships based on merit inorder to encourage them to take up the internship program

I don't teach the UG programmes. Hence won't be able to provide any

The summer internship component should be made compulsory

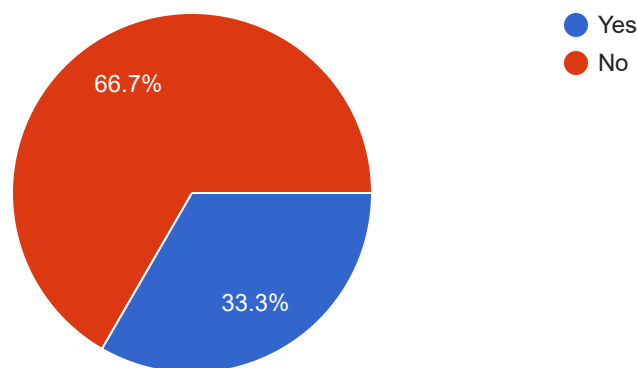
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## 7. Research component

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7. Do you have any suggestions to strengthen the research component of the PG programme designed as per the NEP curriculum?

99 responses



## 7. Suggestions to strengthen the Research component of the PG programme



## 7. Kindly provide suggestions to strengthen the Research component of the PG programme designed as per the NEP curriculum

33 responses

Some students want to take up more courses to gain deeper insights of a particular subject area and would like to do the same by diluting their dissertation credits. While some students would like to focus on research. Such a choice could be provided to the students.

Have courses on reading and writing for students so they are equipped for Research Writing. A Term Paper as a course would help students write abstracts and a paper.

Research component based papers must be taught in the 2nd Semester and not in the 3rd semester.

Let us understand that every student may not be interested in research. Since number of students doing research project per faculty is large, quality of the research may not be good. For quality research, we need more faculty in the schools. With only PG programme, number of faculty will be small. So schools should have UG and PG programme, so number of faculty will be large, more number of students will be exposed to research.

efforts should be made to address local problems to benefit society

Creating an common platform for interdisciplinary Research collaboration

At least till the implementation covers the full spectrum of higher education ,from FY BA/BSc to PG, the dissertation be made optional. Not every student is inclined to do or has the aptitude for research, nor it is necessary that everyone does research. Even those who wishes to do dissertation at PG need a good orientation towards that and this needs to be achieved through their graduation under NEP. Also going by the spirit of NEP it should be a student's choice than a compulsion

The university needs to subscribe some discipline-specific online databases for the subjects such as history. There is a need to buy more primary sources in the form of books and other resources. Digitization of repositories such as Pissurlencar and Nuno Gonsalves collection may be undertaken. Copy right issues can be dealt with by making them accessible only within the campus.

First of all, faculty need to have appropriate orientation; the research should not be left to the students to write some stuff copied from some source - the problems (preferably relevant to the local environment) need to be identified jointly by the students and their faculty mentors as early as possible in the PG programme. Preparing the students with requisite research skills essential- and also using these skills as part of other courses will help them in learning the same to use during dissertation



Encourage students by conducting workshops and motivate them to go for publication of their dissertation work.

Encourage them to go for conferences to present their dissertation work.

Research Methodology can be taught in 2nd semester. So that the students can apply the same in 3rd semester.

MoU with R & D Institutions across India and abroad - mainly to provide internships/dissertations at these institutes

Research methodology Paper should be made compulsory for all students since all students are expected to do dissertation.

INDUSTRY DISSERTATION SHOULD BE PROMOTED UNCONDITIONALLY FOR INTERESTED STUDENTS AND ISA EVALUATION AT INDUSTRY AND SEA PRESENTATION AT UNIVERSITY.

On field experience will help the students.

As mentioned earlier.

As i mentioned earlier, not all students maybe interested in doing research, so some other option has to be devised for such students who are not interested in research.

PG students often complain about lack of lab facilities as Marine Microbiology Program is equipped with just one laboratory where all practicals, dissertation and Ph.D. work gets carried out. Therefore since semester 4 for PG students is almost entirely Research oriented, providing such facilities should be of prime concern.

Research should not be a compulsory as few students are not interested in doing it. It results in wastage of the resources.

organize workshops, seminars or guest lectures by experts to expose students to different research areas. Also rewarding outstanding research contribution by students to motivate them to pursue further research.

More Industrial and societal exposure for both student and faculties will help understand the needs of larger communities.

Separate laboratory for dissertation work would be better instead of trying to place everybody (Part I practicals, Part II practicals, Part II dissertation, Ph.D. research) in one laboratory.

More financial support to research projects is required to procure chemicals/consumables. Now all students are doing the project, thus a proportionate increment in the support may be considered.



Better research facilities, sufficient lab space and consumables for all, since dissertation is compulsory

#### Dissertation

one Research paper of the discipline should be made as core paper. 4 credit of Dissertation work should start in Third Semester.

Integrate a research component in each of the core papers.

