



Yearly Status Report - 2018-2019

Part A

Data of the Institution

1. Name of the Institution		NIRMALA INSTITUTE OF EDUCATION
Name of the head of the Institution		Dr. Delia Antao
Designation		Principal (in-charge)
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		08322225633
Mobile no.		9011545383
Registered Email		info@nirmalainstitute.org
Alternate Email		niegoa@gmail.com
Address		Altinho
City/Town		Panaji
State/UT		Goa
Pincode		403001
2. Institutional Status		

Affiliated / Constituent	Affiliated
Type of Institution	Co-education
Location	Urban
Financial Status	Self financed and grant-in-aid
Name of the IQAC co-ordinator/Director	Dr. Russell D'Souza
Phone no/Alternate Phone no.	08312225633
Mobile no.	8806476170
Registered Email	info@nirmalainstitute.org
Alternate Email	niegoa@gmail.com

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://www.nirmalainstitute.org/aqar-2018-19
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4. Whether Academic Calendar prepared during the year

Yes

if yes, whether it is uploaded in the institutional website:
Weblink :

<http://www.nirmalainstitute.org/2018-19>

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
1	B	2.84	2014	24-Sep-2014	23-Sep-2019

6. Date of Establishment of IQAC

20-Jun-2014

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
No Data Entered/Not Applicable!!!		
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

3

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

- Initiation of the Science Club and Setting up of the Mathematics Laboratory.
- Workshop on 'Copyrights and Trademarks'
- Visit to the Digital Learning and Initiatives (DDLI) Recording Studio Goa University
- Content Development Initiative (a step towards SWAYAM and NROER the Online NCERT OER Portal)
- State Level Workshop titled 'Quality Research and Publication in Social sciences, Issues and Innovations.'

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achievements/Outcomes
Faculty Improvement Programme	State Level Workshop titled 'Quality Research and Publication in Social sciences, Issues and Innovations.'
Intellectual Property Rights (IPR) workshop for the teachers and students	Workshop on 'Copyrights and Trademarks'
Goa University has the SWAYAM/MOOCs platform and the college needs to	? Visit to the Digital Learning and Initiatives (DDLI) Recording Studio Goa

design some lessons and put them up on the MOOCS platform	University ? Content Development Initiative (a step towards SWAYAM and NROER the Online NCERT OER Portal)
Initiate various cells/clubs/associations	? Initiation of the Science Club ? Mathematics Laboratory
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14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2019
Date of Submission	29-Jan-2019
17. Does the Institution have Management Information System ?	No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

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, Cocurricular 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 media, 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. MA Wellness Counselling 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 . The remaining 10 hours are utilised for internship case supervision.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
NA	Nil	Nil	Nil	Nil	Nil

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
No Data Entered/Not Applicable !!!		

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

Certificate	Diploma Course
No Data Entered/Not Applicable !!!	

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
No Data Entered/Not Applicable !!!		
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	F.Y.B.Ed. Education	100
BEd	S.Y.B.Ed. Education	99
BEd	FY & SY Education	199
PG Diploma	Guidance and Counselling	16
MA	Wellness Counselling	4
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

B.Ed. Feedback from students: The active grievance redressal cell helps to understand the students' concerns and problems with respect to schedules, internship and lessons, ambience and learning envt. On campus. The class representatives also act as a go between Faculty and students, students and administrative office. Feedback from Faculty: Practice lessons were supervised by the Faculty members and observed by peers. Both peers and Faculty gave valuable feedback which the students incorporated in their subsequent lessons. Faculty members provide qualitative feedback as they supervise lessons of their own subject pedagogies. At the end of each program Faculty feedback meetings are conducted. Programs such as Abolianchem Fest, internship and schedules are evaluated. The feedback obtained is kept in mind while planning the calendar for the next academic year. The Faculty meetings are chaired by the principal with all the Faculty members. In this way the strengths and weakness are listed out and plans for the next academic year are discussed. Feedback from alumni: The alumni are invited to give sessions or talks. Feedback is taken orally from the visiting alumni and when the Faculty visits the practice teaching and internship schools. Feedback from internship schools: Feedback and suggestions are obtained from the internship schools and analysed and used to make the internship more relevant for the next academic year. Oral feedback is given by the coordinating teacher who is in charge of the student teachers while they are in school to the visiting supervisors. They also fill in a feedback form pertaining to the performance of the student teachers and send it to the Institute. The visiting supervisors also interact with the school headmasters and obtain feedback about the student teachers. MA Wellness Counselling Facilitators were evaluated orally on the basis of encouragement of critical thinking and student participation, use of teaching aids/gadgets, reference material, teaching efficiency, among other factors. Feedback regarding each individual course was also collected verbally on the themes of the organization of the course, clarity of objectives, opportunities to learn through practical activities, its relevance to professional requirements and clarity in criteria for student evaluation. Feedback received regarding Faculty performance was

used to improve the performance at an individual level. Feedback regarding course material will be taken into consideration while drafting changes required in the syllabus and curriculum. Post Graduate Diploma in Guidance and Counselling Feedback - Quarterly internal evaluation of each student's growth and progress is done. The student shares his/her experience in the course, the challenges faced and also assesses his/her scope for improvement. The mentors give a feedback to the student on the areas where the student needs to work on as far as the counselling skills are concerned. This is done on a one-to-one basis along with the Faculty members. Integrated Paper- At the end of the course each student presents an integrated paper. The students give a report of their journey through the course and how the course has helped them to achieve growth in their personal and professional life.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Education	100	Nil	100
PG Diploma	Guidance and Counselling	30	30	15
MA	Wellness Counselling	40	17	13
No file uploaded.				

