To,
The Principal,
Vidya Prabodhini College of Commerce,
Education, Computer and Management,
Parvari, Goa

Date : 29/10/2026

Subject: Academic Audit Report for the Academic Year 2025–26

Respected Sir,

We have completed the academic audit of the college for 2025–26. This report presents our main findings, the good practices we noticed, and practical recommendations to help the college improve.

We thank the Principal, the heads of departments and the faculty for their cooperation and for the information they provided during the audit.

Thanking you,

With warm regards,

Dr. Kiran Budkuley	**Dr. Shambhu Ghadi**	**Prof. Rajendra Kumbharjuvekar**
Chairman	**Member**	**Member**

Encl: Academic Audit Report 2025–26

VIDYA PRABODHANI COLLEGE OF COMMERCE
EDUCATION, COMPUTER AND MANAGEMENT
PARVARI - GOA

Inward No. 1927
Date : 29/10/2026

- IQAC -
- for remarks -
30/10/2026

The audit report may be uploaded on college website
31/10/26

Vidya Prabodhini College of Commerce, Education, Computer and Management

Parvari, Goa

ACADEMIC AUDIT REPORT

Academic Year 2025–2026

Submitted by the Academic Audit Committee

Sr. No.	Name	Designation	Role
1	Dr. Kiran Budkuley	Retired Professor and former Dean of Faculty, Goa University	Chairman
2	Dr. Shambhu Ghadi	Former Director, SCERT, Govt. of Goa	Member
3	Prof. Rajendra Kumbharjuvekar	Principal, Narayan Zatye College of Commerce, Bicholim, Goa	Member

1. Summary of the Audit

The audit covered the departments of Education, Commerce, History, Physical Education and Sports, Konkani, Hindi, English, Geography and Marathi.

What the college does well

- **Results:** Most departments report high pass rates, many at or close to 100%.
- **Faculty:** Teachers are well qualified and take part regularly in seminars, workshops and iGOT Karmayogi courses.
- **Teaching and examinations:** Education Department has good assessment reforms, and Commerce Department uses Google Classroom for every subject.
- **Good models:** Konkani Dept. keeps the best audit file. Marathi Dept. has the strongest outside linkages. Education Department has the only large funded research project. Commerce Dept. uses Learning Management System (LMS) to communicate all academic aspects with the students.

Where the college needs to improve

- **Research:** Only about 11 to 13 publications were reported across the departments, and external funding is very small.
- **Skill courses:** Courses are offered, but few students join them (for example 14 in QGIS and 9 in entrepreneurship).
- **Slow learners:** More efforts are expected from the departments to take care of slow learners.
- **Outreach and collaboration:** More programmes must be conducted under Extension work, gender sensitization and formal linkages are very limited.

2. Key Findings

2.1 Curriculum and teaching-learning

- The Education Department helped prepare the ITEP curriculum for F.Y.B.A.B.Ed. and has two faculty on Boards of Study.
- Teaching is mostly traditional, with some good practice. Commerce, History, Geography and Marathi use role plays, debates, documentaries, Google Classroom and ICT. English uses ICT and film screenings.
- Education has the strongest examination reforms: continuous assessment, open-book trials and skill-based tests. Hindi holds three internal assessments per semester on out-of-syllabus topics.
- Faculty are also contributing to the university examination system. Mr. Kedarnath Tadkod (English) was CAP Director for the October 2025

examinations, and Dr. Sagar Mali (Geography) was Chairman for the B.A.B.Ed. examinations at college level.

- Teaching is monitored mainly through teaching plans and departmental meetings. Education Dept. also uses classroom observation and student feedback.

2.2 Skill, certificate and value-added courses

- Courses were run in Hindi (Sutrasanchalan, Devnagari Typing), English (Speak to Inspire, Contemporary Critical Theories), Konkani (Digital Typing), Geography (QGIS), Marathi (Bridging Languages) and Commerce (Financial Services in the Digital Era, Sustainable Entrepreneurship).
- Participation is low. QGIS had 14 students and the Commerce entrepreneurship course had 9.
- Several departments support fast learners, but none described a structured slow-learner programme with results.