MA Dissertation topics to be allotted keeping in mind the reserach potential of the topics and the ability of the candidates.

Dissertation should be optional

Compulsory project will help students to build up their knowledge relating their course, and this will also help the teachers to increase their strength in research.

Research needs to be understood in its real spirit and not necessarily Academic research. The no of students pursuing academic career post PG is insignificant and thus, needs to be kept in mind.

Larger projects should be undertaken in teams of 2-3 to bring down burden of faculty members and students use varied skill sets to accomplish the project and the research is meaningful.

The research component programmed is well designed but subscription to relevant and resource rich databases and softwares is ignored. Institution must focus on the outcomes of subscribing the databases and softwares rather than focusing on their subscription price.

Research supervisors and dissertation students should be instructed to take up innovative research projects that would lead to publications. Students should be encouraged to present their work at conferences and seminars that would increase their liking for research. Also good amount of budget for chemicals and instruments should be provided to the schools so that the required chemicals and instruments can be bought that would increase the quality of research. Especially the problem that biochemistry discipline at SCS, Goa University is facing at the moment is unavailability of allotted laboratory space, that needs to be prioritised

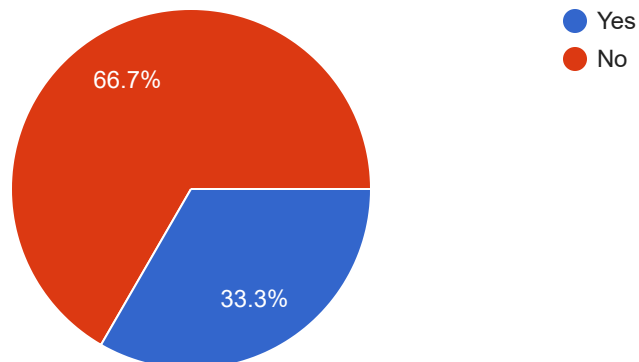
#### 8. Common Academic Management System



8. Are you familiar with the Common Academic Management System used in Higher Education Institutions (HEIs) at the UG level?

 Copy

99 responses

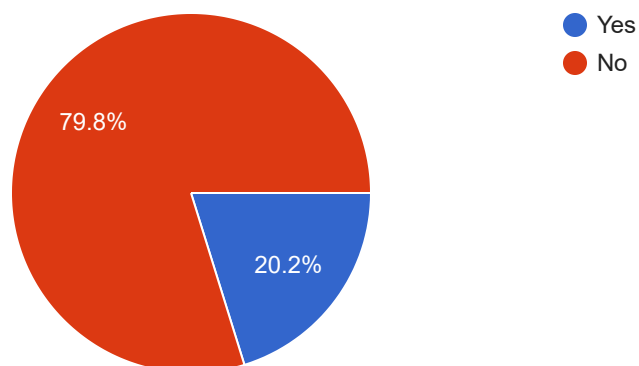


9. Directorate of Research Development & Resource Mobilization (DRDRM)

9. Do you have suggestions to improve the DRDRM in Goa University

 Copy

99 responses



9. Suggestions to improve the DRDRM



## 9. Kindly provide suggestions to improve the DRDRM in Goa University

20 responses

The time taken to acquire permissions is very long. Maybe the e-office file creation will solve the problem.

DRDRM may take the leadership role for bringing industry academia partnership.

Considering the goal of research publications, it is necessary to have some mentoring for junior faculty to co-author scopus articles in collaboration with authors who have already published in the domain. Once the junior faculty publishes 2-3 papers in scopus indexed papers, he/she will have a good foundation in research paper writing. DRDRM could plan for this

Organizing workshops to write R& D Projects.  
best Researchers award may be stated to encourage the faculty.

Incentive should be provided for publication of chapters in books that are indexed in scopus. More funding may be provided for social science disciplines.

DRDRM should develop a database of all projects (ongoing as well as completed) in the University. It will be beneficial if RDRM organizes workshops/seminars on writing project proposals and opportunities for funding.

There needs to be a dialogue established between the DRDRM and the faculty - to deliberate on issues concerning faculty research

DRDRM may design a short term and long term Research action plan for Language Discipline to inculcate Research culture amongst Language Faculty.

D-RDRM is doing good, however, I have couple of suggestions:  
RDRM Cell can have a portal where all the schemes and call for proposals/scholarships may be displayed on regular basis.  
RDRM cell can have a coordinator who can keep track of schemes, calls for proposal, etc, update it on the portal, as well share with the relevant faculty members, students, etc.  
RDRM can have a e-magazine about all the ongoing projects/completed project of the University - This can also be uploaded on the website. - This will help in getting more proposals and also can give visibility to the University Projects.

The process for endorsement letters for proposal submissions should directly go through the Dean, DRDRM and then directly to the Registrar instead of Hon. VC.

PD-Dean-DRDRM-VC-DRDRM-Registrar-Dean is a very long process just for an endorsement letter.





