



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

NIRMALA INSTITUTE OF EDUCATION

NIRMALA INSTITUTE OF EDUCATION ALTINHO

403001

www.nirmalainstitute.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nirmala Institute of Education, Panjim, Goa, a secondary Teacher Education Institute was established in 1963 by the Society of the Daughters of the Heart of Mary in response to the urgent need for trained teachers in the post liberation Goa. The main goal of Nirmala Institute of Education at that time was to provide the pedagogical bases for educational expansion through formal education. The college, initially affiliated to Bombay University grew into a highly respected institution providing pre-service and in-service teacher education to thousands of teachers. In 1985, it was affiliated to the newly established Goa University. Nirmala Institute of Education completed its Diamond Jubilee in the year 2023

Approved by the National Council for Teacher Education (NCTE), the college conducts a number of courses in Education like the Bachelor of Education, Post Graduate Diploma in Guidance and Counselling, a Certificate Course in Pre-primary Teacher Education, Diploma in Elementary Education Course and M.A. in Wellness Counselling.

The main objective of the college is to develop universal values in teachers

Vision

The Institute endeavours to create a cadre of professionals committed to excellence imbued with values and responsive to the emergent needs and challenges in the local, national and global context.”

Mission

Our Mission Goals

- To help students discover and appreciate their unique vocation in society.
- To create a learning environment which integrates theory and practice.
- To nurture, in particular, the values of peace, justice, equality and fraternity.
- To enable students to understand and cater to the needs of a diverse student population.
- To encourage students to become catalysts of social transformation.
- To revitalize education through partnership with different organisations and universities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Rich Legacy: Nirmala Institute of Education boasts a legacy dating back to 1963, making it the oldest and most esteemed teacher training institute in Goa. This historical foundation instils trust and credibility among students and the community.

Quality Education: The Institute is recognized for its commitment to provide quality teacher education, producing well-prepared educators who play a pivotal role in shaping the educational landscape in Goa and beyond.

Experienced Management: The Institute benefits from experienced management and administration, who have been dedicated to the cause of education for decades. Their wisdom and guidance have been invaluable in maintaining the institution's high standards.

Multi-Disciplinary Approach: Nirmala Institute of Education offers a diverse range of teacher training and counselling programmes, catering to various educational needs and levels. This multi-disciplinary approach ensures that graduates and postgraduates are well-prepared for the dynamic field of education and counselling.

Expert Faculty: The Institute possesses a cadre of dedicated and highly qualified Faculty who are experts in their respective fields. Their experience, expertise, and knowledge contribute significantly to the quality of education provided to students.

Student-Centric Approach: Faculty members at Nirmala Institute of Education take a student-centric approach, guiding and mentoring students to excel academically and personally. This focus on holistic development strengthens the Institute's reputation.

Community Engagement: The Institute actively engages with the local community, collaborating on various educational initiatives. This not only enriches the learning experience but also reinforces the Institute's commitment to societal development.

Convenient Location: Situated in a strategic location namely: the Capital of Goa-Panaji, Nirmala Institute of Education is indeed very appealing to students from all across Goa.

Wide-ranging Campus Facilities: Nirmala Institute of Education is situated within an expansive and lush 5.39 acre campus, which fosters an ideal ambience for learning in the lap of nature. Beyond providing ample space, the campus facilities also uphold safety standards, discipline, and offer inclusive hostel facilities. This equips them with essential resources to excel in their academic endeavours, while ensuring their well-being and adherence to the Institutional values.

Institutional Weakness

The Institute's dedication to providing high-quality education has consistently yielded exceptional results and bears even to this day, bears witness to the institute's unwavering commitment to excellence. Nevertheless, it's important to acknowledge that there are some areas in need of improvement and refinement that the institution is actively working to address.

Accessibility and Infrastructure: While the Institute has made efforts to ensure its infrastructure is accommodating for individuals with disabilities, there is always room for improvement. Continuous enhancement in terms of accessibility and provisions for those with physical challenges can further foster inclusivity and diversity within the institution.

The Ongoing Quest for Funding and Resources: Consistently securing the necessary funds for infrastructure development, research initiatives, and the integration of cutting-edge technology and innovation remains a persistent problem. Addressing this need for financial resources is vital not only to uphold but also to elevate the Institute's educational standards and ensure it continues to remain at the forefront of modern educational practices.

Limited Student Transportation Facility: Nirmala Institute of Education faces issues concerning the availability of sufficient and reliable transportation options for students. Improving the availability of transportation for students is a key area where enhancement can significantly boost accessibility and convenience.

In conclusion, the Institute's enduring commitment to delivering top-notch education has undoubtedly left an indelible mark on its students and the professional world. Yet, it is essential to recognize that no institution is without its areas for improvement. The ongoing efforts to address these weaknesses echoes the institute's adaptability and determination to stay at the forefront of education.

Institutional Opportunity

Empowering Aspiring Educators: Nirmala Institute of Education has a unique opportunity to inspire and empower the next generation of educators, particularly young women, to pursue higher education in the field of teaching. This will not only contribute to the personal and professional growth of these students but also strengthens the education sector in Goa.

Talent Retention and National Development: By providing high-quality higher education, the Institute plays a vital role in retaining talent within the country. Empowering the youth through education ensures that they contribute to the socio-economic and intellectual development of Goa and India at large.

Holistic Student Development: Nirmala Institute of Education can further harness its potential by implementing effective mentoring, guidance and counselling programmes. These initiatives will ultimately enable students to explore their strengths, identify opportunities, and make informed decisions for their career and personal lives. This holistic approach enhances the Institute's contribution to individual growth and societal well-being.

Inclusivity and Equity in Education: The Institute's commitment to offering world-class education to students from lower socio-economic backgrounds, coupled with active assistance in placements, has the potential to bridge socio-economic gaps and empower underprivileged individuals to excel academically and professionally.

Altruistic Values: The Institution can further its mission by sensitising students through various community outreach programmes, instilling altruistic values. Encouraging students to engage in community service fosters a sense of responsibility and empathy, which is valuable for the betterment of society.

Fostering Research Excellence: Nirmala Institute of Education has the opportunity to enhance its research initiatives, aiming to contribute significantly to the overall development of the nation's education system. Pioneering research can lead to innovative teaching methods and policies, shaping the future of education in India especially in the wake of NEP 2020.

In summary, Nirmala Institute of Education has a unique set of opportunities to enhance its role in shaping the future of education in Goa in particular and India at large. By capitalising on these opportunities and maintaining its commitment to quality education, research, and community engagement, the institute can continue to make a significant impact in the field of Teacher Training and Counselling.

Institutional Challenge

The Institute, while firmly rooted in its commitment to academic excellence, currently grapples with several pressing challenges that demand targeted solutions. These hurdles encompass resource allocation, infrastructure development, and the effective integration of contemporary technology into the educational framework. In addressing these multifaceted issues, the institution seeks to not only maintain its peerless legacy but also evolve in response to the ever-changing landscape of education.

Resource Constraints: One of the primary challenges that Nirmala Institute of Education faces pertains to resource constraints. Adequate financial and infrastructural resources are required for developing and maintaining state-of-the-art infrastructure and for recruiting highly qualified faculty. Being a small institution conducting research can be financially burdensome.

Engagement with the Community: Professional programmes such as B.Ed. and M.A. Wellness Counselling are practicum-oriented, rigorous and highly demanding thus making it very challenging to constantly engage with the local community and contribute to societal development. Building strong community connections and delivering community-oriented programmes can be a significant challenge, especially in urban areas.

Inclusivity and Diversity: Nirmala Institute of Education face challenges in recruiting a diverse student body as the selections are done by the university in case of the Bachelor of Education programme

Student and Stakeholder Feedback: Nirmala Institute of Education struggles with implementing a robust feedback mechanism that ensures anonymity, impartiality, and consistency especially from the stakeholders.

To conclude, Nirmala Institute of Education, like many other educational Institutions, faces some institutional challenges in its pursuit of academic excellence The Institution must navigate these challenges strategically to adapt to the evolving educational landscape. As the Institute harnesses its strengths and addresses its weaknesses, seizes opportunities, and surmounts challenges, it continues striving ceaselessly in its endeavour of making a substantial and lasting impact in the field of Teacher Training and Counselling in Goa.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Nirmala Institute of Education is committed to delivering meticulously designed programmes. The programme offered at Nirmala Institute of Education, are comprehensive, encompassing various essential components such as foundations of education, teaching strategies, subject pedagogies and holistic development. The institution promotes practical learning experiences, ethics and values, ensuring that teacher trainees are well-equipped for their roles. Students are introduced to skills associated with innovative and creative projects across various subjects. Latest technological tools are incorporated in order to prepare students to face technological advancements in the field of Education. Moreover, the institution offers a wide array of certificate and value-added courses, both within the campus and through renowned online platforms. Many students have successfully completed several courses online and offline for the last five years. These opportunities empower students to gain additional skills and knowledge beyond their regular curriculum, enhancing their personal and professional development. Various sessions, workshops, talks, seminars, field trips, camps and several co-curricular activities are organised to enrich students.

Several internship programmes provide students with an opportunity to understand the social factors contributing to their future vocation. Students are also prepared to deal with essential knowledge assisting their self-growth through various courses like Counselling, Bakery and confectionery , Robotics, Inclusive Education, Learning Disabilities etc. As a part of the internship and project based programmes ,students offer their services towards the community. The institution actively engages with its stakeholders, including students, Faculty, employers, and alumni, to gather feedback and drive continuous improvement in academic quality and the overall learning environment. Institute maintains a structured feedback process which encourages students, teachers, employers, and alumni to provide insights into academic performance, teaching methodologies, and the overall institutional ambience. The Institute's commitment is to promote transparency through the publication of action taken reports, showcasing its dedication to accountability and continuous improvement. In conclusion, Nirmala Institute of Education exemplifies a commitment to excellence, accountability, and responsiveness to various stakeholder's feedback. Its well-designed curriculum, practical learning experiences and diverse course offerings contribute to a nurturing

educational environment that prepares students for success in their chosen fields.