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	199	31	15	4	Nil

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
19	19	13	7	2	9
View File of ICT Tools and resources					
View File of E-resources and techniques used					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Mentoring occurs when a role model, or mentor offers support to another person. A mentor has knowledge and experience in an area and shares it with the person being mentored. Mentoring is Voluntary i.e. both the mentor and mentee must want to learn and grow from the experience, Mentee Driven i.e. the mentee must take responsibility for pro-active self-development (ask for guidance, expertise and wisdom), Goal-Oriented i.e. the mentee must identify goals and priorities for mentoring, and Developmental i.e. mentoring is about enhancing

talent, developing human resources, and adding value. Nirmala Institute of Education has a well-structured system for student mentoring and support. The Mentoring System in the Institute involves the Faculty, counsellors, parents and peers. A pre-mentoring questionnaire or the Trainee Profile titled 'Who Am I?' is handed over to the students. The students are asked to answer the questions in the questionnaire. These questionnaires are then handed over to the Faculty members who are responsible for the mentoring of the concerned students. The answers given in the questionnaire by the trainees, provides mentors with relevant background information about the students who are assigned to them for mentoring in the course of that academic year. The present system of Mentoring was first implemented in the Institute during the academic year 2008-2009 with an objective to reach out to students, both at the academic level as well as at the personal level.

The Institute periodically conducts sessions, workshops and seminars on personality development, self-confidence, soft skills, social skills, stress management, anger management, coping mechanisms, public speaking, resilience, emotional health and well-being, personal hygiene, emotional hygiene, SWOT Analysis and so on. These are conducted to empower the students and help them to achieve their highest potential and perform to the best of their abilities. Each Faculty member is allotted a small group of mentees. They regularly oversee and coordinate student mentoring sessions, behavioural monitoring, availability of sufficient learning resources, marks obtained in Continuous Internal Assessment, attendance, discipline, grievances, learning difficulties, scholarships, concessions, etc. Besides their fortnightly sessions with their respective mentors, the students are free to approach their mentors as and when they desire to do so. The Institute also has a centre for counselling - 'Atmashodha' which the students and their families can approach for support and counselling. The students can also approach the college counsellor for any additional counselling. Besides the regular mentoring sessions with the mentors, many students have also benefitted from the 'Atmashodha' Counselling Centre ever since it was started. The main aim of initiating the Mentoring System was to express our unconditional positive regard for each individual learner. Constant efforts are made by the Faculty to encourage and motivate their mentees to excel and achieve their highest potential. The Institute takes a keen interest in ensuring availability of the Faculty for the students in their times of need. The rapport between the students and the members of the Faculty has been instrumental in making the Mentoring Programme a success at Nirmala Institute of Education in Goa.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
230	19	1:12

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
20	19	1	3	4

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2019	Sangeeta R. Kadam	Assistant Professor	Dr. A.P.J. Kalam Lifetime Achievement National Award
No file uploaded.			

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
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BEd	Nil	2018-2019	10/05/2019	12/06/2019
PG Diploma	Guidance and Counselling	2018-2019	02/05/2019	02/07/2019
MA	Wellness Counselling	2018-2019	16/03/2019	20/05/2019
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Nirmala Institute of Education endeavours meticulously to keep abreast with the changing trends and reforms in the evaluator procedures followed all across the globe. The Institute tirelessly works towards establishing assessment and feedback systems that are at par with global standards with a view to empower our diverse student population. Reforms initiated in Continuous Internal Evaluation (CIE) have in them in-built indicators of reflective practice, critical analysis, and creative dimensions. Internal evaluation of students is carried out throughout the course of an academic year in a variety of ways. The reforms which were initiated have been listed below comprehensively: Case Studies, Writing Academic Papers, Bulletin-Board Displays, Concept/ Mind Maps, E-Tutorials/ Content/ Modules, Remedial Teaching, Action Research Projects, Projects, Written Assignments, Jigsaw, Discussions, Kahoot Quizzes, Debates, Role-Plays, Street Plays, Designing Models, Designing Instructional Materials and Resources, Power-Point Presentations, Experiments, Besides the aforementioned assessment tools and techniques, the students have to undertake the following: Internship Programme: Internship provides a rich and comprehensive experience to students. It gives them an opportunity to experience school settings from the administrative and teaching perspective. It gives the students a first-hand experience of the actual teaching learning environment and the challenges therein. It trains them to enhance their skills. It also helps them to gain valuable insights into the working of the various institutes in the State. Presenting stipulated lessons in their respective pedagogies, Conducting substitution activities, exercises and tasks, Conducting school assemblies, Conducting various input sessions on socially relevant topics, Designing and conducting tests, Examination / invigilation duties, Conducting co- curricular activities, Assisting during Sports / Annual Day rehearsals Practice Teaching Phases: Practice teaching lessons are developed / designed by involving the school teachers. The practice teaching time-tables are prepared by the Faculty with concurrence of the school principals or supervisors. The topics are given by the subject teachers. Faculty and senior teachers observe the lessons and provide feedback for further improvement. M. A. in Wellness Counselling A student's reflection on the experiential learning is assessed through field /internship reports, research-oriented discussions and presentations. The students take greater control of their own learning by participating in the planning and implementation of projects. It provides students with an opportunity to gain professional values, knowledge, and skills. Students also gain a deeper understanding of the meaning of civic responsibility and prepare themselves for serving the community. Students are encouraged to be accountable and take responsibility for their learning in myriad ways: Group discussions, Peer learning circles, Case-study method, Soft / Life skill development, Learning/ testing through games, Do-It-Yourself Tasks/ Exercises (as assessment tools), Reflective Journal, Inter-disciplinary learning, Problem solving methodology, Project-based learning, Paper Presentations, Seminars, Simulations, Cooperative Learning, Movie Screening and Analysis/ Discussions Diploma in Post Graduate Guidance and Counselling Experiential Learning and Problem Solving are used for developing the process skills of the students through a variety of assessment tools and techniques: Role Plays, Surveys, Field Visits, Brain Storming Sessions, Simulations,