RESEARCH PROPOSAL APPROVAL FORM A SHOULD BE THROUGH EMAIL.

Please arrange some programs to sensitize the new faculty

Kindly provide them with a PC and a Printer.

Documents can be moved faster. Office staff must be aware of the rules and regulations of each funding agency.

It would be more meaningful to review the proposals submitted to RDRM at the Institutional level as against simple forwarding.

RDRM need to involve online registration of research proposal for approval.

May introduce sustainable development part in the structure of DRDRM.

Consultancies could be moved under DI3P, while research activities could be retained under DRDRM.

A Faculty member should be dedicated to this with no additional responsibilities ( other than teaching)

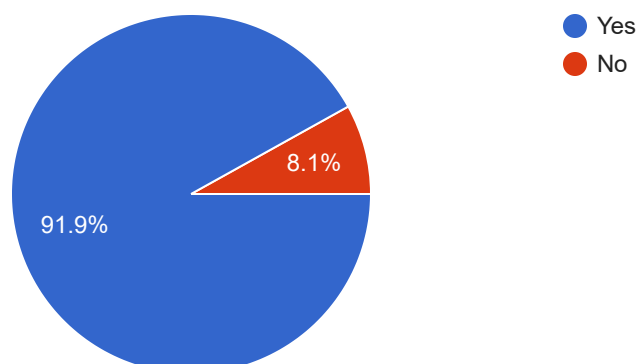
If possible DRDRM office be shifted in the administration block that might speed up the file processing as the research grants file require VCs and registrar approval as well beyond DRDRM. Although eoffice is introduced at Goa University, there are many grants that require physical sign on the endorsement or other letters, so suggesting this

10 & 11 Teaching Learning and Educational Technology (TLET) Centre DDLI and Faculty Development Programmes (FDP)

10. Are you aware of the Teaching Learning and Educational Technology (TLET) Centre/s {Directorate of Digital Learning and Initiatives (DDLI) in Goa University} in all higher educational Institutions in Goa?

 Copy

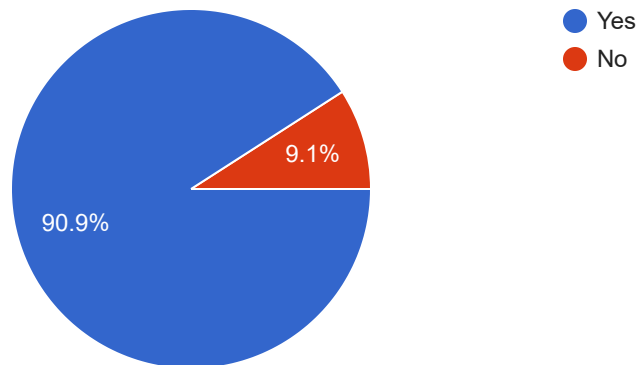
99 responses



11. Are you aware of the continuous Faculty Development Programmes (FDP) introduced to develop critical thinking and team-based learning among teachers?

 Copy

99 responses

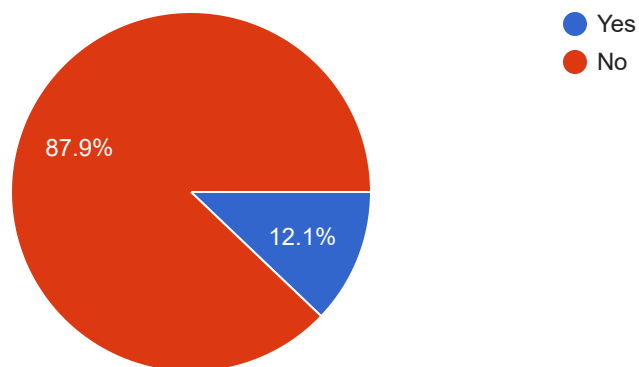


12. Academic Bank of Credit (ABC)

12. Do you have any suggestions to improve the registration of students of HEIs on the ABC platform?

 Copy

99 responses



12. Suggestions to improve the registration of students of HEIs on the ABC platform



## 12. Kindly provide suggestions to improve the registration of students of HEIs on the ABC platform

12 responses

Some students were not able to register for the Semester End Examination for a course on Swayam. They were very happy with the course content. I think there needs to be effective resolution of the problem faced by students when they register with ABC.

A mandatory workshop for all students needs to be done for faculty and students for awareness and understanding of the ABC platform.

Students are allowed to fill examination form after submitting the ABC registration ID

Students needs to be sensitized on ABC through workshops/seminars.

We could create a short video of how to register for the ABC using the DDLI resources and have it on the University Website for the students to learn and also familiarise.

Students can be provided with ABC form to be filled during their admission only OR at the end of their study when they come to collect their final marksheets. - should be made compulsory

ABC REGISTRATION SHOULD BE COMPULSORY DURING ADMISSION FORM FILLING.  
REGISTRATION AFTER ADMISSION IS INAPPROPRITATE.