Teaching-learning and Evaluation

Navigating the Path of Education: Our College strives ceaselessly to ensure academic excellence, social responsibility, and holistic development of students enrolled in our institution.

Streamlined Admission Process: Our admission process operates on merit, in strict adherence to the statutes, norms, and ordinances of Goa University. Reserved seats are diligently allocated, ensuring equal and equitable opportunities.

Faculty: The Backbone of Assessment: Our cadre of highly qualified and dedicated faculty provides support mechanisms for those facing challenges while nurturing the advanced learners. Thus, catering to the needs of our diverse student body.

Balanced Learning Paradigm: Our educational landscape offers integrated learning experiences. Projects, assignments, fieldwork, and practicum forms the core of our pedagogical approach.

Holistic, Value-Based and Experiential Learning: We integrate Information and Communication Technology (ICT) seamlessly into our curriculum, preparing students for the digital age. Rigorous internships provide hands-on experience, bridging the gap between theory and practice.

Faculty-Student Ratio: Our institution maintains an optimal faculty-student ratio of 1:13, ensuring that students receive personalised attention. This practical configuration allows our faculty to focus on mentoring each student individually.

Achieving Programme Outcomes: We take pride in achieving exceptional outcomes in our programmes; Bachelor of Education (B.Ed.), M.A. Wellness Counselling, and Post-Graduate Diploma in Guidance and Counselling (PGDGC). These results underscore our commitment to academic excellence.

Compliance with Governance: All examination-related issues and grievances are promptly addressed by the statutory bodies, ensuring a transparent and ethical examination process.

Feedback for Continuous Improvement: Regular feedback is collected from students, faculty, parents, and other stakeholders and is analysed pragmatically. This feedback informs our ongoing efforts to enhance the quality of education.

Conclusion: Our Institution's approach to Teaching-Learning and Evaluation is grounded in practicality and adaptability. We prioritise transparency, inclusivity, equity, and quality in education.

Research, Innovations and Extension

The Institutes Management is instrumental in fostering research culture and innovation on campus. The faculty members serve as invaluable resources for the broader academic community. They frequently engage in various workshops, seminars, and refresher courses, both on and off campus. Their expertise is in high demand, with several faculty members often invited as experts to other colleges and institutions to deliver sessions on

research methodology and provide coaching for competitive exams. Seven faculty members are pursuing their Ph.D., with two of them serving as research guides. Faculty also have research publications in prestigious journals listed in UGC Care and Scopus as well as chapters in edited books. The college has organized workshops on research methodology for faculty members and students. Moreover, faculty members conduct various workshops for over 1000 in-service teachers in Goa, thereby extending the Institutes research culture and knowledge beyond its campus. The college has also successfully organized three International Conferences and one

National Conference, bringing together researchers, and experts from diverse fields.

Additionally, the college is part of a research cluster with GVM's Dr. Dada Vaidya College of Education, enhancing its research capabilities. The presence of a STEAM lab focused on robotics further underscores the institution's dedication to cutting-edge research and innovation. Beyond research, the college is involved in community engagement and outreach activities. Initiatives such as the Swachata Abhiyan Cell conduct activities like paper and cloth bag making and distribution, cleanliness drives, and rallies, instilling a sense of social responsibility among students. The annual Abolianchem fest, a mega festival celebrating Goa's culture, draws visitors from across the State, providing students with a unique opportunity to showcase their talents and cultural heritage. Students also actively participate in community work, including visits to old-age homes and collaborations with village panchayats. Leadership skills are instilled through a yearly leadership camp for second-year students, where they engage in community service. The institution's collaboration with nearly 40 other institutes for practice teaching and internships enriches students' learning experiences. Moreover, the Institute signed Memorandum of Understanding (MOUs) with nine other institutions demonstrate a commitment to fostering academic partnerships and collaborations.

Infrastructure and Learning Resources

Sustainable Infrastructure: Nestled in a 5.39-acre campus, our college prides itself on the harmony between nature and education. The physical infrastructure here, covering 2489.50 sq. meters. We ensure that repairs and maintenance are carried out regularly, not just for aesthetics but to create a sustainable ambiance. **Front-line IT Facilities:** computer laboratories house up-to-date equipment and software, fostering an atmosphere where technological advancements are integrated into the learning process. An 8 Mbps leased line internet connection supports research and collaboration, while Wi-Fi extends access throughout the campus. **Library: A Knowledge Hub:** Library, truly is the heart of academic inquiry, offers a rich collection of reference materials, textbooks, periodicals, journals, dictionaries, encyclopaedias, and digital resources. The library is also equipped with an Online Public Access Catalogue (OPAC) facility and internet connectivity, for accessing online journals. Photo copy facility is available in the academic library. In addition to this Library subscribed to the N-List Database from INFLIBNET to facilitate e-learning and provide both in-house and remote access to the required reading material. **Contemporary Learning Spaces:** Our spacious, well-equipped classrooms provide a stimulating environment for academic activities. LCD projectors foster interactive teaching and learning. The college's conference room is organized to facilitate academic discussions and seminars, fostering intellectual engagement. **A Holistic Approach to Education** The well-equipped gymkhana provides a platform for students to explore their talents outside the classroom, embracing a holistic approach to education that nurtures the mind and body.

Safety and Security: Strategic placement of CCTV cameras ensures a Secure environment, contributing to a sense of well-being. In the event of power disruptions, our 20 KV inverter acts as a reliable backup, minimizing interruptions to academic activities. **Inclusivity and Convenience:** We offer clean drinking water facilities and well-maintained washrooms, ensuring that basic needs are met. Additionally, we have a disabled-friendly washroom, promoting accessibility and inclusion for all members of our academic community. NIE places immense importance on consistently upgrading its infrastructure and learning resources to meet the

evolving needs of education. We believe that a conducive, sustainable, and inclusive environment is paramount in facilitating effective teaching and learning.

Student Support and Progression

A thriving student community is the cornerstone of any reputable educational institution. This institution is dedicated to providing unwavering support to its student body, ensuring their progression and success. Each academic year witnesses the diligent execution of a comprehensive array of student support initiatives.

- Recognising that holistic development extends beyond academics, the institution integrates communication and life skills' orientation and practical sessions into its curriculum. The institute's commitment to students' capacity building is evident in its technology enrichment programmes. Personal and academic counselling services are readily available to students.
- The Institute acknowledges the importance of transitioning students into the professional world. It actively provides opportunities for placements, facilitating campus interviews organised by the placement cell at the conclusion of each academic year.
- A robust grievance redressal mechanism is in place to address concerns and grievances from students. The Institution maintains a strict anti-ragging policy, seeking input from students to guarantee proper discipline and a code of conduct is upheld. An Internal Complaint Committee is also in place to address grievances comprehensively.
- **Sports and Cultural Events:** The Institution takes pride in nurturing the holistic development of students by actively engaging them in sports and cultural events which has led to teacher trainees securing numerous prizes and awards at various competitions held at different levels.
- To foster a sense of socio-cultural responsibility and an appreciation for various academic disciplines, the Faculty schedules 'Celebration Days' and 'National Days'. Additionally, 'Subject Days' serve as a collaborative effort between faculty and trainees to enhance their understanding of academic subjects.
- Faculty and students collaborate to plan Abolianchem Fest and execute this event under the principal's supervision. The Abolianchem Fest is a cultural extravaganza that takes participants and attendees on a captivating journey through the heart of Goan traditions, heritage, and arts.
- The Alumni Association actively participates in institutional activities, further enriching the educational experience for current students.

In summary, the Institution's dedication to the holistic development of its students is evident through a multitude of support mechanisms, engagement in cultural and sports events, and active involvement of the alumni.

Governance, Leadership and Management

Our Institute places strong emphasis on harnessing the rich human resources of its faculty and staff, including

support staff, to create an environment that fosters excellence. We believe that giving individuals the freedom to work according to their roles and creative abilities is key to bringing out the best in our students.

All appointments, whether for teaching or non-teaching posts, and admissions follow a strict adherence to the regulations set forth by the State Government, Goa University, UGC (University Grants Commission), NCTE (National Council for Teacher Education), and any relevant amendments. This ensures that our Institute maintains the highest standards of quality and integrity in all its operations.

We are dedicated to providing a nurturing environment that offers all the necessary amenities for our teaching faculty and non-teaching staff, thus supporting their personal and professional growth. We believe that investing in our team's development leads to a better educational experience for our students. To this end, we actively encourage our teachers to upgrade themselves through various workshops, conferences, and seminars. Financial assistance is readily available to support them in this pursuit.

The college is committed to effective financial management, with various committees in place to oversee resource utilization. Our accountant plays a pivotal role in guiding the prudent use of resources to ensure the Institute's stability and growth. We also collaborate with local donors to enhance resource mobilization, enabling us to provide even better facilities and opportunities for our students and staff.

Our Internal Quality Assurance Cell (IQAC) takes charge of career advancement schemes and promotions for the faculty, striving to create an environment where they can excel in their roles. Furthermore, the IQAC is responsible for monitoring and maintaining various quality parameters associated with workshops, faculty development programs, and seminars. This ensures that the activities of the college are continually improved and aligned with the highest standards in education.

Institutional Values and Best Practices

Nirmala Institute of Education has been the trend setter in Teacher Education in Goa, with its strong values, foresight and vision. The Institute has been providing the trainees all round holistic development together with the pedagogical study, the creative, physical and mental well being is also taken care of.

The Institution lays great emphasis on promotion of gender equality and disabled friendly campus. Annual gender sensitization day is celebrated in the institute under the SAKSHAM CELL in its true spirit. The celebrations highlight the need for gender sensitive education in schools and resolution of gender issues. The Institute was also awarded Gender Champions for the work

Nirmala Institute of Education recognizes that in pursuing its strategic objectives, in relation to research and

teaching, it has a responsibility towards, and should aim to protect and nurture the environment. By exercising proper control over all its activities the college aims to ensure sustainable use of resources and prevent wasteful or damaging practice, with waste management, composting and a herbarium on campus. etc.