Journal Writing, Seminars, E- Modules, Topic-Based Assignments, Case Studies, Projects, Paper Presentations, 5-over-night workshops

2.5.3 – Academic calendar prepared and adhered to for conduct of Examination and other related matters (250 words)

The Academic Calendar gives an overall picture of the activities for the entire academic year. The college considers the academic calendar as an integral part of the functioning of the Institute. It is planned in accordance with the norms of Goa University. It is planned in advance before the year begins by the Faculty involved in various committees like the schedule committee, co-curricular activities committee, members of the IQAC under the guidance of the Principal. The dates of the external examinations are intimated by the Goa University to the affiliated colleges. All directions regarding the conduct of examinations are 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. The Academic Calendar ensures students' Right to Information of the programmes and activities of the Institute. It also provides the Faculty with easy reference for planning academic activities, internships, practice teaching, and mentoring, input sessions by experts in various fields, sports events, intra mural activities, field visits, community work, enrichment sessions, annual fests and other co-curricular activities. Thus, aligning curriculum with the national educational goals and objectives. The Academic Calendar ensures that the Institute periodically conducts sessions, workshops and seminars on personality development, self-confidence, soft skills, social skills, stress management, anger management, coping mechanisms, public speaking, resilience, emotional health and well-being, personal hygiene, emotional hygiene, SWOT Analysis and so on. These are conducted to empower the students and help them to achieve their highest possible potential. The Academic Calendar is a tool which helps the Institute to keep a track of all the activities chalked out for a particular year and yet keep a scope for a little flexibility in the practical functioning of the Institute. The Academic Calendar provides the students an overview of what to expect and accordingly prepare for those activities. The Academic Calendar comprehensively presents a clear picture to all the stakeholders about the academic as well as co-curricular fabric of the Institute in entirety working towards making the course more holistic and learner centric. The whole focus of the Institute is to uphold human dignity and to imbibe in our teacher trainees the values, work ethics and integrity suitable to the noble profession of teaching. Realising our responsibility towards the entire Cosmos, Nirmala Institute of Education has always reserved a special place in its Academic Calendar for various Green Initiatives which are diligently carried out by the Faculty and the students during the course of each and every academic year. Nirmala Institute of Education is a premiere Institute in the field of teacher education in the State of Goa and can proudly state that it has been adhering to the Academic Calendar every year since its inception so as to serve the State of Goa with commitment, dedication and diligence. Our Academic Calendar is a beacon that guides us towards the completion of all the activities that we plan to accomplish during the course of the year.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://www.nirmalainstitute.org/programme-outcomes-bed>

2.6.2 – Pass percentage of students

Programme	Programme	Programme	Number of	Number of	Pass Percentage
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Code	Name	Specialization	students appeared in the final year examination	students passed in final year examination	
Nill	MA	Wellness Counselling	4	4	100
Nill	PG Diploma	Guidance and Counseling	15	15	100
Nill	BEd	Education	98	98	100
No file uploaded.					

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://www.nirmalainstitute.org/sss-2018-19>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
No Data Entered/Not Applicable !!!				
No file uploaded.				

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
'Copyrights and Trademarks as Intellectual Property Rights' By Dr. Saba Da Silva, Principal of G. R. Kare College of Law, Margao	G.R. Kare College of Law, Margao	27/08/2018

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				
No file uploaded.				

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
No Data Entered/Not Applicable !!!		

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
No Data Entered/Not Applicable !!!	

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Education	1	Nill
International	Education	5	5.75
View File			

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Education	25
View File	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
No Data Entered/Not Applicable !!!						
No file uploaded.						

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
No Data Entered/Not Applicable !!!						
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	12	15	61	Nill
Presented papers	9	8	Nill	Nill
Resource persons	Nill	9	17	43
View File				

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Abolianchem Fest- 9th Feb 2019	Department of Art and Culture- Government of Goa	12	198
Work With Community - Visit to Old Age Homes on 18th March 2019	Old Age Homes	11	198
No file uploaded.			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
No Data Entered/Not Applicable !!!			
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agen cy/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Prevention of Child-Sexual abuse	Mukta Foundation	Interactive Session	14	100
Digital Learning and Initiative	DDLI Recording Studio- Goa University	Talk	14	100
150th Birth Anniversary of Mahatma Gandhi	Department of Schoola and Literacy, MHRD, Govt. of India	Visit to DDLI Recording Studio - Goa University	14	100
Session on Plants	Botanical Society of Goa	Street play Competition	14	100
Nature Protection and Social Health	Prakriti Suraksha Organisation -Kanyakumari	Prakriti Suraksha	14	100
Thalassemia: Awareness is the Key'	Goa Medical College.	Orientation	14	100
Garbage Management	Vrecycle	Orientation	14	100
Talk on womens issue	Centre for Womens Studies- Goa University	Talk	14	100
View File				

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
No Data Entered/Not Applicable !!!			
No file uploaded.			

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship	Internship Programme	Schools of North and South Goa	02/07/2018	27/10/2018	99
Internship	Internship Programme	Schools of North and South Goa	29/11/2018	09/01/2019	100
Internship	Wellness Counselling	Schools, Colleges, Industries and Hospitals	Nil	Nil	4
Internship	Personal Counselling	Hospitals, Old Age Homes, Schools, Churches and Orphanages	Nil	Nil	16
No file uploaded.					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
No Data Entered/Not Applicable !!!			
No file uploaded.			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
8500000	8175468

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
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Existing	34	20	0	0	0	12	5	0	0
Added	0	5	0	0	0	0	0	8	0
Total	34	25	0	0	0	12	5	8	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

8 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
No Data Entered/Not Applicable !!!	