I believe that the students Aadhaar card which is needed to register on the ABC platform needs to be updated as many of them were made when the student was a child and it is difficult to get a token to be able to do the updation of the same. If every college sets up a booth on a particular day or two to update the aadhaar card of the students. the issue would be resolved. There has been a big rise in the number of people approaching the Aadhaar Seva Centers to do the same. And as the student has to be physically present during the restricted hours of the availability of these Seva Centers, the student has to forgo classes to do so.

The registration on the ABC platform should be made compulsory with a condition on the declaration of the results.

Make ABC registration compulsory for paying examination fee

ABC registration should be as part of admission process.

Students be given Student Id cards only after registration

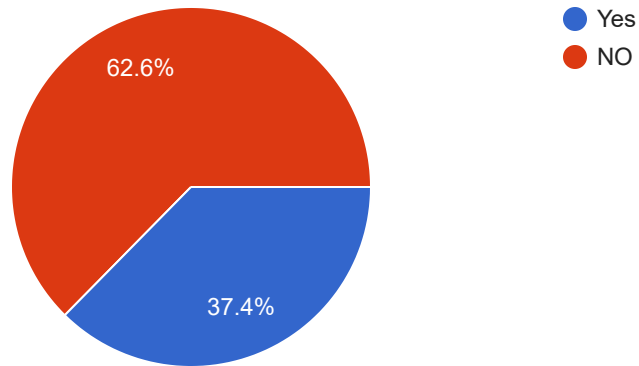
## 13. Goa State Research Foundation (GSRF)





### 13. Have you tried to get funding from the newly established Goa State Research Foundation (GSRF)?

99 responses



### 13. Reasons for not trying to get funding from the Goa State Research Foundation (GSRF)



### 13. Kindly specify reasons for not trying to get funding from the Goa State Research Foundation (GSRF)

62 responses

Does not qualify to apply

I am encouraging my junior colleagues in the School to apply for funding and execute a research project.

Waiting for appropriate scheme

Currently working on SERB-SRG project

I am a faculty on contract basis and I do not have a PhD.

Because I am busy with my research papers .

Close to superannuation

presently perusing PhD

At present, I do not have any Scopus publications and PhD. I am not eligible

Superannuating in March 2024

Theoretical research

Because of PhD work

I was busy with administrative duties as Programme Director and Chief Warden, Womens Hostel. However, now that my Programme Director tenure has ended on 15th Nov 2023, I will be applying for research funding in the subsequent calls for funding from GSRF and other funding agencies.

Didn't have a project

I have projects with me.

Will do in future

Phd required to be eligible for funding

have applied for projects at ICSSR



I am currently in process of writing thesis

Inflexible conditions that inhibited application.

Have not been able to submit research proposal .

PhD Part time

have other projects

As a contract faculty member, I find myself ineligible to act as the Principal Investigator for my research due to the nature of my contractual position. Additionally, I do not meet the specified eligibility criteria for securing funding from the Goa State Research Foundation.

I have a research project for funding which is of a higher amount. I need time to breakdown the research proposal to match the funding by the GSRF without adversely impacting the outcome of the proposal

Yet to submit the application - planning to apply for a Major research Project now

Waiting for the guidelines

Unaware about this Funding

Was not aware of it.

I was not eligible to apply for the funding. Also, the form was too lengthy to fill-in

Was not able to provide the required documents.

I am retiring in 6 months

Was not aware

Applying now for the project funding from GSRF

Its only for regular Professors

Inam working on a proposal

I am currently persuing my Ph.D. and cannot apply for this funding.

Working on it



I will try in the near future.

.

Will be submitting

Do not have any project in mind at the moment

Superannuating in March 2024.

I had funding from CSIR

As I would be superannuating shortly.

Major Research Project proposal in process of submission

Already have projects in hand with PhD students funded. Will try next year

Currently I have a research project. I have also applied for ICSSR minor research project.

Applied somewhere else (MoTA) for project. but in future I will try for funding from GSRF

Was busy completing portion, exams and research articles reviewing articles. Will try to see some projects in line with my research soon

On a regular post. Hence, Not applicable.

Right now carrying out an ERASMUS+ CBHE project funded by the European Union. Once it is completed, GSRF will be approached. Besides regular teaching and administrative tasks as Dean, I am supervising eight Ph.D. students right now. Handling multiple tasks simultaneously may hamper the quality of research in my perspective.

In the process of preparing the research proposal

Not applied

Ineligible & doesn't match my requirements.

age bar

No immediate requirement

I want to establish my self in a research domain first and then I can confidently undertake various projects under that domain.



My current research does not require funding. Will look at larger, funded project proposals after completing and publishing current research.

2 of my research proposals (DST-SHRI and CSIR-ASPIRE) are under review during this period and I'm waiting for their results. Incase these grants don't get sanctioned, I'll apply for GSRF in the next cycle

Yet to complete PhD. Currently in the final phase of PhD submission.