The institute has been Imparting a lot of values to its trainees through sessions on inter-religious dialogue, national integration and national day celebrations, poster presentation, street plays for highlighting social causes, etc. Independence day, Goa Liberation day and Republic days are celebrated with a lot of pomp and gaiety. Cultural ethos are planted through the medium of folk dance and songs etc.

INSTITUTIONAL BEST PRACTICE- 'ABOLIANCHEM FEST' A GOA DAY PROJECT.

'Goa Day' now renamed as 'Abolianchem Fest' which aims at reviving the age-old Goan, socio-cultural ethos by celebrating its music, dance, food, sports, arts, crafts and theater of the bygone years. The objective of the festival is to document, generate knowledge sharing for a sustainable living of the present and future generation. Every year, the theme for the fest differs highlighting the different facets of Goa. In 2018, the emphasis of the fest was on the significance of the Abolim flower, whereas in 2019, the focus was on the coconut tree- its socio-cultural and economic significance. The theme in 2020 was on Soil. The theme the year 2023 focused on, Water-the elixir of life.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NIRMALA INSTITUTE OF EDUCATION
Address	Nirmala Institute of Education Altinho
City	Panaji
State	Goa
Pin	403001
Website	www.nirmalainstitute.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Delia Antao	0832-2225633	9011545383	-	info@nirmalainstitute.org
IQAC / CIQA coordinator	Maya Carvalho E Rodrigues	0832-2420186	9822123624	-	maya@nirmalainstitute.org

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes NIE Minority certificate .pdf
If Yes, Specify minority status	
Religious	Christian Minority
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Goa	Goa University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	11-03-1975	View Document		
12B of UGC	11-03-1975	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	04-09-1963	36	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Nirmala Institute of Education Altinho	Urban	5.39	4596

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	Graduation	English	100	100
PG	MA,Psychology,WELLNESS COUNSELLING	24	Graduation	English	40	9
PG Diploma recognised by statutory authority including university	PG Diploma, Psychology, GUIDANCE AND COUNSELLING	12	Graduation	English	30	11

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				16			
Recruited	0	1	0	1	0	2	0	2	4	11	0	15
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						20
Recruited	11		9		0	20
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	1	0	1	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	3	7	0	11
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	14	0	0	0	14
	Female	183	0	0	0	183
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	26	0	0	0	26
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	10	0	0	0	10
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	1	1
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	1	2	1
	Female	15	17	14	26
	Others	0	0	0	0
OBC	Male	0	1	2	3
	Female	16	22	19	19
	Others	0	0	0	0
General	Male	14	17	10	8
	Female	173	154	151	144
	Others	0	0	0	0
Others	Male	0	0	2	3
	Female	0	0	0	0
	Others	0	0	0	0
Total		218	212	201	205

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The college will transform into a multidisciplinary institution no sooner it adopts the ITEP. As of now, the college runs the B.Ed 2-year programme, an MA in Wellness Counselling, PG Diploma in Guidance, Pre-School and the D.El.Ed. The college will be a part of a cluster of colleges thereby sharing academic disciplines and other resources. This would enable students to select from a diverse set of disciplines thereby acquiring different skill- sets. The college presently has STEAM resources that will be integrated into multidisciplinary learning. In addition, the college is involved in community related work, environmental education and other social activities to enable students to experience and comprehend</p>
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	<p>society's need through a lens of objectivity and reason. The college will be venturing into a semester system no sooner the Faculty of Education puts the modality in place. This will enable effective introduction of the CBCS and NEP 2020.</p>
2. Academic bank of credits (ABC):	<p>The college has registered for the ABC. It is in the process of registering students on the ABC portal. The college through its presence in the cluster of colleges will be able to partner with institutions of repute in higher learning in India and overseas thus bringing the world for rich experiences and education before a learner</p>
3. Skill development:	<p>The college envisions the formation of character, knowledge creation and dissemination thereby leading to holistic education. Besides transaction of the regular curriculum, the college organises various short-term courses to expose students to potential areas beyond the regular curriculum. These courses help to develop knowledge of facts, processes, general concepts and a range of cognitive, affective and performance-based skills needed to generate solutions to specific problems. The Internship programme allows students to come in contact with persons in the community engaged in diverse trades/occupations/traditional works. Daily assemblies, community work, celebration of days of national importance and commemoration of other significant days facilitates development of human values, positive attitudes, a spirit of national integration and scientific and technological literacy.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The B.Ed programme enfolds the domains of performing and visual art thereby opening a view into the cultural forms and elements of India be it folk culture or art forms. The co-curricular programmes conducted on campus are always bilingual or multilingual with Konkani placed centre stage. This year the college placed its teachers trainees in government run schools for internship. The trainees had to cut across languages to strengthen teaching-learning.</p>
5. Focus on Outcome based education (OBE):	<p>Once the semester system is adopted by the college in the next academic year i.e. 2024-2025, it will be able to rally around OBE as the heart of the curriculum.</p>
6. Distance education/online education:	<p>Courses will be offered through distance education as and when courses for students in the cluster are</p>

created. The college will also enter into an MoU with institutions across India and beyond and offer completely online or blended courses. As of now, students submit assignments/projects as course-work via Google Classroom, e-mail and other platforms.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes the college has setup ELC consisting of member of the Staff and Students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The staff of the college is appointed the Co-Ordinator of the ELC, the student representative is chosen from the elected members of the student council
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Institute is situated in the capital city of the state of Goa and it comes under Panaji constituency for Assembly election and North Goa for Parliamentary elections. The Institute conducts Awareness campaigns in run-up to elections among its staff, students, and community. Yearly sessions, talks, Competitions are conducted to promote voter participation, ethical voting etc. Voter pledge is administered on the staff and students each year. The institute also provides its resources for the government and the election commission for conduct of elections and other election related activities like staff of the institute has also been appointed as Booth Level Officers etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Institute administers voter pledge on its staff and students every year. The institute conducts sessions talks and conducts various competition for its staff and students. The activities focus on creating awareness on ethical voting practices, rights and duties of voters, voter enrolment process etc.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The entry level for the courses offered by the institution is graduation so majority of the students are enrolled as voters in the electoral roll. The ELC of the institute conducts a survey of voter enrollment. the students who are not enrolled are guided by the ELC for enrollment

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
205	201	212	218	221
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 19

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	19

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
42.72	54.84	27.48	30.71	92.78

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The Board of Studies of the Goa University determines the B.Ed. curriculum. Orientations include Course Requirements, Library Resources, Campus Requirements, Health and Physical Education, Art and Aesthetics, Performing Arts, Anti-ragging, Co-curricular activities, Mentoring and Trainee Profile, Conducting Assemblies, Public Speaking, Personality development and Counselling services. A talent search program was conducted to place the students in groups for on stage and off-stage performances. Sessions were conducted on Women's Rights, Issues related to women, Dramatics, Nutrition, Puppetry in teaching, Road safety, Body language/behaviour, Solid Waste Management, and consumer rights. Inter faith dialogue and workshops on construction of instructional materials, life skills and cooperative learning were conducted. The planning for the delivery of the curriculum is done prior to the academic year. Activities like fieldtrips, visits, treks, workshops on lesson planning, test planning, demonstrations of lessons, seminars are conducted and reported. Teaching methods like team teaching, technology enabled teaching, discussion cum lecture presentations, were used. Regular Faculty meetings are held to discuss the syllabus completion. The academic calendar is prepared in advance Library resources are available for curriculum transaction and reference for assignments and projects. New books are ordered according to the needs of the Faculty. A professional part time counsellor was available for the student teachers for discussing curricular, cocurricular and personal concerns. Delivery of each course is planned session-wise prior to the commencement of each term. Efforts are made to include as many practical learning experiences

such as class/group discussions, role plays, movie screenings and their analysis, and assignments. These are planned to help students gain an understanding of

theory and to develop the required skills for counselling. A systematic plan for curriculum delivery is made and followed during the course of each term. A record of sessions is maintained. Documentation provides an opportunity to reflect on possible changes that could be implemented in the next academic year. Post Graduate Diploma in Guidance and Counselling The curriculum is designed to familiarize students with the basic concepts and process of counselling. Teaching is done through interactive classroom sessions,

using audio visual material and worksheets. Assignments are given. Trainees work on cases based on the text. They practise the counselling skills with their peer.

- Classroom sessions involve introspective exercises.

- The practical component consists of 75 hours of practice counselling.

Supervised monitoring of cases encountered in the internship is done by the personal counsellor.

- Recorded sessions are presented to the mentor and the students' skill and efficacy is assessed

- Students are trained to conduct three workshops on mental health which are evaluated.
- Students are trained to administer and assess psychological tests and report the results.
- Five weekend workshops are conducted based on the four therapies. These are in the form of intense growth group discussions and activities; role plays and practice sessions with peers.
- Personal Counselling of students is done. The first 10 hours focus on sorting out one's personal issues and applying the therapies learnt. The remaining 10 hours are utilised for internship case supervision.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 12

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 30.46

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online

courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
71	184	18	36	13

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Foundations of Education gives an understanding of how education derives its relevance from social, cultural, economic, and political context. Teaching Approaches and Strategies include instructional approaches and strategies which develop emotional intelligence, negotiation and communication skills and collaboration among the teacher trainees. Subject Pedagogies give explicit instruction in the use of methods and strategies to teach their areas of specialization. They also emphasises the role of the teacher and professional ethics related to teaching. Lessons delivered by the students highlights universal values besides the core content. Students are made aware of the significance of constructive criticism through feedback. It also focusses on human values through street plays, dramatization, group activities and subject days celebrations. Learning Resources includes technologies to facilitate learning and how to manage the school learning resources and different types of multi-sensory learning media for classroom teaching. It imparts digital etiquettes and students are also sensitized through orientations and lectures. Assessment and Evaluation includes classification of assessment, Assessment of learning and assessment for learning, trends in assessment and evaluation such as online examination and computer-based examination along with standard based assessment as an international practice. Students are educated to maintain objectivity and conduct evaluations free of biases and prejudices. They are also equipped with the concept of equity and equality and its significance in the process of assessment and evaluation irrespective of their gender, religion, caste and creed. Action Research: The teacher trainee understands the importance of action research, learns to prepare an action research plan, collects, analyses, and interprets data and writes a research report. They are enriched with scientific values and are made aware of the ethical conduct of research, avoiding plagiarism and acknowledgement through lectures and project works. They also learn to carry out research in a systematic manner. Environment Education: The teacher trainee develops skills and methods to impart environmental education. It imparts values related to sustainability, environment protection, avoiding over-exploitation of energy resources. Learner and Learning discusses individual differences. Emotional intelligence, multiple intelligences and moral

development are included. The teacher trainees learn to apply different learning theories in the classroom. Problem solving, critical and creative thinking are also included. School and Classroom management helps the teacher trainees to deal with inappropriate student behaviour and use assertive discipline and techniques of preventive classroom management. It helps the students learn basic human values like discipline, punctuality and self-management. Communication skills include oral and writing skills which are practice oriented. Life skills are incorporated to get the teacher trainees ready for the world of work. It also focusses on social behaviour, spiritual and emotional management.