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
100000	99345	8500000	8375101

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Our vision is to develop Student Teachers of strength, confidence, positivity, and justice, in imparting an equitable world for all. Through our focus on positive psychology we endeavor to help our students discover their own strengths and how to tackle these to find a greater sense of engagement, flow and meaning, so as to enhance their learning and their experiences both within and beyond the classroom. We encourage our Student Teachers to see strengths in each other, and teach them how to encourage good relationships. We also work to help our students establish helpful thinking patterns and develop a positive self-concept. We seek to promote strength of character through cultivating adaptability, the capacity to persevere in the face of challenge and developing tenacity in pursuing their goals. It is essential in developing their critical literacy skills, their creativity, and ability to innovate and work collaboratively is an important element of this. Book bank -Nirmala Institute of Education Library initiated the book bank facility in the year 2016-17 and continued to grow .Books are issued to all students on first come first serve basis. Books are issued for a period of one year till the exams .Books like Psychology. Foundation of Education, History, Science, Mathematics, Konkani and Hindi are there for the students. Library facilities-The library is well equipped with reference books, journals and periodicals. The scope of the collection reflects the commitment to advanced study in education and its various dimensions. The students are provided the question papers of previous years in the website and also hard copies are maintained in the library. The library has got the membership with INFLIBNET to access NLIST resources .The Library organizes orientation program every year for the new batch. Students when facing difficulty approach the library staff for assistance. There is a photocopy machine installed in the library for the Faculty and staff . Computer Lab-The College has a well-equipped Computer Laboratory. The students are motivated to conceptualize and develop ICT related instructional material for the enrichment of their teaching. Canteen-The college is providing canteen facility to the students as well as teaching and non-teaching staff of the college Sports:-. A sports committee is constituted every year, consisting of

students as well as Faculty. During the session 2018-19 college participated in various inter collegiate events like country, chess, badminton, table tennis, tennikoit, handball, basketball, athletics and cricket. Nirmala Institute of education won the runner up for VLASTOS. Carom board, Badminton, Football, or any other sports equipment is issued to the students by depositing their student ID whenever they got free time in their schedule.

<https://www.nirmalainstitute.org/facilities>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Teresa Kalathiveetil Accomplishment Award	2	1000
Financial Support from Other Sources			
a) National	Nil	Nil	Nil
b) International	Nil	Nil	Nil
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Remedial coaching	11/06/2018	16	B.Ed.Faculty
Life skills	12/07/2018	99	Ms.Sulaxa Gawas
Group Counselling(college counsellor)	18/06/2018	199	Ms.Sulaxa Gawas
Arts and Aesthetics(Performing Arts and Visual Arts),	11/07/2018	199	Mrs.Anagha Deshpande, Mr.Raymond Pereira
Health and Physical Education	11/07/2018	199	Mr.Clifton Fernandes
Personal Counselling(college counsellor)	18/06/2018	62	Ms.Sulaxa Gawas
Communication Skills	28/06/2018	100	Ms.Eutemia Fernandes Ms.Millie Pereira
Mentoring	11/06/2018	199	B.Ed. Faculty
Media Literacy	11/12/2018	99	Mr. Subodh Haldankar
Peace Education	12/06/2018	99	Mrs. Sharmila Kerkar
No file uploaded.			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
No Data Entered/Not Applicable !!!					
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
2	2	2

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
No Data Entered/Not Applicable !!!					
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2018	1	B.Ed.	Education	Shri. Vaishnav Vidyapeeth Vishwavidyalaya	Post graduation
2018	1	B.Ed.	Education	Mangalore University	Post graduation
2018	1	B.Ed.	Education	Savitribai Phule University	Post graduation
2018	1	B.Ed.	Education	Shivaji University	Post graduation
2018	1	B.Ed.	Education	Goa University	Post graduation
No file uploaded.					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
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NET	1
SET	1
No file uploaded.	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Leadership Camp	Institutional	76
Trek	Institutional	73
Intra-mural (fun Minor games)	Institutional	100
Inter Collegiate Futsal	State	160
Cultural Activities	Institutional	199
View File		

5.3 – Student Participation and Activities

5.3.1 – 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	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2018	Nil	Nil	Nil	Nil	Nil	Nil
View File						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Student Council begins to function after the elections are conducted in the Institute. Election dates are notified by Directorate of Students Welfare and Cultural affairs, Goa university. Every student of the college has the right to vote and choose their representatives to represent the entire student body at the university level by choosing the University Class Representative and the University Faculty Representative. The UCR/UFR is selected by students at the beginning of the academic year by conducting the elections as notified by the University following the nomenclature prescribed by the aforementioned university. The student candidates aged 25 and below are nominated by the entire batch of students belonging to the respective batch or post of UCR. Subsequently, the shortlisted candidates file their nomination forms providing relevant information. Election takes place as per the dates scheduled by the University. The election is conducted with due fairness and integrity. From those selected as UCR's proceed to contest for the position of UFR. The UFR holds his/her post for two consecutive years. Responsibilities of the Student Council- The student council plan and organise the inaugural function and also the Holy Eucharist to welcome the F. Y. B. Ed teacher trainees and implore the blessings of the Almighty on the entire Institute. They act as a liaison between the student body and the Faculty, Principal and Management. The council represent the students by communicating the problems of student body to the concerned authorities. They provide ideas and suggestions in organising the academic and co-curricular activities in the college. Every year the Teacher's Day celebration is planned and organized by the elected members independently by involving the entire student group. The council also conduct the intra mural games for enhancing their fitness and fostering overall well-being for the entire batch of students under the guidance provided by the College Director of Physical Education. The students held the responsibility by volunteering for

the Intercollegiate Futsal event Vlastos. As a part of the Valedictory function of the International Conference held at the Institute, the students took the responsibility to present a cultural programme to showcase the traditions and cultural heritage of Goa to the esteemed guests and participants. The student council also contributed by conducting a variety of hands -on activities for children, thereby adding colour to the day and making it a grand success on the second edition of the state level event NOMOZO 2.0 organized by Porvorim Rising and Mr. Rohan Khaunte, MLA of Porvorim. Founders' day was celebrated with a meaningful prayer service followed by an enthralling operetta based on the lives of the Founders titled, 'THE QUEST' through the collaboration of the council. The council assisted the Faculty to conduct a variety of activities through special participation groups. They helped in organizing several workshops in different categories in preparations for the annual Goa Day event 'Abolianchem Fest'. The council represents the administrative committee of the Institution. They also plan and organize the farewell programme for the S. Y. teacher trainees.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

No Data Entered/Not Applicable !!!