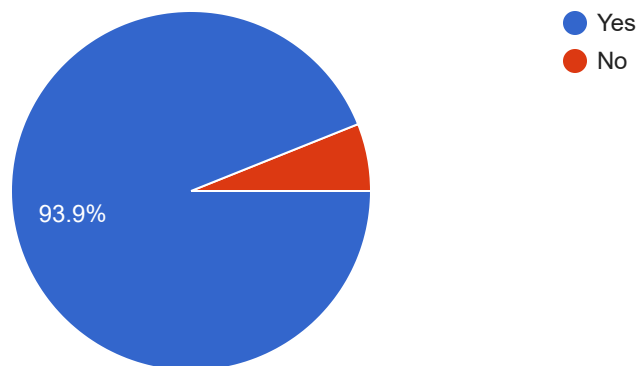
We were working on the proposal. But apparently we understood that the PI should have publication on the proposed project theme. In our case we did not have it. Since we were not adhering to that requirement, we didn't submit the proposal.

#### 14. GSRF- Research Fellowship Scheme

14. Are you happy with the coverage of the Research Fellowship Scheme for Ph.D. students started under GSRF?

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99 responses



#### 15. GSRF- Research Projects Scheme

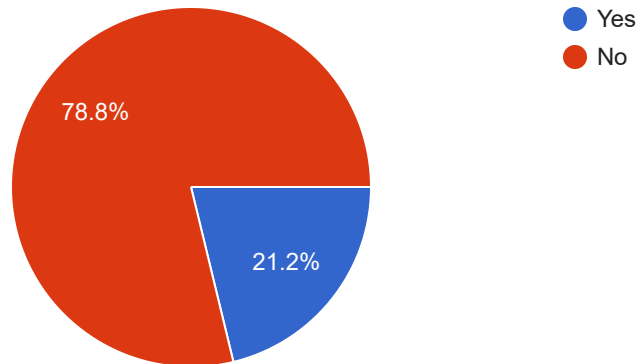






### 15. Do you have any suggestions for greater participation in the Research Projects Scheme initiated by GSRF?

99 responses



15. Suggestions for greater participation in the Research Projects Scheme



## 15. Kindly provide suggestions to improve participation in the Research Projects Scheme initiated by GSRF

21 responses

There should be one component for inter-disciplinary research in every research project

Students of Goa who apply for universities at International Institutions should also be covered under the schemes.

Please allow researchers to use the research money to travel abroad to conduct research

All the faculty members want to advance and grow in terms of research and publications. However, there needs to be more administrative support. The administrative staff is under utilised, putting the burden on faculty members. This results in lesser time to pursue research. The faculty is left with hardly any time to pursue research, as the bulk of time available is spent in teaching and administrative work.

To mentor select students to facilitate conduct of R and D on preidentified issues by the Experts.

Provision for minimum fund availability for each discipline

GSRF may allow Co-PI from Central government funded institutes to improvise the output of research. The funding may be provided to only PI working under Goa Government like in case of SERB SURE.

Young teachers with and without PhD with some experience may be allowed to participate.

it should also fund projects involving field work abroad as per the case study and research requirements.

MORE FUNDING FOR PURCHASE OF HIGH END EQUIPMENTS AND INFRASTRUCTURE FOR RESEARCH AND DEVELOPMENT PURPOSES. SOME AMOUNT FOR MAINTENANCE AND RECURRING PURCHASE REQUIREMENT OF HIGH END TECHNIQUES LIKE (COSTLY)GASES ETC.

Call for Research Projects should be throughout the year. Whenever any faculty member becomes ready with their proposal they can submit it. - Review of submitted project can be monthly basis/3-monthly basis or 6-monthly basis.

PhD students should be encouraged to write minor project in line with their PhD Topic.

The template for a minor research proposal is very very long. Objectives, outcomes are repeated in that template. We are submitting our CV and again details of the same can be



avoided in the template. It would be better if we keep the name of the proposal sender confidential while forwarding it for review.

FUND SPLITTING SHOULD BE AT INVESTIGATOR DESCRIPTION.

Please give more time for applying

There has to be proper publicity of these schemes among students, maybe a workshop for the students of at UG level and PG level will increase awareness and motivation.

Fellowship amount can be increased

The quantum of support for the equipment under a major research project may be doubled from the present amount.

More funding schemes

Research proposal should be invited round the year.

Minor projects schemes could allow those without PhD to apply. PhD might not be the only way research could happen.

The clause to not purchase major equipment maybe re-looked at.