The Post Graduate Diploma in Guidance and Counselling includes of five weekend workshops that cover four therapeutic approaches through intense group discussions, activities, role plays, and small group practice sessions. The M.A. Wellness Counseling in the Indian Tradition course helps trainees understand Indian values, morality, and justice. The Legal and Ethical Issues paper emphasizes a code of ethics to elevate psychologists' qualifications and ethics standards, contributing to societal well-being.

File Description	Document
Upload Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 0

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 00

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 74.35

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
126	127	119	132	128

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
170	170	170	170	170

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 45.2

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
36	19	22	23	13

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

**Student – Full time Teacher Ratio
(Data for the latest completed academic year)**

Response: 10.79

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

In the ever-evolving landscape of education, it is imperative to foster dynamic and engaging learning environments, particularly in disciplines as crucial as B.Ed., M.A. Wellness Counselling, and Post-Graduate Diploma in Guidance and Counselling (PGDGC). These fields require pedagogical approaches that not only serve as conduits for knowledge but also as catalysts for critical thinking, creativity, and profound comprehension of intricate subjects. In this comprehensive analysis, we explore the multifaceted strategies employed in these programmes, highlighting strengths and innovative approaches used by the Institute.

1. Interactive learning:

- Mind mapping/ Concept mapping/ Advance Organizers/ Info-graphics
- ICT-enabled teaching methods (PPT, Animations, videos, e-books)

2. Experiential learning:

- Nature Trek
- Field Trips
- Case-Study
- Role-Play
- Simulations
- Poetry Recitation
- Drama

- Demonstration of Experiments/Instruments
- Discussions and debates on contemporary issues
- Brain storming sessions
- Newsletters / E-magazines
- Wellness Wednesdays
- Institutional Visits and study tours

3. Collaborative learning:

- Group discussions
- Peer learning circles
- Soft / Life skill development
- Student moderated discussions and debates
- Movie discussions
- Game based learning
- Peer teaching
- Collaborative learning
- Teaching- PG students teaching UG students
- Observation of Methods' Day

- Observation of Days of National/ International Importance.

4. Independent Learning:

- The college has a fully furnished digitalized library with internet facility. NLIST facility is provided in the library to facilitate accessing e-resources by students
- Journal Reflections
- MOOCs
- Seminars/ Workshops/ Paper presentations using digital resources

In order to nurture creativity and critical thinking, the students are encouraged to take membership in various clubs and associations functioning in the college. The students are also encouraged to participate in inter-collegiate events and competitions.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	19

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 11.58

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise

during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	03	02	02	02

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The faculty at our Institution plays a pivotal role in upholding the integrity and transparency of the evaluation process for the B.Ed., MA in Wellness Counselling, and Post-Graduate Diploma in Guidance and Counselling programmes, all in accordance with the stipulated ordinances of Goa University.

The Faculty ensures the effective implementation and transparency of the evaluation process. The Institute gives utmost importance to the internal evaluation by preparing an academic plan including the dates of internal evaluation of individual learner's seminars, assignments, projects and other practical work. At the beginning of the academic year, the students are informed about the evaluation process, reforms/changes introduced through the academic calendar. In accordance with the University examination schedule, the Internal Examination Coordinator in consultation with the IQAC schedules internal assessment. Adequate measures are taken to ensure fairness and objectivity in the evaluation process. The tentative schedule of examinations is informed to the students well in advance. The college organises a centralized internal examination and evaluation to ensure transparency.

The internal marks of the students are uploaded in the University Examination Portal. The teachers participate in the Centralised Assessment Process of the University to facilitate timely declaration of the examination results. The institution maintains a high pass percentage at UG and PG levels. The entire

teaching–learning and evaluation process in the college is monitored by a separate pass minimum for internal practical work which is 50% and an aggregate of 40% in external examination as a requirement to pass the course. This system gives an incentive to the students for a better performance in their final examinations.

As per the norms of the University, the college has constituted a Grievance Redressal Committee. It addresses all grievances relating to marks awarded for attendance and the internal assessment grades/marks of the students. The University has a mechanism to address the grievances with reference to evaluation which allows students to revalue the paper at nominal charges. In case there is a change in marks, the students are issued a fresh mark sheet. The institution evaluates the progress and academic achievement of the students in terms of their performance through internal/external examinations, assignments and seminars. Continuous and summative evaluations are ensured through these mechanisms in each semester/ academic year. The dates of the external examinations are intimated by the Goa University to the affiliated Colleges. All directions regarding the conduct of examinations is communicated to the Faculty through group e-mail and college notice-boards. The directives of the University pertaining to all academic matters are periodically discussed by the Principal at staff meetings and staff council. The Academic Calendar ensures students' Right to Information of the programmes and activities of the Institute. Feedback is collected from students on various attributes and aspects of teaching with regard to individual faculty. IQAC ensures that corrective measures are taken and suggestions are given for improvement. Suggestion boxes are placed at different locations on campus to enable the students to give suggestions on all aspects related to the institution

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Programme Outcomes (B.Ed.)

- To help students discover and appreciate their unique vocation in society.
- To create a learning environment which integrates theory and practice
- To nurture, in particular, the values of peace, justice, equality and fraternity.
- To enable students to understand and cater to the needs of a diverse student population.
- To encourage students to become catalysts of social transformation
- To revitalise education through collaboration with different organisations and universities
- To provide prospective teachers with a stimulating and catalytic environment that is both

futuristic in outlook and holistic in perspective for the achievement of excellence.

- To provide theoretical knowledge interwoven with a repertoire of pedagogical practices, hands-on teaching experience and the inclusion of technology as a teaching and learning tool.

To draw out latent talents and creativity through varied co-curricular programmes

Course Outcomes (B.Ed.)

- Use enriching content and pedagogical knowledge to inform their teaching
- Develop relevant, rigorous, and developmentally appropriate curricula based on emerging trends and research.
- Modify curriculum and instruction based on the individual needs of their diverse learner population.
- Use appropriate assessment tools and techniques to assess their students' learning and their own teaching to inform future planning and teaching.
- Attend to the social, psychological, and civic development of their students.
- Work respectfully and collaboratively with colleagues and community to ensure quality education for all.

Programme Outcomes (M.A. Wellness Counselling)

- Wellness Counselling Programme is designed to help students acquire knowledge, skills and attitudes for maximising their potential for academic progress, career development, and personal and social growth.
- To help students to be aware of their strengths and abilities and to build on them
- To equip and train students to become counsellors.

Programme Specific Outcomes (M.A. Wellness Counselling):

- The optimal development and functioning of individuals, groups, and organisations;
- Appreciation of the strengths and uniqueness of individuals;
- Respect for the integrity of all people.

Course Outcomes (M.A. Wellness Counselling):

- Adopt approaches to client interaction that take into account the various contexts in which clients live and function.
- To endeavour to acquire what Peter Drucker has called the essential qualities of successful leaders-integrity, humility, and generosity.
- Practice critical roles of self-exploration and personal reflection as components of professional development

Programme Outcomes Post Graduate Diploma Guidance Counselling

- To enable the participants to arrive at a deeper self-understanding and personal insights
- To provide the participants with an in-depth understanding of the counselling process
- To provide a comprehensive, theoretical foundation in guidance and counselling

Programme Specific Outcomes (PGDGC)

- To equip students with the skills / competencies to function effectively as counsellors
- To develop in the students' positive attitude towards counselling
- To create a pool of professionally trained counsellors to offer guidance and counselling services, specially to the youth

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Adopting an excellent monitoring system for teacher trainees during their comprehensive internship period aims to improve the quality of teacher education. Such a monitoring system ensures that teacher trainees are gaining the necessary knowledge and skills required to be effective teachers and provide a valuable learning experience for them.

Regular Classroom Observations: The monitoring system includes regular classroom observations of teacher trainees by experienced teachers and faculty supervisors. This helps in identifying areas of strengths and weaknesses in their teaching practice and provide targeted feedback for improvement.

Feedback Mechanisms: The monitoring system has a robust feedback mechanism that allows teacher trainees to receive regular feedback on their teaching practice. This includes self-reflection, peer feedback, and feedback from supervisors.

Mentoring and Support: The monitoring system provides mentoring and support to teacher trainees, including access to experienced teachers or supervisors who can offer guidance and support throughout the internship period.

Performance Evaluation: The monitoring system has a performance evaluation mechanism that tracks the progress of teacher trainees over a period of time. This ensures that they are meeting the required learning outcomes and thus provide a basis for their subsequent certification or future employment.

By implementing an excellent monitoring system for teacher trainees during their internship period, the Institute ensures that their students are well-prepared to be effective and impactful teachers, contributing to the improvement of the overall quality of education

File Description	Document
Upload Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 98.28

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
107	109	109	125	123

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
109	110	115	126	123

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1**Online student satisfaction survey regarding teaching learning process****Response:** 3.46**File Description****Document**

Upload database of all students on roll as per data template

[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

IPR Awareness:

Our college places significant emphasis on raising awareness about Intellectual Property Rights among its students and faculty. Through workshops and seminars, students are educated about the importance of protecting intellectual property in an increasingly competitive global landscape. A workshop on Intellectual Property Rights was conducted by Dr. Saba Silva, Principal of Kare Law college for the students and teachers.