5.4.3 – Alumni contribution during the year (in Rupees) :

No Data Entered/Not Applicable !!!

5.4.4 – Meetings/activities organized by Alumni Association :

The Institute does not have a registered Alumni Association. However, the alumni help the Institute in various ways. Faculty members are in touch with several ex-students. All 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 Nirmala Institute of Education, who are in service attend these workshops taken by the Faculty of Nirmala Institute of Education. Invitations for Abolianchem Fest were sent to them. They also visited the college for it and few of them performed voluntarily. On 26th April 2019, an alumna from the first batch of M.A. Wellness Counselling, spoke to the current students of the course about her experiences in the field of counselling. Demonstration lessons: Two ex-students contributed by giving demo lessons in the Methodology of Teaching Hindi. Alumni also provides mentoring support to the student trainees of Nirmala Institute of Education during their internship in the Institution wherever they are employed.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Institutional Management and Leadership: The Management of Nirmala Institute of Education, through the Principal has always advocated a participatory approach to govern the Institute. The Faculty members planned for the year's activities and also transacted the curriculum. They were 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. The Faculty are

involved in planning the whole year's schedule in April itself along with the Principal. New trainees are inducted into the course programme through orientations given by various Faculty members. Various Committees were formed to conduct the cultural, social and academic programmes. To benefit the in-service school teachers, the Faculty members plan and conduct workshops on relevant topics. The office keeps the records of participant feedback of all the workshops which helps the Faculty for further planning. The Faculty members handle each of their responsibilities efficiently with minimal interference from the principal and management. Participatory Form of Governance The participatory form of governance is known to be highly effective form of functioning. Faculty coordinators independently planned for State level and National level conferences and State level workshops for which they tried to get funding from government bodies. They were ably assisted by teacher trainees. Certain major events like the 'Abolianchem Fest', which are a celebration of Goan culture and ethos are planned and executed by the Faculty and teacher trainees under the supervision of the principal. The objectives of the festival and the other events are to document, generate knowledge about our environment and socio-cultural resources, as well as to share knowledge for sustainable living for the present and the future generations. This year the theme was 'The coconut tree'. The various stalls included: art and decoration with special emphasis on the coconut, food stall, medicinal and ornamental plants stall, traditional games stall, and the photo-booth. All events were planned and executed by the Faculty and trainees independently of the Management. The Faculty also arranged several workshops to train the teacher trainees for the programmes. The Faculty scheduled various Celebration days such as Independence Day, Ganesh Chaturthi and others to understand socio-cultural responsibility and Subject Days to enhance the academic understanding of all disciplines which are a joint venture of the Faculty and teacher trainees. The teacher trainees of each pedagogy, plan and present off-stage and on-stage programs on their day, under the guidance of their respective Method Masters. These celebrations include backdrops, competitions, exhibitions, bulletin board displays, photo booths, PowerPoint presentations, fashion shows, quizzes, dances, skits and songs. These celebrations help the teacher trainees use their talents and develop their creative abilities putting the theory of Multiple Intelligences into actual practice. These events have been a great success and the excellent team work and collaboration between Staff and teacher trainees is more than evident. The Faculty, administrative staff, teacher trainees along with the multitasking and support staff have shouldered immense responsibilities in a remarkable manner with minimum guidance from the Management.

6.1.2 – Does the institution have a Management Information System (MIS)?

No

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	The curriculum is developed and reviewed by the Board of Studies for Education but at the Institutional level a variety of different activities are organised during the year to enhance the curriculum. Clarity about course papers is given through Orientations at the very beginning. Students are encouraged to attend Seminars and conferences conducted by

the Institute. Trainee profile format was designed to collect student data to know their talents, strengths and weaknesses and consequently assign trainees to different co-curricular activities. Resource persons including Alumni were invited to give sessions on various topics to enrich the curriculum. Faculty conducts workshops for In-service school teachers.

Teaching and Learning

Curriculum transaction is done through lecture cum discussions, demonstrations, PowerPoint presentations and various other innovative methods of teaching. Through creative assignments and projects, trainees construct content mind maps, graphic organisers, crossword puzzles and content related riddles, create videos related to Goan culture. Besides traditional lessons trainees are motivated to try innovative methods in teaching such as, cooperative learning, collaborative teaching, technology enabled lessons. They prepare a variety of instructional materials, record and use videos to enhance their technology enabled lessons, use different art forms like theatre, visual art and songs for teaching. They organise and participate in intramural games. Trainees were also asked to create kitchen gardens in their internship schools as part of their project to help them grow in environmental consciousness and also to inspire the trainees, the teachers and students in the schools to replicate this at home to grow healthy and eat healthy.