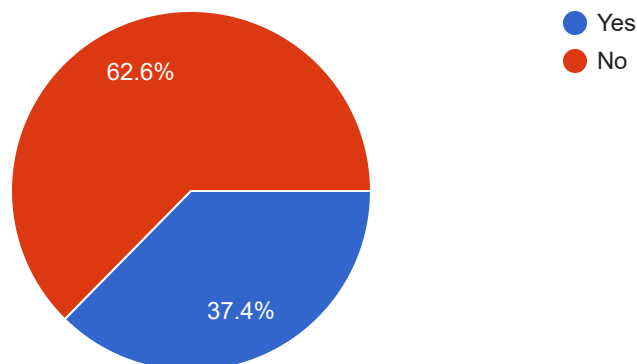
Kindly increase the budget for the minor grant from Rs. 4 lakh to Rs. 10 lakh

## 16. Massive Open Online Courses (MOOCs)

 Copy

16. Have you tried the development of MOOCs for the benefit of students in the State/country?

99 responses



## 16. Development of MOOCs



## 16. Kindly provide reasons for not participating in the development of MOOCs

62 responses

.

Will try in future

The faculty of the School are recording lectures one by one. I have not yet got the chance to do it.

Time

Will be doing so in current semester

will do later. after finishing PhD

NIL

I need training to enhance my skills and provide new knowledge which will benefit a wide audience. I will be more confident to present my learnings when creating MOOCs. The subjects are skill-based and require current knowledge which requires training based on current industry trends.

Will be participating soon

One course of 4 credits has been recorded by DDLI exclusively offered by me i.e. Marine Ecology

Strong belief in the importance of physical mode of teaching and learning

Busy with administrative responsibilities. Details in Answer to Q.No.13

will be doing

No particular reason.

Will do in future

planning to design a MOOC course shortly.

With variety of courses already available to develop something fruitful requires lot of thinking and is massive undertaking. I am currently working on my thesis, but will definitely participate in the development of MOOC in future



Lack of time.

want to participate next time

NA

Am in the process for designing an introductory course in Marketing and will do that soon.

Preparation underway

It requires specific skills and a lot of time and energy for development of MOOC - which has been done by a number of faculty across the country; I am happy to encourage students to choose at least one extra course which is not taught in the regular curriculum

being a Programme Director of the Discipline, its hardly possible to get time from Administrative work.

Will participate

To be done in later semesters

In the process of preparation.

As I am retiring in May next year

I have given dates for recording.

It will be initiated soon.

Participated

Planning to develop MOOCs

personal

I have recently joined, I will participate in such programs in future

all the faculty members were asked for details of MOOC's creation. I submitted the course title and credit details. However, there was no follow-up on this despite mentioning the semester during which we would want to record it.

Need of proper understanding of creating a course

That is something I am preparing myself for.



I have attended a short term course of e content developments that provided a fair idea of how to develop a mooc's course. It is not plain recording of lectures and involves writing of dialogues, script, preparing short 10 min concept presentations. After discussing with my Dean, I have decided to float a new paper entirely for Mooc's course development purpose which will not be floated for regular PG students. Since i am in process of setting the syllabus for the same, I have not yet developed the said course.

After some teaching experience in, MOOCs will be developed

future plan

Not specific

I have attended online sessions that teach how to develop a MOOCs course and it is not a one-week or one-month job. It takes a minimum 6 months to develop a course if done individually, i.e. planning the lecture, preparing presentations accordingly, writing dialogues and then recording. Hence, dedicated time is required which is difficult to find during regular classes. I am slowly going to start this during this term (i.e. Sem II and IV) and would like to do it completely during summer vacation or by next year. I can discuss it with my colleagues and if anyone is interested in doing it in collaboration, then the work can be divided and it would be easier.

Not given any such opportunity

It will be done in the future

Will be participating shortly.

Too much workload already, with lectures, practicals, research supervision, exam assessments and administrative work

Registering for the course

I am working on development of a course.

Presently focusing on completion of Ph.D.

Am preparing the contents

Will participate in future

Need some training for MOOC preparation

Not aware fully



No specific reasons. I have exercised the academic freedom to spend time on certain other equally productive tasks. Besides, in my area of specialization, there are ample courses available with NPTEL and SWAYAM. platforms.

Content is being prepared for sending the MOOC proposal

Proposed to develop MOOC Course

Getting prepared. Creating a proper plan to add value to the course as MOOC course needs differentiation. It should not just another course.

The MOOC project proposal must also enumerate how is the MOOC course being recorded different from the ones existing in similar area (Gap)

in planning process

Working on the same

We are in process of developing the content for the course

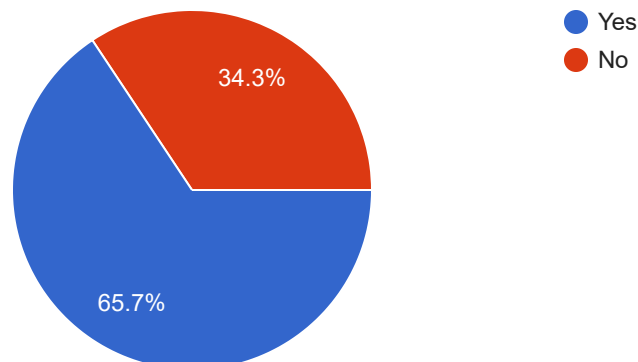
I have been teaching a particular course not more than two-three years, In last 5 years, courses (syllabus) has changed two times. To develop expertise and a quality content in. Particular course, Atleast 5 years may be given. Then a faculty may be in a good position to deliver a quality content. Also, developing a quality MOOC may take a four - six months, along with other duties.