Add-on courses

The college offers a range of enriching add-on courses, which have had a significant impact on our students' lives:

- Bakery: This course has attracted numerous students, and after acquiring valuable baking skills,

many have ventured into their own part-time businesses, adding a delightful dimension to their entrepreneurial journey especially during COVID-19 period.

- **Research Writing:** Students have greatly benefited from this course, as it has equipped them with the essential skills needed to compose research articles. As a result, many have successfully authored research papers and had the privilege of presenting them at various conferences, contributing to the academic discourse.
- **Media Literacy:** One of our standout success stories from this course involves a student who launched a meme page on Instagram. His innovative approach and creativity earned him the prestigious "Top Influencer of the Year" award in Goa, showcasing the remarkable impact of our media literacy program on our students' endeavors.

Knowledge and Technology Transfer and sharing Initiatives:

The college hosts an array of initiatives aimed at the creation and transfer of knowledge and technology. These initiatives include workshops, conferences, and seminars that engage students, faculty, and the broader academic community. Notable events include:

- National Conference on 'Strategies for Success in Higher Education'
- State Level Workshop on 'Quality Research and Publications in Social Sciences: Issues and Innovations'
- Interdisciplinary International Conference on Innovative Teaching Learning Practices in Higher Education
- Workshop on Robotics
- International Conference on 'Incorporating Elements of Theatre into Pedagogy at Different Levels of Education.'
- Seminar on Reference Management Tools and Academic Integrity

Webinars During the Pandemic:

The COVID-19 pandemic necessitated a rapid shift towards online education. Our college promptly responded by conducting a series of webinars to facilitate online teaching. Additionally, these webinars educated both students, faculty and in-service teachers about the effective use of Google applications to enhance the learning experience in the virtual classroom.

Teacher Training Workshops:

Our commitment to knowledge dissemination extends beyond our college campus. Faculty members have conducted numerous in-service training workshops for over 1000 teachers in Goa. These workshops cover various pedagogical subjects, empowering teachers to excel in their roles and contribute positively to the education system in the region.

STEAM Education Programme for Teacher Trainees

Nirmala Institute of Education in collaboration with Robotech India Pvt. Ltd. has successfully completed its maiden STEAM Education Programme for Teacher Trainees during the academic year 2018-2019.

STEAM education is an interdisciplinary curriculum that integrates Science, Technology, Engineering, Arts, and Mathematics, encouraging learners to connect knowledge across subjects and promote active and meaningful learning. This approach supports 21st-century learning by developing skills such as critical thinking, problem-solving, decision-making, and adaptability, ultimately enabling learners to succeed in their educational journey and beyond.

File Description	Document
Upload Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 57

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
08	10	07	13	19

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.95

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
09	00	00	00	09

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 2.58

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
09	05	10	15	10

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

The college has been at the forefront of community engagement through a plethora of outreach activities that extend beyond the boundaries of traditional education. These initiatives not only contribute to social welfare but also foster a sense of responsibility and compassion among the students.

Under the Swachhata Abhiyan, the college has orchestrated various activities aimed at promoting cleanliness and environmental consciousness. Workshops on paper bag making, handmade paper crafting, and cloth bag creation have not only reduced plastic waste but have also provided valuable skills to the participants. Cleanliness drives have been organized to instill a sense of responsibility towards maintaining a clean and green environment.

One of the powerful mediums for addressing social issues has been the street plays conducted by the college students. These street plays have tackled a wide range of topics, from environmental concerns to social issues, serving as a medium for spreading awareness and provoking thought in the community.

The Institutes commitment to social responsibility extends to the elderly members of society as well. Trainees have visited old age homes, where they not only provided companionship but also offered grooming and entertainment to the elderly residents. This gesture exemplifies the college's dedication to intergenerational bonding and care.

The Eco Club, an integral part of the college, has been actively involved in environmental conservation efforts. Activities such as e-waste collection and vegetable gardening have not only helped in waste reduction but have also educated students on the importance of sustainable living practices.

A highlight of the college's outreach efforts is the 'Abolianchem Fest' a grand cultural festival that celebrates the rich cultural heritage of Goa. This event serves as a platform for community bonding, with many people from the local community attending. The festival features a wide array of cultural performances, including dance, music, and art stalls, providing an opportunity for artists to showcase their talents.

In addition to cultural celebrations, the college also takes a stand on important societal issues. Awareness programs on gender sensitization, LGBT rights, women's issues, prevention of sexual abuse, and the harmful effects of drinking have been conducted to enlighten students and the community on these pertinent topics.

Collaboration with the village panchayat of Taleigao demonstrates the college's commitment to environmental stewardship. Joint efforts have been made to raise awareness about the harmful effects of single-use plastic. The distribution of paper bags and the enactment of street plays have effectively communicated the message of responsible plastic usage to the local community.

The Red Ribbon Club, an initiative aimed at raising awareness about HIV/AIDS, has organized blood donation camps, which not only save lives but also promote a culture of giving and compassion among the students

The COVID-19 pandemic brought new challenges, but the college adapted swiftly by organizing

webinars for school teachers. These webinars were designed to assist teachers in transitioning to online teaching and utilizing Google applications effectively. This endeavor ensured that quality education continued, even in the face of unprecedented circumstances.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Nirmala Institute of Education achieved significant recognition and accolades across a diverse range of domains, reflecting our commitment to excellence and holistic development.

Our institution proudly earned the title of "University Gender Champions" in 2018-2019, showcasing our dedication to gender equality and creating an inclusive campus environment that empowers all students.

At the zonal youth festival held during the same period, our students displayed exceptional talent and dedication, securing various awards that affirmed our cultural and artistic skills.

In the realm of inter-collegiate events, our students consistently demonstrated their academic and extracurricular skills, garnering numerous awards and accolades that highlighted their competitive spirit and commitment to personal growth.

The distinction of being recognized as 'District Green Champions' in North Goa District during 2020-2021 testify our commitment to environmental sustainability and responsible citizenship.

Our students' active involvement and success in events such as Yuva Jagruthi, as well as their achievements in various essay and elocution competitions, underscore our commitment to nurturing well-rounded individuals who are not only academically proficient but also socially aware and eloquent communicators.

The college has excelled in the field of sports as well, where in we have received various awards at National and State level.

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 47

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	07	08	08

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration**3.5.1**

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 186

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The teaching and learning processes adopted in the Institution aim at innovative practices ensuring learner centric teaching methods. The Institution has excellent infrastructure which complements its vibrant academic environment.

Classrooms: College encompasses sufficient number of well-furnished, well ventilated, spacious classrooms equipped with LCD projectors for conducting classes. Technology Enabled learning facility: The College has ICT Classrooms where the provision of Multimedia learning, Wi-Fi connectivity and internet access is given.

Seminar Hall- The college has a well-furnished Seminar room which has facilities like LCD and WI-Fi connectivity for presentations, organizing conferences, Group Discussions and lecture hall. The seminar hall has a sitting capacity of about **150** students.

Wi-Fi: The entire campus is Wi-Fi enabled with 24/7 internet facilities to the students and staff. Internet facility is available in whole campus including labs, classrooms, library, office.

Library: -The library is equipped with all books related to education. Book bank facility are being given to all the students on first come first serve basis on various subjects of First and second year programme. The students are provided immediate references during the internship time through a WhatsApp group created by the Library. The library previously used SOUL software which has been upgraded to KOHA software which is an initiative of the Directorate of Higher Education, Goa. The library subscribes to N-list.

Laboratories: Curriculum laboratories are available in the college for Psychology, Mathematics and Science

Instructional Room- contains models, maos, charts on various concepts for use in teaching and delivering lessons.

Art Room –It gives the students an opportunity to enhance their artistic skills and also develop the aesthetic values with hands on workshops and session (handmade paper, block printing and papier machie)

Counselling Room- The aim of counselling is to promote Mental Health and Wellbeing and enhance self-understanding. Through counseling, students can work with their emotions, cognitions, stresses and interpersonal relationships in ways that help them to manage their emotions and see things from a wider perspective.

Computer laboratory- Computer laboratory is well equipped with 20 high end computer system having i3 processor in a fully air conditioned room. The laboratory is equipped with dedicated network switch with dedicated Internet bandwidth of 8 MBPS. Microsoft Windows 10 professional operating system and open source office/software is installed on all the systems.

Girls and Boys Common Room: It provides students a place to relax, study, and have informal discussions in free time

Internal and external surveillance system with (CCTV) cameras (32 IP cameras) and a LCD surveillance monitor security and smooth administration.

Recording studio Room-The digital studio is well equipped with all basic recording.

The college has played a proactive and supportive role in grooming students. The institution gives utmost importance to the overall development of the students and organizes various sports, games, and cultural activities on campus regularly. The Institution has adequate facilities for cultural activities, sports, indoor and outdoor games. The facilities for indoor games like carrom, Table Tennis and chess are also available.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 50.14

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.97	27.96	08.16	12.35	75.17

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The library is automated with integrated library management software SOUL 2.0 (Software for University Libraries) of INFLIBNET. Only Cataloguing and OPAC of the library was functional (<http://192.168.1.125/webopac/>). OPAC (Online public access catalogue) service is also provided where the users can search the collection of books by title, author, publisher etc. The Books are classified according to Dewey decimal classification. The books are being bar coded and the users are given unique barcode ID. Apart from the printed books the library is having access to e resources of n list which is a part of e shodhsindhu consortium of INFLIBNET, where the users are given orientation and made to access browse and download e books, e journals, databases etc.

The College Library has public Wi-Fi enabled and has a seating capacity of 40 users. Automation of institutional library is extremely important in this age of technology. Remarkable growth in the different fields of knowledge has led to a need for access of the desired literature. The Institution has taken initiative to bring automation in library management through SOUL and KOHA software. Regular stock verification is conducted.