2.3 Faculty development

- Participation is good. Commerce faculty attended 1 international, 11 national and 26 state-level events. Hindi faculty attended 5 international, 10 national and 8 state events.
- All faculty completed iGOT Karmayogi courses, including AI, cyber security and conduct rules as per the guidelines given by the Govt. of Goa.
- Expert and resource-person roles are limited to a few departments. Hindi and Geography report 5 each, while History, English and Physical Education report none. Commerce Department reported 2.
- Ph.D. Guideship: Commerce Dept. has One Research guide with 2 scholars. Education Dept. has one guide with 6 scholars.

2.4 Research and innovation

- Research output is low. Only about 11 to 13 publications were reported: Marathi 4, Education 2, Commerce 2, Hindi 2. English, History, Konkani and Physical Education report none. However Commerce Dept. has initiated programmes like Shodh Sopan to improve the research publications.
- Outside funding is limited to Education Departments Rs 7.65 lakh funded by Goa State Research Foundation project 2025-26 (Rs 2.25 lakh received as first installment) and Geography's Rs 50,000 minor project funded by management.

2.5 Student support, progression and placement

- Progression to postgraduate study is good in Education (65%), Marathi (50%) and Geography (42.1%), but only 15% in Hindi.

- Career guidance reached 88 Commerce students and 80 Education students. Geography held a talk on IT careers. Other departments give only informal guidance.
- Student achievements include 8 awards in Marathi, winners in Hindi competitions and runners-up for Geography at Geo-India 4.0.

2.6 Extension, outreach and gender sensitisation

- Education reports 2 extension activities. Commerce held a road safety seminar, a health camp and a Yoga Day seminar. Hindi reports 3 study visits.
- Other departments report no outreach.
- Gender sensitisation is reported as nil or not applicable by Commerce and Education. Hindi covers it informally through "Stree Vimarsh" discussions. Education held a suicide-prevention talk and an "Echoes of Equality" session.

2.7 Collaboration

- Marathi leads, with five linkages with the Goa Marathi Academy and PM-USHA, and funds received (Rs 25,000, Rs 6,000, Rs 2,100 and Rs 2,325).
- Education Dept. claims one linkage but gives no details. Commerce, English and History report none.

3. Department-wise SWOC Analysis

3.1 Department of Education

Strengths	Weaknesses
• Highly qualified faculty; smart classroom and ICT lab • Very high results (95 to 100%) with many distinctions • About 15 workshops, talks and teaching-skill events • Helped prepare ITEP curriculum; Rs 7.65 lakh funded project; Ph.D. guide with 6 scholars • 65% progression to PG	• Only 2 peer-reviewed publications
Opportunities	**Challenges**
• Skill-based courses and campus interviews • A research centre in Education • Build on the funded project to attract more grants	• Improving placement and research culture • Building social responsibility among students • ITEP may change the B.A.B.Ed. programme and faculty workload

3.2 Department of Commerce

Strengths	Weaknesses
• Highly qualified faculty; smart classroom and ICT lab • 17 guest lectures; placement training for 88 students • Strong faculty development . • Google Classroom used for every subject	• No proper campus placement; limited industry collaboration • Pass-percentage table blank; no bridge, remedial or fast-learner programmes • No gender sensitisation, outreach or collaboration
Opportunities	**Challenges**
• Skill courses and campus interviews • A research centre in Commerce • Careers in banking, insurance and industry; M.Com, CA, CS, MBA	• Improving academic records and placement • Promoting student research and social responsibility

3.3 Department of History

Strengths	Weaknesses
• Fast-learner support: competitive-exam guidance and DELNET • Varied teaching methods (PPT, Google Classroom, role plays, documentaries) • Student quizzes	• No certificate or skill courses, no remedial classes • No collaboration • No expert roles; faculty not registered for Ph.D.
Opportunities	**Challenges**
• Heritage and local-history courses, museum and archive visits	• Raising visibility.

3.4 Department of Physical Education and Sports

Very little data was supplied and the points below are the committee's observations.

Strengths	Weaknesses
• Not evidenced in the file	• No publications or field visits • Most sections unreported
Opportunities	**Challenges**
• Fitness and sports-science courses • Inter-collegiate participation and wellness programmes	• Setting up basic records of activities and achievements

3.5 Department of Konkani

Strengths	Weaknesses
• 100% pass rate • 30-hour Digital Typing course; student seminar series with published articles • Poetry recitation event (50 participants); 5 guest lectures • Strong faculty exposure; model audit file	• No Ph.D. registration or minor research project • No funded research or publications • No outreach programmes
Opportunities	**Challenges**
• Digital Konkani (typing, e-publishing), translation and cultural documentation	• Few publication avenues for a regional language