## 17. Centralized training, Internship and Placement Cells, DHE

17. Are you aware of the establishment of Centralised training, Internship and Placement Cells at DHE and at all HEIs?

 Copy

99 responses



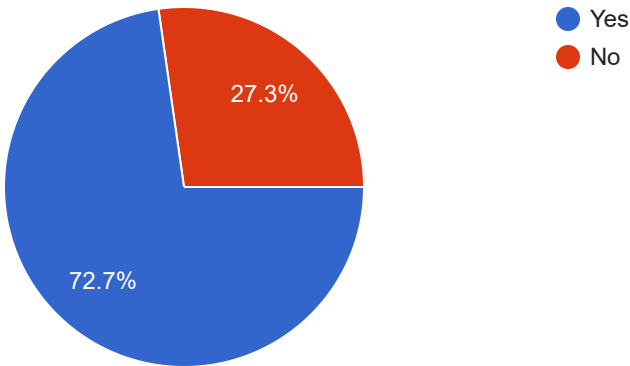
## 18. Institutional Development Plan (IDP)



18. Have you gone through the Institutional Development Plan (IDP) of Goa University prepared in tune with the NEP?

 Copy

99 responses

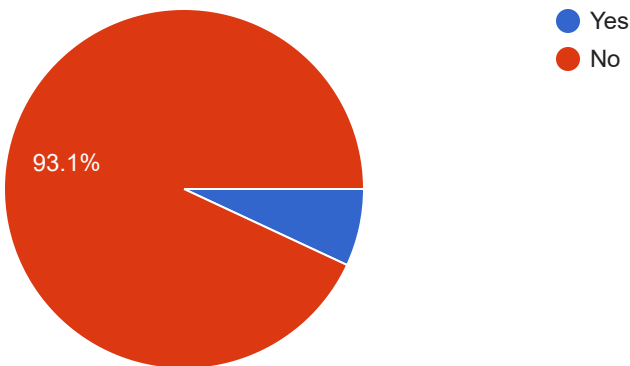


18. Suggestions to strengthen the IDP of Goa University

18. Do you have any suggestions to strengthen the IDP of Goa University

 Copy

72 responses



18. Suggestions to strengthen the IDP of Goa University





## 18. Kindly provide suggestions to improve the IDP of Goa University.

5 responses

There is a need for wider discussion and open debate on NEP implementation with multiple stakeholders. There seems to be an urgency. that is overriding prudence in the implementation. Somehow, the core of NEP is being lost over disciplinary conservatism.

The IDP should have a special component on inclusion of learners from SEDGs prepared in consultation with faculty and non-teaching staff who belong to SEDGs. The IDP should also have a inclusive statement that values diversity.

There must be stronger industry-academia interaction to understand the skill requirements of the industry and provide the adequate training to students.

Creating stress free environment - need to have clarity of rules followed for different processes like working on different committees, recruitment/ promotions, etc - most importantly DISCRIMINATION on any criteria to be avoided - results in much more demotivation of faculty; Promote listening/ feedback and encourage debate/ discussion on different matters between faculty; provide resources for smooth administrative operations and burden faculty less with non-education related works

More institutional research schemes like seed money and IPR grants should be introduced.

## 19. Suggestions for improving NEP implementation



## 19. Kindly provide suggestions to improve the NEP implementation at the University/State level

73 responses

NA

NIL

No suggestions

No suggestions

None

Nil

NEP is a pathbreaking policy. It cannot be implemented keeping in view the old system. At the undergraduate level, students should be given a wider choice of subject combinations. In the first year of the undergraduate programme, emphasis should be on students exploring their affinity to different subjects and choosing the one they feel inclined to the most.

Please see response in previous section

There is a need to upgrade the infrastructure. Not having an independent cabin to work, difficulty in taking print outs are minor hurdles/irritants but they affect productivity. Contract faculty could be allowed to take up consultancy engagements to improve the University's industry connect.

No comment

Flexibility is the core of NEP. I feel present course structure doesn't permit that.

More teacher training in specific domains are required to implement the teaching-learning objectives. Teachers need training in designing the curriculum, learning activities, framing question papers, multiple methods of evaluation, and critical thinking skills. More time needs to be spent in training teachers on using Blooms taxonomy in meeting educational objectives.

no suggestions

At this time enough care has been taken to prepare the syllabus and implement the same. Maybe we need to observe the development and take a call.

Availability of infrastructure like Language Lab ,studio and class rooms



Adequate infrastructure and administrative support is critical for effective NEP implementation at GU. Particularly for our MM programme.