The library plays a vital role in the Teaching-Learning Process as it provides the material online as well as offline to refer. The new arrival of books is displayed in the New Arrivals sections and the pictures of the same are posted on the WhatsApp group of both faculty and teacher trainees. Library orientation is provided at the beginning of the year regarding the various facilities services and resources available in the library. The library provides reprographic service and Internet service including Wi-Fi facility.

Faculty and teacher trainees use the computer and internet to access various kind of information regarding teaching subject content, teaching-learning process, teaching strategies, and techniques. the library is used almost on each working day both by the faculty and teacher trainees.

Question papers are available for the teaher trainees and faculty on the college website from 2015 onwards.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

With the increasing demand for internet access in educational campuses due to evolving standard of education and flexibility offered by the internet the Institute is keenly stepping forward to setup secured and stable wired or Wi-Fi network campus for their students and faculty. The institution is totally technology enabled. The IT infrastructure and resources are updated and upgraded continuously as per the requirements and changing technology. There are 06- smart classrooms, 01 computer lab and 01-digitally equipped conference room and 01 seminar hall with all facilities available in the college. The institution provides free Wi-Fi facility to the faculty and students. They can access internet freely through their mobile phone, tablet or laptop in the College campus. Networking facility are available at office, library and computer lab.

Licenses of antivirus software are renewed regularly and in a timely manner. As a part of the automation process, the Institution has installed a biometric system. The College has purchased I-card Printer to print ID card for all the students. CCTV cameras are installed at all prominent places in the campus. The computer lab consists of 20 computers with Internet connectivity to assist students who opted computer papers as part of their course as well as for general purpose

The class rooms and staff rooms too are provided with WIFI facility to enhance the teaching – learning process. The operations of the administration and finances are completely computerized thus facilitating timely reporting and efficient resource allocation. Library Management Software is installed in the Library to keep track of the books. The attendance marking system(AIIMS) for students has been computerized which provide the attendance of each student on a day-to-day basis.

A back up of 20KVA UPS is installed so that no work is hampered if there is a breakdown in the electricity.

A short Throw projector is installed in the seminar hall so as to make lessons more engaging and interactive, increasing student participation and understanding, and enhancing collaboration and communication among students.

A fully functional Studio Room is available for use for the faculty and Teacher Trainees to record their

sessions.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 4.77

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 43

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 2.99

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1.14	1.73	1.15	2.58	0.82

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 19.87

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	56	78	43	21

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 2.93

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
31	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 8.9

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
13	28	05	03	02

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
107	109	109	125	123

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 9.07

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
10	32	05	02	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 84

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
19	14	08	19	24

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 32.2

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
42	30	8	39	42

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement**5.4.1**

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The Alumni Association of Nirmala Institute of Education was officially established in 2021 with the aim to foster lifelong relationships between graduating students and alumni by providing a network of support and resources. The first step in building a strong Alumni program is to identify them. As this was the year of the official inception of the committee, 11 members being desirous of forming over selves into a Society under the Societies of Registration Act, 1860. The members were – Dr. Rita Paes, Mr. Kushal Vengurlekar, Ms Ivanka Mascarenhas, Dr. Russel D’souza , Ms Sangeeta Kadam, Mrs. Ximena Fonseca, Ms Pooja Naik, Dr. Soraya Maria Menezes, Mr. Delen Cardozo, Ms. Supria Pereira, Mrs. Suvarna Gauns.

The very enthusiastic committee discussed and chalked out different programs that could be conducted for the Institute in collaboration with the Alumni.

The Alumni organization had organized two meetings in online-offline mode. 82 members were registered till the end of academic year 2021-2022.

Faculty members are in touch with several ex-students. Some of the activities of college are sent to them via social media and phone calls. The Institute organizes the workshops for in-service teachers to enhance their skills and upgrade their knowledge with recent trends in Education. The ex-students of NIE, who are in service attend these workshops taken by the NIE faculty.

The Alumni are also invited as resource persons to our institute to share their expertise in their subject areas.

On 26th April 2019, Prarthana Kolhapurkar, an Alumni from the first batch of M.A. Wellness Counselling, spoke with the current students of the course about her experiences in the field of counselling. In the B.Ed. section Demo lessons: Ex-students Sapna Matoncar and Akshata Shetgaonkar contributed by giving demo lessons in Hindi method. Alumni also provides mentoring support to NIE student trainees during their internship in the Institution wherever they are employed.

The Alumni batch of 2019-21 provided for financial contribution and this amount was used to buy an LCD projector for the college.

The ex- students were invited for the English Play, “Pride and Prejudice” and they came for it. Invitations for Aboleichem Fest are sent to them. They also visited the college for it and few of them performed voluntarily. Mr.Dynanesh Moghe , renowned theatre and film director of Goa state and Alumni of the college with his group Aparantmachi, organised the English Play- “LIGHTS OUT”, under his direction on 10/09/2019 in the college. A. In the year 2021-22 Nirmala Institute of education organized a national workshop on Acting which was in association with Abhivyaaktee- Panaji. This 7- day workshop was coordinated entirely by NIE-Alumni Ms Valanky Bothello, which was a great success

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

From its very inception the Institute has focussed on providing the State with teachers committed to excellence with a strong sense of values to meet the challenges of the emergent needs of society. Hence, to fulfil this vision, the management of Nirmala Institute of Education through the Principal, always advocated a decentralised and participatory approach to govern the Institute. The Institute believes in tapping the rich human resources of its Faculty, and staff according to their roles, interests and abilities. The Institute is proud of its dedicated team of faculty, admin staff and support staff who are given ample freedom to function optimally according to their designations, duties as well as their creative abilities. Faculty meetings are conducted in a democratic spirit. Faculty members plan, discuss and deliberate and arrive at consensus or provide suggestions. The Faculty members take responsibilities for planning at every stage with the Principal. They plan activities and prepare the schedule for each academic year and transact the curriculum. They are constantly motivated to try out new ideas and practices in their academic and co-curricular activities as well as to attend professional development courses and programmes. They are encouraged to organise workshops for in-service teachers on relevant topics so also to conduct conferences at the State level, National level and international level. They are also urged to offer their expertise and services to other institutions and universities either in individual capacities or in collaboration. The Faculty members handle responsibilities efficiently with minimal interference from the Principal and management. However, all major decisions concerning academics and administration are taken by the Principal, in consultation with the Director and management of the Institute. The administrative and the support staff are very cooperative and go beyond their duty calling. They work amicably with the faculty and among themselves and take initiatives according to their interests e.g. greening the campus, maintaining an aquarium, sharing in planning and design. To foster a 'We' feeling, with the Faculty they organise various events for themselves like sports, games, art and cooking sessions. In order to ensure the Teacher trainees' mental and general well-being the faculty members undertake mentoring for the trainees in the ratio 1:10. The trainees are provided a very supportive, friendly and a homely environment with personal interest shown by the faculty and staff towards them and their needs. The trainees are also encouraged to participate in activities like seminars, workshops, competitions... on campus as well as those organised at the intercollegiate level. Activities and sessions are conducted so as to help trainees to acquire skills like art work, financial management and short courses like Bakery, Basic Counselling Skills, Robotics.. Students are assisted for applying for the various scholarships. The Institute has availed of funds from RUSA for upgrading especially infrastructure. MoUs have been signed with various colleges for greater collaboration and enrichment for the students, faculty and the Institute as a whole.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The Governing Body of the Nirmala Education Society is the main Trust that oversees the smooth functioning of the Institute. It has always taken a keen interest in all the activities of the Institute and has always supported its ventures and provided timely financial assistance whenever needed. The Principal is given the charge to see to the day-to-day administration and functioning of the Institute ably guided by the Director appointed by the management. The Faculty who are members of the various committees along with the Admin and support staff ably assist the management in the smooth functioning of the Institute in its academic and administrative responsibilities. The financial accountability and transparency are maintained by holding meetings and discussions with the management, the principal and the various financial committees associated with purchases, expenditure, maintenance etc. Internal and External financial audits are conducted by the Institute i.e. an internal auditor is appointed by the Institute who conducts semi-annual audits to inspect the major expenditures incurred during the period as well as to check whether the internal financial controls laid down are being duly followed. The external Audit is also conducted by a chartered accountancy firm besides the Government audit. Appointments and promotions of the teaching as well as the non-teaching staff of the college are made as per the related recruitment rules laid down by the State Government, the Goa University and the UGC at a given time and the relevant amendments. Admissions for the various courses are as per the admission rules of the Goa University and the UGC.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

1. Administration

- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The performance of the staff in many ways is influenced by the ambience of the environment that prevails in the Institute. One of the ways is by ensuring welfare measures for the staff and students:

1. Faculty. Every teaching faculty member is provided with

- A cubicle with a table having safety draws, two chairs and a cupboard. This gives privacy for the faculty as well as to the trainees whom they mentor. The cubicles are equipped with sufficient aeration, natural and artificial lighting and internet connection for optimum performance.
- Kitchenette with a food warmer, water filter (aqua guard). They also have a refrigerator to store their perishables.
- A cafeteria where tea, snacks and beverages are made available.
- Clean washrooms separate for men and women are provided with a regular supply of clean running water and .
- They have access to the library resources such as reference materials, journals, periodicals, newspapers, university question papers shared on the college website and other virtual library resources like INFLIBNET and NDLI online resources which can be remotely accessed. Various articles from journals and newspapers are shared with the faculty and teacher trainees through the whatsapp group
- Photocopying Facilities
- Every classroom is equipped with LCD projectors with internet and encouraged to use the media equipment like the OHP, visualizers, instructional materials available in the Institution.
- Tuition fee reimbursement, LTC (leave travel concession) and Medical reimbursement facility is available for all the faculty

Faculty are encouraged to:

- Write and publish papers, to involve in research activities.
- Participate in various activities, events, workshops, seminars and conferences organised by other institutions in and outside the State.
- Conduct/organise workshops/conferences at the State/National and international level either within the Institute or in collaboration with other institutions.
- Conduct/organise workshops for students for other institutions.
- Enrol for Ph.D. or other courses to enhance their academic prospects.
- Conduct FIPS, cultural events and recreational activities.