Examination and Evaluation

The Institute follows the affiliating university pattern of examination and evaluation. The Faculty members are free to try innovative techniques of Assessment and Evaluation. For assessing different types of lessons such as traditional lessons, collaborative lessons, technology enabled lessons, the Faculty members have developed detailed criteria for evaluation of the various components in their own subject pedagogies. The trainees are given oral and written feedback immediately after their lesson presentations. The peer participants also give valuable feedback about the various lessons they observe. This

	<p>serves to encourage the trainees to build their self - confidence and improve their performance.</p>
<p>Research and Development</p>	<p>Every year trainees engage in Action Research projects. Initially trainees focus on self-improvement in teaching. For example, a trainee who had poor explaining skill had to make a conscious effort to improve upon it and show the progress through a well-researched and documented report. This is followed by action research on remedial teaching in their subject pedagogies. The Faculty were required to write quality thematic/research articles in reputed journals so also to present papers in various national and international conferences. Faculty was encouraged to provide guidance for students of MA in Education and PG Diploma in Guidance and Counselling.</p>
<p>Library, ICT and Physical Infrastructure / Instrumentation</p>	<p>The library ensures optimal utilization of books and other reading material. Library subscribes to NLIST services of INFLIBNET accessible to all Faculty and students 24 x 7 using individual login and passwords. Orientations are conducted for students at the beginning of the academic year regarding library books and e-resources. The students avail of computer terminals installed in the library. Bar coding enables better processing of the library function. The campus is Wi-Fi enabled. The college has ICT enabled classrooms with Wi-Fi facilities, computer laboratories and well-equipped seminar hall. The IT laboratory is well equipped with computers with latest configurations. Clean sanitary facilities are available including meeting the needs of Physically challenged individuals. Large size windows and open corridors ensure ample natural lighting and good cross ventilation on campus.</p>
<p>Human Resource Management</p>	<p>Human resource management is done by the Management, Principal and administrative office. There is an open-door policy for the Faculty, Administrative Support Staff and Students to share their views as well as grievances if the need arises. As an affiliated Institute the rules and regulations of Goa University and the Directorate of Higher Education are applicable to the Institute including</p>

	<p>appointments to the various posts. The Management takes personal interest in the college developmental activities and is a part of different college meetings such as career advancement, appointment of new staff and IQAC.</p>
Industry Interaction / Collaboration	<p>The Institute being a Teacher Education Institute maintains good relationships with the schools chosen for conducting practice teaching and internship as well as the University and the Directorate of Higher Education. This serves an important purpose as the Schools are also the prospective employers of the trainees who graduate. A few Managements of Institutions do come for campus placement purposes. The Institute actively complies with the Affiliating University and the Directorate of Higher Education for all academic, administrative and curricular matters. Each year the Institute also collaborates with various departments like the Traffic Cell of Goa, The Dept. of Civil Supplies and Consumer Affairs.</p>
Admission of Students	<p>The admission to the B.Ed. is a centralised procedure conducted by the Directorate of Higher Education in collaboration with Goa University and the three B.Ed. Colleges in Goa. The students are selected according to a common entrance test conducted by the Goa University. Student Counselling is conducted in the presence of the three Principals and student get their choice of college according to merit and reservation categories. Students to MA Wellness Counselling and PG Diploma Courses are required to answer an entrance test and are selected according to merit. Reservations in the various categories such as OBC, SC, ST, Minorities and others are considered at the time of application for admission and counselling process.</p>

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Administration	<p>Reports of activities held during the year are sent to the reports committee by email. Minutes of the Faculty meetings and IQAC meetings are sent to the College by Email. Faculty details are uploaded on the website. Circulars from the Directorate of Higher Education and Goa University along with</p>

	urgent letters are communicated via Email . NCTE PAR was successfully submitted. Admission:- DHE Admission online portal Weblinks to Goa University, NCTE, UGC and NAAC are on the Institutional Website.
Finance and Accounts	Tally ERP 9 is used to handle accounting procedures by the Accountant.
Student Admission and Support	The students made a whatsapp group where in the CR would forward the messages sent by Faculty and the admin staff. The Faculty were contacted either by email or whatsapp to clarify any doubts. The students have to register online on the Anti-Ragging Website and a copy of the same is submitted to the office. Students details are updated on the AISHE portal as and when requested for. The Institutional Website contains all information relating to the courses, to administration. Admission:- DHE Admission online portal Weblinks to Goa University, NCTE, UGC and NAAC are on the Institutional Website.
Examination	The Internal Marks obtained by the students are sent via email along with a hard copy to the University for facilitating easy entry for the data operators.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2018	Mrs Suvarna Gauns	Quality Education through Academic and administrative audit	Nil	750
2018	Mr Clifton Fernandes	Effective management of inter collegiate sports tournament	Nil	500
2018	Mrs Anagha Deshpande	Personality development through theatre Art	Nil	600

2018	Dr.Delia Antao	National Conference on Changing Landscape of Higher Education in India and Impending Challenges.	Nil	4000
2019	Mr.Raymond Pereira	Workshop on Photography	Nil	500
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
No Data Entered/Not Applicable !!!						
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
FDP- Dr. Patil	13	27/04/2019	Nil	1
FDP- Dr. Saba	13	27/08/2018	Nil	1
FDP - Stat Level Workshop- Data Analysis and Statistical Techniques using 'R'	2	15/03/2019	20/03/2019	4
Short Term Course Training Programme on Gender, Work and Development.	2	06/05/2019	10/05/2019	5
MHRD -UGC Orientation Course	1	13/11/2018	10/12/2018	28
MHRD -UGC Orientation Course	2	02/01/2019	29/01/2019	27
UGC Refresher	1	03/07/2018	23/07/2018	21

Course			
No file uploaded.			

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
No Data Entered/Not Applicable !!!			

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Nill	Nill	5

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The Internal and External Audits conducted by Nirmala Institute of Education (NIE) includes: A) Internal Audit The management of NIE has appointed an internal auditor who conducts audits semi-annually. The audit is not only restricted to major expenditures incurred during the period but also with regards to checking whether the internal financial controls laid are being duly followed. B) External Audit The External Audit of NIE is conducted by a Chartered Accountancy Firm. In addition to the same, Government Audit is also conducted with respect to the Salary and Non-Salary Grants received from the Government.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
No Data Entered/Not Applicable !!!		
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6.4.3 – Total corpus fund generated

No Data Entered/Not Applicable !!!