Each discipline needs to have some flexibility about the programme structure and course structure than following the same template uniformly across all the disciplines

No suggestions.

Be serious

Stakeholders need to be involved ( students , parents and teachers

The NEP courses should be designed and implemented as per the subject requirements, especially concerning social science subjects and International Relations the teaching methods, research (Dissertation) component, survey, fieldwork, analysis, and evaluation, should be in accordance with the subject.

Improving the infrastructure

Need to consult all the stakeholders while framing or implementing policies

1. Regular training sessions for teachers as well as students on NEP
2. Student sensitization on the options available to them while joining a course
3. Setting up proper feedback mechanisms to improve the implementation of NEP
4. Discussions on the outcome of NEP implementation
5. Curriculum revision based on feedback

The University Examination system involving evaluation of learning outcomes needs to be revisited and appropriate methods of evaluation need to be considered. Currently the system is centralized and standardized which may not be suitable for the NEP spirit and ethos. This is vital for the University to see that participants of the various courses are skilled enough to participate in economic activities after their education.

THERE SHOULD BE COLLABORATIONS WITH THE SOME INDUSTRIES RELATED TO COURSES TAUGHT IN THE CURRICULUM SO THAT STUDENT SHOULD GET BENEFITTED FOR THE INTERNSHIP/PROJECT AND WORK EXPERIENCE FOR THE JOB MARKET.

Understand the true spirit and encourage teachers to take initiative in implementation - in essence, a bottom-up approach better than top-down approach.

It can be implements step by step by proper plannings and preparations.

Under NEP we should have to give more option to the students. We make Dissertation compulsory in that some students are struggling in that case. Some students wants to go



under film production and direction they also have to complete the dissertation. In this some students need option.

No suggestions.

It's good

NEP sensitisation programs which is conducted by HRDC Goa University should have only professional who are trained and understands NEP very well. Random talks are arranged under the name of NEP sensitisation. (Note: Not attended, but heard from my colleagues who have attended)

ALREADY IMPLEMENTED AT UNIV.

N.A

Have more training programs

Have continuous dialogues with various stakeholders for effective NEP implementation

Nothing in Particular

One has to wait for a year to understand the problems that will arise

As mentioned earlier.

There has to be more flexibility for the students.

Kindly provide more classrooms and laboratories for PG students and research scholars.

Implementing the NEP necessitates a holistic approach focusing on active student involvement, technology integration, continuous teacher training, good infrastructure and a healthy environment.

Infrastructure

Not any specific

First, increase the infrastructure. Provide proper infrastructure before implementing. But we have already implemented it, and we are facing problems. For eg., during last semester, we had three or sometimes four classes being conducted simultaneously for Part II and Part I students due to providing many optional courses for them, but we had only one classroom allotted for the Marine Microbiology Program. So we had to go searching for free classrooms in the building or often conduct classes in our sitting room. Towards the end of last semester, we were allotted one more classroom so that searching stress was reduced a bit.



Similarly, the Optional courses which are supposed to be Open to all the students, cannot be implemented completely because we can offer only Theory courses but not the Practical course of the same paper due to lack of laboratory facilities. We have only one laboratory allotted to conduct Practicals for Part I and II, the dissertation of Part II and the research of Ph.D students.

Should have been introduced from the lower classes.

It is good and students have flexibility. We can encourage students to opt for inter-school teaching papers and time table may be adjusted to participate the students.

Under the specific head, the comments are made.

nearby states have started implemented NEP for UG first.

The curriculum should involve recent developments and should have applications that would benefit the community and the nation at large.

Fewer internal assessments

The IDP of Goa University is touching all aspects and will help in NEP implementation

Provide training to stakeholders

1) Generating infrastructure and technology to support the implementation of innovative teaching methods, including the use of technology in education 2) Facilitate student and faculty exchange programs 3) Regular feedback and updating is required 4) State-level education policies should be in line with the principles and objectives of NEP and strong support from the stakeholder to the faculties in providing all the infrastructure and resources in the successful implementation of NEP

Already implemented since last AY.

Sufficient time to develop curriculum should be given

All the teachers need to be well trained to adapt learner centric approach using different skills and technology. It is essential that the various section of society be involved in the holistic development of the students.

1. Spirit of NEP must be followed in the ordinances and the rules brought out.
2. The pedagogy needs to be student centric.
3. The evaluation must be mapped with Learning Outcomes.
4. Allow continuous evaluation.
5. Introduce grading rather than marks.
6. Rethinking on SEA.



7. Map the process of Syllabus and learning outcomes till grades by way of academic audit.
8. The grades should not be allowed to be declared without conduct of academic audit.

more Library visits

Increases flexibility to the disciplines and BOS

Offering courses in blended mode. Coming up with new courses that are more skill-based, multidisciplinary. Incorporating more student centric learning activities in class.

Improved infrastructure and laboratory facilities are a must.

A proper awareness about all the aspects on NEP is necessary before it is completely implemented

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