2. Non-teaching staff:

The non-teaching staff have:

- Clean and separate washrooms for men, women and differently abled with a regular supply of clean running water.
- Soft soothing music during work hours.
- A homely and comfortable ambience. They are given an opportunity to use their creativity and sharing ideas in terms of greening the place, decorating the place during occasion as per their choice
- A pantry- a spacious room well equipped with a wash area, refrigerator, food warmer and storage facilities.
- Recreational activities along with teaching faculty e.g. Sports tournaments, art workshops
- Staff are encouraged to attend training programmes when available.
- MACPS (Modifies Assured Career Progression Scheme) is given to all the non-teaching staff and multi-tasking staff.
- Included in the working committees whenever cultural activities are conducted.
- The admin staff have a separate work table with draws provided with locking system.
- Tuition fee reimbursement, LTC (leave travel concession) and Medical reimbursement facility is available to the non-teaching as well as the MTS Staff

File Description	Document
Upload Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 6.32

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	01	02	01

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 7.03

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	02	01	03

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	18	18	18

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The Institute Receives fund i.e. salary and non-salary grants from Directorate of Higher Education, Government of Goa. This funds are utilized as per the assistance pattern provided by the Department for maintenance and upgradation of infrastructure like labs, classrooms, sports equipment etc. Purchases etc. The Institute collects Fees prescribed by the University and the Department of Higher Education from students. This fees are utilised for students as per the Rules and regulations in place. The RUSA funds are utilised as recieved The Nirmala Education Society also provides funds for the Institute which are utilised optimally.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

IQAC reviews the teaching learning processes, structures and methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities. It offers periodic suggestions for making the teaching-learning process agile by adopting various methods. The teaching faculty is encouraged to integrate ICT enabled tools and to employ other teaching methods in the learning encounter. It facilitates participation of students at inter-collegiate and competitions

organized by goa

University and other social organizations in the State of Goa. The performance of students in the domain of sports at various events is progressive. The College follows the appraisal scheme prescribed in the Goa University Statutes, viz. Performance Based Appraisal System (PBAS). Faculty members submit their PBAS forms at the end of the Academic year. At the time of promotion under the Career Advancement Scheme (CAS), the PBAS forms are scrutinized and verified by the IQAC as per the checklist drafted for

the same, and a report submitted to the Officiating Principal, after which the Screening/Selection Committee is appointed to the College to assess the same. IQAC is consistently working to maintain the quality culture in its all spheres of the college activities by channelized efforts towards promoting holistic academic excellence. It has been trying to institutionalize a number of quality assurance strategies such as digitization of academic facilities and strengthening extension activities. Such two initiatives are Developing Quality Culture among Teachers IQAC has been promoting quality culture in overall activities of the college. IQAC ensures that faculty members attend seminars, workshops and conferences at state, national and international level. Faculty Development Programmes are organized by the IQAC for upgrading the quality and caliber of teaching faculty. The faculty members are motivated to present papers in conferences and publish papers in national and international journals. The faculty members are encouraged to attend orientation programmes and refresher courses as well as to undertake various Swayam courses under the MHRD portal. Teachers have also contributed modules towards e-content of project DISTAVO (Digital Integrated System for Holistic Teaching and Virtual Orientations), an initiative of Directorate of Higher Education, Government of Goa.

ICT Teaching:

The college encourages the use of a variety of ICT technologies. Right from using DISTAVO (initiative of DHE, GoG), to SWAYAM, OLABs, NROER, Khan Academy, NRICH and others. Besides the use of portals/platforms mentioned above, tools such as laptops, cell phones, computers, video conferencing devices, and other objects of this nature are used. Devices of this nature have become very common today as the contemporary student is a digital native and inherently reflects the spirit and nature of a 21st century learner.

File Description	Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: D. Any 1 of the above

File Description	Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

University Grants Commission (UGC) believes that a safe and healthy environment in Higher Educational Institutions (HEIs) for women students and employees is a necessary prerequisite to quality education and research. UGC, in its commitment towards this, has undertaken several initiatives through the provision of various fellowships, scholarships, support to institutions for capacity expansion and empowerment of women. As an extension of its existing initiatives, UGC has developed SAKSHAM which is a dynamic portal that aims towards empowerment of women in campuses through creating awareness on:

1. Opportunities and initiatives in HEI for women
2. Support and redressal mechanism for students and employees of HEIs

3-Empower women in HEIs through awareness on the various initiatives for capacity building of women, like women centric fellowships and scholarships, women study centres and legal provisions and advisories for women

4-To create safe spaces in HEIs for women through provision of this platform for lodging complaints related to violence and harassment against women and a helpline number and email address for reporting such issues.

Nirmala Institute of Education under the directives of the UGC and Goa University has taken up the SAKSHAM initiative in its true spirit. The majority of teacher trainees here are women. The Institute has been providing the trainees all round holistic development together with the course study, the creative, physical and mental well being is also taken care. Equal opportunities are given to the trainees to showcase their talents in sports and various other areas of excellence.

Measures initiated by the Institution for the promotion of gender equity.

The institution lays great emphasis on promotion of gender equity in campus. Annual gender sensitization day is celebrated in the institute. The celebrations highlights the need for gender sensitive education in schools and resolution of gender issues. The Saksham cell of the institute works towards creating awareness and addressing women's issues. During the academic year poster competitions, street play, awareness talks and workshops are organised to create awareness towards women related issues,

etc.

The Institute has won the Gender Champion award at an inter collegiate event

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The Institute has been initiating a lot of values to its trainees through sessions on Inter-religious dialogue, national integration and national day celebrations, poster presentation, street plays for highlighting social cause, etc.

Independence day, Goa Liberation day and Republic days are celebrated with a lot of pomp and gaiety. The students prepare the flag hoisting ceremony and celebrate the occasion remembering the freedom fighters through role-plays, display of posters quizzes etc.

Cultural ethos are planted through the medium of folk dance and songs etc.

The trainees are given an exposure to learn about the various cultural diversities through celebrating different social and cultural festivals in campus.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

‘Goa Day’ has been celebrated in Nirmala Institute of Education since 2001 with the objective of exposing our teacher trainees to the rich cultural heritage of Goa.

‘Goa Day’ has now been renamed as ‘Abolianchem Fest’ which aims at reviving the age old Goan, socio-cultural ethos by celebrating its music, dance, food, sports, arts, crafts and theatre of the bygone years. The objective of the festival is to document, generate knowledge sharing for a sustainable living of the present and future generation. Every year, the theme for the fest differs highlighting the different facet of Goa. In 2018, the emphasis of the fest was on the significance of the Abolim flower, whereas in 2019, the focus was on the coconut tree- it’s socio-cultural and economic significance. The theme in 2020 was on Soil. The theme the year 2023 focused on, Water-the elixir of life, culture and society, highlighting the socio-economic, cultural, traditional, ecological and its agrarian significance.

The Objectives of Project Goa thus are:

1. to inculcate a sense of rootedness among Goans,
2. to inculcate a sensitivity to and respect for everything that belongs to the culture of the State of Goa.
3. to see Goa in the Indian context, to visualize our role in strengthening the National fabric.
4. to document by way of a ‘report’ their research, which will serve as a reference source for future teacher-trainees studying at the Nirmala Institute of Education.

The Dynamics of Project Goa

At the beginning of the academic year the teacher-trainees have a talents-display afternoon. During this presentation the entire teaching faculty carefully observe and note the strengths and talents of each trainee. Several months later, at the faculty meeting, topics for the Project Goa are discussed. The faculty then volunteer as to which topics they will pursue and convert into a viable project. The list of trainees’ talents are now observed through a talent search program and they are allotted to the different groups according to the topics decided upon for that particular year. In the past, some of the topics touched upon have been: Song & Dance rituals, sluice gates, Fishing, Salt Pans, Mangroves, Impact of tourism on Goan lifestyles, Medicinal plants, Balcão, Natural Springs, Sacred Groves, Cuisine, World-famous Goan Personalities, Clothing, and the like.

The Outcomes of Project Goa

The Project has always generated excitement among the teacher-trainees and faculty . The activities undertaken can be labelled as, ‘things to know’, ‘things to do’ and ‘things to value’. These outcomes are realised by the fact that Project Goa requires trainees to: plan, do field work (research or data-gathering), evaluate the data and finally, publish the results of their ‘search’. ‘Publishing’ requires that each group demonstrate what they have re-searched in an innovative and tangible way.

COLLABORATIVE TEACHING The context that required the initiation of the practice. The trainees were needed to give twenty lessons in the internship schools for their completion of forty lessons prescribed by the NCTE. Many teachers in schools were very unhappy about sharing so many of their class periods. Also,. Collaborative teaching was introduced mainly to improve the quality of the practice lessons given in schools. In any given endeavour, two heads are better than one and together everyone achieves more. Objectives of the Practice To improve the quality of instruction To exploit the talents and expertise of the trainees To develop a sense of joint responsibility among group members To understand the importance of cooperation among group members To make instruction more interesting The Practice A general orientation to collaborative teaching was given to the trainees by two faculty members who explained the practice and gave a demonstration lesson. The faculty then explained the practice by conducting workshops for teacher trainees on collaborative teaching in their subject pedagogies. During the workshop the teacher trainees were given different strategies to be utilized in collaborative teaching such as monologue, role play or drama, visual aids, work sheets, quizzes, songs and games. The faculty would then provide a live demonstration of a collaborative lesson. Trainees were then grouped in pairs or groups of three according to the numbers available in their teaching pedagogies and internship schools. The groups were made of trainees with differing abilities, such as writing on chalkboard, acting, explaining, and preparation of instructional materials. They were given freedom to choose a topic, plan the lesson and execute and assess the students together. After jointly choosing a topic which lends itself to using role plays, songs and dialogues to teach them, they distributed the work according to their strengths and abilities. Evaluation criteria were specially designed for such lessons. The lesson would then be observed by the concerned faculty and feedback was given regarding the same. This served as a practice for the trainees to engage in collaborative teaching in their respective internship schools. Obstacles faced if any and strategies adopted to overcome them There were a number of issues faced while implementing the practice. The main one was lack of cooperation among trainees. Trainees often complained about a group member not performing the duties given.. Some students found it difficult to give lessons in pairs for which the concerned teachers provided redemonstration. Also, videos and previous lesson plans were shared with the students for ease of planning. Impact of the practice The feedback taken from teachers and the teacher trainees found that the collaborative teaching method improved the quality of instruction. The weaker students when clubbed with other students, helped to improve the quality of their lessons The trainees shared different strategies, knowledge and skills among the groups which led to improvement of skills of some of the trainees and learning of new methods and strategies. Since the collaborative teaching included lots of different techniques and methods like role play dialogues etc. it was found to have aroused and sustained students' interest in the lesson, students were found to be more eager and enthusiastic to learn when this method of teaching was used. Collaborative teaching improved the ability of the trainees to work in teams thus giving rise to teamwork.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Nirmala Institute of Education: Fostering Educational Excellence and Distinctiveness

Introduction: Nirmala Institute of Education takes immense pride in presenting its unique institutional characteristics, each contributing to its distinctiveness and commitment to quality education. We have chosen to highlight the following ten key aspects that set us apart in the realm of teacher training and counselling.