3.6 Department of Hindi

Strengths	Weaknesses
• 100% pass rate with many distinctions • Two 30-hour certificate courses; 6 guest lectures • Very active faculty; 5 expert or chairperson roles • Students encouraged to publish and compete	• Few collaborations; limited access to language journals • Only 15% progression to PG • Few publication chances for undergraduates
Opportunities	**Challenges**
• MoUs with national institutions • Student papers in reputed journals • More certificate courses (translation, ICT for language)	• Few general electives limit exposure to other subjects • Faculty need training in new pedagogy under NEP

3.7 Department of English

Strengths	Weaknesses
• Qualified, trained faculty; warm teacher-student relationship • Literary festivals, translation workshop, book release and add-on courses • Consistent 100% results • Faculty involved in examination reform	• Heavy workload limits extra activities; minimal research • No six-unit electives at T.Y. and Fo.Y. • Permanent vacancy filled only on contract, disturbing early-semester lectures • No guest lectures or collaboration
Opportunities	**Challenges**
• NEP 2020 may allow more electives • Nearby cultural events (IFFI, GALF)	• Uncertainty over curriculum change; B.A. syllabus phased out by Goa University since 2017 • ITEP will reduce faculty strength • Many first-generation learners

Best practice: Book Donation Drive for a departmental book bank.

3.8 Department of Geography

Strengths	Weaknesses
• Highly qualified staff; well-equipped geography lab • Strong teacher-student bond and personal career guidance • QGIS course, study tour and field trip • High results (98 to 100%); runners-up at Geo-India 4.0; 5 resource-person invitations	• No IT/GIS lab with GIS software • Academic workload limits extra-curricular activities • Small course cohort (14 students)
Opportunities	**Challenges**
• Certificate courses in GIS, GPS, remote sensing and digital cartography • Management support for equipment	• No funding for a GIS lab • Low student interest in IT careers • ITEP may reduce faculty strength

3.9 Department of Marathi

Strengths	Weaknesses
• Helps students publish in newspapers and magazines • Mentor for every student; tutoring; translation certificate course • Five linkages with Goa Marathi Academy and PM-USHA; 8 guest lectures • 4 publications; 8 student awards; 50% progression to PG	• Limited access to language journals • Few research and publication chances for students • Pass data not reported; no Ph.D. or Board of Study role
Opportunities	**Challenges**
• Exchange partnerships and MoUs • Research mentorship; practical certificate courses	• Training in public speaking • Career counselling for Marathi language and literature

Future plans: research mentorship, NEP-aligned short courses, MoUs, and Marathi typing and online publishing modules.

4. Recommendations

4.1 Academics and assessment

- Start a slow-learner and bridge programme in every department, with a starting test, a schedule and outcome tracking. Extend the fast-learner practices of Konkani, Geography and Hindi to Commerce.
- Share good assessment practices: Education Departments continuous assessment and skill-based tests, and Hindi's extended curriculum.
- Prepare early for ITEP and NEP by planning faculty workload, electives and new courses at college level.

4.2 Skill and certificate courses

- Offer at least one certificate or skill course per department, open to students of all departments.
- Add job-oriented courses: digital typing and publishing, GIS and remote sensing, data and AI tools for Commerce, and sports-science or fitness training.

4.3 Research and publication

- Set a target for each faculty member, for example one article or chapter per year. Use Shodh Sopan and the RDC to mentor departments with no output (English, History, Konkani, Physical Education).
- Support applications for external grants (State Research Foundation, UGC, PM-USHA), using Education's funded project as the model.
- Start a student research journal or annual student symposium. Give access to language journals through the library and DELNET.
- Encourage Ph.D. registration in History and Konkani, and consider a research centre in Education.

4.4 Placement, career guidance and progression

- For college placement cell college can prepare an annual calendar, employer tie-ups and an alumni network.

- Run career counseling in every department for NET/SET, civil services and teacher eligibility tests, and record competitive-exam successes.
- Track alumni outcomes (PG, jobs, entrepreneurship) using one common template.

4.5 Collaboration, extension and social responsibility

- Sign MoUs with universities, schools and industry, following Marathi Depts. example. Aim for at least two documented linkages per department.
- Build social responsibility through service projects linked to the curriculum.

4.6 Infrastructure and human resources

- Set up a computer-enabled GIS lab for Geography. It will also help research in other departments.