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nill	No	Nill
Administrative	No	Nill	No	Nill

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

No Data Entered/Not Applicable !!!

6.5.3 – Development programmes for support staff (at least three)

No Data Entered/Not Applicable !!!

6.5.4 – Post Accreditation initiative(s) (mention at least three)

No Data Entered/Not Applicable !!!

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	State Level Workshop on Quality Research and Publication in Social sciences: Issues and Innovations	27/04/2019	27/04/2019	Nil	17
2018	Importance of Intellectual Property Law in Today's World	27/08/2018	27/08/2018	Nil	14
2018	In-Service workshops to school teachers (16 Workshops throughout the year)	02/07/2018	Nil	Nil	1350
2018	Content Development Initiative (a step towards SWAYAM and NROER the Online NCERT OER Portal)	Nil	Nil	Nil	16
2018	The Inter-disciplinary international conference	16/08/2018	16/08/2018	Nil	160
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the	Period from	Period To	Number of Participants
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programme			Female	Male
Talk on women's issues	15/06/2018	Nil	83	4
Gender sensitization day	27/02/2019	Nil	92	4
INTERNATIONAL WOMEN'S DAY	14/03/2019	Nil	181	8

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
<p>1. The Institute focused on making Campus Green indoors by placing potted plants at strategic locations and outdoors by maintaining green cover. 2. Rain Water harvesting plant was installed at the campus to harvest roof rainwater. 3. The Geodesic Dome which is a hemispherical metal structure (Lattice Shell) was built for the purpose of planting vegetables like tomatoes, lettuce... on the ground as well as allow vegetables creepers like gourds. The frame also supported potted plants suspended from the overhead metal frames.</p>

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	Nil
Ramp/Rails	Yes	Nil
Rest Rooms	Yes	Nil
Scribes for examination	Yes	Nil

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	1	Nil	18/03/2019	1	Visit to old age homes	Distribution of biscuits, soaps, and other food items, cleaning the house compound (washing, dusting, weeding etc.) cutting of nails of	13

						elderly etc.	
2019	1	Nil	13/01/2019	1	Nomozo	Staff and students took part in the 'Nomozo' A program conducted by NGO porvorim rising, the students organized various activities	110
No file uploaded.							

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
No Data Entered/Not Applicable !!!		

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Role of Educators under RTE (2009)	12/06/2018	Nil	92
Peace and Human Rights Day	30/01/2019	Nil	90
A talk on Nature Protection and Social Health	30/08/2018	Nil	96
Street Play competition on The Seven Principles of Gandhi	05/10/2018	Nil	100
A Talk on PREVENTION OF CHILD SEXUAL ABUSE	11/01/2019	Nil	189
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Swachh Bharat Abhiyan day.
Dry Waste Especially dry leaves etc. composting is done at the Institute the same compost is used to fertilize the various plants in the campus. The Institute has banned the use of chemical fertilizers on the campus.
Solar Cooking: On 27th January 2019 a talk was given by Dr. Phatak on the use and functioning of a Solar Cooker. The Trainees were given a privilege of buying a solar cooker at a nominal cost of Rs. 700/- instead of Rs.3,400/- which is the market price.
Installation Rain water harvesting plant.

A session on zero waste management was conducted on 23rd January 2019.

Film screening 'Midway' by Chris Jordan.

The Geodesic Dome which is a hemispherical metal structure (Lattice Shell) was built for the purpose of planting vegetables like tomatoes, lettuce.... on the ground as well as allow vegetables creepers like gourdes. The frame also supported potted plants suspended from the overhead metal frames.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1. Title of the practice - 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, the Faculty were looking for ways in which the quality of lessons could be improved and to help the weaker trainees to develop self-confidence and improve in lesson planning and execution. Collaborative teaching was introduced mainly to improve the quality of the practice lessons given in schools. In any given endeavor, 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. Practice time for collaborative lessons was scheduled to increase the effectiveness of the lessons. Evaluation criteria were specially designed for such lessons. The trainees were given practice for one such lesson on campus as a peer teaching lesson. 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 trainees found it difficult to execute the lesson plans the way they planned as they were co-dependent. Continuous mentoring was provided to overcome the issues. 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. They felt motivated and challenged to do the best they could. Resources required The resources required for the practice were limited. The college library was used for referencing work. The trainees referred to videos to improve the lesson. Teaching Aids were used as and when required. They also availed of songs for teaching and composed their own songs for the content they taught

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Title of the practice - COOPERATIVE LEARNING AS A STRATEGY FOR TEACHING The context that required the initiation of the practice The Faculty were looking for a strategy of teaching where there is maximum pupil engagement. A lot of research has been done on the use of cooperative learning in schools. A lot of information about it was available on the internet. So, the teacher trainees were given a workshop on cooperative learning and were asked to incorporate its strategies while teaching in the internship schools. Objectives of the Practice To increase student engagement in their own learning. To motivate students to take on more responsibility for learning. To develop crucial life skills such as cooperation and collaboration that students will continue using far beyond their school years. To inspire students to engage in thoughtful discourse, examine different perspectives, and learn how to disagree productively, thereby gaining a deeper understanding of the content learnt. Brief explanation regarding the practice Cooperative learning is an instructional strategy that enables small groups of students to work together on a common assignment. The parameters often vary, as students can work collaboratively on a variety of problems, ranging from simple mathematics problems to large assignments such as proposing environmental solutions on a national level. Students are sometimes individually responsible for their part or role in the assignment, and sometimes they are held accountable as an entire group. It has five basic elements that allow successful small-group learning: Positive interdependence: Students feel responsible for their own and the groups effort. Face-to-face interaction: Students encourage and support one another the environment encourages discussion and eye contact. Individual and group accountability: Each student is responsible for doing their part the group is accountable for meeting its goal. Social Skills: Group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others and develop a sense of responsibility. Group processing: Group members analyse their own and the groups ability to work together. For the implementation of the cooperative learning strategies the Faculty after studying the strategies in detail conducted a workshop for students regarding the same during the years. The students were exposed to different strategies and all doubts and queries were solved during the workshop. The students used these strategies in their teaching. The Faculty observed their lessons and gave feedback. Obstacles faced if any and strategies adopted to overcome them Small group activities aren't always very efficient - Trainees are taught classroom Management to handle the group activities with a minimum of noise and in an orderly manner. Students conversing about something not related to the task given-Trainees move from one group to another to prevent students from engaging in other conversations. One bright student doing most of the work - Trainees settle in each group from time to time to ensure all students' participation in the task equally. Students getting impatient with those who do not cooperate - Trainees guide these students. Teachers find it difficult to accurately assess students' participation - Group leader gives a written report Impact of the practice The practice of cooperative teaching helped in increasing the academic achievement