1. Time-Honoured Legacy of Trust: Nirmala Institute of Education, founded in 1963, stands as an enduring symbol of trust and excellence in teacher training in Goa. As the oldest and most respected institution of its kind, its legacy serves as a beacon of unwavering credibility among students, alumni, and the broader community. This legacy bears witness to our continued commitment to educational excellence, providing a foundation built on trust that has withstood the test of time.

2. Lush and Inclusive Campus: Our 5.39-acre campus provides a serene and nurturing environment for learning. Beyond its natural beauty, the campus upholds high safety standards, instils discipline, and offers inclusive hostel facilities, ensuring that students have the resources and support they need to excel academically while adhering to our institutional values. Our campus is a haven for holistic growth and development.

3. 'Abolianchem Fest': A Cultural Revival: The 'Abolianchem Fest,' formerly known as 'Goa Day,' stands as an institutional best practice. This unique project aims to revive Goan socio-cultural heritage by celebrating music, dance, food, sports, arts, crafts, and theatre. It is an embodiment of our dedication to preserving our rich cultural heritage and multi-faceted legacy. The objective of the festival is to document, generate knowledge sharing for a sustainable living of the present and future generations. Every year, the theme for the fest differs highlighting the different facets of Goa. In 2018, the emphasis of the fest was on the significance of the Abolim flower, whereas in 2019, the focus was on the coconut tree- its socio-cultural and economic significance. The theme in 2020 was on Soil. The theme the year 2023 focused on, Water-the elixir of life.

4. Innovative Courses: M.A. Wellness Counselling is a unique course designed by the late Padmashri Dr (Fr.) Romauldo D'Souza with Trimester System, comprising of 30 innovative Subjects, and Post-Graduate Diploma in Guidance and Counselling (PGDGC) which has a practical component which makes it unique and different programme in comparison to those offered by other institutes. These fields require pedagogical approaches that not only serve as conduits for knowledge but also as catalysts for critical thinking, creativity, and profound comprehension of intricate subjects. In this comprehensive analysis, we explore the multifaceted strategies employed in these programmes, highlighting strengths and innovative approaches.

5. Diversified Add-On Courses for Skill Enhancement: In addition to traditional teacher training, Nirmala Institute of Education offers a range of add-on courses. These courses, including STEAM, Media Literacy, Cookery/Bakery and Confectionery, and Counselling, empowering our students with a competitive edge in the field of education. The institute endeavours constantly to equip our students with versatile skills for a dynamic educational landscape.

6. Pioneering Inclusive Education Through Collaboration: In collaboration with the Centre for Disability Management, Inclusion, and Empowerment (ADIRA), we champion inclusivity, aligning with the vision set forth in the National Education Policy 2020. Our multifaceted initiatives, including Shadow Teaching, Lecture Series in Sensory Integration, Workshop Series on Assessment of Special Needs, Research Writing Workshop, Short-Term Professional Development Course in Inclusive Education, and Professional Development Course in Learning Disability, signify our dedication to fostering inclusivity.

7. 'Seeds of Sadbhav'- Inter-Faith Dialogue: We actively promote peace, harmony, and goodwill through the 'Seeds of Sadbhav' programme, conducted in collaboration with the College of Theological Studies and the Society of Pilar. It fosters inter-faith dialogue and annually involves our teacher trainees as both participants and resource persons, creating an atmosphere of Inter-Faith understanding and goodwill. It's a tangible demonstration of our commitment to fostering cultural pluralism.

8. Information Sharing Through Technology: The establishment of a WhatsApp group by our library since 2018 facilitates seamless sharing of resources, e-journals, magazines, newspapers, and subject-specific materials. This initiative bolsters student learning, particularly during their internship. We embrace technology to enhance education accessibility and connectivity.

9. Mediation for Peace: In partnership with the Society of Jesus, a religious society dedicated to education and societal betterment, our Mediation Centre seeks to resolve disputes peacefully outside of the court. This initiative reflects our commitment to fostering peace within families and the broader society, emphasizing conflict resolution and harmony.

10. Early Intervention for Special Needs: Our Early Intervention Centre, inaugurated in collaboration with ADIRA, is a dedicated effort to reach out to children with disabilities, providing them with the support and care they need at the earliest stages of their educational journey. It represents our commitment to inclusion and support for those with special needs, recognising the importance of early intervention.

These ten nuanced and comprehensive points embody the distinctiveness of Nirmala Institute of Education, showcasing our commitment to excellence, inclusivity, innovation, and the holistic development of our students and the community we serve.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Nirmala Institute of Education occupies a distinctive and pivotal position in the realm of education in Goa. The Institution's role in shaping the future of teacher training and counselling cannot be overstated. It stands as an academic stronghold, bridging the aspirations of aspiring educators and counsellors with the demands of a dynamic educational landscape.

Its legacy of academic excellence, a dedicated faculty, and a culture of promoting innovative pedagogy are its core strengths. The Institute's commitment to quality education has consistently produced outstanding professionals who have gone on to make significant contributions in the field. This legacy serves as an anchor in exemplifying the Institute's enduring commitment to excellence.

Concluding Remarks :

The Institute is situated in the heart of the State and caters to students across Goa. In June 2023, the Institute completed 60 years of dedicated service to the teaching fraternity in the State. The Institute has incorporated the recommendations made by the previous NAAC peer team.

- High Speed Wi-Fi / LAN facilities have been made available for the staff and students. The Institute has subscribed to Google for Education.
- The library has been upgraded with books/OPAC/INFLIBNET.
- The Institute has been more active on Social Media.
- The Institute's website has been revamped.
- The campus has been made PwD friendly.
- The Institute offers Add-on certificate courses.
- The Institute's green initiatives have been enhanced.
- Research output has increased considerably with several publications in SCOPUS/ UGC-CARE listed Journals.
- The Placement Cell has been set up.
- The Institute regularly conducts FDPs
- The Institute organises National/ International conferences.
- The infrastructure for sports has been improved considerably.
- Several MoUs have been signed with several institutions across the country.
- Various courses are conducted to foster awareness and to promote inclusive education.

The Institute, in line with its vision and mission, caters to the holistic development of every individual. It strives to continuously progress and enhance the educational system. Presently the Institute is getting ready for the implementation of NEP 2020.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 205 Answer after DVV Verification: 00</p> <p>Remark : As per clarification received from HEI, and data for the latest academic year only to be considered, thus DVV input is recommended.</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : As per clarification received from HEI, DVV input is recommended.</p>																				
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>20</td> <td>19</td> <td>19</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>19</td> <td>19</td> <td>19</td> <td>19</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	19	20	19	19	19	2022-23	2021-22	2020-21	2019-20	2018-19	19	19	19	19	19
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	20	19	19	19																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	19	19	19	19																	
2.4.2	<p><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i></p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>19</td> <td>17</td> <td>18</td> <td>19</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	18	19	17	18	19										
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	19	17	18	19																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	03	02	02	02

Remark : As per clarification received from HEI, full time teachers with highest degree in NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years only to be considered, thus DVV input is recommended.

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	05	05	10	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	00	00	00	09

Remark : As per clarification received from HEI, and Publication in the current UGC CARE with ISSN will only be considered, thus DVV input is recommended.

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	06	02	11	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	05	10	15	10

Remark : As per clarification received from HEI, DVV input is recommended.

3.4.3 Number of extension and outreach programs conducted by the institution through organized

forums including NSS/NCC with involvement of community during the last five years.

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	13	07	16	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	07	08	08

Remark : As per clarification received from HEI, DVV input is recommended.

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.37	40.00	11.45	14.50	7.587

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.97	27.96	08.16	12.35	75.17

Remark : As per clarification received from HEI, DVV input is recommended.

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.43	1.73	1.55	2.62	9.67

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.14	1.73	1.15	2.58	0.82

Remark : As per clarification received from HEI, DVV input is recommended.

5.1.2 **Following capacity development and skills enhancement activities are organised for improving students' capability**

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	29	05	03	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	28	05	03	02

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
118	110	116	126	123

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
107	109	109	125	123

Remark : As per clarification received from HEI, DVV input is recommended.

6.3.2 **Percentage of teachers provided with financial support to attend conferences/workshops and**

towards membership fee of professional bodies during the last five years**6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	2	5	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	01	02	01

Remark : As per clarification received from HEI, financial support of less than Rs 2000 per year per faculty should not be considered, thus DVV input is recommended.

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	02	01	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	02	01	03

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	05	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	18	18	18

Remark : As per clarification received from HEI, DVV input is recommended.

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : As per clarification received from HEI, DVV input is recommended.</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 952 986 1064"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>20</td> <td>19</td> <td>19</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1144 986 1256"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>19</td> <td>19</td> <td>19</td> <td>19</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	19	20	19	19	19	2022-23	2021-22	2020-21	2019-20	2018-19	19	19	19	19	19
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	20	19	19	19																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	19	19	19	19																	