of students and also helped them to develop their emotional intelligence. It was found to have built positive relationships among students - important for creating a learning community that values diversity. From the feedback taken and the lesson observations it was seen that it provided experiences that developed both good learning skills and social skills. When students work towards achieving a common goal, academic work becomes an activity valued by peers. Students were motivated to help one another to learn efficiently. Students were able to translate the teachers language into 'student language' for one another. Students who explained to others in the cooperative learning groups also reinforced their own learning thus, improving the whole teaching learning process to a great extent. They enjoyed using the cooperative learning strategies such as Round Table, Round Robin, Numbered Heads Together, Team Jigsaw, Think-Pair-Share and Write Around. Their students enjoyed the activities given in groups. It broke the monotony of teacher talk. On the whole it helped to make learning fun and enjoyable for the students Resources required The college Library Resources were used besides the internet provided students with needed information.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<http://www.nirmalainstitute.org/best-practices-2018-19>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

It is essential that method masters and those Faculty members who have taken the subject for their B.Ed. supervise the lessons given by their own students. The main reason for this is that feedback given will be, not only with reference to teaching skills but also regarding the transaction and accuracy of specific content taught by the trainee. The method master can observe the details that may be overlooked or ignored by other supervisors due to lack of knowledge. In the past faculty members observed and supervised lessons in all subjects including Hindi and Konkani. Method masters were unable to supervise the students that they had guided and whose lesson plans they had corrected in detail. Also, they were unable to get information about how the trainees were putting the guidance given, into practice. Because of this there were many misunderstandings between Faculty members. Some of them would say that injustice was done to their students in giving marks for their lessons. Also, many Faculty members found it very difficult to supervise the subjects they were not conversant with 100. As a result, suspected errors in lesson execution remained uncorrected. Only a superficial assessment of teaching skills was possible. Trainees were given marks that they did not deserve because the supervisor preferred to give them the benefit of the doubt. With this context in mind, one of the Ex-Faculty members, Mr. Nicholas D'Souza took it upon himself to devise a plan whereby the Faculty would supervise lessons only of the method they were qualified to teach. Since the admission procedure was fully in the hands of the Institute, the intake of trainees in each method according to Faculty members present at that time was relatively easy. This practice helped method masters to keep a check on the progress of the trainees in lesson execution. Errors were corrected appropriately and not repeated in the subsequent lessons. The method masters could also evaluate the effect of their lesson guidance and make the necessary changes accordingly. This practice was successful with trainees and Faculty alike, so much so, it is followed to this day even though the admission procedure is now taken over by the Directorate of Higher Education. Lesson guidance and supervision/observation go hand in hand and must be conducted by the same person for best results. This results in increasing the quality of practice lessons. There is greater

validity and reliability and also objectivity in lesson observation and evaluation. In such a scenario, the supervisors can also pay heed to the discrimination index when it comes to separating the trainees into the upper and low achievers according to their lesson presentations.

Provide the weblink of the institution

<http://www.nirmalainstitute.org/2018-19-0>

8.Future Plans of Actions for Next Academic Year

1. Automation of library and student attendance: The Institute continuously strives to promote and introduce the best in the field of education. For the next academic year, it was decided to automate certain processes in the Institute starting with students' attendance and the library. 2. Green initiatives: It was decided to change the entire electrical lighting to more eco-friendly LED lights as a part of the green initiatives of the college. The Institute looks to increase the green cover in the campus and also start a kitchen garden to enable the staff and the students to get practical experience in the coming year. 3. Awareness Campaign Due to continuous exploitation of nature by human beings, it was decided to create awareness in the society regarding the same in the coming year. 4. Thematic Cultural Event As part of the Goa Day celebration of the Institute, the theme for the next academic year was decided as 'Goenchi Mati' (Goan Soil). The projects and assignments in the different courses will center around the theme. 5. Student Support: The mentoring process as part of teacher education was to be revamped. It was decided to help the financially disadvantaged students. 6. Value-added courses: Teacher trainees need to be updated with current trends and have additional knowledge. Therefore, it was decided to have add-on courses for teacher trainees e.g. Robotics, Wellness Counselling, Bakery and confectionery. 7. The new Course Diary to be planned including articles on the topic 'Art in Education', NIE and Faculty details, images of previous co-curricular activities, rules and statutes. 8. Celebration days will be celebrated by FY students and Subject Days will be celebrated by SY student to enable all students to get a chance for participation. 9. Gender Champions activity will be held once a month. 10. Students to be motivated to avail of the facilities of the counselor on campus. 11. The proposal for the workshop based on Theatre in Education was sent to the DHE, if approved it will be conducted at State level for selective students of all the B.Ed. Colleges of the State. 12. Add-on courses to be offered to students on campus.